A Summary Report and Recommendations to the Delaware State Board of Education for

Revisiting, Reviewing, and Establishing Performance Standards for the Delaware Student Testing Program Reading, Writing, and Mathematics

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by the Assessment and Analysis Work Group
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Executive Summary

To meet the requirements of the *No Child Left Behind* regulations and implement recommendations of the Governor's Executive Order 54, the Department of Education proposed a plan to convene panels of educators and members of the community to review the performance standards (cut scores) for both reading and mathematics at grades 3, 5, 8, and 10 in the summer of 2005 and to use performance levels based on the new cut scores in Spring 2006 for reporting at the student, school, district, and state levels and for school accountability (Woodruff, 2004). The project involved the following five steps:

(1) Conduct alignment studies
(2) Develop Performance Level Descriptors (PLDs) for reading, writing, and mathematics
(3) Revisit the cut scores in reading and mathematics for grades 3, 5, 8, and 10
(4) Review proposed cut scores in reading and mathematics for grades 4, 6, 7, and 9 in five performance levels and three levels for grade 2
(5) Revisit cut scores in writing for grades 3, 5, 8, and 10 and establish cut scores for grades 4, 6, 7, and 9 in five performance levels

From March through August 2005, over 280 classroom teachers, educators, administrators, and representatives from Delaware educational organizations and business community throughout the state participated in various development meetings and review workshops. Some of the participants were involved in more than one activity. These educators and community members have made great contributions to the development of the Performance Level Descriptors (PLDs) for reading, writing, and mathematics, reviewing the statewide assessments, and making recommendations on the adjusted cut scores in five performance levels for grades 3 through 10 and in three levels for grade 2.

This report provides detailed information on the project, particularly the two review workshops and the resulting recommendations of new cut scores. More information on the method and results of the alignment studies can be found in separate reports. Documents and review materials that were used and developed for the project, such as the process of developing the PLDs, ordered test booklets, and samples of student writing, are listed as documentations but not attached to this report due to the volume and test security considerations.

The Performance Level Descriptors clearly depict what students are expected to know and be able to do for each grade, differentiate among the performance levels, and reflect developmental skill progression across grades (Appendices C, D, and E). These content-based descriptions along with the Grade-Level-Expectations were used as the base in the review process for the panelists to adjust cut scores.

At the July workshop, the reading panels raised the cut scores slightly for grade 3 *Meets* and *Exceeds the Standard* and for grade 5 *Meets the Standard*. The panels suggested a lower cut score for grade 8 *Below the Standard, Meets the Standard*, and

Exceeds the Standard. After consulting with the measurement experts and the Technical Advisory Committee, the Department 'smoothed' the panel recommended lower cut scores for grade 10 *Meets the Standard, Exceeds the Standard,* and *Distinguished.*

The mathematics panelists made minor adjustments on the existing cut scores for grades 3, 5, 8, and 10. The panels suggested a slightly higher cut score for grade 5 *Meets the Standard, Exceeds the Standard,* and *Distinguished* and for grade 10 *Below the Standard* and *Distinguished*; the panels suggested a lower cut score for grade 3 *Below* and *Exceeds the Standard*, for grade 8 *Meets and Exceeds the Standard*, and for grade 10 *Meets the Standard.*

At the August review workshop, the panels made small adjustments on the preliminary cut scores for grades 2, 4, 6, 7, and 9 in both reading and mathematics. After discussing these adjustments with the measurement consultants and the Technical Advisory Committee, the Department smoothed the reading panel recommendations for grade 9 *Below the Standard, Meets the Standard,* and *Distinguished*.

The writing panels recommended cut scores for grades 3 through 10 after a thorough review of a large sample of student writing on both 2004 and 2005 DSTP assessments. The resulting recommended cut scores are the same across grades with a few exceptions: a lower cut score of 4 instead of 5 for grade 3 *Below the Standard* and a score of 7 instead of 8 for grades 3 and 4 *Meets the Standard*. In addition, the Department recommended a cut score of 12 instead of 13 for grades 7 and 8 *Distinguished* level.

The summary of recommended cut scores for reading, writing, and mathematics can be found in Table 10.

A Summary Report and Recommendations to the Delaware State Board of Education for Revisiting, Reviewing, and Establishing Performance Standards for the Delaware Student Testing Program Reading, Writing, and Mathematics

I. Introduction

1. Background

　　With the adoption of rigorous Content Standards in English language arts and mathematics in 1995, Delaware educators have continued the efforts to implement standards-based curriculum and assessments. To accomplish the goals of improving achievement for all Delaware students, the Delaware Student Testing Program (DSTP) is designed to measure student progress toward the Content Standards. The DSTP was first administered in 1998 to students of grades 3, 5, 8, and 10 in reading, writing, and mathematics and the performance standards (cut scores) were set in 1999 using the first two years of DSTP data as baseline. In August of the same year, the State Board of Education reviewed the recommended cut scores and approved reporting student performance on the DSTP in five levels: *Well Below the Standard, Below the Standard, Meets the Standard, Exceeds the Standard*, and *Distinguished* (Table 1). Based on Delaware Administrative Code, the DSTP has been expanded since 2000 to students in grades 2, 4, 6, 7, and 9. Since Spring 2002, three categories of progress toward the standards (Satisfactory, Warning, and Unsatisfactory) are used in reading and mathematics for grades 2, 4, 6, 7, and 9; and two categories of progress toward the standards (Satisfactory and Unsatisfactory) are used in writing for grades 4, 6, 7, and 9.

Table 1. DSTP Performance Levels

Category	Description
Distinguished	Excellent Performance
Exceeds the Standard	Very Good Performance
Meets the Standard	Good Performance
Below the Standard	Needs Improvement
Well Below the Standard	Needs a lot of Improvement

　　With the signing of the *No Child Left Behind Act* of 2001 (*NCLB*), all states are required to test students in grades 3 through 8 and one grade in high school in both reading and mathematics by the 2005-2006 school year. *NCLB* specifies the goal of all students achieving the proficient level by 2013-2014. Performance standards set under *NCLB* are used to determine the objectives of Adequate Yearly Progress (AYP) and for

high-stakes school and district accountability. To meet the federal requirements, states must measure student progress to demonstrate compliance to the goal of AYP. This implies that standards setting at contiguous grades must demonstrate a new and higher level of consistency across grades than ever before (Mitzel, 2004).

The recently released Peer Review Guidance by the U. S. Department of Education clearly informs, "Academic achievement standards must be aligned with the state's academic content standards" (p.2). For each achievement level, states must provide descriptions of the competencies associated with that achievement level and determine the assessment scores ('cut scores') that differentiate among the achievement levels no later than 2005-2006 school year. States must also provide evidence of "a description of the process used to develop each component (levels, descriptors, and cut scores) of the academic achievement standards that these standards were developed specifically to reflect the knowledge and skills in the academic content standards for each grade and content area combination" (p. 21).

In 2003, the Department of Education decided to use a more recently normed version of the Stanford Achievement Test – Version 10 for the Spring 2005 DSTP. Based on a change in the test items, the Department of Education also decided to revisit the cut scores to make sure the cuts set in 1999 were still appropriate.

In early 2004, the Governor's Executive Order 54 clearly indicated, "Concerns have been raised about the performance of students at grades 8 and 10 on the mathematics component of the DSTP …. It is appropriate to periodically review the content standards and the assessments as well as the performance levels established for said assessments." The Department decided to convene panels of educators and members of the community to review cut points for both reading and mathematics at grades 3, 5, 8, and 10 in summer 2005 and use performance levels based on the new cut scores in Spring 2006 for reporting at the student, school, district, and state levels and for school and district accountability (Woodruff, 2004).

2. An Overview of the Project

To meet the requirements of *NCLB* and implement recommendations contained in the Governor's Executive Order 54, the Assessment and Analysis Group developed a *Proposal for Reviewing Cut Scores for Grades 3, 5, 8, and 10 and Setting Cut Scores for Grades 2, 4, 6, 7, and 9 in Reading, Writing, and Mathematics* (Documentation 1). The proposed work plan involved six steps:

- Conduct alignment studies
- Develop Performance Level Descriptors (PLDs)
- Identify across-grade performance patterns
- Revisit cut scores in reading and mathematics for grades 3, 5, 8, and 10
- Review proposed cut scores in reading and mathematics for grades 2, 4, 6, 7, and 9; and review/establish cut scores in writing for grades 3 to 10
- Report to the State Board of Education for approval

The DSTP Technical Advisory Committee reviewed the proposal in November 2004 (Documentation 2) and the Department of Education Leadership Team reviewed and approved the work plan in December. In the following two months, a Consultant Team consisting of national content experts and measurement specialists, was composed (Appendix A; Documentation 3) and the first planning meeting was held on February 22-23, 2005. A detailed work plan and schedule were decided, the approach for the review process and related psychometric issues were discussed (Documentation 4). Since then the Assessment and Analysis Group worked closely with the consultants to plan every step of the project, and prepare and organize all the meetings and activities. Review material preparation was jointly conducted by the consultants, the Department of Education, and Harcourt Assessment, Inc.

From March through August 2005, over 280 classroom teachers, educators, administrators, and representatives from Delaware educational organizations and business community participated in various development meetings and review workshops (Appendix B). Some participants joined more than one activity. They have made great contributions to the development of the Performance Level Descriptors in reading, writing, and mathematics, revisiting/reviewing the DSTP performance standards (cut scores), and the improvement of the statewide assessment program.

II. Alignment Studies

The Grade-by-Grade Alignment Studies were conducted in mathematics (March 8-9, 2005) and English language arts (April 4-5, 2005) for grades 2, 4, 6, 7, and 9. Webb's model was applied during the 2-day alignment session using four criteria: *Categorical Concurrence, Depth of Knowledge Consistency, Range of Knowledge, and Balance of Representation.* This model was previously used in summer 2003 for the alignment studies in English language arts and mathematics for grades 3, 5, 8, and 10. Although the newly developed Grade-Level-Expectations (GLEs) have few changes for students by the end of each grade cluster, the goals and expectations by the end of each grade are more specific. The Alignment Committees reviewed the 2005 test form, item by item, to determine to what extent the DSTP measures the Content Standards and the GLEs. The committees also made recommendations to improve the degree of alignment for reading, writing, and mathematics based on the expectations for each grade, particularly in mathematics. The alignment reports for English language arts and mathematics are available (Documentations 5 and 6). These recommendations from the alignment studies are being reviewed by the Department and contractor content specialists and the Test Development Committee members and will be implemented, as appropriate, as part of the test construction process.

The Vertical Alignment Study was conducted in English language arts and Mathematics on April 19-21, 2005 as a pilot study funded by the Council of Chief State School Officers (CCSSO) State Collaborative on Assessment and Student Standards (SCASS) Technical Issues in Large-Scale Assessment (TILSA). A total of 57 classroom teachers and curriculum specialists throughout the state participated in the Vertical

Alignment workshop at the elementary, middle, and high school levels.   Using the Grade-Level-Expectations, the study assessed the alignment of content objectives and expectations across grades and was intended to inform the development of the Performance Level Descriptors (PLD).   According to the primary analyses and recommendations from the panels, clarity of some expectations and the relationships/connections of expectations to the corresponding expectations at the prior grades should be improved (The report is in the process of being finalized). To make connections between the GLEs and the DSTP across grades, two additional sessions were developed and organized by the consultants, Charles Peters for reading and Linda Wilson for mathematics, to provide supplemental alignment information to the rating process. Participants provided very positive feedback about the workshop. The majority of the panelists reported that the orientation and training had prepared them for the alignment workshop adequately or very well and they felt comfortable or very comfortable in the process of rating. Participants also reported that the workshop had provided them with an opportunity to review the expectations not just for one grade but also the adjacent grades and discuss these expectations with fellow teachers who work in different grades. The alignment activities were "very helpful to listen to above, middle, and below grades about the concepts" and "very helpful for going back to teaching." Many teachers, through the alignment process, created a clear vision of aligning the expectations from one grade to the next (Documentation 7).

III. Performance Level Descriptors

According to the Peer Review Guidance, the Performance Level Descriptors (PLD) should be content-based, grade-level specific, and differentiate one performance level to the next. Starting in early 2005, the Assessment and Analysis staff worked with national consultants to explore and plan the procedure for developing the PLDs.   From May to June, about 70 Delaware teachers and content experts participated in the development of PLDs in reading, writing, and mathematics.   These content-based descriptions clearly depict what students are expected to know and be able to do at each of the five performance levels for every grade and reflect developmental skill progression across grades at each performance level. Consistency of the descriptions for a subject area is accomplished across grades, across performance levels within a grade, and across grades for the same performance level. Certain level of consistency of the PLDs between subject areas is also attained. The PLDs serve as the primary basis for revisiting the cut scores.

1. Performance Level Descriptors for Reading

Twenty-five Delaware teachers and reading experts, and one consultant participated in the development of the Performance Level Descriptors for Reading.   Three developmental groups (Grades 2-4, Grades 5-7, and Grades 8-10) were established to better ensure that grade level expertise could be used in a more effective and efficient manner.   In addition, by having three grade levels clustered together into one developmental group, it allowed the teachers to more closely examine the horizontal

alignment (within each grade level) and vertical alignment (between and among grade levels) of the PLDs as well as the Grade-Level-Descriptions (GLDs). There were four phases to the training, writing, and reviewing of the documents. In Phase One Table Leaders were trained on how to write and edit GLDs and PLDs. In Phase Two all participants were trained in how to write PLDs and GLDs. Phase Three involved the writing, reviewing and initial editing of the GLDs and PLDs and Phase Four of the process involved the review, revision, and editing the PLDs (Documentation 8).

The Performance Level Descriptors for Reading specify the expectations from students by the performance levels on the Delaware Student Testing Program at grades 2 through 10. These descriptions are particularly addressed in terms of types of reading passages: Literary Text, Informational/Technical Text, and All Text, and cognitive categories (Determining Meaning, Interpreting Meaning, and Extending Meaning) (Appendix C).

2. Performance Level Descriptors for Writing

Twenty Delaware teachers and writing experts, and one consultant participated in the development of the Performance Level Descriptors for Writing. The committee members were arranged around three grade clusters: 3-5, 6-8, and 9-10, with two teachers from each grade except for grades 9 and 10, where additional teachers were selected to provide subject matter coverage. The process began with three target grades 3, 6, and 9, and a focus on "Meets" using model drafts. The Sub-Committees discussed the drafts, and then moved to "Below the Standard," with special attention to horizontal alignment (the critical differences between Meets the Standard and Below the Standard). The Sub-Committees reassembled to carry out cross-grade comparisons. They then proceeded to Exceeds, and finished with the levels of Well Below and Distinguished (Documentation 9).

The Performance Level Descriptors for Writing provide clear expectations of student performance on the Delaware Student Testing Program at grades 3 through 10. Mirroring the English Language Arts Standards, these descriptions highlight the key elements in good writing: Purpose/Audience, Writing Features (Development and Organization), and Writing Style (Sentence Structure, Word Usage, and Convention) and specify the expectations from performance level to performance level for each grade (Appendix D).

3. Performance Level Descriptors for Mathematics

Twenty-four Delaware teachers and content experts, and two consultants participated in the development of the Performance Level Descriptors for Mathematics. They worked on three Sub-Committees: Grades 2-4, Grades 5-7, and Grades 8-10. The process consisted of: (1) a pre-session for Table Leader training, (2) a two-day session for developing the draft PLDs, (3) a post session for aligning these descriptions across grades, and (4) finalization of the PLDs (Documentation 10).

The Performance Level Descriptors for Mathematics provide content-based descriptions at grades 2 through 10 as measured by the statewide assessment. The content summary is based on the Grade-Level-Expectations followed by a cognitive description of student performance on the DSTP at each of the five levels. The same descriptions are specified for *Meets the Standard* for grades 2 through 10 based on the same cognitive expectations. However, the descriptions differentiate the levels of *Exceeds the Standard,* and *Distinguished* by grade from grades 3 to 10 due to mathematical content and cognitive demands, particularly in grades 8, 9, and 10 (Appendix E).

IV. Revisit/Review DSTP Performance Standards (Cut Scores) for Reading, Writing, and Mathematics

The review of DSTP performance standards (cut scores) involved four steps: (1) revisit the existing cut scores for DSTP reading and mathematics in grades 3, 5, 8, and 10; (2) propose cut scores through interpolation procedure in reading and mathematics for grades 4, 6, 7, and 9 in five performance levels and three levels for grade 2; (3) review the preliminary cut scores through interpolation in reading and mathematics for grades 2, 4, 6, 7, and 9; and (4) revisit the existing cut scores in writing for grades 3, 5, 8, and 10 and establish cut scores for grades 4, 6, 7, and 9 in five performance levels. Two review workshops were held, one was July 12-13 and one was August 2-3, 2005, at the Delaware Technical and Community College – Terry Campus. Both workshops were run by measurement consultants with collaboration of Assessment and Analysis Group at the Department of Education.

Due to the differences in methodology, modified Bookmark procedure was used for reading and mathematics; Body of Work procedure was used for writing, the review process, training, review materials, panel arrangement, and resulting recommended cut scores are summarized separately for reading/mathematics and writing in this report. Recruiting of panelists, Table Facilitator training, opening session, and general process are described in the following section for all three content areas.

1. The Review Panels

In compliance with the federal requirements, the workshops provided an opportunity to comprehensively review the DSTP performance standards (cut scores) for all tested grades and achieve consistency and coherency of cut scores for the statewide assessment and accountability system. To recruit a representative panel, an invitation letter requesting nominees was sent out in May 2005 by the Secretary of Education, Valerie A. Woodruff, to Chief School Officers, higher education, and Delaware educational/community organizations (Attachment F). The Department of Education convened a total of 137 participants grouped by content and grade to join the July and August workshops. The panelists represented all school districts throughout the state, some charter schools, four local universities/colleges, and four educational/community organizations.

Two-thirds of the participants were classroom teachers and 89% were content specialists. Among them, 17% were males and 83% females; 11% were minorities; and 76% of the panelists had teaching experience of more than five years. About 30% of participants reported that they had experience with special populations (students with disabilities and/or English language learners) (Table 2).

A Table Facilitator was selected for each grade-group according to their experience and expertise in the review area and grade level. Table Facilitators received a copy of the Performance Level Descriptors (PLDs) in advance to be familiar with the content and the format of the document. A training session was offered prior to the workshop for all Table Facilitators to train them on (1) role and responsibilities, (2) security issues, (3) newly developed Grade-Level-Expectations and Performance Level Descriptors, and (4) the review process and materials.

Table 2. Composition of the Review Panels

Category	July Review Workshop *(%)*		August Review Workshop *(%)*		
	Reading	**Mathematics**	**Reading**	**Mathematics**	**Writing**
Gender					
Male	19	25	10	22	5
Female	81	75	90	78	95
Racial/Ethnic					
American Indian	4	4			5
African American			7	4	
Asian					
Hispanic	4	11		15	
Caucasian	92	85	93	81	95
Occupation					
Teacher	52	66	75	86	84
Educator[1]	36	31	21	7	11
Non-Educator[2]	12	3	4	7	5
Total *(N.)*	26	33	29	27	22

[1] Educator includes administrators such as superintendents, principals, staff at the school and school district offices, and staff from higher education, but not classroom teachers in public schools.
[2] Non-Educator includes representatives from educational organizations in Delaware and business community.

2. Methodology and Review Process for Reading and Mathematics

The review workshop was a two-day session beginning with general training and content-related training on the Grade-Level-Expectations (GLEs) and Performance Level Descriptors (PLDs). The workshop was conducted according to the detailed plan and agenda to refine the existing cut scores or proposed preliminary cut scores as necessary to achieve alignment with Delaware Content Standards, GLEs, and PLDs. In each grade and content area the participants were to recommend four cut scores that defined five performance levels: *Well Below the Standard, Below the Standard, Meets the Standard, Exceeds the Standard*, and *Distinguished*. The review of performance standards (cut scores) was conducted using a modification of the Bookmark Standard Setting Procedure (Lewis, Mitzel, & Green; 1996, Mitzel, Lewis, Mitzel, Patz, & Green, 2000).

There were four panels, one for each grade of 3, 5, 8, and 10 for the first workshop; there were five panels, one for each grade of 2, 4, 6, 7, and 9 in each content area for the second workshop. Each panel was composed mainly of teachers or content experts from the target grade, and teachers and content experts from adjacent grades. Unlike the traditional standard setting, participants were encouraged to discuss and communicate with their fellow panelists during the review and rating process.

The ordered item booklets were organized using the 2005 DSTP test forms with one item per page, sorted by item difficulty, from the easiest item first to the most difficult item last. Panelists were also provided with Item Maps to support their review of the ordered item booklets. The Item Map presented additional information about each item including the sequence item number on the operational test, the order of item difficulty, the highest obtainable score points for each item, item type (multiple-choice, short answer or extended constructed response), the content standard each item measured, and the correct response (for multiple-choice items) or score point (for constructed-response items). The performance level associated with each item was also identified by either the existing cut scores for grades 3, 5, 8, and 10 or proposed preliminary cut scores for grades 2, 4, 6, 7, and 9 in reading and mathematics. An item was associated with the highest performance level for which a student at the cut score would have at least a two-thirds likelihood of knowing the correct response for multiple-choice items or of obtaining at least that score point for constructed-response items. Scoring rubrics and anchor papers for constructed-response items were available for review by grade and content area.

Participants studied the ordered test booklets individually and then engaged in group discussion which focused on three key questions: (1) What does this item measure? (2) Why is this item more difficult than preceding items in the ordered test booklet? (3) Is the item aligned to the PLDs for the corresponding performance level? Participants were asked to identify corresponding knowledge and skills in the PLDs that were inconsistent with the content seen in the ordered item booklet. Following the review workshop, the PLDs may be adjusted to achieve the appropriate expectations if necessary. Then, the participants articulated and recorded their perspective as to the appropriateness of the existing cut scores relative to the content in the Content Standards

and the Performance Level Descriptors. Discussion by the content area provided another opportunity for participants to share thoughts/ideas across grade levels. Recommended cut scores for each test were calculated using the median of individual adjustments; total group agreement was not expected.

By the end of each workshop, all participants had a chance to make comments on the Performance Level Descriptors for revision and provide comments/concerns on the test items for the improvement of the DSTP. An Evaluation Survey was also distributed to collect feedback and comments on the review workshops. The summary of the evaluation is included in this report.

Prior to the workshop, a pre-session was held. The Department staff and national consultants worked together to have a final check/review of the agenda, training and review materials, DSTP data, and detailed plan. After each workshop, a post session was conducted to review recommended cut scores by the panels. Adjustments were made if necessary in order to achieve consistency or coherency across grades within a content area and perhaps between content areas as well. A special Technical Advisory Committee (TAC) meeting was scheduled on August 5 right after the second workshop to review the process and the recommended cut scores.

