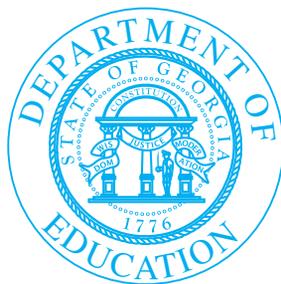




**2012 CRCT**  
**Score Interpretation Guide**  
**Grades 3 through 8**



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

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## INTRODUCTION

This *Score Interpretation Guide* is written for Georgia teachers and administrators who receive score reports from the 2012 administration of the Criterion-Referenced Competency Tests (CRCTs). 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 how well students have acquired the skills and knowledge prescribed in the Georgia Performance Standards (GPS). 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 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 *2011–2012 Student Assessment Handbook* and the *2008–09 Accommodations Manual* (posted on the Georgia Department of Education’s website at <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/default.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 GPS. Students with disabilities (including those with Section 504 plans) and English Language Learners (ELL) 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 in grades 1 through 8, and in Science and Social Studies in grades 3 through 8. These tests measure how well students have acquired the skills and knowledge mandated by the Georgia Performance Standards (GPS).

**Due to budget constraints, grades 1 and 2 will not be administered during the 2011–2012 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 of the CRCTs: *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 Score 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 GPS.

Scores at or above 850 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 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; however, 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 the same curriculum. (GPS-based CRCT scores should **not** be compared to those based on Georgia's previous curriculum standards, the Quality Core Curriculum or QCC.)

***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 of the CRCTs, 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.

## 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 CRCTs are a measure of the state's mandated curriculum, and score interpretation should focus on how well students have acquired the skills and knowledge described in the Georgia Performance Standards.

### *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.

### ***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.

**It is important to bear in mind, however, that GPS-based scale scores are *not* comparable to QCC-based scale scores from previous years because the content and test standards have changed.**

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 CRCTs 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 Language Learners are allowed accommodations on the CRCTs that are consistent with the instructional and testing accommodations annotated in the student's IEP, IAP, or ELL/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,

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 Language Learner/Testing Participation Committee (**ELL/TPC**).

other accommodations are nonstandard and result in a conditional administration (CA) designation. Conditional accommodations permit those students with more severe disabilities and English Language 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.**

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 ELL/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 ELL/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.

**It should be noted that only scores obtained using standard accommodations on the Georgia High School Graduation Tests (GHS GT)—including the writing assessment test (GHS WT)—meet the State Board of Education's requirement for a regular diploma.** In other words, if a student takes the GHS GT/GHS WT with conditional accommodation(s), the student has *not* met the assessment requirement for a regular diploma.

**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 2012**

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-GPS	747	Does Not Meet
English/Language Arts-GPS	860	Exceeds
Mathematics-GPS	835	Meets
Science-GPS	DNA	—
Social Studies-GPS	796	Does Not Meet

**Criterion-Referenced Competency Tests (CRCT) • Spring 2012**

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

**Lexile: 740L**

CONTENT AREA	SCALE SCORE	PERFORMANCE LEVEL
Reading-GPS	825	Meets
English/Language Arts-GPS	815	Meets
Mathematics-GPS	745	Does Not Meet
Science-GPS	DNA	—
Social Studies-GPS	796	Does Not Meet

**Criterion-Referenced Competency Tests (CRCT) • Spring 2012**

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-GPS	800	Meets
English/Language Arts-GPS	790	Does Not Meet
Mathematics-GPS	870	Exceeds
Science-GPS	870	Exceeds
Social Studies-GPS	796	Does Not Meet

**Criterion-Referenced Competency Tests (CRCT) • Spring 2012**

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

**Lexile: 340L**

CONTENT AREA	SCALE SCORE	PERFORMANCE LEVEL
Reading-GPS	745	Does Not Meet
English/Language Arts-GPS	720	Does Not Meet
Mathematics-GPS	750	Does Not Meet
Science-GPS	755	Does Not Meet
Social Studies-GPS	725	Does Not Meet

**Criterion-Referenced Competency Tests (CRCT) • Spring 2012**

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

**Lexile: 1265L**

CONTENT AREA	SCALE SCORE	PERFORMANCE LEVEL
Reading-GPS	825-CA	Meets
English/Language Arts-GPS	815-CA	Meets
Mathematics-GPS	745-CA	Does Not Meet
Science-GPS	857-CA	Exceeds
Social Studies-GPS	790-CA	Does Not Meet

**Criterion-Referenced Competency Tests (CRCT) • Spring 2012**

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-GPS	PTNA	—
English/Language Arts-GPS	880	Exceeds
Mathematics-GPS	880	Exceeds
Science-GPS	DNA	—
Social Studies-GPS	796	Does Not Meet

**Criterion-Referenced Competency Tests (CRCT) • Spring 2012**

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

**Lexile: 740L**

CONTENT AREA	SCALE SCORE	PERFORMANCE LEVEL
Reading-GPS	825	Meets
English/Language Arts-GPS	815	Meets
Mathematics-GPS	PTNA	—
Science-GPS	DNA	—
Social Studies-GPS	796	Does Not Meet

**Criterion-Referenced Competency Tests (CRCT) • Spring 2012**

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-GPS	860	Exceeds
English/Language Arts-GPS	860	Exceeds
Mathematics-GPS	830	Meets
Science-GPS	IV	—
Social Studies-GPS	851	Exceeds

**Criterion-Referenced Competency Tests (CRCT) • Spring 2012**

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-GPS	890	Exceeds
English/Language Arts-GPS	900	Exceeds
Mathematics-GPS	855	Exceeds
Science-GPS	860	Exceeds
Social Studies-GPS	850	Exceeds

**Criterion-Referenced Competency Tests (CRCT) • Spring 2012**

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-GPS	837	Meets
English/Language Arts-GPS	841	Meets
Mathematics-GPS	PIV	—
Science-GPS	858	Exceeds
Social Studies-GPS	863	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 2012 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 CRCTs. 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 A. 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



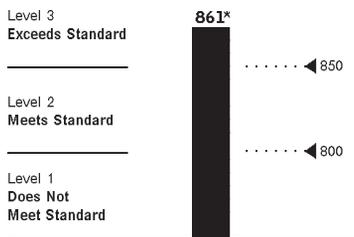
Student	TEMPLE LANGLEY J	Grade	3
Birth date	03/14/2003	Class	ANYCLASS
Gender	FEMALE	School	ANYSCHOOL
GTID	0123456789	System	ANYSYSTEM

## Individual Student Report

Spring 2012

Simulated Data

### Reading GPS



This student's score is **861**, which is in performance level 3 and **exceeds the standard** for Reading.

A scale score of **861** 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 842 to 882.

\*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 Book Database contains tens of thousands of titles. At [www.lexile.com](http://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.

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### Reading Domains

Reading Domains	Number Correct	Number Possible
Literary Comprehension	19	24
Reading for Information	6	8
Reading Skills and Vocabulary Acquisition	7	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: **885L**

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](http://www.gadoe.org) for additional information on Lexiles.

CTBID: 04210M012240001-03-00001

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)

Simulated Data

**Spring 2012**

Student Name	GTID Number	Reading-GPS Scale Score	Math-GPS Scale Score
ANDERSEN, TANA	0123456789	DNA	DNA
COOKE, CHASE J	0123456789	789	794
EARHART, BENITA	0123456789	+	778
JAMESON, JULIA	0123456789	IV	IV
MUNEZ, CHRIS D	0123456789	778	683
ROGERS, SAM T	0123456789	778	+
WHITNEY, MARK D	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 2012 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 2012**

Simulated Data

Student Name GTID Number	Date of Birth	Reading GPS					English/Language Arts GPS			Mathematics GPS					
		# Possible: 24					# Possible: 30			# Possible: 30					
		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	Geometry	Algebra	Data Analysis and Probability		
ABLE, DAVID M 0123456789	06/23/03	655* 1	BR	12	4	3	660* 1	19	10	605* 1	5	2	2	1	2
ANDERSON, MICHAEL J 0123456789	10/03/03	682 1	BR	11	5	1	725 1	15	11	830 2	23	7	6	5	4
BRONSON, MARY A 0123456789	11/15/03	725 1	BR	16	5	6	833 2	21	16	782 1	10	5	4	3	3
DAVIDSON, DAVID T 0123456789	08/19/03	833 2	660L	17	7	5	682 1	15	7	860 3	25	11	7	5	6
HAVI LAND, TRACEY 0123456789	03/24/03	655 1	BR	12	3	2	899 3	27	19	IV					
KOOPMANN, ANGELA L 0123456789	06/23/03	899 3	890L	20	3	5	853 3	30	18	801 2	12	6	6	4	5
LIN, JOHN 0123456789	10/03/03	883 3	890L	17	8	4	751 1	26	7	750 1	9	4	4	2	3
MORGENSTERN, CAROLE A 0123456789	11/15/03	750 1	25L	23	4	5	650 1	25	5	773 1	9	4	3	3	3
ORTIZ, PASCUAL 0123456789	08/19/03	650 1	BR	14	8	4	PIV			655 1	6	3	2	2	2
PAOLETTI, WILLIAM P 0123456789	03/24/03	DNA					PTNA			855 3	24	10	6	5	6
WILLIAMS, KEN G 0123456789	04/01/03	925 3	890L	21	7	3	801 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 CRCTs 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 CRCTs 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 2012**