3. Revisit Cut Scores in Reading and Mathematics for Grades 3, 5, 8, and 10

The objective of the July workshop was to revisit the existing cut scores that were set in 1999 in reading and mathematics for grades 3, 5, 8, and 10. The opening session began with a welcome address by Valerie Woodruff, Secretary of Education; her presentation focused on Delaware educational policy and the background of revisiting the cut scores. Wendy Roberts, Director of Assessment and Analysis, provided an overview of the Delaware Student Testing Program and discussed test materials and security (Appendix G). Concluding the opening session, Daniel Lewis, a consultant from CTB/McGraw-Hill, discussed the notion of across-grade consistency, reviewed the current performance pattern across grades in reading and mathematics, and provided an overview of the workshop agenda (Attachment H) and general training for all participants (Appendix I).

Content-Related Training The training occurred throughout the first day. Participants began their content training with a review of the 2005 test booklet for their grade level and read through and responded to each test item. This activity provided participants an opportunity to view the test from a student's perspective. Rubrics and anchor papers for constructed-response items were available on each table for a better understanding of how short answer and extended constructed-response items were scored. The second part of the content-related training focused on the newly developed Grade-Level-Expectations and the Performance Level Descriptors. Participants were given ample time to read through the two documents in a related grade level and a training was presented by a content specialist, Denise Weiner for reading (Appendix J) and Diana Roscoe for mathematics (Appendix K), on the background and structure of the PLDs and how the PLDs associate with the DSTP using sample items.

An orientation was given to all participants by Daniel Lewis on how to review the ordered item booklets (Documentation 11) and how to use the Item Map (Documentation 12) for the review process (Appendix L).   Following this session, it was expected that participants would be able to articulate their professional expertise as to the appropriateness of the existing cut scores relative to the corresponding performance descriptions. The activity was continued into early morning of the second day.

Identify the Across-Grade Performance Patterns After the review of ordered test booklets, participants were trained on how to identify the across-grade performance pattern and the existing cut scores for each content area. The Impact-Content Table was introduced for training; it provided participants with the information related to the impact data, that is, the percent of students at or above the cut score for *Meets the Standard* and the content expected to be mastered. Specifically, for each percentile rank the associated scale score, number of items in the ordered item booklet, and the number correct score are included. Using highlighted existing cut scores for grades 3, 5, 8, and 10, participants could visualize a decreasing trend of the percentage of students meeting the standard in both reading and mathematics, especially in mathematics.

The following discussion occurred by grade level first and then by the content area. The Table Facilitators prompted the discussion focusing on: (1) Do these observed patterns seem reasonable? (2) Do these trends represent what participants saw in the classrooms around the state? (3) Do their observations support this data? Participants were also asked to provide evidence to support the current performance pattern or a hypothesis of alternative pattern(s) that they believed might better reflect student achievement across grades.

In addition to the review of ordered test booklets, led by Alan Nicewander and Daniel Lewis, the reading panels also reviewed the test blueprints for grades 3, 5, 8, and 10. The test blueprint which increases the percentage of items that are of a higher cognitive level as students proceed up the grades was also cited as a reasonable explanation as to the slight decline in student performance with the existing cut scores for meeting the standard. Panel participants also perceived an inconsistency of the level of difficulty and cognitive demand between the items on Stanford Achievement Test Tenth Edition (SAT 10) Reading Comprehension (abbreviated version) and the Delaware-developed items.

The mathematics panels, led by Howard Mitzel, had a general consensus that rising standards, or rising expectations, across grade levels were reasonable and desirable for Delaware students. Participants discussed motivational issues fostered by grade levels in the accountability system (e.g., grades 6 and 7). Much of the discussion centered on the recent modification to the state standards and the drafting of grade-specific grade level expectations as required by NCLB.

Revisit Existing Cut Scores As the across-grade performance patterns were identified in both reading and mathematics, participants started reviewing the existing cut scores individually. Scoring rubrics and anchor papers for constructed-response items

were available in both reading and mathematics for each grade as reference (Documentation 13). Using the Item Map, participants considered if the items attributed to the performance level were appropriate and if the current cut scores were well aligned to the expectations specified in the Content Standards, GLEs, and PLDs for the target grade. For example, at the cut score for *Meets the Standard*, students are expected to demonstrate mastery of items associated with this performance level as well as items associated with the levels of *Below the Standard* and *Well Below the Standard*. It was very important that participants target the performance of students just at the cut score of a given level. Participants recorded their adjustments as follows on the Item Maps:

Item Map Sample

No Change Write no change by the last "Meets the Standard" item as illustrated below		Raise the expectations for mastery by Meets the Standard Students Increase the desired number of "Meets the Standard" items as illustrated below		Lower the expectations for mastery by Meets the Standard Students Decrease the desired number of "Meets the Standard" items as illustrated below	
Content expected to be mastered by students at the indicated cut score					
B		B		B	
B		B		B	
M		M		M	
M		M		M	
M		M		~~M~~	E
M		M		~~M~~	E
M	no change	M		~~M~~	E
E		~~E~~	M	E	
E		~~E~~	M	E	
E		E		E	
E		E		E	

Table Facilitators then led the group discussion on the existing cut scores, the alignment of items to the PLDs and GLEs, and possible adjustments in the context of the across-grade performance patterns. Consensus from each group was not expected and any unique comment/recommendation from individual panelists was recorded with rationale for the calculation of group recommendations. The discussion began with the cut score for *Meets the Standard* and then level by level, *Exceeds the Standard*, *Below the Standard*, and *Distinguished* (Documentation 14).

Process for Smoothing Cut Scores In general, the panels' recommended cut scores were accepted. Adjustments were made only if necessary due to psychometric and

policy concerns. An important rule followed during the "smoothing" process was that any adjustment should be in the same direction, raise or lower the cut score, as the panels' recommendation.

In reading, the Grade 3 Panel recommendation raised the cut score from 411 to 418 for *Meets the Standard* because of the similarity of items around the cut score and these items were relatively low challenge to students in the level of *Exceeds the Standard.* An adjusted cut score of 415 was recommended. The Grade 10 Panel recommended lowered cut scores for *Meets the Standard* from 502 to 497 (by 5 scale score points), for *Exceeds the Standard* from 573 to 555 (by 18 scale score points), and for *Distinguished* from 593 to 570 (by 23 scale score points). The rationale provided by the panel was carefully reviewed: (1) "the excessive weight of constructed-response items" in the grade 10 reading test and (2) the low percentage of students achieving the *Exceeds the Standard* and *Distinguished* levels. An adjusted cut score of 501 was recommended for *Meets the Standard,* 562 for *Exceeds the Standard,* and 588 for *Distinguished*. The final adjustments were made due to psychometric concerns that (1) a lower cut score for higher grades than the cut score for lower grades is unacceptable on the developmental scale and that (2) the cut scores for grade 9 would appropriately fit into the scale.

In mathematics, all panel recommended cut scores were found acceptable. For example in grade 5, the panel recommended to raise the cut score from 424 to 433 (by 9 scale score points) for *Below the Standard* and 2-3 score points for the other levels according to the expectations of GLEs and the corresponding test items around the cut score. In grade 8, the panel suggested lowering the cut scores from 493 to 487 (by 6 scale score points) for *Meets the Standard* and from 531 to 527 (by 4 scale score points) for *Exceeds the Standard* because of the inconsistency of content requirement and cognitive demand between the GLEs and test items. In grade 10, the panel recommended raising the cut scores by 4-6 scale score points for *Below the Standard* and *Distinguished* because the items around the cut scores measured skills and knowledge below the grade level. A slightly lower cut score was recommended for *Meets the Standard* (from 525 to 523) in consideration of the impact data for grade 10 student performance without sacrificing the expectations.

Table 3 presents the existing cut scores in reading and mathematics for grades 3, 5, 8, and 10; panel recommended cut scores based on the calculation from individual adjustments; and adjusted cut scores recommended by the Department through smoothing process.

**Table 3. Recommended Cut Scores in Reading and Mathematics for
Grades 3, 5, 8, and 10**

Grade	Cut Score	Below the Standard	Meets the Standard	Exceeds the Standard	Distinguished
Reading	*Existing*	387	411	465	482
	Panel	387	418	466	482
3	*Adjusted*		415		
	Final	387	415	466	482
	Existing	427	451	508	529
	Panel	427	453	502	529
5	*Adjusted*				
	Final	427	453	502	529
	Existing	475	500	564	584
	Panel	466	495	553	584
8	*Adjusted*				
	Final	466	495	553	584
	Existing	477	502	573	593
	Panel	470	497	555	570
10	*Adjusted*		501	562	588
	Final	470	501	562	588
Mathematics					
	Existing	382	407	464	499
3	*Panel*	381	407	461	499
	Final	381	407	461	499
	Existing	424	449	503	525
5	*Panel*	433	451	505	528
	Final	433	451	505	528
	Existing	469	493	531	549
8	*Panel*	469	487	527	549
	Final	469	487	527	549
	Existing	500	525	559	574
10	*Panel*	506	523	559	578
	Final	506	523	559	578

4. Interpolate Cut Scores in Reading and Mathematics for Grades 2, 4, 6, 7, and 9

Background To meet the requirements of *NCLB*, student performance on the DSTP reading and mathematics for grades 4, 6, 7, and 9 will be reported in the same five performance levels as grades 3, 5, 8, and 10: *Well Below the Standard, Below the Standard, Meets the Standard, Exceeds the Standard*, and *Distinguished*. Three performance levels will be reported for grade 2: *Below the Standard, Meets the Standard*, and *Exceeds the Standard*. For the panel review in August, the Department of Education proposed preliminary cut scores that were derived by interpolating (for grades 4, 6, 7, and 9) and extrapolating (for grade 2) using recommended cut scores for grades 3, 5, 8, and 10.

Procedure for Interpolation The recommended cut scores for grades 3, 5, 8 and 10 reading and mathematics were used to interpolate the cut scores for grades 2, 4, 6, 7, and 9 for panels' deliberations. The process was performed by the consultants Alan Nicewander and Howard Mitzel from Pacific Metrics in two steps:

1. For each grade, the appropriate two grades on which to base the interpolations (e.g., grades 3 and 5 for the grade 4 interpolations) and the percentiles for the cut scores were used in a standard, linear interpolation in order to determine a target percentile of the cut score.

2. Once the percentile cut score was interpolated, this percentile was "walked back" to the score scale by using a second linear interpolation. For instance in grade 4 mathematics: the interpolated percentile cut score for *Meets the Standard* was 23.7 and the spanned percentiles were 22.8 and 24.6 in the frequency distribution with a corresponding scale scores of 431 and 434, respectively. To estimate the cut score, a standard, linear interpolation was performed using the scale scores 431 and 434 and the percentiles 22.8 and 24.6; which yielded a cut score of 432.

The interpolation was conducted by using two adjacent grades to estimate the cut scores, one grade above and one grade below, for the target grade. There were a few exceptions. The extrapolation for grade 2 used the slope and intercept developed to estimate the cut scores for grade 4. Since there was only one adjacent grade for grade 6 and grade 7, a single interpolation was performed by using the grade 5 slope and intercept for grade 6; and using the grade 8 slope and intercept for grade 7. *Double interpolation* was applied for these cases if necessary (Documentation 16).

Smoothing Process A "smoothing" process was applied based on (1) the across-grade performance patterns identified by the panels in July for reading and mathematics and (2) the consistency of cut scores across grade levels. The only adjustments made were for grades 6 and 7 reading and for grade 7 mathematics. Table 4 shows the initial, interpolated cut scores and smoothed, preliminary cut scores for grades 2, 4, 6, 7, and 9. The preliminary cut scores were proposed to the panels for review in the August workshop.

Table 4. Interpolated and Smoothed Cut Scores in Reading and Mathematics for Grades 2, 4, 6, 7, and 9

Grade	Cut Score	Below the Standard	Meets the Standard	Exceeds the Standard	Distinguished
Reading					
2	Interpolated	n/a	361	419	n/a
	Preliminary	n/a	361	419	n/a
4	Interpolated	414	437	483	503
	Preliminary	414	437	483	503
6	Interpolated	435	460	503	527
	Preliminary	435	460	504	542
7	Interpolated	438	464	523	555
	Preliminary	438	464	523	555
9	Interpolated	449	493	563	599
	Preliminary	468	498	558	586
Mathematics					
2	Interpolated	n/a	361	404	n/a
	Preliminary	n/a	361	404	n/a
4	Interpolated	412	432	480	505
	Preliminary	412	432	480	505
6	Interpolated	449	466	516	537
	Preliminary	449	466	516	537
7	Interpolated	451	468	517	539
	Preliminary	459	472	522	543
9	Interpolated	486	514	552	569
	Preliminary	486	514	552	569

5. Review Cut Scores in Reading and Mathematics for Grades 2, 4, 6, 7, and 9

One of the objectives of the August workshop was to review the preliminary cut scores proposed by the Department of Education for grades 2, 4, 6, 7, and 9 in reading and mathematics and recommend adjustments. The opening session began with a welcome by Wendy Roberts, Director of Assessment and Analysis, who presented on the background of revisiting the cut scores, an overview of the Delaware Student Testing Program and security issues, and a summary of the review workshop in July (see Appendix M).

General Training Daniel Lewis, a consultant from CTB/McGraw-Hill, updated the participants in reading and mathematics on the events that occurred in July for grades 3, 5, 8, and 10 and how that work related to the current workshop, reviewed the across-grade performance patterns identified by the July panels, the preliminary cut scores for grades 2, 4, 6, 7, and 9, and the workshop agenda during the general training (Appendix N and Appendix O).

Content-Related Training   Content-related training occurred throughout the first day and was conducted separately by content area. Since the reading panels spent more time to be familiar with the reading passages, different schedules were used to accommodate this need. Each reading participant received a copy of the 2005 test booklet to read the passages and review items; participants in mathematics reviewed test items corresponding to their grade level. Similar to the process in July, scoring rubrics and anchor papers for constructed-response items were available for each grade as references.   The second part of the content-related training focused on the newly developed Performance Level Descriptors as well as the Grade-Level-Expectations. A training presented by a content specialist, Denise Weiner for reading (Appendix P) and Diana Roscoe for mathematics (Appendix Q), was given to participants focusing on the background and structure of the PLDs and how the PLDs associated with the DSTP using sample items.

An orientation was given by Content Group Leaders, Daniel Lewis for reading and Howard Mitzel for mathematics, on how to review the ordered item booklets and how to use the Item Map for reviewing cut scores (Appendix R). Each of the five performance levels associated with the test items was identified by using the preliminary cut scores for grades 2, 4, 6, 7, and 9.

Review the Across-Grade Performance Pattern and Preliminary Cut Scores The Content Group Leaders, Daniel Lewis for reading and Howard Mitzel for mathematics, presented the across-grade performance patterns identified by the July panels, respectively. With recommended cut scores for grades 3, 5, 8, and 10 and preliminary cut scores for grades 2, 4, 6, 7, and 9, the percent of students at or above the cut score for *Meets the Standard* tended to decline with grade level. Graphics were provided to illustrate the impact data on the 2005 DSTP in each performance level. The discussion by grade group focused on the questions: (1) Do these observed patterns seem reasonable? (2) Do these trends represent what participants saw in the classrooms around the state? (3) Do their observations support this data? Participants considered if the across-grade patterns were reasonable from a curriculum perspective and if the patterns were practical in consideration of student performance.

Following the discussion on the across-grade performance patterns, participants reviewed the corresponding ordered item booklets (Documentation 17) and the preliminary cut scores using the Item Maps (Documentation 18). Scoring rubrics and anchor papers for constructed-response items were available for grades 2, 4, 6, 7, and 9 in both reading and mathematics (Documentation 19). Beginning with *Meets the Standard*, participants determined if the items attributed to the performance level were appropriate,

given the state Content Standards, Grade Level Expectations, and Performance Level Descriptors. Students at the *Meets the Standards* cut score are expected to demonstrate mastery of items associated with this level, as well as the level below. Table Facilitators then led the group discussion on the preliminary cut scores, the alignment of items to the PLDs and GLEs. Individual panelists were asked to record their recommendations with rationale on the Rating Form (Documentations 20 and 21). Group consensus was not expected. The discussion went on level by level, from *Exceeds the Standard* to *Below the Standard* to *Distinguished*.

The Department staff and the consultants worked together on August 4 to check, record, and review the participants' recommendations. The same "smoothing" procedure was applied to foster across-grade consistency from grade 2 to grade 10. Panels' recommendations were found acceptable for most cases with a few exceptions. Tables 5a and 5b present the existing cut scores set in 1999 for grades 3, 5, 8, and 10, the preliminary cut scores using interpolation/'smooth' procedure for grades 2, 4, 6, 7, and 9, panels' recommended cut scores, and recommendations by the Department of Education in reading and mathematics, respectively.

The reading panelists accepted all proposed preliminary cut scores for grades 2, 6, and 7, but recommended adjustments of preliminary cut scores for grades 4 and 9. The panel's recommendation for grade 4 *Meets the Standard*, from 437 to 440 was accepted. The three cut scores for grade 9 *Exceeds the Standard, Meets the Standard*, and *Below the Standard* were retained as proposed preliminarily because a lower cut score for grade 9 than that for the grade 8 in the same performance level is unacceptable on the developmental scale. The mathematics panels recommended minor adjustments on some proposed cut scores for grades 2, 4, 6, 7, and 9. All panel recommended cut scores were accepted during the "smoothing" meeting for grade 4 *Below the Standard* (from 412 to 408); for grade 6 *Below the Standard* (from 449 to 451), *Exceeds the Standard* (from 516 to 518), and *Distinguished* (from 537 to 539); and for grade 9 *Exceeds the Standard* (from 552 to 554) and *Distinguished* (from 569 to 570).

Table 5a. Recommended Cut Scores for Reading Grades 2 through 10

Grade	Cut Scores	Below the Standard	Meets the Standard	Exceeds the Standard	Distinguished
2	Preliminary	n/a	361	419	n/a
	Panel Recommended	n/a	361	419	n/a
	DOE Recommended	n/a	361	419	n/a
3	Existing (1999)	387	411	465	482
	Panel Recommended	387	418	466	482
	DOE Recommended	387	415	466	482
4	Preliminary	414	437	483	503
	Panel Recommended	414	440	483	503
	DOE Recommended	414	440	483	503
5	Existing (1999)	427	451	508	529
	Panel Recommended	427	453	502	529
	DOE Recommended	427	453	502	529
6	Preliminary	435	460	504	542
	Panel Recommended	435	460	504	542
	DOE Recommended	435	460	504	542
7	Preliminary	438	464	523	555
	Panel Recommended	438	465	523	557
	DOE Recommended	438	465	523	557
8	Existing (1999)	475	500	564	584
	Panel Recommended	466	495	553	584
	DOE Recommended	466	495	553	584
9	Preliminary	468	498	558	586
	Panel Recommended	457	495	542	586
	DOE Recommended	468	498	558	586
10	Existing (1999)	477	502	573	593
	Panel Recommended	470	497	555	570
	DOE Recommended	470	501	562	588

Table 5b. Recommended Cut Scores for Mathematics Grades 2 through 10

Grade	Cut Scores	Below the Standard	Meets the Standard	Exceeds the Standard	Distinguished
2	Preliminary	n/a	361	404	n/a
	Panel Recommended	n/a	351	404	n/a
	DOE Recommended	n/a	351	404	n/a
3	Existing (1999)	382	407	464	499
	Panel Recommended	381	407	461	499
	DOE Recommended	381	407	461	499
4	Preliminary	412	432	480	505
	Panel Recommended	408	432	477	505
	DOE Recommended	408	432	477	505
5	Existing (1999)	424	449	503	525
	Panel Recommended	433	451	505	528
	DOE Recommended	433	451	505	528
6	Preliminary	449	466	516	537
	Panel Recommended	451	466	518	539
	DOE Recommended	451	466	518	539
7	Preliminary	459	472	522	543
	Panel Recommended	459	472	520	543
	DOE Recommended	459	472	520	543
8	Existing (1999)	469	493	531	549
	Panel Recommended	469	487	527	549
	DOE Recommended	469	487	527	549
9	Preliminary	486	514	552	569
	Panel Recommended	486	514	554	570
	DOE Recommended	486	514	554	570
10	Existing (1999)	500	525	559	574
	Panel Recommended	506	523	559	578
	DOE Recommended	506	523	559	578

6. Revisit/Establish Cut Scores in Writing for Grades 3 to 10

The dual objectives of the workshop held on August 2-3 for identifying performance standards (cut scores) on the Delaware Student Testing Program (DSTP) Writing Assessment were to: (1) Revisit the existing cut scores set in 1999 and adjusted in 2001 at grades 3, 5, 8, and 10, and (2) Establish cut scores at grades 4, 6, 7, and 9 in five performance levels: *Well Below the Standard, Below the Standard, Meets the Standard, Exceeds the Standard*, and *Distinguished*.

Description of Writing Assessment The DSTP writing assessment is composed of a stand-alone writing prompt (SAW) and a text-based writing prompt (TBW). The latter refers to a stimulus of a reading passage. The responses to each of these components are scored on a 1 (low) to 5 (high) using a holistic scoring rubric with zero points for non-scorable responses. The stand-alone writing is scored by two raters and the text-based writing is scored by one. The three scores, which yield a maximum possible value of 15, are summed to give the writing raw score.

Review Panel The majority of the panelists were classroom teachers as well as educators, and writing specialists from school districts and higher education. Table Facilitators were chosen for their expertise in writing and received a copy of the Grade Level Expectations (GLEs) and the Performance Level Descriptors (PLDs) in advance. They were expected to study these documents prior to the Table Facilitator training on August 1. Participants were assigned to four tables defined by grade levels:

Table 1: Grades 3 and 4
Table 2: Grades 5 and 6
Table 3: Grades 7 and 8
Table 4: Grades 9 and 10

Review Materials As described in the Body of Work procedure for standard setting, samples of students' writing were randomly selected to represent each obtained combination of SAW and TBW scores. Attention was also given to include differing combinations of scores, e.g., a total score of 7 could be 5 for SAW and 2 for TBW, 4 and 3, 6 and 1, etc. Writing samples were arranged from the lowest score to the highest score for each grade. The total writing score as well as the scores on SAW score and TBW were provided. To ensure the validity of the review process, writing samples were used on both 2005 and 2004 writing assessments (Documentation 22). The writing prompt for the SAW, the reading passage and the prompt for the TBW, and the anchor papers used for scoring were also available for each grade (Documentation 23 and Documentation 24).

Training Participants were provided with an overview of the application of the scoring rubric and content-related training on the Performance Level Descriptors (PLDs), and the Grade-Level-Expectations (GLEs) by Juley Harper (Appendix S). The training presented by Gerald DeMauro (Appendix T) included the overall procedure, methodology, sample of student writing and other review materials, and review process.

Review Process   Participants started with reading sample writing and making notes on the samples concerning what performance level description best matched the sample and what salient features of the sample led to that judgment. Panelists were advised that their judgments should ultimately be based on the answers to two questions: (1) How well do the writing skills in evidence in the writing samples match the requirements of the PLDs, GLEs, and the Content Standards for writing, and (2) What are the differences in skills evidenced by writing samples awarded higher total point values.

A general discussion, led by Gerald DeMauro and Alan Nicewander, focused on the salient features of the samples and how they matched the PLDs. In general, and throughout the workshop, there was very little disagreement among the panelists. In large part, this consensus grew because generalizations were made across grades, and common grounds were found for making judgments across years and sample types. Panelists then continued by matching each total point score to a PLD for grades 3, 5, 8, and 10 through discussion by group and across grades. Panelists began their judgments at the existing cut score for *Meets the Standard*, and continued to the rest of performance levels. After review of the feedback information, panelists were given the opportunity to make any adjustments they deemed important to their initial judgments.

A similar process was applied to establish cut scores for grades 4, 6, 7, and 9 for five performance levels. After reading samples of student work, participants were instructed to consider the two overarching questions of how well the skills in evidence in the student writing samples matched the content standards and the PLDs, and what were the salient features of the writing samples that distinguished it from earlier writing samples. When the readings were completed, a full-room discussion was conducted concerning the application of what was learned from the matches of the writing samples of grades 3, 5, 8, and 10 to the PLDs and how well these matches generalized to the skills in evidence for grades 4, 6, 7, and 9. Again, participants had the opportunity to make initial judgments and adjustments on cut scores (Documentation 25). For each step, feedback was provided in two forms: (1) The numbers of judges at each table who matched each possible total score point to each performance level, and (2) Impact data in terms of percentages of students at or above each cut score.

Table 6 presents the existing cut scores, panel recommendations and recommended cut scores by the Department after a 'smoothing' process on August 4. All panels' recommendations were accepted except the cut score for *Distinguished* at grades 7 and 8. The cut scores were lowered from 13 to 12 in considering student actual performance on the DSTP writing assessment.

Table 6. Recommended Cut Scores for Writing Grades 3 through 10

Grade	Cut Scores	Below the Standard	Meets the Standard	Exceeds the Standard	Distinguished
3	Existing	5	7	10	12
	Panel Recommended	4	7	10	12
	DOE Recommended	4	7	10	12
4	Existing		8		
	Panel Recommended	5	7	10	12
	DOE Recommended	5	7	10	12
5	Existing	5	8	10	12
	Panel Recommended	5	8	10	12
	DOE Recommended	5	8	10	12
6	Existing		8		
	Panel Recommended	5	8	10	12
	DOE Recommended	5	8	10	12
7	Existing		8		
	Panel Recommended	5	8	10	13
	DOE Recommended	5	8	10	12
8	Existing	5	8	10	12
	Panel Recommended	5	8	10	13
	DOE Recommended	5	8	10	12
9	Existing		8		
	Panel Recommended	5	8	10	12
	DOE Recommended	5	8	10	12
10	Existing	5	8	10	12
	Panel Recommended	5	8	10	12
	DOE Recommended	5	8	10	12

7. Summary of Panel Evaluation

By the end of each review workshop, all participants were asked to provide feedback on the training and discussion, the review process, the outcome (panel recommended cut scores), and the review workshop. Comments and suggestions for revising the Performance Level Descriptors and improving the DSTP reading, writing, and mathematics assessments are summarized for future references (Documentation 26).

The summary evaluations are presented in Appendix U by workshop and content area. For the July review workshop, 68% of the reading panelists and 57% of the mathematics panelists reported that the general training prepared them adequately or very well for the review process; 28% and 31%, respectively, felt somewhat being prepared. The content-related training helped the majority of participants (68% in reading; 76% in mathematics) understand the Grade-Level Expectations and the Performance Level Descriptors well. Over 80% of the panelists in both content areas felt their opinions were considered and valued during the review process. Eighty-seven percent in reading and 97% in mathematics considered the Table Facilitators did adequately or very well in organizing group discussion. Eighty-eight percent of reading participants and 76% of mathematics participants were satisfied or very satisfied with the panel recommended cut scores for grades 3, 5, 8, and 10 and 84% of them believed the adjusted cut scores reflected the expectations in the Content Standards and the GLEs for all public school students.

The comments and feedback from panels on the August workshop indicate that the adjusted schedule and enhanced training materials facilitated the review process for the second workshop. All reading participants and over 95% mathematics participants reported that the general training adequately or very well prepared them for the review process. Ninety-five to one hundred percent of the participants in all three content areas felt the content-related training helped them understand the GLEs and PLDs well, the Group Leaders and Table Facilitators organized discussions adequately or very well, and the majority of them reported that their opinions were considered and valued. The majority of the reading (96-100%) and mathematics (93-100%) panels also reported being comfortable or very comfortable about the Bookmark procedure and using ordered item booklets and PLDs to review and adjust cut scores. Most importantly, 95% (in writing) to 100% (in reading and mathematics) of participants were satisfied or very satisfied with the cut scores they recommended. Over 80% of them reported that the adjusted cut scores reflected the expectations in the Content Standards and GLEs for all students. In addition, participants (94-100%) said the review workshop was organized adequately or very well.

8. Impact Data

Tables 7, 8, and 9, respectively, present the impact data on the 2005 DSTP administration in reading and mathematics in terms of percentage of students in five performance levels for grades 3 through 10 and three performance levels for grade 2, based on the Department recommended cut scores; and in writing for grades 3 through

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10.   It is noted that the impact data was generated based on the performance of all students who received a valid test score; therefore, discrepancy in statistics between the impact data and that in the State Report may be found. To illustrate the impact of the Department recommended cut scores, student performance is also compared using the existing cut scores set in 1999 for grades 3, 5, 8, and 10 and set in 2001 for grades 2, 4, 6, 7, and 9.

Table 7. Impact Data for Reading

GR	Using Existing Cut Scores			Using DOE Recommended Cut Scores			
	Performance Level	N	%	Performance Level	N	%	Meet (%)
2	Unsatisfactory	2054	23.39	Below the Standard	1513	17.23	82.77
	Warning	688	7.84	Meets the Standard	4683	53.34	
	Satisfactory	6037	68.77	Exceeds the Standard	2583	29.42	
	Total	8779	100.00	Total	8779	100.00	
3	Well Below the Standard	639	7.36	Well Below the Standard	639	7.36	80.16
	Below the Standard	936	10.78	Below the Standard	1083	12.48	
	Meets the Standard	4633	53.38	Meets the Standard	4486	51.68	
	Exceeds the Standard	1264	14.56	Exceeds the Standard	1264	14.56	
	Distinguished	1208	13.92	Distinguished	1208	13.92	
	Total	8680	100.00	Total	8680	100.00	
4	Unsatisfactory	876	10.85	Well Below the Standard	556	6.91	80.65
	Warning	410	5.10	Below the Standard	1002	12.45	
	Satisfactory	6764	84.06	Meets the Standard	4073	50.60	
	Total	8050	100.00	Exceeds the Standard	1380	17.14	
				Distinguished	1039	12.91	
				Total	8050	100.00	
5	Well Below the Standard	648	7.18	Well Below the Standard	648	7.18	80.97
	Below the Standard	1070	11.85	Below the Standard	1070	11.85	
	Meets the Standard	5301	58.70	Meets the Standard	4678	51.81	
	Exceeds the Standard	1263	13.99	Exceeds the Standard	1886	20.89	
	Distinguished	748	8.28	Distinguished	748	8.28	
	Total	9030	100.00	Total	9030	100.00	
6	Unsatisfactory	1526	17.86	Well Below the Standard	565	6.62	82.12
	Warning	398	4.67	Below the Standard	961	11.26	
	Satisfactory	6609	77.47	Meets the Standard	4534	53.13	
	Total	8533	100.00	Exceeds the Standard	2242	26.27	
				Distinguished	231	2.71	
				Total	8533	100.00	
7	Unsatisfactory	2528	26.32	Well Below the Standard	601	6.26	80.91
	Warning	799	8.32	Below the Standard	1233	12.84	
	Satisfactory	6279	65.37	Meets the Standard	5452	56.76	
	Total	9606	100.00	Exceeds the Standard	1786	18.59	
				Distinguished	534	5.56	
				Total	9606	100.00	

Table 7. Impact Data for Reading (continued)

GR	Using Existing Cut Scores			Using DOE Recommended Cut Scores			
	Performance Level	N	%	Performance Level	N	%	Meet (%)
8	Well Below the Standard	1049	10.29	Well Below the Standard	692	6.78	79.23
	Below the Standard	1530	15.00	Below the Standard	1426	13.98	
	Meets the Standard	6446	63.20	Meets the Standard	6063	59.45	
	Exceeds the Standard	859	8.42	Exceeds the Standard	1703	16.70	
	Distinguished	315	3.09	Distinguished	315	3.09	
	Total	10199	100.00	Total	10199	100.00	
9	Unsatisfactory	2349	28.41	Well Below the Standard	1115	13.50	73.32
	Warning	143	1.73	Below the Standard	1089	13.18	
	Satisfactory	5770	69.85	Meets the Standard	4493	54.38	
	Total	8262	100.00	Exceeds the Standard	984	11.91	
				Distinguished	581	7.03	
				Total	8262	100.00	
10	Well Below the Standard	1123	14.23	Well Below the Standard	861	10.91	70.50
	Below the Standard	1415	17.93	Below the Standard	1467	18.59	
	Meets the Standard	4902	62.12	Meets the Standard	4697	59.52	
	Exceeds the Standard	309	3.92	Exceeds the Standard	669	8.48	
	Distinguished	142	1.80	Distinguished	197	2.50	
	Total	7891	100.00	Total	7891	100.00	

Table 8. Impact Data for Mathematics

GR	Using Existing Cut Scores			Using DOE Recommended Cut Scores			
	Performance Level	N	%	Performance Level	N	%	Meet (%)
2	Unsatisfactory	1906	21.71	Below the Standard	1234	14.07	85.93
	Warning	513	5.85	Meets the Standard	3730	42.52	
	Satisfactory	6354	72.44	Exceeds the Standard	3809	43.42	
	Total	8773	100.00	Total	8773	100.00	
3	Well Below the Standard	779	8.92	Well Below the Standard	779	8.92	78.40
	Below the Standard	1108	12.68	Below the Standard	1108	12.68	
	Meets the Standard	4319	49.44	Meets the Standard	4071	46.61	
	Exceeds the Standard	1739	19.91	Exceeds the Standard	1987	22.75	
	Distinguished	790	9.04	Distinguished	790	9.04	
	Total	8735	100.00	Total	8735	100.00	
4	Unsatisfactory	1220	15.14	Well Below the Standard	597	7.41	77.22
	Warning	463	5.75	Below the Standard	1238	15.37	
	Satisfactory	6374	79.11	Meets the Standard	3742	46.44	
	Total	8057	100.00	Exceeds the Standard	1683	20.89	
				Distinguished	797	9.89	
				Total	8057	100.00	
5	Well Below the Standard	687	7.56	Well Below the Standard	1071	11.79	74.37
	Below the Standard	1471	16.19	Below the Standard	1257	13.84	
	Meets the Standard	4790	52.73	Meets the Standard	4800	52.84	
	Exceeds the Standard	1341	14.76	Exceeds the Standard	1161	12.78	
	Distinguished	795	8.75	Distinguished	795	8.75	
	Total	9084	100.00	Total	9084	100.00	
6	Unsatisfactory	1878	21.98	Well Below the Standard	1385	16.24	71.46
	Warning	556	6.52	Below the Standard	1049	12.30	
	Satisfactory	6094	71.49	Meets the Standard	4260	49.95	
	Total	8528	100.00	Exceeds the Standard	1045	12.25	
				Distinguished	789	9.25	
				Total	8528	100.00	
7	Unsatisfactory	3645	37.93	Well Below the Standard	2504	26.06	62.07
	Warning	669	6.96	Below the Standard	1141	11.87	
	Satisfactory	5295	55.11	Meets the Standard	3845	40.01	
	Total	9609	100.00	Exceeds the Standard	1073	11.17	
				Distinguished	1046	10.89	
				Total	9609	100.00	

Table 8. Impact Data for Mathematics (continued)

GR	Using Existing Cut Scores Performance Level	N	%	Using DOE Recommended Cut Scores Performance Level	N	%	Meet (%)
8	Well Below the Standard	2770	27.09	Well Below the Standard	2770	27.09	58.39
	Below the Standard	2124	20.77	Below the Standard	1484	14.51	
	Meets the Standard	3104	30.36	Meets the Standard	3595	35.16	
	Exceeds the Standard	947	9.26	Exceeds the Standard	1096	10.72	
	Distinguished	1279	12.51	Distinguished	1279	12.51	
	Total	10224	100.00	Total	10224	100.00	
9	Unsatisfactory	3102	37.89	Well Below the Standard	2146	26.21	54.37
	Warning	634	7.75	Below the Standard	1590	19.42	
	Satisfactory	4450	54.37	Meets the Standard	2567	31.36	
	Total	8186	100.00	Exceeds the Standard	775	9.47	
				Distinguished	1108	13.54	
				Total	8186	100.00	
10	Well Below the Standard	1709	21.60	Well Below the Standard	2120	26.79	53.92
	Below the Standard	2130	26.92	Below the Standard	1526	19.28	
	Meets the Standard	2414	30.51	Meets the Standard	2607	32.95	
	Exceeds the Standard	617	7.80	Exceeds the Standard	710	8.97	
	Distinguished	1043	13.18	Distinguished	950	12.01	
	Total	7913	100.00	Total	7913	100.00	

Table 9. Impact Data for Writing

GR	Using Existing Cut Scores			Using DOE Recommended Cut Scores			
	Performance Level	N	%	Performance Level	N	%	Meet (%)
3	Well Below the Standard	1125	12.98	Well Below the Standard	505	5.83	68.68
	Below the Standard	1589	18.34	Below the Standard	2209	25.49	
	Meets the Standard	5766	66.54	Meets the Standard	5766	66.54	
	Exceeds the Standard	176	2.03	Exceeds the Standard	176	2.03	
	Distinguished	9	0.10	Distinguished	9	0.10	
	Total	8665	100.00	Total	8665	100.00	
4	Unsatisfactory	5202	64.65	Well Below the Standard	921	11.45	54.83
	Satisfactory	2845	35.35	Below the Standard	2714	33.73	
	Total	8047	100.00	Meets the Standard	3961	49.22	
				Exceeds the Standard	418	5.19	
				Distinguished	33	0.41	
				Total	8047	100.00	
5	Well Below the Standard	359	3.97	Well Below the Standard	359	3.97	55.73
	Below the Standard	3640	40.29	Below the Standard	3640	40.29	
	Meets the Standard	4698	52.00	Meets the Standard	4698	52.00	
	Exceeds the Standard	315	3.49	Exceeds the Standard	315	3.49	
	Distinguished	22	0.24	Distinguished	22	0.24	
	Total	9034	100.00	Total	9034	100.00	
6	Unsatisfactory	3902	45.75	Well Below the Standard	557	6.53	54.25
	Satisfactory	4627	54.25	Below the Standard	3345	39.22	
	Total	8529	100.00	Meets the Standard	4026	47.20	
				Exceeds the Standard	541	6.34	
				Distinguished	60	0.70	
				Total	8529	100.00	
7	Unsatisfactory	6034	62.78	Well Below the Standard	743	7.73	37.22
	Satisfactory	3578	37.22	Below the Standard	5291	55.05	
	Total	9612	100.00	Meets the Standard	3142	32.69	
				Exceeds the Standard	411	4.28	
				Distinguished	25	0.26	
				Total	9612	100.00	

Table 9. Impact Data for Writing (continued)

GR	Using Existing Cut Scores			Using DOE Recommended Cut Scores			
	Performance Level	N	%	Performance Level	N	%	Meet (%)
8	Well Below the Standard	323	3.17	Well Below the Standard	323	3.17	75.17
	Below the Standard	2210	21.67	Below the Standard	2210	21.67	
	Meets the Standard	6875	67.40	Meets the Standard	6875	67.40	
	Exceeds the Standard	700	6.86	Exceeds the Standard	700	6.86	
	Distinguished	92	0.90	Distinguished	92	0.90	
	Total	10200	100.00	Total	10200	100.00	
9	Unsatisfactory	4051	49.17	Well Below the Standard	1021	12.39	50.83
	Satisfactory	4187	50.83	Below the Standard	3030	36.78	
	Total	8238	100.00	Meets the Standard	3597	43.66	
				Exceeds the Standard	547	6.64	
				Distinguished	43	0.52	
				Total	8238	100.00	
10	Well Below the Standard	385	4.86	Well Below the Standard	385	4.86	77.96
	Below the Standard	1362	17.19	Below the Standard	1362	17.19	
	Meets the Standard	4229	53.36	Meets the Standard	4229	53.36	
	Exceeds the Standard	1732	21.85	Exceeds the Standard	1732	21.85	
	Distinguished	217	2.74	Distinguished	217	2.74	
	Total	7925	100.00	Total	7925	100.00	

9. A Special Technical Advisory Committee Meeting

A special DSTP Technical Advisory Committee (TAC) meeting was scheduled on August 5 right after the second workshop. Presentations were made by the consultants and the Department staff to summarize the design and development of the review workshops, review materials preparation, the review process, methodology of interpolation, and resulting recommended cut scores for grades 2 to 10 in reading and mathematics, and for grades 3 to 10 in writing. The consistency or coherency of cut scores cross grades were also demonstrated. After careful review of the process and the Department recommended cut scores, participating TAC members were complimentary of the entire project, and the design and implementation of the review workshops for performance standards (Documentation 27).

10. Recommendations to the State Board of Education

The recommendations to the State Board of Education for performance standards (cut scores) on the Delaware Student Testing Program (DSTP) reading, writing, and mathematics as a result of the project described in this report are as follows (Table 10).

Pending State Board of Education approval, these recommendations will be in effect beginning with the March 2006 DSTP administration.

Table 10. Summary of Recommended Cut Scores for Reading, Writing, and Mathematics

Reading Grade	Below the Standard	Meets the Standard	Exceeds the Standard	Distinguished
2	n/a	361	419	n/a
3	387	415	466	482
4	414	440	483	503
5	427	453	502	529
6	435	460	504	542
7	438	465	523	557
8	466	495	553	584
9	468	498	558	586
10	470	501	562	588

Writing Grade	Below the Standard	Meets the Standard	Exceeds the Standard	Distinguished
3	4	7	10	12
4	5	7	10	12
5	5	8	10	12
6	5	8	10	12
7	5	8	10	12
8	5	8	10	12
9	5	8	10	12
10	5	8	10	12

Mathematics Grade	Below the Standard	Meets the Standard	Exceeds the Standard	Distinguished
2	n/a	351	404	n/a
3	381	407	461	499
4	408	432	477	505
5	433	451	505	528
6	451	466	518	539
7	459	472	520	543
8	469	487	527	549
9	486	514	554	570
10	506	523	559	578

V. References

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Webb, N. L. (2002). Alignment Study in Language Arts, Mathematics, Science, and Social Studies of State Standards and Assessments for Four States – A Study of the State Collaborative on Assessment & Student Standards (SCASS) Technical Issues in Large-Scale Assessment (TILSA). A Publication of Chief State School Officer.

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Appendix A

The Consultant Team

The Consultant Team

Name	Consulting Area	Affiliation
Rhonda Nowak	English Language Arts	Independent Researcher
Cynthia Jacobson	English Language Arts	Independent Researcher
Charles Peters	Reading	University of Michigan
Robert Calfee	Writing	University of CA – Riverside
Charlie Wayne	Mathematics	PA Department of Education
Mary Lindquist	Mathematics	Independent Researcher
Linda Wilson	Mathematics	Independent Researcher
Brian Vesperman	Technology	Wisconsin Center for Educational Research
Laurie Wise	Measurement	Human Resources Research Organization (HUMRRO)
Phoebe Winter	Measurement	Independent Consultant / CCSSO
Daniel Lewis	Measurement	CTB McGraw Hill
Gerald DeMauro	Measurement	American Institutes for Research
Howard Mitzel	Measurement	Pacific Metrics Corporation
Alan Nicewander	Measurement	Pacific Metrics Corporation
Steve Dunbar	Technical Advisory Committee	University of Iowa
Ronald Hambleton	Technical Advisory Committee	University of Massachusetts
Se-Kang Kim	Measurement (Consultant)	Harcourt Educational Measurement

Appendix B

Lists of Participants

Participants for the Alignment Study in Reading and Writing

Name	District / Organization	School	Title
Kathy Casey	Brandywine	District Office	Teacher
Kathy Gilbert	Brandywine	Springer Middle School	Teacher
Denise Weiner	Brandywine	Springer Middle	Teacher
Shay Eli	Cape Henlopen	Milton Elementary	Teacher
Linda Hand	Christina	Maclary Elementary	Teacher
Debbie Buffington	Indian River	District Office	Specialized Assignment
Debbie O'Brien	Lake Forest	District Office	Reading
Ann Lewis	Laurel	District Office	Instructional Specialist
Pat Clements	New Castle County Vo-Tech	District Office	Reading Resource
Sharon Bryant-Horsey	New Castle County Vo-Tech	District Office	Instructional Specialist
Becky Sharp	Polytech	Polytech High School	Reading Resource
Sharon Biss	Red Clay	Stanton Middle School	Teacher
Barbara Coe			Retired Teacher
Rhonda Nowak*	Loyola University New Orleans	Consultant	
Cynthia Jacobson*	Retired teacher from Wisconsin	Consultant	
Brian Vesperman	University of Wisconsin - Madison	Consultant	

* Group Leader

Participants for the Alignment Study in Mathematics

Name	District / Organization	School	Title
Linda Bledsoe	Appoquinimink School District	Cedar Lane Elementary	Teacher
Michelle Holland	Brandywine School District	Springer Middle	Teacher
Kay Moore	Cape Henlopen School District	Mariner Middle	Teacher
Noah Newcomer	Capital School District	Central Middle	Teacher
Carol Russell	Christina School District	District Office	Supervisor of Instruction
Armando Caro	Colonial School District	William Penn High	Teacher
Rodney McNair	Delaware State University		
Jamila Riser	Lake Forest School District	District Office	Instructional Specialist
Diana Roscoe	Polytech	Polytech High	Teacher
Kathleen Gormley	Red Clay School District	Highland Elementary	Teacher
Susan Nancarrow	Seaford School District	Blades Elementary	Principal
Tom Fernsler	University of Delaware		
Linda Wilson*	Independent Researcher	Consultant	
Charlie Wayne*	Pennsylvania Department of Education	Consultant	
Brian Vesperman	University of Wisconsin - Madison	Consultant	