Simulated Data
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	Reading GPS				English/Language Arts GPS			Mathematics GPS					
	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	Geometry	Algebra	Data Analysis and Probability
<b>Summary Information</b>													
Number of Students	20	20	20	20	8	8	8	21	21	21	21	21	21
PTNA Number of Students	1	1	1	1	0	0	0	0	0	0	0	0	0
Class Mean Scale Score	813				--			822					
Standard Deviation for Mean Scale Score	32				--			24					
Number of Items	40	24	8	8	50	30	20	60	30	11	7	6	6
Class Mean Number Correct	36.4	19.3	5.8	6.2	--	--	--	52.3	28.4	9.1	5.8	4.1	4.9
Standard Deviation for Number Correct	18	2.2	1.2	0.8	--	--	--	22	1.1	2.3	0.9	1.3	1.3
Percent at Level 1	17				--			17					
Percent at Level 2	67				--			67					
Percent at Level 3	17				--			17					
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 813 and the standard deviation is 32 (as shown above), approximately two-thirds of the students in the class will have scored between 781 (813 minus 32) and 845 (813 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 took the Braille version of the CRCTs. No summary page is provided for students who take a makeup version of the CRCTs outside the system's normal nine-day testing window.

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

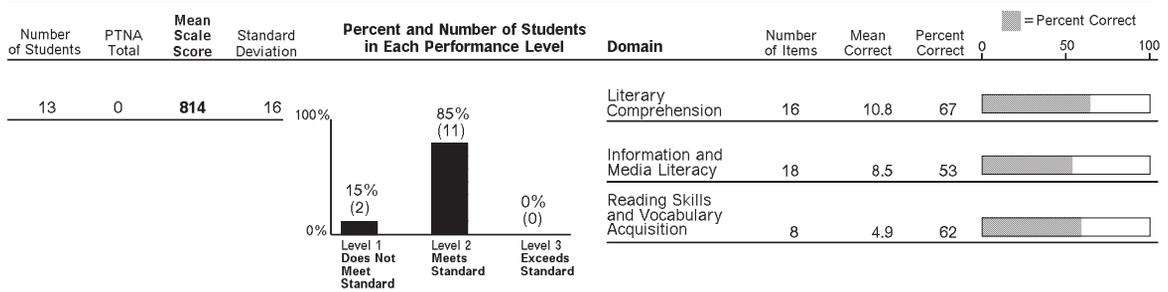


Grade **5**  
 Class **ANYCLASS**  
 School **ANYSCHOOL**  
 System **ANYSYSTEM**

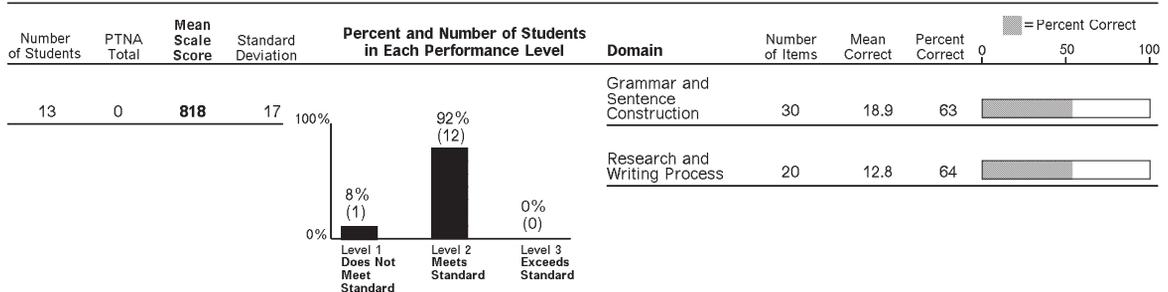
**Class Performance Summary Report**  
**Spring 2012**

Simulated Data

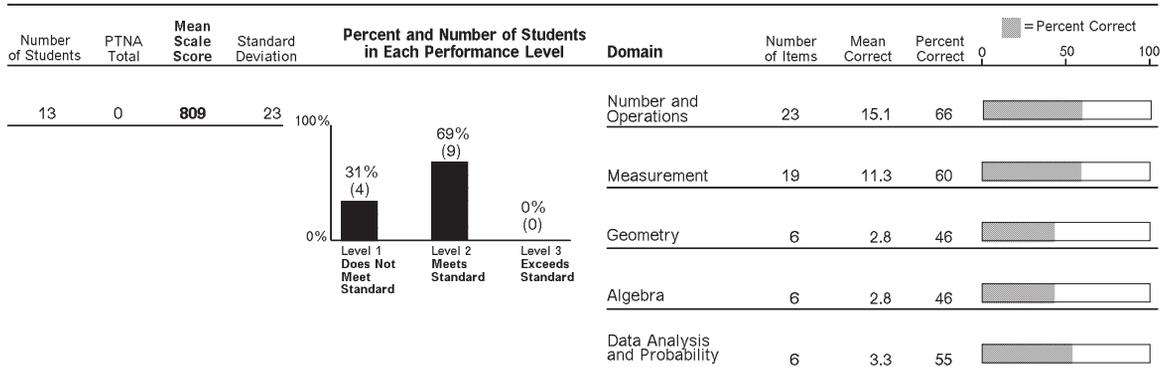
**Reading GPS**



**English/Language Arts GPS**



**Mathematics GPS**





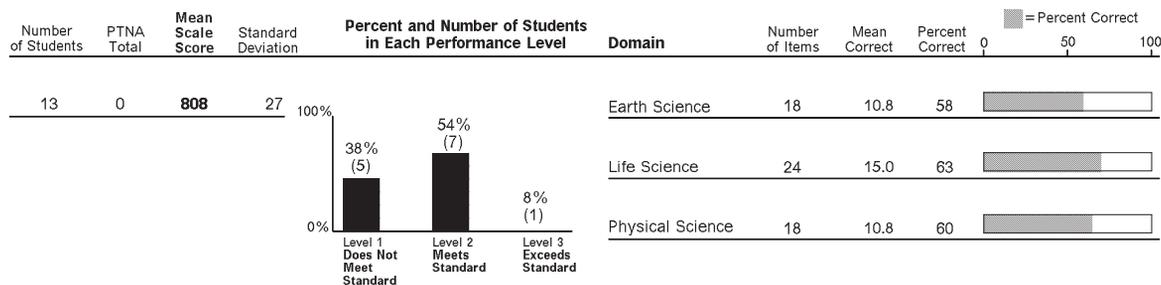
Grade **5**  
 Class **ANYCLASS**  
 School **ANYSCHOOL**  
 System **ANYSYSTEM**

# Class Performance Summary Report

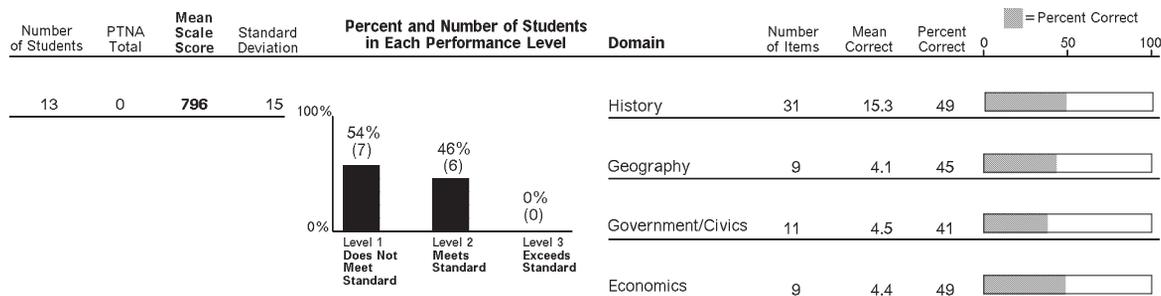
Spring 2012

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 GPS – Spring 2012

Simulated Data

	Number of Students			Mean Scale Score	Percent in Each Performance Level		
	All Administrations	Conditional Administrations	Standard Administrations		Does Not Meet (700 and Below)	Meets (800-849)	Exceeds (850 and Above)
52 PTNA students excluded 22 ELL students deferred							
<b>1 All Students</b>	<b>125,642</b>	<b>8,003</b>	<b>117,639</b>	<b>833</b>	<b>15</b>	<b>53</b>	<b>32</b>
<b>2 All Regular Program Students</b>	<b>110,359</b>	<b>2,530</b>	<b>107,829</b>	<b>835</b>	<b>13</b>	<b>53</b>	<b>34</b>
Section 504	301	55	246	827	21	53	25
English Language Learner	4,761	1,951	2,810	805	41	53	6
English Language Learner - Monitored	2,789	232	2,557	827	12	69	19
Migrant	384	106	278	813	27	64	8
All Others	103,113	652	102,461	837	12	53	36
<b>3 All Special Education Students</b>	<b>15,283</b>	<b>5,473</b>	<b>9,810</b>	<b>816</b>	<b>31</b>	<b>51</b>	<b>17</b>
Visual Impairments	49	12	37	830	12	59	29
Deaf/Hard of Hearing	135	70	65	802	47	41	12
Deaf and Blind	14	4	10	824	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	784	75	17	8
Autism	491	227	264	809	42	45	13
Orthopedic Impairments	85	28	57	815	33	55	12
Speech-Language Impairments	6,628	494	6,134	828	20	53	27
Emotional and Behavioral Disabilities	1,324	635	689	807	39	52	9
Other Health Impairments	1,950	1,073	877	810	36	54	10
Significant Developmental Delay	51	14	37	806	41	55	4
<b>4 Gender</b>	<b>125,479</b>	<b>7,985</b>	<b>117,494</b>	<b>833</b>	<b>15</b>	<b>53</b>	<b>32</b>
Female	61,203	2,792	58,411	837	12	52	36
Male	64,276	5,193	59,083	830	18	54	29
<b>5 Ethnic Group</b>	<b>125,476</b>	<b>7,989</b>	<b>117,487</b>	<b>833</b>	<b>15</b>	<b>53</b>	<b>32</b>
Asian/Pacific Islander	3,639	174	3,465	846	7	45	48
Black/Non-Hispanic	47,126	2,472	44,654	821	22	60	18
Hispanic	13,099	2,274	10,825	820	22	62	16
American Indian/Alaskan Native	177	9	168	841	7	56	37
White/Non-Hispanic	57,359	2,880	54,479	844	8	46	46
Multiracial	4,076	180	3,896	836	11	54	35
<b>6 All Accommodated</b>	<b>13,949</b>	<b>7,989</b>	<b>5,960</b>	<b>808</b>	<b>39</b>	<b>53</b>	<b>8</b>
Section 504	190	55	135	819	27	57	16
English Language Learner	3,305	1,950	1,355	804	42	54	4
English Language Learner - Monitored	473	231	242	818	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 CRCTs (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 Language Learner (ELL) students who were deferred for all content areas except Mathematics and Science.

## CRCT PERFORMANCE LEVEL DESCRIPTORS

### GRADE 3

<b>Grade 3, Reading</b>	
<b>Performance Level Descriptors</b>	
<b>Does Not Meet</b>	<p>The student’s overall performance in reading a variety of third grade materials does not meet the standard set for students in the third grade.</p> <p>Students performing at this level have difficulty gaining meaning from grade-level texts. They may not be able to understand and acquire new vocabulary. They may be unable to isolate root words from affixes and then define them. At this performance level, students may be able to make obvious connections between the text and their own experiences but only minimal connections beyond their own experience. They have difficulty inferring, drawing conclusions, and making judgments about grade-level literary and informational texts. Their interpretation of graphics is limited.</p>
<b>Meets</b>	<p>The student’s overall performance in reading a variety of third grade 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 texts. They understand new vocabulary and determine grade-appropriate affixes and their meanings. They gain meaning from textual elements, exhibiting literal as well as emerging inferential cognizance. They are able to link main ideas and supporting details in a grade-level text. Students at this performance level should be able to provide a simple summary when reading a grade-appropriate text. Their facility with literary texts may exceed their competence with informational texts at this performance level. They can use graphics to enhance their understanding. They can make connections between grade-level texts and their own experiences. They are able to draw conclusions and make judgments about grade-level literary and informational texts.</p>
<b>Exceeds</b>	<p>The student’s overall performance in reading a variety of third grade 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. They understand and acquire new vocabulary and use it correctly in reading. They can make detailed inferences, draw significant conclusions, and make sound judgments about grade-level literary and informational texts. Typically, they are able to make important connections among ideas and develop new understanding. Students at this performance level effectively summarize detailed literary and informational texts. They recognize the author’s purpose and can delineate the various elements of literary and informational texts. They demonstrate a thorough understanding of grade-appropriate reading concepts and skills.</p>

<b>Grade 3, English/Language Arts</b>	
<b>Performance Level Descriptors</b>	
<b>Does Not Meet</b>	<p>The student's overall performance in English/language arts does not meet the standard set for third grade students.</p> <p>Students performing at this level demonstrate minimal understanding of the writing and research process. They recognize only some complete and simple sentences. Their knowledge of more complex sentence structures is still developing, including the use of more descriptive language. They are able to use basic transition words and phrases but have difficulty using organizational patterns to convey information. They show minimal understanding of basic resources for gathering information, such as dictionaries, books, encyclopedias, and the Internet. Students performing at this level demonstrate some difficulty with grade-appropriate spelling. They are able to determine some basic parts of speech but may have difficulty with plural and possessive forms of nouns, as well as adjectives. While they may recognize basic punctuation and capitalization rules, these skills are not fully developed.</p>
<b>Meets</b>	<p>The student's overall performance in English/language arts meets the standard set for third grade students.</p> <p>Students performing at this level demonstrate an adequate understanding of the writing and research process. They recognize how to write complete, simple, and compound sentences with correct subject-verb agreement, and they are beginning to use specific sensory details in sentences. They are beginning to use transition words and phrases and other organizational patterns to convey information. They have a clear understanding of basic resources for gathering information, such as dictionaries, books, encyclopedias, and the Internet. Students performing at this level demonstrate adequate knowledge of grade-appropriate spelling. They can identify and appropriately use basic parts of speech, such as nouns, verbs, adjectives, and pronouns. They can use commas correctly in simple sentences and recognize appropriate end punctuation and capitalization.</p>
<b>Exceeds</b>	<p>The student's overall performance in English/language arts exceeds the standard set for third grade students.</p> <p>Students performing at this level demonstrate an exceptional understanding of the writing and research process. They recognize how to write and correct usage errors in complete, simple, and compound sentences. They show an in-depth understanding of sentences and can clearly use strong verbs and adjectives to enhance descriptions. They consistently determine how a variety of transition words and phrases and other organizational patterns are used to focus a piece of writing. They demonstrate an in-depth understanding of basic resources for gathering information, such as dictionaries, books, encyclopedias, and the Internet. Students performing at this level demonstrate consistent knowledge of grade-appropriate spelling. They show an exceptional ability to determine the correct usage of basic parts of speech, such as nouns, verbs, adjectives, and pronouns. They show a full understanding of the correct use of commas, end punctuation, and capitalization.</p>

<b>Grade 3, Mathematics</b> <b>Performance Level Descriptors</b>	
<b>Does Not Meet</b>	<p>The student's overall performance in mathematics does not meet the standard set for third grade students.</p> <p>Students performing at this level demonstrate limited evidence of conceptual knowledge of the five content domains. They are able to represent whole numbers. They have a basic understanding of addition and subtraction, and some understanding of multiplication and division. They can solve basic problems that involve addition and subtraction, and can sometimes solve multiplication problems. They show limited understanding of the relationship between division and multiplication or between division and subtraction, and a limited ability to apply that understanding. They show limited ability to divide a two- to three-digit number by a one-digit divisor. They show limited evidence of being able to model addition and subtraction of decimals and common fractions. Students can measure, estimate, and compare objects using standard units, but they show minimal evidence of being able to select, measure, estimate, and compare lengths using appropriate customary and metric units, including comparing one unit to another within a single system of measurement. They show minimal evidence of being able to determine the elapsed time of a full, half, and quarter hour. Students identify, create, compare, and classify basic two- and three-dimensional geometric figures. They create and interpret simple tables and graphs. Students frequently make computational errors. They show minimal evidence of understanding and applying mathematical process skills to problem-solving situations. They demonstrate limited understanding of mathematical language and have difficulty translating mathematical representations to solve problems.</p>