* Group Leader

Participants for the Vertical Alignment in English Language Arts

Name	District / Organization	School	Title
Melissa Grunewald	Appoquinimink	Silver Lake Elementary	Teacher
Stacey Hein	Appoquinimink	Redding Middle	Teacher
Bill McLaughlin	Brandywine	District Office	ELA Secondary Teacher
Marcia Fry	Brandywine	Lancashire Elementary	Teacher
Pat Lynch	Brandywine	Lombardy Elementary	Teacher
Denise Weiner	Brandywine	Springer Middle	Teacher
Mary MacPherson*	Caesar Rodney	District Office	ELA Resource Teacher
Danielle Mello	Capital	William Henry Middle	Teacher
Donna Grimm	Capital	Dover High School	Teacher
Anne Hlabangana-Clay	Christina	Brookside Elementary	Teacher
Brenda Chavis	Christina	Kirk Middle	Teacher
JoAnne Deshon	Christina	Downes Elementary	Teacher
Juley Harper	Delmar	Delmar Middle	Teacher
Denise Speicher	Delmar	Delmar High	Teacher
Judi Brittingham	Indian River	Richard Allen ILC	Secondary ILC Teacher
Karen Willey*	Indian River	Sussex Central Middle	Teacher
Michelle Erskine	Indian River	Sussex Central Middle	Teacher
Tanya McNamara	Indian River	East Millsboro Elementary	Teacher
Ellen Phillips	Lake Forest	Lake Forest High	Teacher
Jill Rumley	Lake Forest	W.T. Chipman Middle	Teacher
Lisa Fox	Lake Forest	South Elementary	Teacher
Cary Brandenberger	New Castle County Vo Tech	Howard High School	Teacher
Anne Slease	Newark Charter	Newark Charter	Teacher
Karen Chaffee*	Polytech	Polytech High	Teacher
Colette McDonald	Red Clay	H.B. duPont Middle	Teacher
Geraldine Pinkett	Red Clay	Brandywine Springs Elem	Teacher
Kathy Minnich	Red Clay	A.I. DuPont High	Teacher
Jean Johnson	Sussex Tech	Sussex Tech High	Teacher
John Orlando	Sussex Tech	Sussex Tech High	Reading Specialist
Leslee Love	Thomas Edison Charter	Thomas Edison Charter	Teacher
Wendy Kupcha	Woodbridge	Phyllis Wheatley Middle	Teacher
Charles Peters	University of Michigan	Consultant	
Darlene Bolig	Department of Education		ELA Education Associate

* Group Leader

Participants for the Vertical Alignment in Mathematics

Name	District / Organization	School	Title
Debbie Livingston	Appoquinimink	Redding Middle	Teacher
Amy Bailey	Brandywine	Mount Pleasant High	Teacher
Jane Carey*	Brandywine	Lancashire	Math / Science Specialist
Judy Grasso	Brandywine	Harlan Elementary	Teacher
Kathleen Marshall	Brandywine	Lancashire	Teacher
Sabrina Fitzhugh	Brandywine	Hanby Middle	Teacher
Cheryl McKee	Campus Community	Campus Community	Teacher
Louis Mingione*	Cape Henlopen	Cape Henlopen High	Teacher
Ellen Carr	Capital	Dover High School	Teacher
Janice Trainer	Christina	Etta J. Wilson Elementary	Teacher
Susan Miller	Colonial	Southern Elementary	Teacher
Lisa West	Delmar	Delmar Middle	Teacher
Jennifer Campbell	Indian River	East Millsboro	Teacher
Kimberly Kleinstuber	Indian River	Frankford Elementary	Teacher
Vickie Pendleton*	Indian River	Sussex Central Middle	Teacher
Brian Swain	Laurel	Laurel Intermediate	Teacher
Merle Ann Jones	Laurel	North Laurel Elementary	Exceptional Children Teacher
Duane Miller	Milford	Milford High	Teacher
Deborah Tuson	New Castle County Vo Tech	Hodgson VoTech	Teacher
Susan White	New Castle County Vo Tech	Delcastle High	Teacher
Mike Wisniewski	Newark Charter	Newark Charter	Teacher
Diana Roscoe	Polytech	Polytech High	Teacher
Kathleen Gormley	Red Clay	Highlands Elementary	Teacher
Mary Caputo	Red Clay	Curriculum Office	Teacher
Lynelle Hyland	Seaford	Seaford Central Elementary	Teacher
Jose Oyola	Woodbridge	Phyllis Wheatley Middle	Teacher
Kent Chase	Woodbridge	Woodbridge High	Teacher
Linda Wilson	Independent Researcher	Consultant	
Katia Foret	Department of Education		Math Education Associate
Lauress Wise	CCSSO SCASS	Consultant	
Phoebe Winter	CCSSO SCASS	Consultant	

* Group Leader

Participants for the Performance Level Descriptors in Reading

Name	District / Organization	School	Title
Amanda Kruck	Appoquinimink	Silver Lake Elementary	Teacher
Marty Hodgkins	Appoquinmink	Silver Lake Elementary	Teacher
Dan Bradley	Brandywine	Springer Middle	Teacher
Denise Weiner	Brandywine	Springer Middle	Teacher
Denise Brosius*	Caesar Rodney	Administrative Office	Teacher
Lois LaMarche	Caesar Rodney	Nellie Stokes Elementary	Teacher
Aleta Thompson*	Cape Henlopen	Administrative Office	Instructional Specialist
Carole Roy	Cape Henlopen	Cape Henlopen High	Teacher
Bonnie Wallace	Capital	Dover High	Teacher
Deirdra Aikens	Christina	Maclary Elementary	Teacher
Linda Hand	Christina	Maclary Elementary	Teacher
Linda Poorman*	Colonial	District Office	Reading Specialist
Ellen Dysart	Delmar	Delmar Senior High	Teacher
Linda Mitchell*	Indian River	East Millsboro Elementary	Reading Specialist
Karen Willey	Indian River	Sussex Central Middle	Teacher
Michelle Erskine	Indian River	Sussex Central Middle	Teacher
Debbie O'Brien*	Lake Forest	District Office	Reading Cadre
Mike Boyd	Lake Forest	Lake Forest High	Teacher
B.J. Ellis	Laurel	N. Laurel Elementary	Reading Specialist
Anne Slease	Newark Charter	Newark Charter	Teacher
Becky Sharp*	Polytech	Polytech High	Reading Specialist
Sharon Biss	Red Clay	Stanton Middle	Teacher
Lynelle Hyland	Seaford	Seaford Central Elementary	Teacher
Michelle Madden	Woodbridge	Phillis Wheatley Middle	Teacher
Darlene Bolig	Department of Education		ELA Education Associate
Charles Peters	University of Michigan	Consultant	

* Group Leader

Participants for the Performance Level Descriptors in Writing

Name	District / Organization	School	Title
Marty Hodgkins	Appoquinmink	Silver Lake Elementary	Teacher
Dan Bradley	Brandywine	Springer Middle	Teacher
Denise Weiner	Brandywine	Springer Middle	Teacher
Nelle Cox	Caesar Rodney	Dover Air Base Middle	Teacher
Sharon Voshell	Caesar Rodney	Fifer Middle	Teacher
Teri MacMillan*	Caesar Rodney High	Caesar Rodney	Teacher
Bonnie Wallace	Capital	Dover High	Teacher
Linda Hand	Christina	Maclary Elementary	Teacher
Linette Glassco	Christina	May B. Leasure Elementary	Teacher
Carla Hood	Colonial	New Castle Middle	Teacher
Denise Speicher	Delmar	Delmar High	Teacher
Juley Harper	Delmar	Delmar Middle	Teacher
Patricia Huff	Indian River	Long Neck Elementary	Teacher
Czar Bloom	Milford	Milford High	Teacher
Anne Slease	Newark Charter	Newark Charter	Teacher
Karen Chaffee	Polytech	Polytech High	Teacher
Sharon Biss	Red Clay	Stanton Middle	Teacher
Lynelle Hyland	Seaford	Seaford Central Elementary	Teacher
Lori Stanton-Dinger	Smyrna	Smyrna Middle	Teacher
Bonnie Albertson	University of Delaware		
Darlene Bolig	Department of Education		ELA Education Associate
Robert Calfee	University of CA - Riverside	Consultant	

* Group Facilitator

Participants for the Performance Level Descriptors in Mathematics

Name	District / Organization	School	Title
Linda Bledsoe	Appoquinimink	Cedar Lane Elementary	Teacher
Kathleen Wilson	Appoquinimink	Meredith Middle	Teacher
Sandra Keller	Appoquinimink	Meredith Middle School	Teacher
Sabrina Fitzhugh	Brandywine	Hanby Middle	Teacher
Judy Grasso	Brandywine	Harlan Elementary	Teacher
Jane Carey	Brandywine	Lancashire	Teacher
Michelle Holland	Brandywine	Springer Middle	Math Resource
Jan Shetzler*	Caesar Rodney	District Office	Math Specialist
Robert Didycz	Cape Henlopen	District Office	Math Specialist
Maureen Baron	Cape Henlopen	Milton Elementary	Teacher
Noah Newcomer	Capital	Central Middle	Math Resource
Phyllis Handler	Capital	Delaware Teacher Center	Teacher
Elaine Lewis	Christina	Bancroft Elementary	Teacher
Patricia Gizzi	Christina	Etta J. Wilson	Teacher
Karen Fredricks	Christina	Thurgood Marshall	Teacher
Mary Jane Short	Indian River	Long Neck Elementary	Teacher
Mike Streck	Milford	Milford High	Teacher
Carol Stead	NCCVT/Science Center		Retired
Diana Roscoe	Polytech	Polytech High	Teacher
Jacqueline Blake	Red Clay	Alexis I. duPont High	Teacher
Beth Gillis	Red Clay	Baltz Elementary	Teacher
Jon Manon*	UDEL	MSERC	
Valerie Maxwell*	UDEL/Appoquinimink	District Office	MSERC Teacher on Loan
Cindy Whaley	Woodbridge	Phyllis Wheatley Middle	Teacher
Robyn Sturgeon	Woodbridge	Woodbridge High	Math Specialist
Katia Foret	Department of Education		Math Education Associate
Mary Lindquist	Independent Researcher	Consultant	
Linda Wilson*	Independent Researcher	Consultant	

* Group Leader

Participants for the July Review Workshop in Reading

Name	District / Organization	School	Title
Patricia Pyle	Brandywine	Claymont Elementary	Teacher
Denise Weiner	Brandywine	Springer Middle	Teacher
Lynn Scanlan	Brandywine	Talley Middle	Teacher
Mary MacPherson	Caesar Rodney	District Office	ELA Resource Teacher
Anne Slease*	Charter	Newark Charter	Teacher
Marc Cooke	Charter	Sussex Acad of Arts & Science	Teacher
Phyllis Sokol	Christina	Leasure Elementary	ELA Instructional Coach
Maria Snapp	DAPI	DAPI	
Bonnie Mucha	Delaware PTA		
Lenora Kerezsi	Delaware PTA		
Becky Neubert	Delmar	Delmar Middle	Teacher
Juley Harper*	Delmar	Delmar Middle	Teacher
Charles Tulloch, II	Gov. Council for Excep. Children		
Wanda Lopez	Gov. Council on Hispanic Affairs		
Linda Mitchell	Indian River	East Millsboro Elementary	Reading Specialist
Deborah O'Brien*	Lake Forest	District Office	Reading
BJ Ellis	Laurel	North Laurel Elementary	Reading Specialist
Ron Obstfeld	MBNA America		Retired
Bill Kerr	Milford	District Office	Assistant Principal
Karen Ross	Red Clay	District Office	Reading First
Sharon Biss*	Red Clay	Stanton Middle	Teacher
Alice Conlin	Red Clay	Warner Elementary	Teacher
Lauren Kassner	Smyrna	Clayton Elementary	Teacher
John Gray	Wilmington College		
Jill Krause	Woodbrige	Phillis Wheatley Middle	Teacher
Wendy Kupcha	Woodbrige	Phillis Wheatley Middle	Teacher
Dan Lewis	CTB/McGraw - Hill	Consultant	
Alan Nicewander	Pacific Metrics	Consultant	

* Table Facilitator

Participants for the July Review Workshop in Mathemetics

Name	District / Organization	School	Title
Anne Moran	Appoquinimink	Olive B Loss Elementary	Teacher
Doreen Palucci	Appoquinimink	Olive B Loss Elementary	Teacher
Linda Bledsoe	Appoquinimink	Cedar Lane Elementary	Teacher
James Fitzhugh	Brandywine	Hanby Middle	Teacher
Jeannette Wilt	Brandywine	Brandywine High	Teacher
Eric Shane	Caesar Rodney	District Office	Math Resource Teacher
Jan Shetzler*	Caesar Rodney	District Office	Math Specialist
Jeanette McDougall	Capital	Hartly Elementary	Teacher
Karen Fredericks*	Christina	Thurgood Marshall	Teacher
Jennifer Bonham	Colonial	Wm Penn High	Teacher
Susan Miller	Colonial	Southern Elementary	Teacher
Oradelle Sewell	Del. State Parent Advisory Council		
John Werner	Gov. Council for Excep. Children		
Kimberly Kleinstuber	Indian River	Frankford Elementary	Teacher
Tara Thoroughgood	Indian River	East Millsboro Elementary	Teacher
Cecilia Arce	Latin American Comm. Center		
Nicole Durkin	Milford	Milford Middle	Assistant Principal
Terry Holton	Milford	Milford High	Assistant Principal
Diana Roscoe*	Polytech	Polytech High	Teacher
Andrew Wooten	Polytech High	District Office	Assistant Principal
Tad Damask	Polytech High	Polytech High	Teacher
Dora Trusello	Red Clay	WC Lewis	Teacher
Kristie Ridgley	Red Clay	Warner Elementary	Teacher
Linda Malatesta	Red Clay	A I Dupont High	Teacher
Sharon Lupinski	Red Clay	Brandywine Springs	Teacher
Laurel Hollenbeck	Seaford	Seaford High	Teacher
Donna Johnson*	Sussex Tech	Sussex Tech High	Teacher
Amanda Hoffmann	University of Delaware		
Al DiEmedio	Wilmington College		
Richard Gochnauer	Wilmington College		
Cindy Whaley	Woodbrige	Phillis Wheatley Middle	Teacher
Jill Krause	Woodbrige	Phillis Wheatley Middle	Teacher
Jose Oyola	Woodbrige	Phillis Wheatley Middle	Teacher
Mary Lindquist	Independent Researcher	Consultant	
Howard Mitzel	Pacific Metrics	Consultant	

* Table Facilitator

Participants for the August Review Workshop in Reading

Name	District / Organization	School	Title
Vickie Risser	Appoquinimink	Brick Mill Elementary	Inclustion Teacher
Marty Hodgkins*	Appoquinimink	Silver Lake Elementary	Teacher
Denise Weiner	Brandywine	Springer Middle	Teacher
Kristin Parson	Brandywine	Springer Middle	ELA Enrichment Teacher
Theresa Bennett	Caesar Rodney	District Office	ELA Resource Teacher
Sharon Voshell*	Caesar Rodney	Fifer Middle	Teacher
Jackie Shockley	Cape Henlopen	Milton Elementary	Teacher
Karen Willey	Charter	Sussex Academy of Arts & Science	Teacher
Gretchen Wolfe*	Christina	Brader Elementary	Teacher
Karen Dipres	Christina	McVey Elementary	TAM Teacher
Bonnie Miller	Christina	Pulaski Intermediate	Reading Specialist
Linda Poorman*	Colonial	District Office	Cadre Teacher
Kelly Metkiff	Colonial	William Penn High	Teacher
Joanne Czernik	Delmar	Delmar Middle	Teacher
Shay-Lynn McPhail	Delmar	Delmar Middle	Teacher
Charles Tulloch, II	Gov. Council for Excep. Children		
Linda Mitchell*	Indian River	East Millsboro Elementary	Teacher
Tanya Smith	Indian River	Frankford Elementary	Teacher
Tracy Hudson	Indian River	Frankford Elementary	Reading Specialist
Deborah Ridgely	Lake Forest	South Elementary	Reading First
Tammy Von Essen	Lake Forest	W.T. Chipman	Teacher
BJ Ellis	Laurel	North Laurel Elementary	Reading Specialist
Ron Obstfeld	MBNA America		Retired
Bill Kerr	Milford	Milford High	Teacher
Nancy Carnevale	Milford	Milford Middle	Assistant Principal
Shirley Roccia	NCCVT	Howard High	Teacher
Marjorie Chappel	Smyrna	Smyrna Elementary	Teacher
Sharon Liebal	Sussex Tech	Sussex Tech High	Teacher
Jill Krause	Woodbrige	Phillis Wheatley Middle	Teacher
Dan Lewis	CTB/McGraw - Hill	Consultant	

* Table Facilitator

Participants for the August Review Workshop in Mathemetics

Name	District / Organization	School	Title
Oneida Martinez	Appoquinimink	Brick Mill Elementary	Teacher
Deneen Dolan	Appoquinimink	Brick Mill Elementary	Inclusion Teacher
Georgiana Fennemore	Appoquinimink	Cedar Lane Elementary	Teacher
Patricia Pyle*	Brandywine	Claymont Elementary	Teacher
Ella Burton	Brandywine	Mt. Pleasant Elementary	Resource Teacher
Doug Higdon	Caesar Rodney	Caesar Rodney High	Teacher
Jan Shetzler*	Caesar Rodney	District Office	Math Specialist
Kimberly Corbeil	Caesar Rodney	Postlethwait Middle	Teacher
Jean Allen	Caesar Rodney	WB Simpson Elementary	Teacher
Karen Autman	Capital	Hartly Elementary	Teacher
Kathy Cripps*	Charter	Sussex Acad of Arts & Science	Teacher
Leslee Love	Charter	Thomas Edison	Teacher
Eric Gustafson	Christina	Brader Elementary	Teacher
Deborah Phillips*	Colonial	Southern Elementary	Teacher
Armando Caro	Colonial	William Penn High	Teacher
Carlos Dipres	Delaware PTA		
John Werner	Gov. Council on Hispanic Affairs		
Kimberly Kleinstuber	Indian River	Frankford Elementary	Teacher
Nichole Kirchner	Indian River	Frankford Elementary	Teacher
Julie Davis	Laurel	Laurel Intermediate	Teacher
Robert Sutton	MBNA America	Retired teacher	Retired
Terry Holton	Milford	Milford High	Assistant Principal
Nicole Durkin	Milford	Milford Middle	Assistant Principal
Diana Roscoe	Polytech	Polytech High	Teacher
Martina Walton	Red Clay	Warner Elementary	Teacher
L. Michelle John	Sussex Tech	Sussex Tech High	Teacher
Michelle Cook*	Woodbrige	Phillis Wheatley Middle	Teacher
Howard Mitzel	Pacific Metrics	Consultant	

* Table Facilitator

Participants for the August Review Workshop in Writing

Name	District / Organization	School	Title
Mary Corcoran	Appoquinimink	Cedar Lane Elementary	Teacher
Aurora Hamm	Appoquinimink	Olive B. Loss Elementary	Teacher
Kathleen Shearer	Brandywine	Maple Lane Elementary	Teacher
Lesia Westmoreland	Caesar Rodney	Caesar Rodney High	Teacher
Sherry Kijowski*	Caesar Rodney	District Office	Supervisor of Instruction
Jennifer Whitesell	Caesar Rodney	Fifer Middle	Teacher
Jennifer Vail	Charter	MOT	Teacher
Judith Ford	Charter	Sussex Acad of Arts & Science	Teacher
Sherlynn Aurelio	Christina	Marshall Elementary	Reading Specialist
Linette Glassco*	Christina	May B Leasure Elementary	Teacher
Andrea Hutchison	Christina	Thurgood Marshall Elementary	Teacher
Becky Neubert*	Delmar	Delmar Middle	Teacher
Juley Harper	Delmar	Delmar Middle	Teacher
Jennifer Pulcinella	Gov. Council for Excep. Children		
Catherine Miller	Indian River	Central Office	
Carolyn Lazar	Lake Forest	District Office	Writing Change Agent
Anne Slease*	Newark Charter	Newark Charter	Teacher
Sharon Biss	Red Clay	Stanton	Teacher
Lucilla Esham	Sussex Tech	Sussex Tech High	Teacher
David Coker	University of Delaware		
Rhiannon O'Neal	Woodbrige	Phillis Wheatley Middle	Teacher
Stacie McLaughlin	Woodbrige	Phillis Wheatley Middle	Teacher
Jerry DeMauro	American Institute for Research	Consultant	
Alan Nicewander	Pacific Metrics	Consultant	

* Table Facilitator

Participants for the Special Technical Advisory Committee TAC Meeting

Name	Affliation	Role
Ken Olsen	University of Kentucky	TAC Member
Ronald Hambleton	University of Massachusetts	TAC Member
Martha Thurlow	University of Minnesota	TAC Member
Dan Lewis	CTB/McGraw - Hill	Consultant
Alan Nicewander	Pacific Metrics	Consultant
Howard Mitzel	Pacific Metrics	Consultant
Jeff Slinde	BETA	Consultant
Liru Zhang	DOE	Education Associate
Wendy Roberts	DOE	Director
Se-Kang Kim	Harcourt Assessment, Inc.	
Tom Ealy	Harcourt Assessment, Inc.	

Appendix C

Performance Level Descriptors for Reading

Performance Level Descriptors

Reading

Grades 2 through 10

Delaware
Department
of Education

July 19, 2005

Performance Level Descriptors for Grade 2 Reading

Below the Standard

A.   When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences, and paragraphs to determine the meaning of few unfamiliar words.

- Inconsistently locates information in text to retell, restate and support ideas and concepts.

- Rarely demonstrates an understanding and appreciation of social, cultural, and historical information from texts.

- Rarely compares and synthesizes ideas within and among texts to formulate and express opinions.

- Rarely connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text.

- Inconsistently uses summaries, graphic organizers, and outlines to organize text.

- Rarely identifies and explains figurative language and differentiates between literal and non-literal meanings.

- Inconsistently identifies the most likely reason an author wrote a text.

B.   When using **grade appropriate literary text**, a student who performs at this level:

- Inconsistently identifies story elements, genres, story features, and story structures.

- Inadequately makes inferences about characters and their motivations with minimal support from the story.

- Rarely relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races and disabilities.

C.   When using **grade appropriate informative and technical text**, a student who performs at this level:

- Rarely identifies and describes author's use of textual features and text structures of informative texts.
- Rarely identifies and explains the purpose and effect of media messages.
- Inconsistently distinguishes between fact and opinion.

Performance Level Descriptors for Grade 2 Reading

<u>**Meets the Standard**</u>

A.   When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences, and paragraphs to determine the meaning of many unfamiliar words.

- Adequately locates information in text to retell, restate and support ideas and concepts.

- Adequately demonstrates an understanding and appreciation of social, cultural, and historical information from texts.

- Adequately compares and synthesizes ideas within and among texts to formulate and express opinions.

- Adequately connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text.

- Adequately uses summaries, graphic organizers, and outlines to organize text.

- Adequately identifies and explains figurative language and differentiates between literal and non-literal meanings.

- Adequately identifies the most likely reason an author wrote a text.