<b>Grade 3, Mathematics</b>	
<b>Performance Level Descriptors</b>	
<b>Meets</b>	<p>The student's overall performance in mathematics meets the standard set for third grade students.</p> <p>Students performing at this level demonstrate adequate evidence of conceptual knowledge of the five content domains. They are able to recognize, compare, and order whole numbers. They can use multiple representations of numbers, including money, with and without visuals. They have an understanding of addition, subtraction, multiplication, and division. They understand the relationship between division and multiplication and between division and subtraction. They can divide a two- to three-digit number by a one-digit divisor. They can model addition and subtraction of decimals and common fractions when visuals are provided. They can solve problems that involve addition, subtraction, multiplication, division, and fractions, including problems that use symbols to represent missing values. Students can select, measure, estimate, and compare lengths using appropriate customary and metric units, including comparing one unit to another within a single system of measurement. They can understand the concept of time by determining the elapsed time of a full, half, and quarter hour. Students are able to determine the perimeter of a simple geometric figure. They can also determine the area of squares and rectangles by counting, adding, and multiplying with models. Students identify, create, compare, contrast, and classify two- and three-dimensional figures, including scalene, isosceles, and equilateral triangles. They examine and compare properties of fundamental geometric figures. They create, interpret, and solve problems using tables and bar graphs. Students make few computational errors. They understand and apply mathematical process skills to problem-solving situations. They demonstrate an adequate understanding of mathematical language and translate mathematical representations to solve problems.</p>

<b>Grade 3, Mathematics</b>	
<b>Performance Level Descriptors</b>	
<b>Exceeds</b>	<p>The student's overall performance in mathematics exceeds the standard set for third grade students.</p> <p>Students performing at this level demonstrate extended conceptual knowledge of the five content domains. They are able to recognize, compare, and order whole numbers, including names in expanded notation form. They use multiple representations of numbers, including money. They are proficient at computation in addition, subtraction, multiplication, and division. They understand the relationship between division and multiplication and between division and subtraction. They accurately divide a two- to three-digit number by a one-digit divisor. They can build models of addition and subtraction of decimals and common fractions and make quantitative representations of models. They solve problems that involve combinations of addition, subtraction, multiplication, division, and fractions, including problems that use symbols to represent missing values. Students select, measure, estimate, and compare lengths using appropriate customary and metric units, including comparing one unit to another within a single system of measurement. They understand the concept of time by determining the elapsed time of a full, half, and quarter hour. Students are able to determine the perimeter of a simple geometric figure. They can also determine the area of squares and rectangles by counting, adding, and multiplying with models. Students identify, create, compare, contrast, and classify two- and three-dimensional figures, including scalene, isosceles, and equilateral triangles. They examine and compare properties of fundamental geometric figures. They create, interpret, and solve problems using tables and bar graphs. They understand the mathematical process skills of using technology, reasoning and evaluating mathematical arguments, communicating, and representing. They integrate multiple strategies to solve problems. They demonstrate proficiency in understanding and using mathematical language, and they effectively use mathematical representations to solve problems. They also make connections within the disciplines of mathematics and between mathematics and other academic disciplines. They can justify mathematical interpretations with appropriate explanations.</p>

<b>Grade 3, Science</b>	
<b>Performance Level Descriptors</b>	
<b>Does Not Meet</b>	<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>
<b>Meets</b>	<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>

<b>Grade 3, Science</b>	
<b>Performance Level Descriptors</b>	
<b>Exceeds</b>	<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>

<b>Grade 3, Social Studies</b>	
<b>Performance Level Descriptors</b>	
<b>Does Not Meet</b>	<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>
<b>Meets</b>	<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>
<b>Exceeds</b>	<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**

<b>Grade 4, Reading</b> <b>Performance Level Descriptors</b>	
<b>Does Not Meet</b>	<p>The student's overall performance in reading a variety of fourth grade 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 showing evidence of a warranted and responsible explanation of literary, informational, and functional texts. They typically isolate and analyze literary elements with limited success. Students performing at this level generally lack the skills to use organizational structures to make connections that increase their understanding of informational texts. Their understanding and acquisition of new vocabulary using context, structure, and dictionary skills is minimal. They have a limited awareness of media as a source of entertainment and information.</p>
<b>Meets</b>	<p>The student's overall performance in reading a variety of fourth grade 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, informational, and functional texts. They understand how to determine both explicit and inferred literary elements and techniques. They use organizational structures, text features, and common graphics to make simple connections and understand informational and functional texts. Students performing at this level should be able to distinguish fact from opinion. They typically determine the meaning of new vocabulary through the use of context, structure, and dictionary skills. They demonstrate an awareness of the role of media as a source of entertainment as well as information.</p>
<b>Exceeds</b>	<p>The student's overall performance in reading a variety of fourth grade materials exceeds the standard set for students in the fourth grade.</p> <p>Students performing at this level exhibit a thorough understanding of the text. 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 graphic features to make complex connections and understand informational and functional texts. Students performing at this level recognize and understand new vocabulary using various context, structure, and reference skills. They are able to evaluate the role of the media as a source of entertainment and a source of information. They show evidence of a thorough understanding of grade-appropriate reading concepts and skills.</p>

<b>Grade 4, English/Language Arts</b> <b>Performance Level Descriptors</b>	
<b>Does Not Meet</b>	<p>The student's overall performance in English/language arts does not meet the standard set for students in the fourth grade.</p> <p>Students performing at this level demonstrate minimal understanding of the writing and research process. They are able to make basic revisions to selected drafts to improve coherence, but often have difficulty excluding inappropriate information or providing an effective closing. They show a limited understanding of transitional elements and other structures used to convey information. They have not fully developed the skill of locating information in reference texts by using organizational features or utilizing various reference materials as aids to writing. Students performing at this level are only able to recognize some basic parts of speech (adjectives, nouns, verbs, and adverbs). They may have difficulty implementing commas for a series, identifying subject-verb agreement in a simple sentence, and eliminating sentence fragments. They may incorrectly spell commonly used homophones.</p>
<b>Meets</b>	<p>The student's overall performance in English/language arts meets the standard set for students in the fourth grade.</p> <p>Students performing at this level demonstrate an adequate understanding of the writing and research process. Students revise selected drafts to improve coherence by including appropriate details, excluding extraneous information, and providing an adequate closing. They recognize the importance of rearranging text in the revision process. They show an understanding of transitional elements and other structures used to convey information. They can locate information in reference texts by using organizational features, and they can utilize various reference materials as aids to writing. Students performing at this level recognize the subject-predicate relationship in sentences, and demonstrate the correct use of the basic parts of speech (adjectives, nouns, verbs, and adverbs). They recognize correct mechanics, including implementing commas for series, identifying subject-verb agreement in simple and compound sentences, and eliminating sentence fragments. They may also employ a variety of sentence structures. They spell commonly used homophones correctly.</p>
<b>Exceeds</b>	<p>The student's overall performance in English/language arts exceeds the standard set for students in the fourth grade.</p> <p>Students performing at this level demonstrate an exceptional understanding of the writing and research process. They can consistently revise selected drafts to improve coherence by including appropriate details, excluding extraneous information, and providing an effective closing. They show an in-depth understanding of structures used to convey information and can effectively utilize a variety of transitional elements. They are consistently able to locate information in reference texts by using organizational features and are competent and resourceful when using various reference materials as aids to writing. Students performing at this level easily recognize the subject-predicate relationship in sentences and demonstrate the correct use of the four basic parts of speech (adjectives, nouns, verbs, and adverbs). They usually excel at using and identifying correct mechanics, including commas for series, identifying subject-verb agreement in simple and compound sentences, and eliminating sentence fragments. They regularly recognize and utilize a variety of sentence structures. They consistently spell commonly used homophones correctly.</p>

<b>Grade 4, Mathematics</b>	
<b>Performance Level Descriptors</b>	
<b>Does Not Meet</b>	<p>The student's overall performance in mathematics does not meet the standard set for fourth grade students.</p> <p>Students performing at this level demonstrate limited evidence of conceptual knowledge of the five content domains. They are able to represent some whole numbers through 99,999. They can use some representations of numbers, including money up to \$20.00, with visuals. They have a basic understanding of addition, subtraction, multiplication, and division and can add and subtract fractions and mixed numbers with common denominators. They are able to describe simple situations in which the four operations may be used, and they compute using order of operations, including parentheses. They may have difficulty solving problems involving division by a two-digit number (with or without a remainder). They show minimal evidence of being able to model multiplication and division of decimals by whole numbers. They can solve basic problems that involve addition, subtraction, multiplication, and division, including simple fractions. They use patterns and rules to describe relationships and solve problems, including problems that use symbols to represent missing values. Students can select, measure, estimate, and use standard and metric units to measure the weight of objects, but they show minimal evidence of being able to compare one unit to another within a single system of measurement. They can use tools (e.g., protractor) to measure angles, but they show minimal understanding of the meaning and measure of a half rotation and a full rotation. They may have difficulty determining the sum of the three angles of a triangle. Students are able to name some solid geometric figures but show minimal evidence of being able to construct, describe, compare, and contrast solid geometric figures. They can locate point(s) on a coordinate plane. They have a basic ability to investigate features and tendencies of graphs, such as the range, mode, and median of various sets of data. They show minimal ability to organize, interpret, and compare different graphical representations of a given set of data, and minimal ability to identify missing information and duplications in data. Students frequently make computational errors. They show minimal evidence of understanding and applying mathematical process skills to problem-solving situations. They demonstrate limited understanding of mathematical language and have difficulty translating mathematical representations to solve problems.</p>