B.   When using **grade appropriate literary text**, a student who performs at this level:

- Adequately identifies story elements, genres, story features, and story structures.

- Adequately makes inferences about characters and their motivations with some relevant support from the story.

- Adequately relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races and disabilities.

C.   When using **grade appropriate informative and technical text**, a student who performs at this level:
- Adequately identifies and describes author's use of textual features and text structures of informative texts.
- Adequately identifies and explains the purpose and effect of media messages.
- Adequately distinguishes between fact and opinion.

Performance Level Descriptors for Grade 2 Reading

Exceeds the Standard

A.   When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences, and paragraphs to determine the meaning of most unfamiliar words.

- Thoroughly locates information in text to retell, restate and support ideas and concepts.

- Thoroughly demonstrates an understanding and appreciation of social, cultural, and historical information from texts.

- Thoroughly compares and synthesizes ideas within and among texts to formulate and express opinions.

- Thoroughly connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text.

- Thoroughly summaries, graphic organizers, and outlines to organize text.

- Thoroughly identifies and explains figurative language and differentiates between literal and non-literal meanings.

- Consistently identifies the most likely reason an author wrote a text.

B.   When using **grade appropriate literary text**, a student who performs at this level:

- Consistently identifies story elements, genres, story features, and story structures.

- Thoroughly makes inferences about characters and their motivations with sufficient and relevant support from the story.

- Thoroughly relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races and disabilities.

C.   When using **grade appropriate informative and technical text**, a student who performs at this level:

- Consistently identifies and describes author's use of textual features and text structures of informative texts.

- Thoroughly identifies and explains the purpose and effect of media messages.

- Consistently distinguishes between fact and opinion.

Performance Level Descriptors for Grade 3 Reading

Level 1: Well Below the Standard

A.   When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences, and paragraphs to determine the meaning of few unfamiliar words.

- Rarely locates information in text to retell, restate and support ideas and concepts.

- Rarely demonstrates an understanding and appreciation of social, cultural, and historical information from texts.

- Rarely compares and synthesizes ideas within and among texts to formulate and express opinions.

- Rarely connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text.

- Rarely uses summaries, graphic organizers, and outlines to organize text.

- Rarely identifies and explains figurative language and differentiates between literal and non-literal meanings.

- Rarely identifies the most likely reason an author wrote a text.

B.   When using **grade appropriate literary text**, a student who performs at this level:

- Rarely identifies story elements, genres, story features, and story structures.

- Rarely makes inferences about characters and their motivations with minimal support from the story.

- Rarely relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races and disabilities.

C.   When using **grade appropriate informative and technical text**, a student who performs at this level:

- Rarely identifies and describes author's use of textual features and text structures of informative texts.

- Rarely identifies and explains the purpose and effect of media messages.

- Rarely distinguishes between fact and opinion.

Performance Level Descriptors for Grade 3 Reading

Level 2: Below the Standard

A.   When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences, and paragraphs to determine the meaning of some unfamiliar words.

- Inadequately locates information in text to retell, restate and support ideas and concepts.

- Inadequately demonstrates an understanding and appreciation of social, cultural, and historical information from texts.

- Inadequately compares and synthesizes ideas within and among texts to formulate and express opinions.

- Inadequately connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text.

- Inconsistently uses summaries, graphic organizers, and outlines to organize text.

- Inadequately identifies and explains figurative language and differentiates between literal and non-literal meanings.

- Inconsistently identifies the most likely reason an author wrote a text.

B.   When using **grade appropriate literary text**, a student who performs at this level:

- Inconsistently identifies story elements, genres, story features, and story structures.

- Inadequately makes inferences about characters and their motivations with mostly general support from the story.

- Inadequately relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races and disabilities.

C.   When using **grade appropriate informative and technical text**, a student who performs at this level:

- Inconsistently identifies and describes author's use of textual features and text structures of informative texts.
- Inadequately identifies and explains the purpose and effect of media messages.
- Inadequately distinguishes between fact and opinion.

Performance Level Descriptors for Grade 3 Reading

Level 3: Meets the Standard

A. When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences, and paragraphs to determine the meaning of many unfamiliar words.

- Adequately locates information in text to retell, restate and support ideas and concepts.

- Adequately demonstrates an understanding and appreciation of social, cultural, and historical information from texts.

- Adequately compares and synthesizes ideas within and among texts to formulate and express opinions.

- Adequately connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text.

- Adequately uses summaries, graphic organizers, and outlines to organize text.

- Adequately identifies and explains figurative language and differentiates between literal and non-literal meanings.

- Adequately identifies the most likely reason an author wrote a text.

B. When using **grade appropriate literary text**, a student who performs at this level:

- Adequately identifies story elements, genres, story features, and story structures.
- Adequately makes inferences about characters and their motivations with some relevant support from the story.
- Adequately relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races and disabilities.

C. When using **grade appropriate informative and technical text**, a student who performs at this level:
- Adequately identifies and describes author's use of textual features and text structures of informative texts.
- Adequately identifies and explains the purpose and effect of media messages.
- Adequately distinguishes between fact and opinion.

Performance Level Descriptors for Grade 3 Reading

Level 4: Exceeds the Standard

A. When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences, and paragraphs to determine the meaning of most unfamiliar words.

- Thoroughly locates information in text to retell, restate and support ideas and concepts.

- Thoroughly demonstrates an understanding and appreciation of social, cultural, and historical information from texts.

- Thoroughly compares and synthesizes ideas within and among texts to formulate and express opinions.

- Thoroughly connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text.

- Thoroughly summaries, graphic organizers, and outlines to organize text.

- Thoroughly identifies and explains figurative language and differentiates between literal and non-literal meanings.

- Consistently identifies the most likely reason an author wrote a text.

B. When using **grade appropriate literary text**, a student who performs at this level:

- Consistently identifies story elements, genres, story features, and story structures.

- Thoroughly makes inferences about characters and their motivations with sufficient and relevant support from the story.

- Thoroughly relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races and disabilities.

C. When using **grade appropriate informative and technical text**, a student who performs at this level:

- Consistently identifies and describes author's use of textual features and text structures of informative texts.
- Thoroughly identifies and explains the purpose and effect of media messages.
- Consistently distinguishes between fact and opinion.

Performance Level Descriptors for Grade 3 Reading

Level 5: Distinguished

A. When using **grade appropriate text**, a student who performs at this level:

-   Uses words, phrases, sentences, and paragraphs to determine the meaning of almost all unfamiliar words.

-   Thoroughly and effectively locates information in text to retell, restate and support ideas and concepts.

-   Thoroughly and effectively demonstrates an understanding and appreciation of social, cultural, and historical information from texts.

-   Insightfully compares and synthesizes ideas within and among texts to formulate and express opinions.

-   Insightfully connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text.

-   Thoroughly and effectively summaries, graphic organizers, and outlines to organize text.

-   Thoroughly and effectively identifies and explains figurative language and differentiates between literal and non-literal meanings.

-   Consistently identifies the most likely reason an author wrote a text.

B. When using **grade appropriate literary text**, a student who performs at this level:

-   Thoroughly and effectively identifies story elements, genres, story features, and story structures.
-   Insightfully makes inferences about characters and their motivations with sufficient, specific, and relevant support from the story.
-   Thoroughly and effectively relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races and disabilities.

C. When using **grade appropriate informative and technical text**, a student who performs at this level:
-   Thoroughly and effectively identifies and describes author's use of textual features and text structures of informative texts.
-   Thoroughly and effectively identifies and explains the purpose and effect of media messages.
-   Consistently distinguishes between fact and opinion.

Performance Level Descriptors for Grade 4 Reading

Level 1: Well Below the Standard

A. When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences, and paragraphs to determine the meaning of few unfamiliar words.

- Rarely locates information in text to retell, restate and support ideas and concepts.

- Rarely demonstrates an understanding and appreciation of social, cultural, and historical information from texts.

- Rarely compares and synthesizes ideas within and among texts to formulate and express opinions.

- Rarely connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text.

- Rarely uses summaries, graphic organizers, and outlines to organize text.

- Rarely interprets and explains the effect of figurative language and differentiates between literal and non-literal meanings.

- Rarely recognizes the effect of point of view and the impact of author's decisions.

- Rarely identifies the most likely reason an author wrote a text.

B. When using **grade appropriate literary text**, a student who performs at this level:

- Rarely identifies story elements, genres, story features, and story structures.
- Rarely makes inferences about characters and their motivations with minimal support from the story.
- Rarely relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races and disabilities.

C. When using **grade appropriate informative and technical text**, a student who performs at this level:

- Rarely identifies and describes author's use of textual features and text structures of informative texts.
- Rarely identifies and explains the purpose and effect of media messages.

- Rarely evaluates texts for bias, misinformation, and validity and rarely discriminates between fact and opinion.

Performance Level Descriptors for Grade 4 Reading

Level 2: Below the Standard

A. When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences, and paragraphs to determine the meaning of some unfamiliar words.

- Inadequately locates information in text to retell, restate and support ideas and concepts.

- Inadequately demonstrates an understanding and appreciation of social, cultural, and historical information from texts.

- Inadequately compares and synthesizes ideas within and among texts to formulate and express opinions.

- Inadequately connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text.

- Inconsistently uses summaries, graphic organizers, and outlines to organize text.

- Inadequately interprets and explains the effect of figurative language and differentiates between literal and non-literal meanings.

- Inadequately recognizes the effect of point of view and the impact of author's decisions.

- Inconsistently identifies the most likely reason an author wrote a text.

B. When using **grade appropriate literary text**, a student who performs at this level:

- Inconsistently identifies story elements, genres, story features, and story structures.

- Inadequately makes inferences about characters and their motivations with mostly general support from the story.

- Inadequately relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races and disabilities.

C. When using **grade appropriate informative and technical text**, a student who performs at this level:
- Inconsistently identifies and describes author's use of textual features and text structures of informative texts.

- Inadequately identifies and explains the purpose and effect of media messages.
- Inadequately evaluates texts for bias, misinformation, and validity and inadequately discriminates between fact and opinion.

Performance Level Descriptors for Grade 4 Reading

Level 3: Meets the Standard

A.   When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences, and paragraphs to determine the meaning of many unfamiliar words.

- Adequately locates information in text to retell, restate and support ideas and concepts.

- Adequately demonstrates an understanding and appreciation of social, cultural, and historical information from texts.

- Adequately compares and synthesizes ideas within and among texts to formulate and express opinions.

- Adequately connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text.

- Adequately uses summaries, graphic organizers, and outlines to organize text.

- Adequately interprets and explains the effect of figurative language and differentiates between literal and non-literal meanings.

- Adequately recognizes the effect of point of view and the impact of author's decisions.

- Adequately identifies the most likely reason an author wrote a text.

B.   When using **grade appropriate literary text**, a student who performs at this level:

- Adequately identifies story elements, genres, story features, and story structures.

- Adequately makes inferences about characters and their motivations with some relevant support from the story.

- Adequately relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races and disabilities.

C.   When using **grade appropriate informative and technical text**, a student who performs at this level:
- Adequately identifies and describes author's use of textual features and text structures of informative texts.

- Adequately identifies and explains the purpose and effect of media messages.
- Adequately evaluates texts for bias, misinformation, and validity and adequately discriminates between fact and opinion.

Performance Level Descriptors for Grade 4 Reading

Level 4: Exceeds the Standard

A. When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences, and paragraphs to determine the meaning of most unfamiliar words.

- Thoroughly locates information in text to retell, restate and support ideas and concepts.

- Thoroughly demonstrates an understanding and appreciation of social, cultural, and historical information from texts.

- Thoroughly compares and synthesizes ideas within and among texts to formulate and express opinions.

- Thoroughly connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text.

- Thoroughly summaries, graphic organizers, and outlines to organize text.

- Thoroughly interprets and explains the effect of figurative language and differentiates between literal and non-literal meanings.

- Thoroughly recognizes the effect of point of view and the impact of author's decisions.

- Consistently identifies the most likely reason an author wrote a text.

B. When using **grade appropriate literary text**, a student who performs at this level:

- Consistently identifies story elements, genres, story features, and story structures.
- Thoroughly makes inferences about characters and their motivations with sufficient and relevant support from the story.
- Thoroughly relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races and disabilities.

C. When using **grade appropriate informative and technical text**, a student who performs at this level:

- Consistently identifies and describes author's use of textual features and text structures of informative texts.
- Thoroughly identifies and explains the purpose and effect of media messages.

- Thoroughly evaluates texts for bias, misinformation, and validity and consistently discriminates between fact and opinion.

Performance Level Descriptors for Grade 4 Reading

Level 5: Distinguished

A.   When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences, and paragraphs to determine the meaning of almost all unfamiliar words.

- Thoroughly and effectively locates information in text to retell, restate and support ideas and concepts.

- Thoroughly and effectively demonstrates an understanding and appreciation of social, cultural, and historical information from texts.

- Insightfully compares and synthesizes ideas within and among texts to formulate and express opinions.

- Insightfully connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text.

- Thoroughly and effectively summaries, graphic organizers, and outlines to organize text.

- Thoroughly and effectively interprets and explains the effect of figurative language and differentiates between literal and non-literal meanings.

- Thoroughly and effectively recognizes the effect of point of view and the impact of author's decisions.

- Consistently identifies the most likely reason an author wrote a text.

B.   When using **grade appropriate literary text**, a student who performs at this level:
- Thoroughly and effectively identifies story elements, genres, story features, and story structures.
- Insightfully makes inferences about characters and their motivations with sufficient, specific, and relevant support from the story.
- Thoroughly and effectively relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races and disabilities.

C.   When using **grade appropriate informative and technical text**, a student who performs at this level:
- Thoroughly and effectively identifies and describes author's use of textual features and text structures of informative texts.

- Thoroughly and effectively identifies and explains the purpose and effect of media messages.
- Thoroughly and effectively evaluates texts for bias, misinformation, and validity and consistently discriminates between fact and opinion.

Performance Level Descriptors for Grade 5 Reading

Level 1: Well Below the Standard

A.   When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences, and paragraphs to determine the meaning of few unfamiliar words.

- Rarely locates information in text to retell, restate and support ideas and concepts.

- Rarely demonstrates an understanding and appreciation of social, cultural, and historical information from texts.

- Rarely compares and synthesizes ideas within and among texts to formulate and express opinions.

- Rarely connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text.

- Rarely uses summaries, graphic organizers, and outlines to organize text.

- Rarely interprets and explains the effect of figurative language and differentiates between literal and non-literal meanings.

- Rarely recognizes the effect of point of view and the impact of author's decisions.

- Rarely identifies the most likely reason an author wrote a text.

B.   When using **grade appropriate literary text**, a student who performs at this level:

- Rarely identifies story elements, genres, story features, and story structures.

- Rarely makes inferences about characters and their motivations with minimal support from the story.

- Rarely relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races and disabilities.

C.   When using **grade appropriate informative and technical text**, a student who performs at this level:

- Rarely identifies and describes author's use of textual features and text structures of informative texts.
- Rarely identifies and explains the purpose and effect of media messages.
- Rarely evaluates texts for bias, misinformation, and validity and rarely discriminates between fact and opinion.

Performance Level Descriptors for Grade 5 Reading

Level 2: Below the Standard

A.   When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences, and paragraphs to determine the meaning of some unfamiliar words.

- Inadequately locates information in text to retell, restate and support ideas and concepts.

- Inadequately demonstrates an understanding and appreciation of social, cultural, and historical information from texts.

- Inadequately compares and synthesizes ideas within and among texts to formulate and express opinions.

- Inadequately connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text.

- Inconsistently uses summaries, graphic organizers, and outlines to organize text.

- Inadequately interprets and explains the effect of figurative language and differentiates between literal and non-literal meanings.

- Inadequately recognizes the effect of point of view and the impact of author's decisions.

- Inconsistently identifies the most likely reason an author wrote a text.

B.   When using **grade appropriate literary text**, a student who performs at this level:

- Inconsistently identifies story elements, genres, story features, and story structures.
- Inadequately makes inferences about characters and their motivations with mostly general support from the story.
- Inadequately relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races and disabilities.

C.   When using **grade appropriate informative and technical text**, a student who performs at this level:

- Inconsistently identifies and describes author's use of textual features and text structures of informative texts.
- Inadequately identifies and explains the purpose and effect of media messages.
- Inadequately evaluates texts for bias, misinformation, and validity and inadequately discriminates between fact and opinion.

Performance Level Descriptors for Grade 5 Reading

Level 3: Meets the Standard

A.   When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences, and paragraphs to determine the meaning of many unfamiliar words.

- Adequately locates information in text to retell, restate and support ideas and concepts.

- Adequately demonstrates an understanding and appreciation of social, cultural, and historical information from texts.

- Adequately compares and synthesizes ideas within and among texts to formulate and express opinions.

- Adequately connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text.

- Adequately uses summaries, graphic organizers, and outlines to organize text.

- Adequately interprets and explains the effect of figurative language and differentiates between literal and non-literal meanings.

- Adequately recognizes the effect of point of view and the impact of author's decisions.

- Adequately identifies the most likely reason an author wrote a text.

B.   When using **grade appropriate literary text**, a student who performs at this level:

- Adequately identifies story elements, genres, story features, and story structures.

- Adequately makes inferences about characters and their motivations with some relevant support from the story.
- Adequately relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races and disabilities.

C.   When using **grade appropriate informative and technical text**, a student who performs at this level:

- Adequately identifies and describes author's use of textual features and text structures of informative texts.
- Adequately identifies and explains the purpose and effect of media messages.
- Adequately evaluates texts for bias, misinformation, and validity and adequately discriminates between fact and opinion.

Performance Level Descriptors for Grade 5 Reading

Level 4: Exceeds the Standard

A.   When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences, and paragraphs to determine the meaning of most unfamiliar words.

- Thoroughly locates information in text to retell, restate and support ideas and concepts.

- Thoroughly demonstrates an understanding and appreciation of social, cultural, and historical information from texts.

- Thoroughly compares and synthesizes ideas within and among texts to formulate and express opinions.

- Thoroughly connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text.

- Thoroughly summaries, graphic organizers, and outlines to organize text.

- Thoroughly interprets and explains the effect of figurative language and differentiates between literal and non-literal meanings.

- Thoroughly recognizes the effect of point of view and the impact of author's decisions.

- Consistently identifies the most likely reason an author wrote a text.

B.   When using **grade appropriate literary text**, a student who performs at this level:

- Consistently identifies story elements, genres, story features, and story structures.

- Thoroughly makes inferences about characters and their motivations with sufficient and relevant support from the story.
- Thoroughly relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races and disabilities.

C.   When using **grade appropriate informative and technical text**, a student who performs at this level:

- Consistently identifies and describes author's use of textual features and text structures of informative texts.
- Thoroughly identifies and explains the purpose and effect of media messages.
- Thoroughly evaluates texts for bias, misinformation, and validity and consistently discriminates between fact and opinion.

Performance Level Descriptors for Grade 5 Reading

Level 5: Distinguished

A. When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences, and paragraphs to determine the meaning of almost all unfamiliar words.

- Thoroughly and effectively locates information in text to retell, restate and support ideas and concepts.

- Thoroughly and effectively demonstrates an understanding and appreciation of social, cultural, and historical information from texts.

- Insightfully compares and synthesizes ideas within and among texts to formulate and express opinions.

- Insightfully connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text.

- Thoroughly and effectively summaries, graphic organizers, and outlines to organize text.

- Thoroughly and effectively interprets and explains the effect of figurative language and differentiates between literal and non-literal meanings.

- Thoroughly and effectively recognizes the effect of point of view and the impact of author's decisions.
- Consistently identifies the most likely reason an author wrote a text.

B. When using **grade appropriate literary text**, a student who performs at this level:

- Thoroughly and effectively identifies story elements, genres, story features, and story structures.
- Insightfully makes inferences about characters and their motivations with sufficient, specific, and relevant support from the story.
- Thoroughly and effectively relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races and disabilities.

C. When using **grade appropriate informative and technical text**, a student who performs at this level:

- Thoroughly and effectively identifies and describes author's use of textual features and text structures of informative texts.
- Thoroughly and effectively identifies and explains the purpose and effect of media messages.
- Thoroughly and effectively evaluates texts for bias, misinformation, and validity and consistently discriminates between fact and opinion.

Performance Level Descriptors for Grade 6 Reading

Level 1: Well Below the Standard

A.	When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences, and paragraphs to determine the meaning of few unfamiliar words.

- Rarely locates information in text to retell, restate and support ideas and concepts.

- Rarely demonstrates an understanding and appreciation of social, cultural, and historical information from texts.

- Rarely compares and synthesizes ideas within and among texts to formulate and express opinions.

- Rarely connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text.

- Rarely uses summaries, graphic organizers, and outlines to organize text.

- Rarely interprets and explains the effect of figurative language and differentiates between literal and non-literal meanings.

- Rarely recognizes the effect of point of view and the impact of author's decisions.

- Rarely identifies the most likely reason an author wrote a text.

B.	When using **grade appropriate literary text**, a student who performs at this level:

- Rarely identifies story elements, genres, story features, and story structures.
- Rarely makes inferences about characters and their motivations with minimal support from the story.
- Rarely relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races and disabilities.

C.	When using **grade appropriate informative and technical text**, a student who performs at this level:

- Rarely identifies and describes author's use of textual features and text structures of informative texts.

- Rarely identifies and explains persuasive techniques and the purpose and effect of media messages.
- Rarely evaluates texts for bias, misinformation, validity, completeness, accuracy and clarity and rarely discriminates between fact and opinion.

Performance Level Descriptors for Grade 6 Reading

Level 2: Below the Standard

A. When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences, and paragraphs to determine the meaning of some unfamiliar words.

- Inadequately locates information in text to retell, restate and support ideas and concepts.

- Inadequately demonstrates an understanding and appreciation of social, cultural, and historical information from texts.

- Inadequately compares and synthesizes ideas within and among texts to formulate and express opinions.

- Inadequately connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text.

- Inconsistently uses summaries, graphic organizers, and outlines to organize text.

- Inadequately interprets and explains the effect of figurative language and differentiates between literal and non-literal meanings.

- Inadequately recognizes the effect of point of view and the impact of author's decisions.

- Inconsistently identifies the most likely reason an author wrote a text.

B. When using **grade appropriate literary text**, a student who performs at this level:

- Inconsistently identifies story elements, genres, story features, and story structures.
- Inadequately makes inferences about characters and their motivations with mostly general support from the story.
- Inadequately relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races and disabilities.

C. When using **grade appropriate informative and technical text**, a student who performs at this level:

- Inconsistently identifies and describes author's use of textual features and text structures of informative texts.
- Inadequately identifies and explains persuasive techniques and the purpose and effect of media messages.
- Inadequately evaluates texts for bias, misinformation, validity, completeness, accuracy and clarity and inadequately discriminates between fact and opinion.