<b>Grade 4, Mathematics</b>	
<b>Performance Level Descriptors</b>	
<b>Meets</b>	<p>The student's overall performance in mathematics meets the standard set for fourth grade students.</p> <p>Students performing at this level demonstrate adequate evidence of conceptual knowledge of the five content domains. They are able to recognize, compare, order, and identify different names for whole numbers through 99,999. They can use multiple representations of numbers, including money up to \$20.00, with visuals. They have an understanding of addition, subtraction, multiplication, and division and can add and subtract fractions and mixed numbers with common denominators. They are able to describe situations in which the four operations may be used, and they compute using order of operations, including parentheses. They can solve problems involving division by a two-digit number (with or without a remainder). They can model multiplication and division of decimals by whole numbers. They can solve problems that involve addition, subtraction, multiplication, and division, including fractions. They can use patterns and rules to describe relationships and solve problems, including problems that use symbols to represent missing values. Students can select, measure, estimate, and use standard and metric units to measure the weight of objects, and they can compare one unit to another within a single system of measurement. They can use tools to measure angles, and they understand the meaning and measure of a half rotation and a full rotation. They can determine the sum of the three angles of a triangle. Students are able to identify and compare plane figures, and they can construct, describe, compare, and contrast solid geometric figures. They are able to locate, graph, and name points on a coordinate plane. They can investigate features and tendencies of graphs, finding the range, mode, and median of various sets of data. They organize, interpret, and compare different graphical representations of a given set of data, and they identify missing information and duplications in data. Students make few computational errors. They understand and apply mathematical process skills to problem-solving situations. They demonstrate an adequate understanding of mathematical language and translate mathematical representations to solve problems.</p>

<b>Grade 4, Mathematics</b>	
<b>Performance Level Descriptors</b>	
<b>Exceeds</b>	<p>The student's overall performance in mathematics exceeds the standard set for fourth grade students.</p> <p>Students performing at this level demonstrate clear evidence of conceptual knowledge of the five content domains. They are able to recognize, compare, order, and identify different names for whole numbers through 99,999. They can use multiple representations of numbers and can estimate and determine amounts of money up to \$20.00. They have an understanding of addition, subtraction, multiplication, and division and can add and subtract fractions and mixed numbers with common denominators. They are able to describe situations in which the four operations may be used, and they compute using order of operations, including parentheses. They can easily solve problems involving division by a two-digit number (with or without a remainder). They can model multiplication and division of decimals by whole numbers. They can solve problems that involve addition, subtraction, multiplication, and division, including fractions. They can use patterns and rules to describe relationships and solve problems, including problems that use symbols to represent missing values. Students can select, measure, estimate, and use standard and metric units to measure the weight of objects, and they can compare one unit to another within a single system of measurement. They can use tools to measure angles, and they understand the meaning and measure of a half rotation and a full rotation. They can determine the sum of the three angles of a triangle and find measure of a missing angle. Students are able to identify and compare plane figures, and they can construct, describe, compare, and contrast solid geometric figures. They are able to locate, name, graph, and manipulate points on a coordinate plane. They can investigate features and tendencies of graphs, finding the range, mode, and median of various sets of data. They organize, interpret, and compare different graphical representations of a given set of data, and they identify missing information and duplications in data. Students rarely make computational errors. They understand mathematical process skills and integrate multiple strategies to problem-solving situations. They demonstrate consistent understanding of mathematical language and effectively translate mathematical representations to solve problems. They also make connections and can justify mathematical interpretations clearly.</p>

<b>Grade 4, Science</b>	
<b>Performance Level Descriptors</b>	
<b>Does Not Meet</b>	<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>

<b>Grade 4, Science</b>	
<b>Performance Level Descriptors</b>	
<b>Meets</b>	<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>
<b>Exceeds</b>	<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>

<b>Grade 4, Social Studies</b>	
<b>Performance Level Descriptors</b>	
<b>Does Not Meet</b>	<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>
<b>Meets</b>	<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>
<b>Exceeds</b>	<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**

<b>Grade 5, Reading</b>	
<b>Performance Level Descriptors</b>	
<b>Does Not Meet</b>	<p>The student’s overall performance in reading a variety of fifth grade 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 showing evidence of a warranted and responsible explanation of literary, informational, and functional texts. 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 they have difficulty synthesizing the main idea those details support. They may have difficulty using context, word structure, and reference materials to determine the meaning of new words. They may not be able to use common graphic features to evaluate functional materials, including text and media.</p>
<b>Meets</b>	<p>The student’s overall performance in reading a variety of fifth grade materials meets the standard set for students in the fifth grade.</p> <p>Students performing at this level demonstrate adequate comprehension and show evidence of a warranted and responsible explanation of literary, informational, and functional texts. 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 texts. They use common organizational and textual features in understanding texts. 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 are able to use common graphic features to gain understanding of functional materials, including text and media.</p>
<b>Exceeds</b>	<p>The student’s overall performance in reading a variety of fifth grade materials exceeds the standard set for students in the fifth grade.</p> <p>Students performing at this level exhibit a thorough understanding of the text. They show evidence of a warranted and responsible explanation of literary, informational, and functional texts. 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 textual features as an aid to understanding texts. They recognize both stated and implied themes in literature. Students performing at this level employ various strategies to acquire new vocabulary. They can recognize and evaluate common graphic features to enhance their understanding of functional materials, including text and media. They show evidence of a thorough understanding of grade-appropriate reading concepts and skills.</p>

<b>Grade 5, English/Language Arts</b> <b>Performance Level Descriptors</b>	
<b>Does Not Meet</b>	<p>The student's overall performance in English/language arts does not meet the standard set for fifth grade students.</p> <p>Students performing at this level demonstrate a minimal understanding of the writing and research process and are challenged with moving through the stages. Organizational structures and transitional elements are typically not used effectively. There is minimal revision to improve the meaning and focus of writing, and there is limited evidence of closure. Students performing at this level have not fully developed their research and technology skills to support their writing. This typically includes the inability to use various references, such as a dictionary, thesaurus, encyclopedia, and electronic information. They have not fully developed the ability to use citations, endnotes, and bibliographic information to locate relevant information. They demonstrate limited knowledge about the rules of the English language, including usage and application of conventions and grammar. They may be able to identify some basic parts of speech, but they have difficulty recognizing basic sentence patterns and problematic sentences, such as fragments and run-ons. They have difficulty combining and revising sentences. They show a limited ability to recognize that a word can perform different functions according to its position in a sentence.</p>
<b>Meets</b>	<p>The student's overall performance in English/language arts meets the standard set for fifth grade students.</p> <p>Students performing at this level demonstrate an understanding of the writing and research process. They show adequate understanding of transitional elements and appropriate organizational structures. They can effectively revise writing in a variety of genres to improve meaning and focus. They recognize the difference between relevant support and extraneous details, and there is evidence of closure. They use reference materials (including a dictionary, thesaurus, encyclopedia, and electronic information) to organize and support their writing. They make adequate use of citations, endnotes, and bibliographic information to locate relevant information. Students performing at this level demonstrate adequate knowledge of the rules of the English language, including usage and application of conventions and grammar. They can identify the eight parts of speech, basic sentence patterns, and problematic sentences, such as fragments and run-ons. They employ sentences that vary in structure and can adequately combine and revise sentences with a focus on the correct use of modifiers. They recognize that a word can perform different functions according to its position in a sentence.</p>

<b>Grade 5, English/Language Arts</b>	
<b>Performance Level Descriptors</b>	
<b>Exceeds</b>	<p>The student's overall performance in English/language arts exceeds the standard set for fifth grade students.</p> <p>Students performing at this level demonstrate an exceptional understanding of the writing and research process. They consistently use appropriate organizational structures and a variety of transitional elements. They show an in-depth understanding of the revision process and use it to improve the meaning and focus of writing in a variety of genres. They consistently recognize the difference between relevant support and extraneous details, and provide an effective closure to their writing. They can gather information using research and technology to support their writing. This includes an in-depth knowledge of how to use a dictionary, thesaurus, encyclopedia, and electronic information. They consistently use citations, endnotes, and bibliographic information to locate relevant information. Students performing at this level have an in-depth understanding of the rules of the English language, including usage and application of conventions and grammar. They can identify and analyze the eight parts of speech, basic sentence patterns, and problematic sentences, such as fragments and run-ons. They consistently employ sentences that vary in structure, including compound-complex sentences, and they show an exceptional ability to combine and revise sentences with a focus on the correct use of modifiers. They clearly recognize that a word can perform different functions according to its position in a sentence.</p>

<b>Grade 5, Mathematics</b> <b>Performance Level Descriptors</b>	
<b>Does Not Meet</b>	<p>The student's overall performance in mathematics does not meet the standard set for fifth grade students.</p> <p>Students performing at this level demonstrate limited evidence of conceptual knowledge of the five content domains. They have a basic understanding of the four arithmetic operations in relation to whole numbers and decimals. They show minimal evidence of computing simple problems involving area and volume. They show limited evidence of being able to use variables and substitute numbers for the unknown in simple algebraic expressions. They show minimal evidence of representing and analyzing data. Students frequently make mathematical errors during computation and problem solving. They show minimal evidence of understanding and applying mathematical process skills to problem-solving situations. They demonstrate little understanding of mathematical language, and they have difficulty translating mathematical representations to solve problems.</p>
<b>Meets</b>	<p>The student's overall performance in mathematics meets the standard set for fifth grade students.</p> <p>Students performing at this level demonstrate evidence of conceptual knowledge of the five content domains. They demonstrate an understanding of the four arithmetic operations in relation to whole numbers and decimals. They have an understanding of decimals and fractions. They can add and subtract fractions with unlike denominators. They are able to use common fractions and decimals interchangeably. Students can model percents. They can estimate and compute simple problems involving area and volume. They can measure capacity with appropriately chosen units. Students have some understanding of congruence of geometric figures and correspondence of their vertices, sides, and angles. They can use variables and substitute numbers for the unknown in simple algebraic expressions. They can represent and analyze data. Students make few mathematical errors during computation and problem solving. They understand and apply mathematical process skills to problem-solving situations. They demonstrate an understanding of mathematical language, and they translate mathematical representations to solve problems.</p>

<b>Grade 5, Mathematics</b>	
<b>Performance Level Descriptors</b>	
<b>Exceeds</b>	<p>The student's overall performance in mathematics exceeds the standard set for fifth grade students.</p> <p>Students performing at this level demonstrate broad and in-depth evidence of conceptual and abstract knowledge of the five content domains. They have an advanced understanding of the four arithmetic operations in relation to whole numbers and decimals. They have an advanced understanding of decimals and fractions. They can add and subtract fractions with unlike denominators as well as model multiplication and division of common fractions. They are able to use fractions (proper and improper) and decimals interchangeably. Students can model percents and apply percents to circle graphs. Students can estimate and compute the area of geometric plane figures, including regular and irregular polygons and circles. They are able to derive the formulas for the area of a triangle and of a parallelogram. They can measure capacity with appropriately chosen units and can compare one unit to another. Students can estimate and compute the volume of simple geometric solids. Students understand congruence of geometric figures and correspondence of their vertices, sides, and angles. They can use variables and substitute numbers for the unknown in algebraic expressions. They can represent and analyze data as well as compare multiple graphic representations for a single set of data. Students rarely make mathematical errors during computation and problem solving. They understand mathematical process skills and integrate multiple strategies to problem-solving situations. They demonstrate mastery understanding of mathematical language and effectively translate mathematical representations to solve problems. They also make connections and can justify mathematical interpretations clearly.</p>

<b>Grade 5, Science</b>	
<b>Performance Level Descriptors</b>	
<b>Does Not Meet</b>	<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>
<b>Meets</b>	<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>

<b>Grade 5, Science</b>	
<b>Performance Level Descriptors</b>	
<b>Exceeds</b>	<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>

<b>Grade 5, Social Studies</b>	
<b>Performance Level Descriptors</b>	
<b>Does Not Meet</b>	<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>
<b>Meets</b>	<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>

<b>Grade 5, Social Studies</b>	
<b>Performance Level Descriptors</b>	
<b>Exceeds</b>	<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**

<b>Grade 6, Reading</b>	
<b>Performance Level Descriptors</b>	
<b>Does Not Meet</b>	<p>The student's overall performance in reading a variety of sixth grade 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 showing evidence of a warranted and responsible explanation of literary, informational, and functional texts. They may be able to identify the features of literary and informational texts, but they 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. They may have difficulty using context and word structure to determine the meanings of new words. Their use of graphic features and understanding of propaganda techniques is limited.</p>
<b>Meets</b>	<p>The student's overall performance in reading a variety of sixth grade materials meets the standard set for students in the sixth grade.</p> <p>Students performing at this level typically demonstrate adequate comprehension and show evidence of a warranted and responsible explanation of literary, informational, and functional texts. They can describe the elements and features of text. They can identify the author's use of dialogue, description, and other literary devices in literary texts. Students performing at this level can typically recognize the organizational structure of informational texts while reading. They can determine the main ideas and supporting details in informational texts. When reading functional and media materials, they use graphic features and recognize propaganda techniques. They consistently use context clues, word structure, and reference skills to determine the meanings of words while reading.</p>
<b>Exceeds</b>	<p>The student's overall performance in reading a variety of sixth grade materials exceeds the standard set for students in the sixth grade.</p> <p>Students performing at this level consistently show evidence of a warranted and responsible explanation of literary, informational, and functional texts. They have an in-depth understanding of the author's use of dialogue, description, and other literary devices in literary texts. They effectively make use of organizational structures to analyze informational texts. Students performing at this level can determine both implicit and explicit main ideas and themes. They use a variety of strategies to understand and acquire new vocabulary. They use graphic features and interpret propaganda techniques to enhance their cognition. They demonstrate a thorough understanding of grade-appropriate reading concepts and skills.</p>

<b>Grade 6, English/Language Arts</b>	
<b>Performance Level Descriptors</b>	
<b>Does Not Meet</b>	<p>The student's overall performance in English/language arts does not meet the standard set for students in the sixth grade.</p> <p>Students performing at this level demonstrate a limited understanding of the writing and research process. They have difficulty recognizing extraneous details and inconsistencies in writing across genres, and they are typically unaware of the need for closure. They make limited use of organizational structures and transitional elements. They have difficulty using research and technology to support their writing. They show limited skill in locating relevant information using the organizational features of electronic text, including databases, keyword searches, e-mail addresses, and bulletin boards. Students performing at this level typically demonstrate minimal understanding and control of the English language, including usage and application of conventions and grammar. They have limited knowledge of various parts of speech, including most forms of nouns, verbs, pronouns, adjectives, adverbs, conjunctions, and interjections. They have difficulty recognizing the basic parts of a sentence, including subjects, verbs, direct objects, predicate nouns, predicate adjectives, and prepositional phrases and their modifiers. They may be able to recognize and write simple sentences, but they struggle with more complex sentence structures and may use fragments and run-ons. They have difficulty using correct mechanics in writing.</p>
<b>Meets</b>	<p>The student's overall performance in English/language arts meets the standard set for students in the sixth grade.</p> <p>Students performing at this level demonstrate an understanding of the writing and research process. They exclude extraneous details and inconsistencies and can provide a sense of closure. They use organizational structures and transitional elements appropriately. They make adequate use of research and technology to support their writing, and can locate relevant information, using organizational features of electronic text, including databases, keyword searches, e-mail addresses, and bulletin boards. Students performing at this level demonstrate adequate understanding and control of the English language, including usage and application of conventions and grammar. They can determine various parts of speech, including most forms of nouns, verbs, pronouns, adjectives, adverbs, conjunctions, and interjections. They can recognize the basic parts of a sentence, including subjects, verbs, direct objects, predicate nouns, predicate adjectives, and prepositional phrases and their modifiers. They can adequately write compound and complex sentences and avoid fragments and run-ons. They successfully use correct mechanics, including appropriate comma and semicolon usage.</p>

<b>Grade 6, English/Language Arts</b>	
<b>Performance Level Descriptors</b>	
<b>Exceeds</b>	<p>The student's overall performance in English/language arts exceeds the standard set for students in the sixth grade.</p> <p>Students performing at this level demonstrate an exceptional understanding of the writing and research process. They include relevant details, exclude extraneous details and inconsistencies, and provide an effective closing. They consistently use organizational structures and a variety of transitional elements. They effectively use research and technology to enhance and support their writing. They consistently locate relevant information, using organizational features of electronic text, including databases, keyword searches, e-mail addresses, and bulletin boards. Students performing at this level typically have an in-depth understanding and control of the English language, including usage and application of conventions and grammar. They can consistently determine and use various parts of speech, including most forms of nouns, verbs, pronouns, adjectives, adverbs, conjunctions, and interjections. They can effectively analyze the basic parts of a sentence, including subjects, verbs, direct objects, predicate nouns, predicate adjectives, and prepositional phrases and their modifiers. They show an exceptional ability to write and analyze compound and complex sentences and revise fragments and run-ons. They consistently demonstrate correct mechanics, including appropriate comma and semicolon usage.</p>