Performance Level Descriptors for Grade 6 Reading

Level 3: Meets the Standard

A.   When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences, and paragraphs to determine the meaning of many unfamiliar words.

- Adequately locates information in text to retell, restate and support ideas and concepts.

- Adequately demonstrates an understanding and appreciation of social, cultural, and historical information from texts.

- Adequately compares and synthesizes ideas within and among texts to formulate and express opinions.

- Adequately connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text.

- Adequately uses summaries, graphic organizers, and outlines to organize text.

- Adequately interprets and explains the effect of figurative language and differentiates between literal and non-literal meanings.

- Adequately recognizes the effect of point of view and the impact of author's decisions.

- Adequately identifies the most likely reason an author wrote a text.

B.   When using **grade appropriate literary text**, a student who performs at this level:

- Adequately identifies story elements, genres, story features, and story structures.
- Adequately makes inferences about characters and their motivations with some relevant support from the story.
- Adequately relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races and disabilities.

C.   When using **grade appropriate informative and technical text**, a student who performs at this level:

- Adequately identifies and describes author's use of textual features and text structures of informative texts.
- Adequately identifies and explains persuasive techniques and the purpose and effect of media messages.
- Adequately evaluates texts for bias, misinformation, validity, completeness, accuracy and clarity and adequately discriminates between fact and opinion.

Performance Level Descriptors for Grade 6 Reading

Level 4: Exceeds the Standard

A.   When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences, and paragraphs to determine the meaning of most unfamiliar words.

- Thoroughly locates information in text to retell, restate and support ideas and concepts.

- Thoroughly demonstrates an understanding and appreciation of social, cultural, and historical information from texts.

- Thoroughly compares and synthesizes ideas within and among texts to formulate and express opinions.

- Thoroughly connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text.

- Thoroughly summaries, graphic organizers, and outlines to organize text.

- Thoroughly interprets and explains the effect of figurative language and differentiates between literal and non-literal meanings.

- Thoroughly recognizes the effect of point of view and the impact of author's decisions.

- Consistently identifies the most likely reason an author wrote a text.

B.   When using **grade appropriate literary text**, a student who performs at this level:

- Consistently identifies story elements, genres, story features, and story structures.
- Thoroughly makes inferences about characters and their motivations with sufficient and relevant support from the story.
- Thoroughly relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races and disabilities.

C.   When using **grade appropriate informative and technical text**, a student who performs at this level:

- Consistently identifies and describes author's use of textual features and text structures of informative texts.
- Thoroughly identifies and explains persuasive techniques and the purpose and effect of media messages.
- Thoroughly evaluates texts for bias, misinformation, validity, completeness, accuracy and clarity and consistently discriminates between fact and opinion.

Performance Level Descriptors for Grade 6 Reading

Level 5: Distinguished

A. When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences, and paragraphs to determine the meaning of almost all unfamiliar words.

- Thoroughly and effectively locates information in text to retell, restate and support ideas and concepts.

- Thoroughly and effectively demonstrates an understanding and appreciation of social, cultural, and historical information from texts.

- Insightfully compares and synthesizes ideas within and among texts to formulate and express opinions.

- Insightfully connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text.

- Thoroughly and effectively summaries, graphic organizers, and outlines to organize text.

- Thoroughly and effectively interprets and explains the effect of figurative language and differentiates between literal and non-literal meanings.
- Thoroughly and effectively recognizes the effect of point of view and the impact of author's decisions.
- Consistently identifies the most likely reason an author wrote a text.

B. When using **grade appropriate literary text**, a student who performs at this level:

- Thoroughly and effectively identifies story elements, genres, story features, and story structures.
- Insightfully makes inferences about characters and their motivations with sufficient, specific, and relevant support from the story.
- Thoroughly and effectively relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races and disabilities.

C. When using **grade appropriate informative and technical text**, a student who performs at this level:

- Thoroughly and effectively identifies and describes author's use of textual features and text structures of informative texts.
- Thoroughly and effectively identifies and explains persuasive techniques and the purpose and effect of media messages.
- Thoroughly and effectively evaluates texts for bias, misinformation, validity, completeness, accuracy and clarity and consistently discriminates between fact and opinion.

Performance Level Descriptors for Grade 7 Reading

Level 1: Well Below the Standard

A. When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences, and paragraphs to determine the meaning of few unfamiliar words.

- Rarely locates information in text to retell, restate and support ideas and concepts.

- Rarely demonstrates an understanding and appreciation of social, cultural, and historical information from texts.

- Rarely compares and synthesizes ideas within and among texts to formulate and express opinions.

- Rarely connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text.

- Rarely uses summaries, graphic organizers, and outlines to organize text.

- Rarely interprets and explains the effect of figurative language and differentiates between literal and non-literal meanings.

- Rarely recognizes the effect of point of view and the impact of author's decisions.

- Rarely identifies the most likely reason an author wrote a text.

B. When using **grade appropriate literary text**, a student who performs at this level:

- Rarely identifies story elements, genres, story features, and story structures.

- Rarely makes inferences about characters and their motivations with minimal support from the story.
- Rarely relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races and disabilities.

C. When using **grade appropriate informative and technical text**, a student who performs at this level:

- Rarely identifies and describes author's use of textual features and text structures of informative texts.
- Rarely identifies and explains persuasive techniques and the purpose and effect of media messages.
- Rarely evaluates texts for bias, misinformation, validity, completeness, accuracy and clarity and rarely discriminates between fact and opinion.

Performance Level Descriptors for Grade 7 Reading

Level 2: Below the Standard

A.   When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences, and paragraphs to determine the meaning of some unfamiliar words.

- Inadequately locates information in text to retell, restate and support ideas and concepts.

- Inadequately demonstrates an understanding and appreciation of social, cultural, and historical information from texts.

- Inadequately compares and synthesizes ideas within and among texts to formulate and express opinions.

- Inadequately connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text.

- Inconsistently uses summaries, graphic organizers, and outlines to organize text.

- Inadequately interprets and explains the effect of figurative language and differentiates between literal and non-literal meanings.

- Inadequately recognizes the effect of point of view and the impact of author's decisions.

- Inconsistently identifies the most likely reason an author wrote a text.

B.   When using **grade appropriate literary text**, a student who performs at this level:

- Inconsistently identifies story elements, genres, story features, and story structures.

- Inadequately makes inferences about characters and their motivations with mostly general support from the story.
- Inadequately relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races and disabilities.

C.   When using **grade appropriate informative and technical text**, a student who performs at this level:

- Inconsistently identifies and describes author's use of textual features and text structures of informative texts.
- Inadequately identifies and explains persuasive techniques and the purpose and effect of media messages.
- Inadequately evaluates texts for bias, misinformation, validity, completeness, accuracy and clarity and inadequately discriminates between fact and opinion.

Performance Level Descriptors for Grade 7 Reading

Level 3: Meets the Standard

A.   When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences, and paragraphs to determine the meaning of many unfamiliar words.

- Adequately locates information in text to retell, restate and support ideas and concepts.

- Adequately demonstrates an understanding and appreciation of social, cultural, and historical information from texts.

- Adequately compares and synthesizes ideas within and among texts to formulate and express opinions.

- Adequately connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text.

- Adequately uses summaries, graphic organizers, and outlines to organize text.

- Adequately interprets and explains the effect of figurative language and differentiates between literal and non-literal meanings.

- Adequately recognizes the effect of point of view and the impact of author's decisions.

- Adequately identifies the most likely reason an author wrote a text.

B.   When using **grade appropriate literary text**, a student who performs at this level:

- Adequately identifies story elements, genres, story features, and story structures.
- Adequately makes inferences about characters and their motivations with some relevant support from the story.
- Adequately relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races and disabilities.

C.   When using **grade appropriate informative and technical text**, a student who performs at this level:

- Adequately identifies and describes author's use of textual features and text structures of informative texts.
- Adequately identifies and explains persuasive techniques and the purpose and effect of media messages.
- Adequately evaluates texts for bias, misinformation, validity, completeness, accuracy and clarity and adequately discriminates between fact and opinion.

Performance Level Descriptors for Grade 7 Reading

Level 4: Exceeds the Standard

A. When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences, and paragraphs to determine the meaning of most unfamiliar words.

- Thoroughly locates information in text to retell, restate and support ideas and concepts.

- Thoroughly demonstrates an understanding and appreciation of social, cultural, and historical information from texts.

- Thoroughly compares and synthesizes ideas within and among texts to formulate and express opinions.

- Thoroughly connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text.

- Thoroughly summaries, graphic organizers, and outlines to organize text.

- Thoroughly interprets and explains the effect of figurative language and differentiates between literal and non-literal meanings.

- Thoroughly recognizes the effect of point of view and the impact of author's decisions.

- Consistently identifies the most likely reason an author wrote a text.

B. When using **grade appropriate literary text**, a student who performs at this level:

- Consistently identifies story elements, genres, story features, and story structures.
- Thoroughly makes inferences about characters and their motivations with sufficient and relevant support from the story.
- Thoroughly relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races and disabilities.

C. When using **grade appropriate informative and technical text**, a student who performs at this level:

- Consistently identifies and describes author's use of textual features and text structures of informative texts.
- Thoroughly identifies and explains persuasive techniques and the purpose and effect of media messages.
- Thoroughly evaluates texts for bias, misinformation, validity, completeness, accuracy and clarity and consistently discriminates between fact and opinion.

Performance Level Descriptors for Grade 7 Reading

Level 5: Distinguished

A.   When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences, and paragraphs to determine the meaning of almost all unfamiliar words.

- Thoroughly and effectively locates information in text to retell, restate and support ideas and concepts.

- Thoroughly and effectively demonstrates an understanding and appreciation of social, cultural, and historical information from texts.

- Insightfully compares and synthesizes ideas within and among texts to formulate and express opinions.

- Insightfully connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text.

- Thoroughly and effectively summaries, graphic organizers, and outlines to organize text.

- Thoroughly and effectively interprets and explains the effect of figurative language and differentiates between literal and non-literal meanings.
- Thoroughly and effectively recognizes the effect of point of view and the impact of author's decisions.
- Consistently identifies the most likely reason an author wrote a text.

B.   When using **grade appropriate literary text**, a student who performs at this level:

- Thoroughly and effectively identifies story elements, genres, story features, and story structures.
- Insightfully makes inferences about characters and their motivations with sufficient, specific, and relevant support from the story.
- Thoroughly and effectively relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races and disabilities.

C.   When using **grade appropriate informative and technical text**, a student who performs at this level:
- Thoroughly and effectively identifies and describes author's use of textual features and text structures of informative texts.
- Thoroughly and effectively identifies and explains persuasive techniques and the purpose and effect of media messages.
- Thoroughly and effectively evaluates texts for bias, misinformation, validity, completeness, accuracy and clarity and consistently discriminates between fact and opinion.

Performance Level Descriptors for Grade 8 Reading

Level 1: Well Below the Standard

A.   When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences, and paragraphs to determine the meaning of few unfamiliar words.

- Rarely locates information in text to retell, restate and support ideas and concepts.

- Rarely demonstrates an understanding and appreciation of social, cultural, and historical information from texts.

- Rarely compares and synthesizes ideas within and among texts to formulate and express opinions.

- Rarely connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text.

- Rarely uses summaries, graphic organizers, and outlines to organize text.

- Rarely interprets and explains the effect of figurative language and differentiates between literal and non-literal meanings.

- Rarely recognizes the effect of point of view and the impact of author's decisions.

- Rarely identifies the most likely reason an author wrote a text.

B.   When using **grade appropriate literary text**, a student who performs at this level:

- Rarely identifies story elements, genres, story features, and story structures.
- Rarely makes inferences about characters and their motivations with minimal support from the story.
- Rarely relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races and disabilities.

C.   When using **grade appropriate informative and technical text**, a student who performs at this level:

- Rarely identifies and describes author's use of textual features and text structures of informative texts.
- Rarely identifies and explains persuasive techniques and the purpose and effect of media messages.
- Rarely evaluates texts for bias, misinformation, validity, completeness, accuracy and clarity and rarely discriminates between fact and opinion.

Performance Level Descriptors for Grade 8 Reading

Level 2: Below the Standard

A.   When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences, and paragraphs to determine the meaning of some unfamiliar words.

- Inadequately locates information in text to retell, restate and support ideas and concepts.

- Inadequately demonstrates an understanding and appreciation of social, cultural, and historical information from texts.

- Inadequately compares and synthesizes ideas within and among texts to formulate and express opinions.

- Inadequately connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text.

- Inconsistently uses summaries, graphic organizers, and outlines to organize text.

- Inadequately interprets and explains the effect of figurative language and differentiates between literal and non-literal meanings.

- Inadequately recognizes the effect of point of view and the impact of author's decisions.

- Inconsistently identifies the most likely reason an author wrote a text.

B.   When using **grade appropriate literary text**, a student who performs at this level:

- Inconsistently identifies story elements, genres, story features, and story structures.
- Inadequately makes inferences about characters and their motivations with mostly general support from the story.
- Inadequately relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races and disabilities.

C.   When using **grade appropriate informative and technical text**, a student who performs at this level:

- Inconsistently identifies and describes author's use of textual features and text structures of informative texts.
- Inadequately identifies and explains persuasive techniques and the purpose and effect of media messages.
- Inadequately evaluates texts for bias, misinformation, validity, completeness, accuracy and clarity and inadequately discriminates between fact and opinion.

Performance Level Descriptors for Grade 8 Reading

Level 3: Meets the Standard

A.   When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences, and paragraphs to determine the meaning of many unfamiliar words.

- Adequately locates information in text to retell, restate and support ideas and concepts.

- Adequately demonstrates an understanding and appreciation of social, cultural, and historical information from texts.

- Adequately compares and synthesizes ideas within and among texts to formulate and express opinions.

- Adequately connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text.

- Adequately uses summaries, graphic organizers, and outlines to organize text.

- Adequately interprets and explains the effect of figurative language and differentiates between literal and non-literal meanings.

- Adequately recognizes the effect of point of view and the impact of author's decisions.

- Adequately identifies the most likely reason an author wrote a text.

B.   When using **grade appropriate literary text**, a student who performs at this level:

- Adequately identifies story elements, genres, story features, and story structures.
- Adequately makes inferences about characters and their motivations with some relevant support from the story.
- Adequately relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races and disabilities.

C.   When using **grade appropriate informative and technical text**, a student who performs at this level:

- Adequately identifies and describes author's use of textual features and text structures of informative texts.
- Adequately identifies and explains persuasive techniques and the purpose and effect of media messages.
- Adequately evaluates texts for bias, misinformation, validity, completeness, accuracy and clarity and adequately discriminates between fact and opinion.

Performance Level Descriptors for Grade 8 Reading

Level 4: Exceeds the Standard

A.   When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences, and paragraphs to determine the meaning of most unfamiliar words.

- Thoroughly locates information in text to retell, restate and support ideas and concepts.

- Thoroughly demonstrates an understanding and appreciation of social, cultural, and historical information from texts.

- Thoroughly compares and synthesizes ideas within and among texts to formulate and express opinions.

- Thoroughly connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text.

- Thoroughly summaries, graphic organizers, and outlines to organize text.

- Thoroughly interprets and explains the effect of figurative language and differentiates between literal and non-literal meanings.

- Thoroughly recognizes the effect of point of view and the impact of author's decisions.

- Consistently identifies the most likely reason an author wrote a text.

B.   When using **grade appropriate literary text**, a student who performs at this level:

- Consistently identifies story elements, genres, story features, and story structures.
- Thoroughly makes inferences about characters and their motivations with sufficient and relevant support from the story.
- Thoroughly relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races and disabilities.

C.   When using **grade appropriate informative and technical text**, a student who performs at this level:

- Consistently identifies and describes author's use of textual features and text structures of informative texts.
- Thoroughly identifies and explains persuasive techniques and the purpose and effect of media messages.
- Thoroughly evaluates texts for bias, misinformation, validity, completeness, accuracy and clarity and consistently discriminates between fact and opinion.

Performance Level Descriptors for Grade 8 Reading

Level 5: Distinguished

A.   When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences, and paragraphs to determine the meaning of almost all unfamiliar words.

- Thoroughly and effectively locates information in text to retell, restate and support ideas and concepts.

- Thoroughly and effectively demonstrates an understanding and appreciation of social, cultural, and historical information from texts.

- Insightfully compares and synthesizes ideas within and among texts to formulate and express opinions.

- Insightfully connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text.

- Thoroughly and effectively summaries, graphic organizers, and outlines to organize text.

- Thoroughly and effectively interprets and explains the effect of figurative language and differentiates between literal and non-literal meanings.

- Thoroughly and effectively recognizes the effect of point of view and the impact of author's decisions.
- Consistently identifies the most likely reason an author wrote a text.

B.   When using **grade appropriate literary text**, a student who performs at this level:

- Thoroughly and effectively identifies story elements, genres, story features, and story structures.
- Insightfully makes inferences about characters and their motivations with sufficient, specific, and relevant support from the story.
- Thoroughly and effectively relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races and disabilities.

C.   When using **grade appropriate informative and technical text**, a student who performs at this level:
- Thoroughly and effectively identifies and describes author's use of textual features and text structures of informative texts.
- Thoroughly and effectively identifies and explains persuasive techniques and the purpose and effect of media messages.
- Thoroughly and effectively evaluates texts for bias, misinformation, validity, completeness, accuracy and clarity and consistently discriminates between fact and opinion.

Performance Level Descriptors for Grade 9 Reading

Level 1: Well Below the Standard

A. When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences, and paragraphs to determine the meaning of few unfamiliar words.

- Rarely locates information in text to retell, restate and support ideas and concepts.

- Rarely demonstrates an understanding and appreciation social, cultural, political, and historical information from texts.

- Rarely compares and synthesizes ideas within and among texts to formulate and express opinions.

- Rarely connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text.

- Rarely uses summaries, graphic organizers, and outlines to organize text.

- Rarely interprets and explains the effect of figurative language and differentiates between literal and non-literal meanings.

- Rarely recognizes the effect of point of view and the impact of author's decisions.

- Rarely identifies the most likely reason an author wrote a text.

B. When using **grade appropriate literary text**, a student who performs at this level:

- Rarely identifies story elements, genres, story features, and story structures.
- Rarely makes inferences about characters and their motivations with minimal support from the story.
- Rarely relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races and disabilities.

C. When using **grade appropriate informative and technical text**, a student who performs at this level:

- Rarely identifies and describes author's use of textual features and text structures of informative texts.
- Rarely identifies and explains persuasive techniques and the purpose and effect of media messages.
- Rarely evaluates texts for bias, misinformation, validity, completeness, accuracy and clarity and rarely discriminates between fact and opinion.

Performance Level Descriptors for Grade 9 Reading

Level 2: Below the Standard

A. When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences, and paragraphs to determine the meaning of some unfamiliar words.

- Inadequately locates information in text to retell, restate and support ideas and concepts.

- Inadequately demonstrates an understanding and appreciation social, cultural, political, and historical information from texts.

- Inadequately compares and synthesizes ideas within and among texts to formulate and express opinions.

- Inadequately connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text.

- Inconsistently uses summaries, graphic organizers, and outlines to organize text.

- Inadequately interprets and explains the effect of figurative language and differentiates between literal and non-literal meanings.

- Inadequately recognizes the effect of point of view and the impact of author's decisions.

- Inconsistently identifies the most likely reason an author wrote a text.

B. When using **grade appropriate literary text**, a student who performs at this level:

- Inconsistently identifies story elements, genres, story features, and story structures.
- Inadequately makes inferences about characters and their motivations with mostly general support from the story.
- Inadequately relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races and disabilities.

C. When using **grade appropriate informative and technical text**, a student who performs at this level:

- Inconsistently identifies and describes author's use of textual features and text structures of informative texts.
- Inadequately identifies and explains persuasive techniques and the purpose and effect of media messages.
- Inadequately evaluates texts for bias, misinformation, validity, completeness, accuracy and clarity and inadequately discriminates between fact and opinion.

Performance Level Descriptors for Grade 9 Reading

Level 3: Meets the Standard

A. When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences, and paragraphs to determine the meaning of many unfamiliar words.

- Adequately locates information in text to retell, restate and support ideas and concepts.

- Adequately demonstrates an understanding and appreciation social, cultural, political, and historical information from texts.

- Adequately compares and synthesizes ideas within and among texts to formulate and express opinions.

- Adequately connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text.

- Adequately uses summaries, graphic organizers, and outlines to organize text.

- Adequately interprets and explains the effect of figurative language and differentiates between literal and non-literal meanings.

- Adequately recognizes the effect of point of view and the impact of author's decisions.

- Adequately identifies the most likely reason an author wrote a text.

B. When using **grade appropriate literary text**, a student who performs at this level:

- Adequately identifies story elements, genres, story features, and story structures.

- Adequately makes inferences about characters and their motivations with some relevant support from the story.
- Adequately relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races and disabilities.

C. When using **grade appropriate informative and technical text**, a student who performs at this level:

- Adequately identifies and describes author's use of textual features and text structures of informative texts.
- Adequately identifies and explains persuasive techniques and the purpose and effect of media messages.
- Adequately evaluates texts for bias, misinformation, validity, completeness, accuracy and clarity and adequately discriminates between fact and opinion.

Performance Level Descriptors for Grade 9 Reading

Level 4: Exceeds the Standard

A.   When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences, and paragraphs to determine the meaning of most unfamiliar words.

- Thoroughly locates information in text to retell, restate and support ideas and concepts.

- Thoroughly demonstrates an understanding and appreciation social, cultural, political, and historical information from texts.

- Thoroughly compares and synthesizes ideas within and among texts to formulate and express opinions.

- Thoroughly connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text.

- Thoroughly summaries, graphic organizers, and outlines to organize text.

- Thoroughly interprets and explains the effect of figurative language and differentiates between literal and non-literal meanings.

- Thoroughly recognizes the effect of point of view and the impact of author's decisions.

- Consistently identifies the most likely reason an author wrote a text.

B.   When using **grade appropriate literary text**, a student who performs at this level:

- Consistently identifies story elements, genres, story features, and story structures.
- Thoroughly makes inferences about characters and their motivations with sufficient and relevant support from the story.
- Thoroughly relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races and disabilities.

C.   When using **grade appropriate informative and technical text**, a student who performs at this level:

- Consistently identifies and describes author's use of textual features and text structures of informative texts.
- Thoroughly identifies and explains persuasive techniques and the purpose and effect of media messages.
- Thoroughly evaluates texts for bias, misinformation, validity, completeness, accuracy and clarity and consistently discriminates between fact and opinion.

Performance Level Descriptors for Grade 9 Reading

Level 5: Distinguished

A.   When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences, and paragraphs to determine the meaning of almost all unfamiliar words.

- Thoroughly and effectively locates information in text to retell, restate and support ideas and concepts.

- Thoroughly and effectively demonstrates an understanding and appreciation social, cultural, political, and historical information from texts.

- Insightfully compares and synthesizes ideas within and among texts to formulate and express opinions.

- Insightfully connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text.

- Thoroughly and effectively summaries, graphic organizers, and outlines to organize text.

- Thoroughly and effectively interprets and explains the effect of figurative language and differentiates between literal and non-literal meanings.

- Thoroughly and effectively recognizes the effect of point of view and the impact of author's decisions.
- Consistently identifies the most likely reason an author wrote a text.

B.   When using **grade appropriate literary text**, a student who performs at this level:

- Thoroughly and effectively identifies story elements, genres, story features, and story structures.
- Insightfully makes inferences about characters and their motivations with sufficient, specific, and relevant support from the story.
- Thoroughly and effectively relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races and disabilities.

C.   When using **grade appropriate informative and technical text**, a student who performs at this level:
- Thoroughly and effectively identifies and describes author's use of textual features and text structures of informative texts.
- Thoroughly and effectively identifies and explains persuasive techniques and the purpose and effect of media messages.
- Thoroughly and effectively evaluates texts for bias, misinformation, validity, completeness, accuracy and clarity and consistently discriminates between fact and opinion.

Performance Level Descriptors for Grade 10 Reading

Level 1: Well Below the Standard

A. When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences, and paragraphs to determine the meaning of few unfamiliar words.

- Rarely locates information in text to retell, restate and support ideas and concepts.

- Rarely demonstrates an understanding and appreciation social, cultural, political, and historical information from texts.

- Rarely compares and synthesizes ideas within and among texts to formulate and express opinions.

- Rarely connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text.

- Rarely uses summaries, graphic organizers, and outlines to organize text.

- Rarely interprets and explains the effect of figurative language and differentiates between literal and non-literal meanings.

- Rarely recognizes the effect of point of view and the impact of author's decisions.

- Rarely identifies the most likely reason an author wrote a text.

B. When using **grade appropriate literary text**, a student who performs at this level:

- Rarely identifies story elements, genres, story features, and story structures.
- Rarely makes inferences about characters and their motivations with minimal support from the story.
- Rarely relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races and disabilities.

C. When using **grade appropriate informative and technical text**, a student who performs at this level:

- Rarely identifies and describes author's use of textual features and text structures of informative texts.
- Rarely identifies and explains persuasive techniques and the purpose and effect of media messages.
- Rarely evaluates texts for bias, misinformation, validity, completeness, accuracy and clarity and rarely discriminates between fact and opinion.

Performance Level Descriptors for Grade 10 Reading

Level 2: Below the Standard

A. When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences, and paragraphs to determine the meaning of some unfamiliar words.

- Inadequately locates information in text to retell, restate and support ideas and concepts.

- Inadequately demonstrates an understanding and appreciation social, cultural, political, and historical information from texts.

- Inadequately compares and synthesizes ideas within and among texts to formulate and express opinions.

- Inadequately connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text.

- Inconsistently uses summaries, graphic organizers, and outlines to organize text.

- Inadequately interprets and explains the effect of figurative language and differentiates between literal and non-literal meanings.

- Inadequately recognizes the effect of point of view and the impact of author's decisions.

- Inconsistently identifies the most likely reason an author wrote a text.

B. When using **grade appropriate literary text**, a student who performs at this level:

- Inconsistently identifies story elements, genres, story features, and story structures.

- Inadequately makes inferences about characters and their motivations with mostly general support from the story.
- Inadequately relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races and disabilities.

C. When using **grade appropriate informative and technical text**, a student who performs at this level:

- Inconsistently identifies and describes author's use of textual features and text structures of informative texts.
- Inadequately identifies and explains persuasive techniques and the purpose and effect of media messages.
- Inadequately evaluates texts for bias, misinformation, validity, completeness, accuracy and clarity and inadequately discriminates between fact and opinion.

Performance Level Descriptors for Grade 10 Reading

Level 3: Meets the Standard

A.   When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences, and paragraphs to determine the meaning of many unfamiliar words.

- Adequately locates information in text to retell, restate and support ideas and concepts.

- Adequately demonstrates an understanding and appreciation social, cultural, political, and historical information from texts.

- Adequately compares and synthesizes ideas within and among texts to formulate and express opinions.

- Adequately connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text.

- Adequately uses summaries, graphic organizers, and outlines to organize text.

- Adequately interprets and explains the effect of figurative language and differentiates between literal and non-literal meanings.

- Adequately recognizes the effect of point of view and the impact of author's decisions.

- Adequately identifies the most likely reason an author wrote a text.

B.   When using **grade appropriate literary text**, a student who performs at this level:

- Adequately identifies story elements, genres, story features, and story structures.

- Adequately makes inferences about characters and their motivations with some relevant support from the story.
- Adequately relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races and disabilities.

C.   When using **grade appropriate informative and technical text**, a student who performs at this level:

- Adequately identifies and describes author's use of textual features and text structures of informative texts.
- Adequately identifies and explains persuasive techniques and the purpose and effect of media messages.
- Adequately evaluates texts for bias, misinformation, validity, completeness, accuracy and clarity and adequately discriminates between fact and opinion.

Performance Level Descriptors for Grade 10 Reading

Level 4: Exceeds the Standard

A. When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences, and paragraphs to determine the meaning of most unfamiliar words.

- Thoroughly locates information in text to retell, restate and support ideas and concepts.

- Thoroughly demonstrates an understanding and appreciation social, cultural, political, and historical information from texts.

- Thoroughly compares and synthesizes ideas within and among texts to formulate and express opinions.

- Thoroughly connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text.

- Thoroughly summaries, graphic organizers, and outlines to organize text.

- Thoroughly interprets and explains the effect of figurative language and differentiates between literal and non-literal meanings.

- Thoroughly recognizes the effect of point of view and the impact of author's decisions.

- Consistently identifies the most likely reason an author wrote a text.

B. When using **grade appropriate literary text**, a student who performs at this level:

- Consistently identifies story elements, genres, story features, and story structures.
- Thoroughly makes inferences about characters and their motivations with sufficient and relevant support from the story.
- Thoroughly relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races and disabilities.

C. When using **grade appropriate informative and technical text**, a student who performs at this level:

- Consistently identifies and describes author's use of textual features and text structures of informative texts.
- Thoroughly identifies and explains persuasive techniques and the purpose and effect of media messages.
- Thoroughly evaluates texts for bias, misinformation, validity, completeness, accuracy and clarity and consistently discriminates between fact and opinion.

Performance Level Descriptors for Grade 10 Reading

Level 5: Distinguished

A. When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences, and paragraphs to determine the meaning of almost all unfamiliar words.

- Thoroughly and effectively locates information in text to retell, restate and support ideas and concepts.

- Thoroughly and effectively demonstrates an understanding and appreciation social, cultural, political, and historical information from texts.

- Insightfully compares and synthesizes ideas within and among texts to formulate and express opinions.

- Insightfully connects information with prior knowledge to draw conclusions about content, ideas, and author's choices and to make predictions about text.

- Thoroughly and effectively summaries, graphic organizers, and outlines to organize text.

- Thoroughly and effectively interprets and explains the effect of figurative language and differentiates between literal and non-literal meanings.

- Thoroughly and effectively recognizes the effect of point of view and the impact of author's decisions.
- Consistently identifies the most likely reason an author wrote a text.

B. When using **grade appropriate literary text**, a student who performs at this level:

- Thoroughly and effectively identifies story elements, genres, story features, and story structures.
- Insightfully makes inferences about characters and their motivations with sufficient, specific, and relevant support from the story.
- Thoroughly and effectively relates to the emotional appeal of stories and poems, and to the feelings of characters of varying genders, races and disabilities.

C. When using **grade appropriate informative and technical text**, a student who performs at this level:
- Thoroughly and effectively identifies and describes author's use of textual features and text structures of informative texts.
- Thoroughly and effectively identifies and explains persuasive techniques and the purpose and effect of media messages.
- Thoroughly and effectively evaluates texts for bias, misinformation, validity, completeness, accuracy and clarity and consistently discriminates between fact and opinion.

Appendix D

Performance Level Descriptors for Writing

Performance Level Descriptors

Writing

Grades 3 through 10

July 22, 2005

Delaware
Department
of Education

Performance Level Descriptors for Grade 3 Writing

Level 1: Well Below the Standard

Students at Level 1 do not have command of writing appropriate to the grade level. In both Stand-Alone and Text-Based Writing tasks, the writing rarely shows understanding of purpose and audience; the ideas are often inappropriate, inadequate for the task, and/or not organized. Inadequate sentence construction, poor word choices, and a limited understanding of standard written English often interfere with reader understanding.

A.   Purpose/Audience:

- Makes a weak connection to prompt and shows little understanding of purpose and intended audience

B.   Development:

- Generates few ideas with little support
- May include irrelevant information
- In text-based writing, does not use relevant information from text to develop ideas

C.   Organization:

- Presents a list-like series of sentences
- Rarely introduces the topic clearly
- Rarely presents information in logical order
- Provides few transitions
- Rarely includes adequate closing

D.   Sentence Structure:

- Sentences are often incomplete and show little variety

E.   Word Choice:

- Often uses words that are general, inappropriate and/or repetitive

F.   Conventions of Standard Written English:

- Limited use of basic conventions of standard written English (spelling, punctuation, grammar and usage)

Performance Level Descriptors for Grade 3 Writing

Level 2: Below the Standard

Students at Level 2 demonstrate an inadequate command of writing appropriate to the grade level. In both Stand-Alone and Text-Based Writing tasks, the writing shows a limited or inconsistent understanding of purpose and audience; the ideas are frequently undeveloped and/or inadequately organized for the writing task; sentences and word choices are frequently ineffective, and standard written English is not consistently used.

A. Purpose/Audience:

- Makes a limited connection to prompt and shows partial understanding of purpose and intended audience

B. Development:

- Lists ideas with limited support
- Details are minimally elaborated
- May include some irrelevant information
- In text-based writing, may attempt to connect information from text to develop ideas

C. Organization:

- Attempts to organize sentences around a topic
- May include an introduction, but not adequate to present the topic
- Presents some information in a logical order
- May attempt some transitions
- May attempt a closing

D. Sentence Structure:

- Some sentences may be incomplete but may demonstrate some variety

E. Word Choice:

- Uses some words that are general, inappropriate and/or repetitive

F. Conventions:

- Inconsistently uses basic conventions of standard written English (spelling, punctuation, grammar and usage)

Performance Level Descriptors for Grade 3 Writing

Level 3: Meets the Standard

Students at Level 3 demonstrate an adequate command of writing appropriate to the grade level. In both Stand-Alone and Text-Based Writing tasks, the writing shows an understanding of purpose and audience; the ideas are generally developed and organized sufficiently to for the writing task. Sentences and word choices are adequate, and standard written English is generally used.

A. Purpose/Audience:

- Makes an adequate connection to prompt and shows an adequate understanding of purpose and intended audience

B. Development:

- Generates ideas with adequate support using some relevant information and/or details
- Elaborates using prior knowledge to clarify and/or develop ideas
- In text-based writing, connects some relevant information from text to develop ideas

C. Organization:

- Organizes the paper around a sufficiently coherent topic or theme
- Develops introductions that adequately present the topic
- Presents information in a mostly logical order
- Provides some transitions
- May include an adequate closing

D. Sentence Structure:

- Sentences are usually complete and demonstrate adequate variety

E. Word Choice:

- Uses adequate word choices, usually avoiding repetition

F. Conventions:

- Usually uses conventions of standard written English (spelling, punctuation, grammar and usage)

Performance Level Descriptors for Grade 3 Writing

Level 4: Exceeds the Standard

Students at Level 4 consistently demonstrate a strong command of writing appropriate to the grade level. In both Stand-Alone and Text-Based Writing tasks, the writing shows a strong understanding of purpose and audience; the ideas are developed and organized effectively; sentences and word choices communicate clearly and effectively, and standard written English is used consistently.

A.   Purpose/Audience:

- Makes a clear connection to prompt and shows a thorough understanding of purpose and intended audience

B.   Development:

- Generates ideas with consistent support using sufficient and relevant information and/or details
- Elaborates using prior knowledge to clarify and/or develop most ideas
- In text-based writing, connects sufficient and relevant information from text to develop ideas

C.   Organization:

- Organizes the paper around a clear and coherent topic or theme
- Develops introductions that clearly present the topic or theme
- Consistently presents information in a logical order
- Provides transitions
- Develops a conclusion that provides closure

D.   Sentence Structure:

- Sentences are consistently complete and varied

E.   Word Choice:

- Consistently uses words that are appropriate for the context

F.   Conventions:

- Consistently uses conventions of standard written English (spelling, punctuation, grammar and usage)

Performance Level Descriptors for Grade 3 Writing

Level 5: Distinguished

Students at Level 5 demonstrate an exceptional command of writing appropriate to the grade level. In both Stand-Alone and Text-Based Writing tasks, the writing shows an excellent understanding of purpose and audience; the ideas are coherent, well developed, and insightfully presented; sentences and word choices communicate with distinctive style and voice; and standard written English is tailored to enhance the writing.

A. Purpose/Audience:

- Makes an effective connection to prompt and shows a thorough understanding of purpose and intended audience

B. Development:

- Generates ideas with consistently effective support using sufficient, specific and relevant information and details
- Effectively elaborates using prior knowledge to clarify and develop most ideas
- In text-based writing, connects sufficient, specific and relevant information from text to develop ideas

C. Organization:

- Effectively organizes the paper around a clear and coherent topic or theme
- Develops effective introductions that clearly present the topic or theme
- Consistently presents information in a logical and effective order
- Consistently provides effective transitions using a variety of words
- Develops a conclusion that provides effective closure

D. Sentence Structure:

- Sentences are consistently complete and effectively varied

E. Word Choice:

- Consistently selects words that are vivid and convey writer's voice

F. Conventions:

- Effectively uses conventions of standard written English (spelling, punctuation, grammar and usage)

Performance Level Descriptors for Grade 4 Writing

Level 1: Well Below the Standard

Students at Level 1 do not have command of writing appropriate to the grade level. In both Stand-Alone and Text-Based Writing tasks, the writing rarely shows understanding of purpose and audience; the ideas are often inappropriate, inadequate for the task, and/or not organized. Inadequate sentence construction, poor word choices, and a limited understanding of standard written English often interfere with reader understanding.

A.   Purpose/Audience:

- Makes a weak connection to prompt and shows little understanding of purpose and intended audience

B.   Development:

- Generates few ideas with little support
- May include irrelevant information
- In text-based writing, does not use relevant information from text to develop ideas

C.   Organization:

- Presents a list-like series of sentences
- Rarely introduces the topic clearly
- Rarely presents information in logical order
- Provides few transitions
- Rarely includes adequate closing

D.   Sentence Structure:

- Sentences are often incomplete and show little variety

E.   Word Choice:

- Often uses words that are general, inappropriate and/or repetitive

F.   Conventions:

- Limited use of basic conventions of standard written English (spelling, punctuation, grammar and usage)

Performance Level Descriptors for Grade 4 Writing

Level 2: Below the Standard

Students at Level 2 demonstrate an inadequate command of writing appropriate to the grade level. In both Stand-Alone and Text-Based Writing tasks, the writing shows a limited or inconsistent understanding of purpose and audience; the ideas are frequently undeveloped and/or inadequately organized for the writing task; sentences and word choices are frequently ineffective, and standard written English is not consistently used.

A.   Purpose/Audience:

- Makes a limited connection to prompt and shows partial understanding of purpose and intended audience

B.   Development:

- Lists ideas with limited support
- Details are minimally elaborated
- May include some irrelevant information at times
- In text-based writing, may attempt to connect information from text to develop ideas

C.   Organization:

- Attempts to organize sentences around a topic
- May include an introduction, but not adequate to present the topic
- Presents some information in a logical order
- May attempt transitions
- May include a closing, but not adequate for the topic

D.   Sentence Structure:

- Some sentences may be incomplete but may demonstrate some variety

E.   Word Choice:

- Uses some words that are general, inappropriate and/or repetitive

F.   Conventions:

- Inconsistently uses basic conventions of standard written English (spelling, punctuation, grammar and usage)

Performance Level Descriptors for Grade 4 Writing

Level 3: Meets the Standard

Students at Level 3 demonstrate an adequate command of writing appropriate to the grade level. In both Stand-Alone and Text-Based Writing tasks, the writing shows an understanding of purpose and audience; the ideas are generally developed and organized sufficiently to for the writing task. Sentences and word choices are adequate, and standard written English is generally used.

A.   Purpose/Audience:

- Makes an adequate connection to prompt and shows an adequate understanding of purpose and intended audience

B.   Development:

- Generates ideas with adequate support using some relevant information and/or details
- Elaborates using prior knowledge to clarify and/or develop ideas
- In text-based writing, connects some relevant information from text to develop ideas

C.   Organization:

- Organizes the paper around a sufficiently coherent topic or theme
- Develops introductions that adequately present the topic
- Presents information in a mostly logical order
- Provides adequate transitions
- May develop an adequate closing

D.   Sentence Structure:

- Sentences are usually complete and demonstrate adequate variety

E.   Word Choice:

- Uses adequate word choices, usually avoiding repetition

F.   Conventions:

- Usually uses conventions of standard written English (spelling, punctuation, grammar and usage)

Performance Level Descriptors for Grade 4 Writing

Level 4: Exceeds the Standard

Students at Level 4 consistently demonstrate a strong command of writing appropriate to the grade level. In both Stand-Alone and Text-Based Writing tasks, the writing shows a strong understanding of purpose and audience; the ideas are developed and organized effectively; sentences and word choices communicate clearly and effectively, and standard written English is used consistently.

A. Purpose/Audience:

- Makes a clear connection to prompt and shows a thorough understanding of purpose and intended audience

B. Development:

- Generates ideas with consistent support using sufficient and relevant information and/or details
- Elaborates using prior knowledge to clarify and/or develop most ideas
- In text-based writing, connects sufficient and relevant information from text to develop ideas

C. Organization:

- Organizes the paper around a clear and coherent topic or theme
- Develops introductions that clearly present the topic or theme
- Consistently presents information in a logical order
- Consistently provides transitions
- Develops a conclusion that provides   closure

D. Sentence Structure:

- Sentences are consistently complete and varied

E. Word Choice:

- Consistently uses words that are appropriate for the context

F. Conventions:

- Consistently uses conventions of standard written English (spelling, punctuation, grammar and usage)

Performance Level Descriptors for Grade 4 Writing

Level 5: Distinguished

Students at Level 5 demonstrate an exceptional command of writing appropriate to the grade level. In both Stand-Alone and Text-Based Writing tasks, the writing shows an excellent understanding of purpose and audience; the ideas are coherent, well developed, and insightfully presented; sentences and word choices communicate with distinctive style and voice; and standard written English is tailored to enhance the writing.

A.   Purpose/Audience:

- Makes an effective connection to prompt and shows a thorough understanding of purpose and intended audience

B.   Development:

- Generates ideas with consistently effective support using sufficient, specific and relevant information and details
- Effectively elaborates using prior knowledge to develop and clarify most ideas
- In text-based writing, connects sufficient, specific and relevant information from text to develop ideas

C.   Organization:

- Effectively organizes the paper around a clear and coherent topic or theme
- Develops effective introductions that clearly present the topic or theme
- Consistently presents information in a logical and effective order
- Consistently provides effective transitions using a variety of words
- Develops a conclusion that provides effective closure

D.   Sentence Structure:

- Sentences are consistently complete and effectively varied

E.   Word Choice:

- Consistently selects words that are vivid and convey writer's voice

F.   Conventions:

- Effectively uses conventions of standard written English (spelling, punctuation, grammar and usage)

Performance Level Descriptors for Grade 5 Writing

Level 1: Well Below the Standard

Students at Level 1 do not have command of writing appropriate to the grade level. In both Stand-Alone and Text-Based Writing tasks, the writing rarely shows understanding of purpose and audience; the ideas are often inappropriate, inadequate for the task, and/or not organized. Inadequate sentence construction, poor word choices, and a limited understanding of standard written English often interfere with reader understanding.

A. Purpose/Audience:

- Makes a weak connection to prompt and shows little understanding of purpose and intended audience

B. Development:

- Generates few ideas with little support
- May include irrelevant information
- In text-based writing, does not use relevant information from text to develop ideas

C. Organization:

- Presents a list-like series of sentences
- Rarely introduces the topic clearly
- Rarely presents information in logical order
- Provides few transitions
- Rarely includes adequate closing

D. Sentence Structure:

- Sentences are often incomplete and show little variety

E. Word Choice:

- Often uses words that are general, inappropriate and/or repetitive

F. Conventions:

- Limited use of basic conventions of standard written English (spelling, punctuation, grammar and usage)

Performance Level Descriptors for Grade 5 Writing

Level 2: Below the Standard

Students at Level 2 demonstrate an inadequate command of writing appropriate to the grade level. In both Stand-Alone and Text-Based Writing tasks, the writing shows a limited or inconsistent understanding of purpose and audience; the ideas are frequently undeveloped and/or inadequately organized for the writing task; sentences and word choices are frequently ineffective, and standard written English is not consistently used.

A.   Purpose/Audience:

- Makes a limited connection to prompt and shows partial understanding of purpose and intended audience

B.   Development:

- Lists ideas with limited support
- Details are minimally elaborated
- May include some irrelevant information at times
- In text-based writing, may attempt to connect information from text to develop ideas

C.   Organization:

- Attempts to organize sentences around a topic
- May include an introduction, but not adequate to present the topic
- Presents some information in a logical order
- May provide some transitions
- May include a conclusion, but not adequate for the topic

D.   Sentence Structure:

- Some sentences may be incomplete but may demonstrate some variety

E.   Word Choice:

- Uses some words that are general, inappropriate and/or repetitive

F.   Conventions:

- Inconsistently uses basic conventions of standard written English (spelling punctuation, grammar and usage)

Performance Level Descriptors for Grade 5 Writing

Level 3: Meets the Standard

Students at Level 3 demonstrate an adequate command of writing appropriate to the grade level. In both Stand-Alone and Text-Based Writing tasks, the writing shows an understanding of purpose and audience; the ideas are generally developed and organized sufficiently to for the writing task. Sentences and word choices are adequate, and standard written English is generally used.

A. Purpose/Audience:

- Makes an adequate connection to prompt and shows an adequate understanding of purpose and intended audience.

B. Development:

- Generates ideas with adequate support using some relevant information and/or details
- Elaborates using prior knowledge to clarify and/or develop ideas
- In text-based writing, connects some relevant information from text to develop ideas

C. Organization:

- Organizes the paper around a sufficiently coherent topic or theme
- Develops introductions that adequately present the topic
- Presents information in a mostly logical order
- Provides adequate transitions
- May develop an adequate conclusion

D. Sentence Structure:

- Sentences are usually complete and demonstrate adequate variety

E. Word Choice:

- Uses adequate word choices, usually avoiding repetition.