<b>Grade 6, Mathematics</b>	
<b>Performance Level Descriptors</b>	
<b>Does Not Meet</b>	<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 five content domains. They have a basic understanding of the four arithmetic operations in relation to whole numbers, fractions, decimals, and percents. They show minimal evidence of computing simple problems involving volume, surface area, scale, symmetry, and proportion. They show limited evidence of being able to solve basic one-step equations and analyze simple data and probabilities. Students frequently make mathematical errors during computation and problem solving. They show minimal evidence of understanding and applying mathematical process skills to problem-solving situations. They demonstrate little understanding of mathematical language and have difficulty translating mathematical representations to solve problems.</p>
<b>Meets</b>	<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 five content domains. They demonstrate an understanding of the four arithmetic operations in relation to whole numbers, fractions, decimals, and percents. They can compute simple problems involving volume, surface area, scale, symmetry, and proportion. They can solve one-step equations with exponents and variables and can analyze data and probabilities. Students make few mathematical errors during computation and problem solving. They understand and apply mathematical process skills to problem-solving situations. They demonstrate an understanding of mathematical language and they translate mathematical representations to solve problems.</p>
<b>Exceeds</b>	<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, in-depth evidence of conceptual and abstract knowledge of the five content domains. They have an advanced understanding of the four arithmetic operations in relation to whole numbers, fractions, decimals, and percents. They can compute complex problems involving volume, surface area, scale, symmetry, and proportion. They can solve equations with exponents and variables and can analyze complicated data and probabilities. Students rarely make mathematical errors during computation and problem solving. They understand mathematical process skills and apply multiple strategies to problem-solving situations. They demonstrate mastery of mathematical language and effectively translate mathematical representations to solve problems. They also make connections and can justify mathematical interpretations clearly.</p>

<b>Grade 6, Science</b>	
<b>Performance Level Descriptors</b>	
<b>Does Not Meet</b>	<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>

<b>Grade 6, Science</b>	
<b>Performance Level Descriptors</b>	
<b>Meets</b>	<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>
<b>Exceeds</b>	<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>

<b>Grade 6, Social Studies</b>	
<b>Performance Level Descriptors</b>	
<b>Does Not Meet</b>	<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>
<b>Meets</b>	<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>
<b>Exceeds</b>	<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**

<b>Grade 7, Reading</b>	
<b>Performance Level Descriptors</b>	
<b>Does Not Meet</b>	<p>The student's overall performance in reading a variety of seventh grade materials does not meet the standard set for students in the seventh grade.</p> <p>Students performing at this level have difficulty demonstrating comprehension and showing evidence of a warranted and responsible explanation of literary, informational, and functional texts. Typically, they can identify the important elements of literature, such as theme, characterization, literary devices, and plot, but have difficulty explaining these elements. They may not demonstrate complete knowledge of organizational structures and textual features in order to obtain information or determine the author's purpose. Students performing at this level typically have difficulty determining word meanings through context. Students at this level demonstrate minimal skill in critically analyzing various forms of print, including electronic journalism.</p>
<b>Meets</b>	<p>The student's overall performance in reading a variety of seventh grade materials meets the standard set for students in the seventh grade.</p> <p>Students performing at this level demonstrate adequate comprehension and show evidence of a warranted and responsible explanation of literary, informational, and functional texts. 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 the author's purpose. Students performing at this level understand and acquire new vocabulary by using context and word structure. Students at this level are able to analyze various forms of print, including electronic journalism. They understand graphic features and technical directions in functional documents.</p>
<b>Exceeds</b>	<p>The student's overall performance in reading a variety of seventh grade materials exceeds the standard set for students in the seventh grade.</p> <p>Students performing at this level show clear evidence of a warranted and responsible explanation of literary, informational, and functional texts. 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 obtain information, determine the author's purpose, and enhance understanding. Students performing at this level acquire new vocabulary using various strategies and 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. Students at this level make critical judgments about various forms of print, including electronic journalism. They can interpret and follow technical directions in functional documents. They demonstrate a thorough understanding of grade-appropriate reading concepts and skills.</p>

<b>Grade 7, English/Language Arts</b>	
<b>Performance Level Descriptors</b>	
<b>Does Not Meet</b>	<p>The student's overall performance in English/language arts does not meet the standard set for seventh grade students.</p> <p>Students performing at this level demonstrate minimal knowledge about the research and writing process. They have difficulty employing traditional structures of organization, and their writing often lacks transitional elements. Students may use some supporting details to develop a topic, but they often include extraneous or inappropriate information in their writing. Their writing may provide a sense of closure, but it is often ineffective. They have difficulty revising selected drafts to improve the organization and consistency of ideas. They demonstrate little familiarity with strategies used to impose structure on their writing, such as note taking, outlining, and summarizing. Students performing at this level typically demonstrate minimal understanding and control of the English language, and they misapply conventions and grammar. They focus primarily on simple sentence structures and have incorrect or inconsistent mechanics and spelling skills. They have difficulty identifying the appropriate usage of pronouns by gender and case and show little familiarity with comparative and superlative forms.</p>
<b>Meets</b>	<p>The student's overall performance in English/language arts meets the standard set for seventh grade students.</p> <p>Students performing at this level demonstrate adequate knowledge about the research and writing process. They can employ traditional structures of organization and transitional elements. They can suitably develop a topic with supporting details and rarely include extraneous or inappropriate information in their writing. They provide a sense of closure to their writing. They revise selected drafts to improve the organization and consistency of their ideas. They demonstrate a basic familiarity with strategies used to impose structure on their writing, such as note taking, outlining, and summarizing. Students performing at this level demonstrate competency in the English language, applying appropriate conventions and grammar. They can correctly use pronouns by gender and case and show a basic familiarity with comparative and superlative forms. Students use some complex sentence structures and utilize correct mechanics and spelling.</p>

<b>Grade 7, English/Language Arts</b>	
<b>Performance Level Descriptors</b>	
<b>Exceeds</b>	<p>The student's overall performance in English/language arts exceeds the standard set for seventh grade students.</p> <p>Students performing at this level demonstrate exceptional knowledge about the research and writing process. They can consistently employ traditional structures of organization and often use a variety of transitional elements. They clearly demonstrate proficiency at developing a topic with supporting details, and they exclude extraneous or inappropriate information in their writing. They successfully provide a strong sense of closure to their writing. They display control when revising selected drafts to improve the organization and consistency of their ideas. They effectively demonstrate an in-depth understanding of strategies used to impose structure on their writing, such as note taking, outlining, and summarizing. Students performing at this level consistently demonstrate understanding and control of the English language, applying appropriate conventions and grammar. They make appropriate use of pronouns by gender and case and show an in-depth understanding of comparative and superlative forms. They can analyze and use most complex sentence structures and consistently utilize correct mechanics and spelling.</p>

<b>Grade 7, Mathematics</b>	
<b>Performance Level Descriptors</b>	
<b>Does Not Meet</b>	<p>The student's overall performance in mathematics does not meet the standard set for seventh grade students.</p> <p>Students performing at this level demonstrate limited evidence of conceptual knowledge of the four content domains. They have a basic understanding of the four arithmetic operations in relation to rational numbers, but they frequently make computational errors. They can construct plane figures and identify simple transformations. They show minimal evidence of being able to use and apply properties of similarity. Students performing at this level can simplify and evaluate algebraic expressions and can solve basic one-step equations. They show limited evidence that they can represent, describe, and analyze relations from tables, graphs, and formulas. They can represent, analyze, and interpret data using simple graphs and find some measures of central tendency. They show minimal evidence of understanding and applying mathematical process skills to problem-solving situations. They demonstrate minimal understanding of mathematical language and have difficulty translating mathematical representations to solve problems.</p>
<b>Meets</b>	<p>The student's overall performance in mathematics meets the standard set for seventh grade students.</p> <p>Students performing at this level demonstrate adequate evidence of conceptual knowledge of the four content domains. They have an understanding of the four arithmetic operations in relation to rational numbers and make few mathematical errors during computation. They can construct plane figures and understand transformations. They use and apply properties of similarity. They can simplify and evaluate algebraic expressions and add and subtract linear expressions. They can write and solve two-step equations. They can represent, describe, and analyze relations from tables, graphs, and formulas. They can represent, analyze, and interpret data using a variety of graphs and measures of central tendency. They understand and apply mathematical process skills to problem-solving situations. They demonstrate an adequate understanding of mathematical language and can translate mathematical representations to solve problems.</p>
<b>Exceeds</b>	<p>The student's overall performance in mathematics exceeds the standard set for seventh grade students.</p> <p>Students performing at this level demonstrate clear evidence of conceptual and abstract knowledge of the four content domains. They have an advanced understanding of the four arithmetic operations in relation to rational numbers, and they rarely make computation errors. They can construct plane figures and perform transformations. They use and apply properties of similarity, including scale factors and ratios. They can simplify and evaluate algebraic expressions and add and subtract linear expressions. They can write and solve equations as well as interpret solutions. They can represent, describe, and analyze relations from tables, graphs, and formulas. They can represent, analyze, and interpret data using a variety of graphs. They can interpret measures of central tendency. They understand mathematical process skills and apply multiple strategies to problem-solving situations. They demonstrate advanced understanding of mathematical language and effectively translate mathematical representations to solve problems. They make mathematical connections and can justify mathematical interpretations.</p>

<b>Grade 7, Science</b>	
<b>Performance Level Descriptors</b>	
<b>Does Not Meet</b>	<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>
<b>Meets</b>	<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>

<b>Grade 7, Science</b>	
<b>Performance Level Descriptors</b>	
<b>Exceeds</b>	<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>

<b>Grade 7, Social Studies</b>	
<b>Performance Level Descriptors</b>	
<b>Does Not Meet</b>	<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>
<b>Meets</b>	<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>
<b>Exceeds</b>	<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**

<b>Grade 8, Reading</b> <b>Performance Level Descriptors</b>	
<b>Does Not Meet</b>	<p>The student’s overall performance in reading a variety of eighth grade 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 showing evidence of a warranted and responsible explanation of literary, informational, and functional texts. They are unable to use higher-order thinking skills to read and comprehend most texts and genres. They typically show little competence in recognizing the characteristics of literary genres. Students at this level are inconsistent when determining and tracing an author’s argument, point of view, or perspective in the 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. Students at this level have difficulty using information from various consumer, workplace, and public documents to explain a situation or decision or to solve a problem.</p>
<b>Meets</b>	<p>The student’s overall performance in reading a variety of eighth grade materials meets the standard set for students in the eighth grade.</p> <p>Students performing at this level demonstrate adequate comprehension and show evidence of a warranted and responsible explanation of literary, informational, and functional texts. Students are able to determine the characteristics of various genres and to analyze elements and techniques of literary texts. They can analyze the use of organizational features and structures to enhance their understanding of informational texts. Students performing at this level are able to recognize an author’s argument, point of view, and perspective when stated in the text. They typically use context, structure, and syntax to acquire and understand new vocabulary, and they use these new words correctly when reading. They make connections using information from various consumer, workplace, and public documents. They typically select and analyze messages as they respond to various texts and media across subject areas.</p>
<b>Exceeds</b>	<p>The student’s overall performance in reading a variety of eighth grade materials exceeds the standard set for students in the eighth grade.</p> <p>Students performing at this level show clear evidence of a warranted and responsible explanation of literary, informational, and functional texts. Students at this level use higher-order thinking skills to read and fully 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, and perspective, whether explicitly or implicitly found in the text. Students performing at this level employ various strategies to understand new vocabulary, and they use these new words correctly when reading. Students at this level consistently use information from various consumer, workplace, and public documents to explain a situation or decision or to solve a problem. Students at this level interpret and evaluate various types of informational messages as they respond to different texts and media. They demonstrate a thorough understanding of grade-appropriate reading concepts and skills.</p>

<b>Grade 8, English/Language Arts</b>	
<b>Performance Level Descriptors</b>	
<b>Does Not Meet</b>	<p>The student's overall performance in English/language arts does not meet the standard set for students in the eighth grade.</p> <p>Students performing at this level demonstrate minimal knowledge about the research and writing process. They have difficulty employing traditional structures of organization and transitional elements. They may be able to develop a topic with supporting details, but they often include extraneous or inappropriate information in their writing. Their writing lacks a sense of closure, or the closing may be ineffective. They have difficulty revising selected drafts to improve the organization and consistency of their ideas. They demonstrate little familiarity with using primary and secondary resources for research. Students performing at this level display minimal understanding and control of the English language. They do not regularly apply conventions and grammar and may only be able to analyze the basic parts of a sentence. They have difficulty determining the appropriate usage of pronouns by gender and case, and they show only basic familiarity with correct comma and semicolon usage. They demonstrate only a limited ability to use various sentence structures, often only effectively analyzing simple sentences. They may have difficulty with misplaced or dangling modifiers, and they may use incorrect mechanics and spelling.</p>
<b>Meets</b>	<p>The student's overall performance in English/language arts meets the standard set for students in the eighth grade.</p> <p>Students performing at this level demonstrate adequate knowledge about the research and writing process. They employ traditional structures of organization and transitional elements. They develop a topic with supporting details, rarely including extraneous or inappropriate information. They provide a sense of closure to their writing. They can revise selected drafts to improve the organization and consistency of their ideas. They demonstrate adequate familiarity with the uses of primary and secondary resources for research. Students performing at this level typically demonstrate understanding and control of the English language, applying appropriate conventions and grammar and sufficiently analyzing the various parts of a sentence. They recognize the appropriate usage of pronouns by gender and case, and they use commas and semicolons competently in a variety of more complex sentences. They can generally analyze various sentence structures, determine misplaced or dangling modifiers, and utilize correct mechanics and spelling.</p>

<b>Grade 8, English/Language Arts</b> <b>Performance Level Descriptors</b>	
<b>Exceeds</b>	<p>The student's overall performance in English/language arts exceeds the standard set for students in the eighth grade.</p> <p>Students performing at this level demonstrate an exceptional knowledge about the research and writing process. They consistently employ traditional structures of organization and use a variety of transitional elements. They clearly develop a topic with supporting details, and they determine when to exclude extraneous or inappropriate information. They successfully provide a strong sense of closure to their writing. They display control when revising selected drafts to improve the organization and consistency of their ideas. They demonstrate a thorough understanding of primary and secondary sources for research, and they use them to enhance and support their writing in a variety of genres. Students performing at this level consistently demonstrate understanding and control of the English language, applying appropriate conventions and grammar and effectively analyzing the various parts of a sentence. They successfully identify the appropriate usage of pronouns by gender and case, and they show a strong command of comma and semicolon usage in all types of sentences. They consistently analyze and use various sentence structures, determine misplaced or dangling modifiers, and consistently utilize correct mechanics and spelling.</p>

<b>Grade 8, Mathematics</b>	
<b>Performance Level Descriptors</b>	
<b>Does Not Meet</b>	<p>The student's overall performance in mathematics does not meet the standard set for eighth grade students.</p> <p>Students performing at this level demonstrate limited evidence of conceptual knowledge of the four content domains. They have a basic understanding of exponents, square roots, and scientific notation, but frequently make computational or conceptual errors. Students can identify simple properties of perpendicular or parallel lines. They show minimal evidence of being able to use and apply properties of congruency. Students can recognize linear relationships and functions, possibly including inequalities. They demonstrate a minimal understanding of the concept of slope. They can solve basic one-step equations and inequalities with positive numbers. They show limited evidence that they can represent, describe, and analyze simple sets and set notation. Students can use tree diagrams and simple addition principles of counting to determine combinations, and possibly determine simple probability. They are able to recognize the line of best fit on a simple scatter plot. They show minimal evidence of understanding and applying mathematical process skills to problem-solving situations. They demonstrate minimal understanding of mathematical language and have difficulty translating mathematical representations to solve problems.</p>
<b>Meets</b>	<p>The student's overall performance in mathematics meets the standard set for eighth grade students.</p> <p>Students performing at this level demonstrate adequate evidence of conceptual knowledge of the four content domains. They have an understanding of exponents, square roots, and scientific notation, and make few mathematical errors during computation. They can identify properties of perpendicular and parallel lines and show an ability to use those properties to determine congruency and similarity relationships. Students can simplify and evaluate algebraic expressions, relationships, and functions. They can write and solve multi-step equations and inequalities with positive numbers. They show minimal understanding of systems of linear equations and inequalities. They can represent, describe, and analyze sets and set notation. Students can use addition and multiplication counting principles to determine combinations and outcomes of events, as well as simple and compound probability. They are able to recognize data that can appropriately be modeled with a linear function. They understand and apply mathematical process skills to problem-solving situations. They demonstrate an adequate understanding of mathematical language and can translate mathematical representations to solve problems.</p>

<b>Grade 8, Mathematics</b>	
<b>Performance Level Descriptors</b>	
<b>Exceeds</b>	<p>The student's overall performance in mathematics exceeds the standard set for eighth grade students.</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 exponents, square roots, and scientific notation and rarely make computation errors. They can identify and apply properties of perpendicular and parallel lines and show a proficient ability to use those properties to determine congruency and similarity relationships. They can write and solve multi-step equations and inequalities as well as interpret solutions. They can represent, describe, and analyze sets and set notation. They demonstrate proficiency in determining simple and compound probabilities. They understand mathematical process skills and integrate multiple strategies to problem-solving situations. They demonstrate mastery understanding of mathematical language and effectively translate mathematical representations to solve problems. They make mathematical connections and can justify mathematical interpretations.</p>

<b>Grade 8, Science</b>	
<b>Performance Level Descriptors</b>	
<b>Does Not Meet</b>	<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>
<b>Meets</b>	<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>

<b>Grade 8, Science</b>	
<b>Performance Level Descriptors</b>	
<b>Exceeds</b>	<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 effect 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>

<b>Grade 8, Social Studies</b>	
<b>Performance Level Descriptors</b>	
<b>Does Not Meet</b>	<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>
<b>Meets</b>	<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>
<b>Exceeds</b>	<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>



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