F. Conventions:

- Usually uses conventions of standard written English (spelling, punctuation, grammar and usage)

Performance Level Descriptors for Grade 5 Writing

Level 4: Exceeds the Standard

Students at Level 4 consistently demonstrate a strong command of writing appropriate to the grade level. In both Stand-Alone and Text-Based Writing tasks, the writing shows a strong understanding of purpose and audience; the ideas are developed and organized effectively; sentences and word choices communicate clearly and effectively, and standard written English is used consistently.

A. Purpose/Audience:

- Makes a clear connection to prompt and shows a thorough understanding of purpose and intended audience

B. Development:

- Generates ideas with consistent support using sufficient and relevant information and/or details
- Elaborates using prior knowledge to clarify and/or develop most ideas
- In text-based writing, connects sufficient and relevant information from text to develop ideas

C. Organization:

- Organizes the paper around a clear and coherent topic or theme
- Develops effective introductions that clearly present the topic or theme
- Consistently presents information in a logical order
- Provides effective transitions
- Develops a conclusion that provides closure

D. Sentence Structure:

- Sentences are consistently complete and varied

E. Word Choice:

- Consistently uses words that are appropriate for the context

F. Conventions:

- Consistently uses conventions of standard written English (spelling, punctuation, grammar and usage)

Performance Level Descriptors for Grade 5 Writing

Level 5: Distinguished

Students at Level 5 demonstrate an exceptional command of writing appropriate to the grade level. In both Stand-Alone and Text-Based Writing tasks, the writing shows an excellent understanding of purpose and audience; the ideas are coherent, well developed, and insightfully presented; sentences and word choices communicate with distinctive style and voice; and standard written English is tailored to enhance the writing.

A.   Purpose/Audience:

- Makes an effective connection to prompt and shows a thorough understanding of purpose and intended audience

B.   Development:

- Generates ideas with consistently effective support using sufficient, specific and relevant information and details
- Effectively elaborates using prior knowledge to develop and clarify most ideas
- In text-based writing, effectively connects sufficient, specific and relevant information from text to develop ideas

C.   Organization:

- Effectively organizes the paper around a clear and coherent topic or theme
- Develops insightful introductions that clearly present the topic or theme
- Consistently presents information in a logical and effective order
- Consistently provides effective transitions using a variety of words
- Develops a conclusion that provides effective closure

D.   Sentence Structure:

- Sentences are consistently complete and effectively varied

E.   Word Choice:

- Consistently selects words that are precise, vivid, and convey style and voice

F.   Conventions:

- Effectively uses conventions of standard written English (spelling, punctuation, grammar and usage)

Performance Level Descriptors for Grade 6 Writing

Level 1: Well Below the Standard

Students at Level 1 do not have command of writing appropriate to the grade level. In both Stand-Alone and Text-Based Writing tasks, the writing rarely shows understanding of purpose and audience; the ideas are often inappropriate, inadequate for the task, and/or not organized. Inadequate sentence construction, poor word choices, and a limited understanding of standard written English often interfere with reader understanding.

A.   Purpose/Audience:

- Makes a weak connection to prompt and shows little understanding of purpose and intended audience

B.   Development:

- Generates few ideas with little support
- May include irrelevant information
- In text-based writing, does not use relevant information from text to develop ideas

C.   Organization:

- Presents a list-like series of sentences
- Rarely introduces the topic clearly
- Rarely presents information in logical order
- Provides few transitions
- Rarely includes adequate closing

D.   Sentence Structure:

- Sentences are often incomplete and show little variety

E.   Word Choice:

- Often uses words that are general, inappropriate and/or repetitive

F.   Conventions:

- Limited use of basic conventions of standard written English (spelling, punctuation, grammar and usage)

Performance Level Descriptors for Grade 6 Writing

Level 2: Below the Standard

Students at Level 2 demonstrate an inadequate command of writing appropriate to the grade level. In both Stand-Alone and Text-Based Writing tasks, the writing shows a limited or inconsistent understanding of purpose and audience; the ideas are frequently undeveloped and/or inadequately organized for the writing task; sentences and word choices are frequently ineffective, and standard written English is not consistently used.

A.   Purpose/Audience:

- Makes a limited connection to prompt and shows partial understanding of purpose and intended audience

B.   Development:

- Lists ideas with limited support
- Details are minimally elaborated
- May include some irrelevant information at times
- In text-based writing, may attempt to connect information from text to develop ideas

C.   Organization:

- Attempts to organize sentences around a topic
- May include an introduction, but not adequate to present the topic
- Presents some information in a logical order
- May provide some transitions
- May include a conclusion, but not adequate for the topic

D.   Sentence Structure:

- Some sentences may be incomplete but may demonstrate some variety

E.   Word Choice:

- Uses some words that are general, inappropriate and/or repetitive

F.   Conventions:

- Inconsistently uses basic conventions of standard written English (spelling, punctuation, grammar and usage)

Performance Level Descriptors for Grade 6 Writing

Level 3: Meets the Standard

Students at Level 3 demonstrate an adequate command of writing appropriate to the grade level. In both Stand-Alone and Text-Based Writing tasks, the writing shows an understanding of purpose and audience; the ideas are generally developed and organized sufficiently to for the writing task. Sentences and word choices are adequate, and standard written English is generally used.

A.   Purpose/Audience:

- Makes an adequate connection to prompt and shows an adequate understanding of purpose and intended audience

B.   Development:

- Generates ideas as a list with limited support
- Minimal attempts to develop or clarify ideas
- May include irrelevant information at times
- In text-based writing, attempts to connect information from text to develop ideas

C.   Organization:

- Organizes the paper around a sufficiently coherent topic or theme
- Develops introductions that adequately present the topic
- Presents information in mostly a logical order
- Provides adequate transitions
- Develops an adequate conclusion

D.   Sentence Structure:

- Sentences are usually complete and demonstrate adequate variety

E.   Word Choice:

- Uses adequate word choices, usually avoiding repetition.

F.   Conventions:

- Usually uses conventions of standard written English (spelling, punctuation, grammar and usage)

Performance Level Descriptors for Grade 6 Writing

Level 4: Exceeds the Standard

Students at Level 4 consistently demonstrate a strong command of writing appropriate to the grade level. In both Stand-Alone and Text-Based Writing tasks, the writing shows a strong understanding of purpose and audience; the ideas are developed and organized effectively; sentences and word choices communicate clearly and effectively, and standard written English is used consistently.

A. Purpose/Audience:

- Makes a clear connection to prompt and shows a thorough understanding of purpose and intended audience

B. Development:

- Generates ideas with consistent support using sufficient and relevant information and/or details
- Elaborates using prior knowledge to clarify and/or develop most ideas
- In text-based writing, connects sufficient and relevant information from text to develop ideas

C. Organization:

- Organizes the paper around a clear and coherent topic or theme
- Develops effective introductions that clearly present the topic or theme
- Consistently presents information in a logical order
- Consistently provides effective transitions
- Develops a conclusion that provides closure

D. Sentence Structure:

- Sentences are consistently complete and varied

E. Word Choice:

- Consistently uses words that are precise and appropriate for the context

F. Conventions:

- Consistently uses conventions of standard written English (spelling, punctuation, grammar and usage)

Performance Level Descriptors for Grade 6 Writing

Level 5: Distinguished

Students at Level 5 demonstrate an exceptional command of writing appropriate to the grade level. In both Stand-Alone and Text-Based Writing tasks, the writing shows an excellent understanding of purpose and audience; the ideas are coherent, well developed, and insightfully presented; sentences and word choices communicate with distinctive style and voice; and standard written English is tailored to enhance the writing.

A.   Purpose/Audience:

- Makes an effective connection to prompt and shows a thorough understanding of purpose and intended audience

B.   Development:

- Generates ideas with consistently effective support using sufficient, specific and relevant information and details
- Effectively elaborates using prior knowledge to develop and clarify most ideas
- In text-based writing, effectively connects sufficient, specific and relevant information from text to develop ideas

C.   Organization:

- Effectively organizes the paper around a clear and coherent topic or theme
- Develops insightful introductions that clearly present the topic or theme
- Consistently presents information in a logical and effective order
- Consistently provides effective transitions using a variety of words and/or phrases
- Develops a conclusion that provides effective closure

D.   Sentence Structure:

- Sentences are consistently complete and effectively varied

E.   Word Choice:

- Consistently selects words that are precise, vivid and effectively convey style and voice

F.   Conventions:

- Effectively uses conventions of standard written English (spelling, punctuation, grammar and usage)

Performance Level Descriptors for Grade 7 Writing

Level 1: Well Below the Standard

Students at Level 1 do not have command of writing appropriate to the grade level. In both Stand-Alone and Text-Based Writing tasks, the writing rarely shows understanding of purpose and audience; the ideas are often inappropriate, inadequate for the task, and/or not organized. Inadequate sentence construction, poor word choices, and a limited understanding of standard written English often interfere with reader understanding.

A.   Purpose/Audience:

- Makes a weak connection to prompt and shows superficial understanding of purpose and intended audience

B.   Development:

- Generates few ideas with little support
- May include irrelevant information
- In text-based writing, does not use relevant information from text to develop ideas

C.   Organization:

- Presents a list-like series of sentences
- Rarely introduces the topic clearly
- Rarely presents information in logical order
- Provides few transitions
- Rarely includes adequate conclusion

D.   Sentence Structure:

- Sentences are often incomplete and show little variety

E.   Word Choice:

- Often uses words that are general, inappropriate and/or repetitive

F.   Conventions:

- Limited use of basic conventions of standard written English (spelling, punctuation, grammar and usage)

Performance Level Descriptors for Grade 7 Writing

Level 2: Below the Standard

Students at Level 2 demonstrate an inadequate command of writing appropriate to the grade level. In both Stand-Alone and Text-Based Writing tasks, the writing shows a limited or inconsistent understanding of purpose and audience; the ideas are frequently undeveloped and/or inadequately organized for the writing task; sentences and word choices are frequently ineffective, and standard written English is not consistently used.

A.   Purpose/Audience:

- Makes a limited connection to prompt and shows partial understanding of purpose and intended audience

B.   Development:

- Lists ideas with limited support
- Details are minimally elaborated
- May include some irrelevant information at times
- In text-based writing, may attempt to connect information from text to develop ideas

C.   Organization:

- Attempts to organize sentences around a topic
- May include an introduction, but not adequate to present the topic
- Presents some information in a logical order
- May provide some transitions
- May include a conclusion, but not adequate for the topic

D.   Sentence Structure:

- Some sentences may be incomplete but may demonstrate some variety

E.   Word Choice:

- Uses some words that are general, inappropriate and/or repetitive

F.   Conventions:

- Inconsistently uses basic conventions of standard written English (spelling, punctuation, grammar and usage)

Performance Level Descriptors for Grade 7 Writing

Level 3: Meets the Standard

Students at Level 3 demonstrate an adequate command of writing appropriate to the grade level. In both Stand-Alone and Text-Based Writing tasks, the writing shows an understanding of purpose and audience; the ideas are generally developed and organized sufficiently to for the writing task. Sentences and word choices are adequate, and standard written English is generally used.

A. Purpose/Audience:

- Makes an adequate connection to prompt and shows an adequate understanding of purpose and intended audience

B. Development:

- Generates ideas with adequate support using relevant information and details
- Elaborates using prior knowledge to develop and clarify ideas
- In text-based writing, connects some relevant information from text to develop ideas

C. Organization:

- Organizes the paper around a sufficiently coherent topic or theme
- Develops introductions that adequately present the topic
- Presents information in mostly a logical order
- Provides adequate transitions
- Develops an adequate conclusion

D. Sentence Structure:

- Sentences are usually complete and demonstrate adequate variety

E. Word Choice:

- Uses adequate word choices, usually avoiding repetition.

F. Conventions:

- Usually uses conventions of standard written English (spelling, punctuation, grammar and usage)

Performance Level Descriptors for Grade 7 Writing

Level 4: Exceeds the Standard

Students at Level 4 consistently demonstrate a strong command of writing appropriate to the grade level. In both Stand-Alone and Text-Based Writing tasks, the writing shows a strong understanding of purpose and audience; the ideas are developed and organized effectively; sentences and word choices communicate clearly and effectively, and standard written English is used consistently.

A. Purpose/Audience:

- Makes a clear connection to prompt and shows a thorough understanding of purpose and intended audience

B. Development:

- Generates ideas with consistent support using sufficient and relevant information and/or details
- Elaborates using prior knowledge to clarify and/or develop most ideas
- In text-based writing, connects sufficient and relevant information from text to develop ideas

C. Organization:

- Organizes the paper around a clear and coherent topic or theme
- Develops effective introductions that clearly present the topic or theme
- Consistently presents information in a logical order
- Consistently provides effective transitions
- Develops a conclusion that provides closure

D. Sentence Structure:

- Sentences are consistently complete and varied

E. Word Choice:

- Consistently uses words that are precise and appropriate for the context

F. Conventions:

- Consistently uses conventions of standard written English (spelling, punctuation, grammar and usage)

Performance Level Descriptors for Grade 7 Writing

Level 5: Distinguished

Students at Level 5 demonstrate an exceptional command of writing appropriate to the grade level. In both Stand-Alone and Text-Based Writing tasks, the writing shows an excellent understanding of purpose and audience; the ideas are coherent, well developed, and insightfully presented; sentences and word choices communicate with distinctive style and voice; and standard written English is tailored to enhance the writing.

A.   Purpose/Audience:

- Makes an effective connection to prompt and adjusts content to demonstrate clear understanding of purpose and intended audience

B.   Development:

- Generates ideas with consistently effective support using sufficient, specific and relevant information and details
- Effectively elaborates using prior knowledge to develop and clarify most ideas
- In text-based writing, effectively connects sufficient, specific and relevant information from text to develop ideas

C.   Organization:

- Effectively organizes the paper around a clear and coherent topic or theme
- Develops insightful introductions that clearly present the topic or theme
- Consistently presents information in a logical and effective order
- Consistently provides effective transitions using a variety of words and/or phrases
- Develops a conclusion that provides effective closure

D.   Sentence Structure:

- Sentences are consistently complete and effectively varied

E.   Word Choice:

- Consistently selects words that are precise, vivid and effectively convey style and voice

F.   Conventions:

- Effectively uses conventions of standard written English (spelling, punctuation, grammar and usage)

Performance Level Descriptors for Grade 8 Writing

Level 1: Well Below the Standard

Students at Level 1 do not have command of writing appropriate to the grade level. In both Stand-Alone and Text-Based Writing tasks, the writing rarely shows understanding of purpose and audience; the ideas are often inappropriate, inadequate for the task, and/or not organized. Inadequate sentence construction, poor word choices, and a limited understanding of standard written English often interfere with reader understanding.

A.   Purpose/Audience:

- Makes a weak connection to prompt and shows superficial understanding of purpose and intended audience

B.   Development:

- Generates few ideas with little support
- May include irrelevant information
- In text-based writing, does not use relevant information from text to develop ideas

C.   Organization:

- Presents a list-like series of sentences
- Rarely introduces the topic clearly
- Rarely presents information in logical order
- Provides few transitions
- Rarely includes adequate conclusion

D.   Sentence Structure:

- Sentences are often incomplete and show little variety

E.   Word Choice:

- Often uses words that are general, inappropriate and/or repetitive

F.   Conventions:

- Limited use of basic conventions of standard written English (spelling, punctuation, grammar and usage)

Performance Level Descriptors for Grade 8 Writing

Level 2: Below the Standard

Students at Level 2 demonstrate an inadequate command of writing appropriate to the grade level. In both Stand-Alone and Text-Based Writing tasks, the writing shows a limited or inconsistent understanding of purpose and audience; the ideas are frequently undeveloped and/or inadequately organized for the writing task; sentences and word choices are frequently ineffective, and standard written English is not consistently used.

A.   Purpose/Audience:

- Makes a limited connection to prompt and shows partial understanding of purpose and intended audience

B.   Development:

- Lists ideas with limited support
- Details are minimally elaborated
- May include some irrelevant information at times
- In text-based writing, may attempt to connect information from text to develop ideas

C.   Organization:

- Attempts to organize sentences around a topic
- May include an introduction, but not adequate to present the topic
- Presents information in a somewhat logical order
- May provide some transitions
- May include a conclusion, but not adequate for the topic

D.   Sentence Structure:

- Some sentences may be incomplete but may demonstrate some variety

E.   Word Choice:

- Uses some words that are general, inappropriate and/or repetitive

F.   Conventions:

- Inconsistently uses basic conventions of standard written English (spelling, punctuation, grammar and usage)

Performance Level Descriptors for Grade 8 Writing

Level 3: Meets the Standard

Students at Level 3 demonstrate an adequate command of writing appropriate to the grade level. In both Stand-Alone and Text-Based Writing tasks, the writing shows an understanding of purpose and audience; the ideas are generally developed and organized sufficiently to for the writing task. Sentences and word choices are adequate, and standard written English is generally used.

A. Purpose/Audience:

- Makes an adequate connection to prompt and demonstrates an understanding of purpose and intended audience

B. Development:

- Generates ideas with adequate support using relevant information and details
- Elaborates using prior knowledge to develop and clarify ideas
- In text-based writing, connects some relevant information from text to develop ideas

C. Organization:

- Organizes the paper around a sufficiently coherent topic or theme
- Develops introductions that adequately present the topic
- Presents information in mostly a logical order
- Provides adequate transitions
- Develops an adequate conclusion

D. Sentence Structure:

- Sentences are usually complete and demonstrate adequate variety

E. Word Choice:

- Uses adequate word choices, usually avoiding repetition.

F. Conventions:

- Usually uses conventions of standard written English (spelling, punctuation, grammar and usage)

Performance Level Descriptors for Grade 8 Writing

Level 4: Exceeds the Standard

Students at Level 4 consistently demonstrate a strong command of writing appropriate to the grade level. In both Stand-Alone and Text-Based Writing tasks, the writing shows a strong understanding of purpose and audience; the ideas are developed and organized effectively; sentences and word choices communicate clearly and effectively, and standard written English is used consistently.

A. Purpose/Audience:

- Makes an effective connection to prompt and adjusts content to demonstrate clear understanding of purpose and intended audience

B. Development:

- Generates ideas with consistent support using specific and relevant information and/or details
- Elaborates using prior knowledge to clarify and/or develop most ideas
- In text-based writing, connects sufficient and relevant information from text to develop ideas

C. Organization:

- Organizes the paper around a clear and coherent topic or theme
- Develops effective introductions that clearly present the topic or theme
- Consistently presents information in a logical order
- Provides effective transitions using a variety of words and/or phrases
- Develops a conclusion that provides effective closure

D. Sentence Structure:

- Sentences are consistently complete and varied

E. Word Choice:

- Consistently uses words that are precise and vivid, with some attention to style and voice

F. Conventions:

- Consistently uses conventions of standard written English (spelling, punctuation, grammar and usage)

Performance Level Descriptors for Grade 8 Writing

Level 5: Distinguished

Students at Level 5 demonstrate an exceptional command of writing appropriate to the grade level. In both Stand-Alone and Text-Based Writing tasks, the writing shows an excellent understanding of purpose and audience; the ideas are coherent, well developed, and insightfully presented; sentences and word choices communicate with distinctive style and voice; and standard written English is tailored to enhance the writing.

A.   Purpose/Audience:

- Makes an effective connection to prompt and adjusts content to demonstrate clear understanding of purpose and intended audience

B.   Development:

- Generates ideas with consistently effective support using sufficient, specific and relevant information and details
- Effectively elaborates by analyzing and connecting information from prior knowledge to develop and clarify ideas
- In text-based writing, effectively selects sufficient, specific and relevant details to make insightful connections to develop ideas

C.   Organization:

- Effectively organizes the paper around a clear and coherent topic or theme
- Develops insightful introductions that clearly present the topic or theme
- Consistently presents information in a logical and effective order
- Consistently provides effective transitions using a variety of words, phrases or other strategies
- Develops a conclusion that provides insightful closure

D.   Sentence Structure:

- Sentences are consistently complete
- Sentences are effectively varied to achieve style

E.   Word Choice:

- Consistently selects words that are precise, vivid and effectively convey style and voice

F.   Conventions:
- Effectively uses conventions of standard written English (spelling, punctuation, grammar and usage)
- May vary conventions to support style and voice

Performance Level Descriptors for Grade 9 Writing

Level 1: Well Below the Standard

Students at Level 1 do not have command of writing appropriate to the grade level. In both Stand-Alone and Text-Based Writing tasks, the writing rarely shows understanding of purpose and audience; the ideas are often inappropriate, inadequate for the task, and/or not organized. Inadequate sentence construction, poor word choices, and a limited understanding of standard written English often interfere with reader understanding.

A.   Purpose/Audience:

- Makes a weak connection to prompt and shows superficial understanding of purpose and intended audience

B.   Development:

- Generates few ideas with little support
- May include irrelevant information
- In text-based writing, does not use relevant information from text to develop ideas

C.   Organization:

- Presents a list-like series of sentences
- Rarely introduces the topic clearly
- Rarely presents information in logical order
- Provides few transitions
- Rarely includes adequate conclusion

D.   Sentence Structure:

- Sentences are often incomplete and show little variety

E.   Word Choice:

- Often uses words that are general, inappropriate and/or repetitive

F.   Conventions:

- Limited use of basic conventions of standard written English (spelling, punctuation, grammar and usage)

Performance Level Descriptors for Grade 9 Writing

Level 2: Below the Standard

Students at Level 2 demonstrate an inadequate command of writing appropriate to the grade level. In both Stand-Alone and Text-Based Writing tasks, the writing shows a limited or inconsistent understanding of purpose and audience; the ideas are frequently undeveloped and/or inadequately organized for the writing task; sentences and word choices are frequently ineffective, and standard written English is not consistently used.

A.   Purpose/Audience:

- Makes a limited connection to prompt and shows partial understanding of purpose and intended audience

B.   Development:

- Lists ideas with limited support
- Details are minimally elaborated
- May include some irrelevant information at times
- In text-based writing, may attempt to connect information from text to develop ideas

C.   Organization:

- Attempts to organize sentences around a topic
- May include an introduction, but not adequate to present the topic
- Presents information in a somewhat logical order
- May provide some transitions
- May include a conclusion, but not adequate for the topic

D.   Sentence Structure:

- Some sentences may be incomplete but may demonstrate some variety

E.   Word Choice:

- Uses some words that are general, inappropriate, repetitive and/or insufficient for purpose, style and voice

F.   Conventions:

- Inconsistently uses basic conventions of standard written English (spelling, punctuation, grammar and usage)

Performance Level Descriptors for Grade 9 Writing

Level 3: Meets the Standard

Students at Level 3 demonstrate an adequate command of writing appropriate to the grade level. In both Stand-Alone and Text-Based Writing tasks, the writing shows an understanding of purpose and audience; the ideas are generally developed and organized sufficiently to for the writing task. Sentences and word choices are adequate, and standard written English is generally used.

A.   Purpose/Audience:

- Makes an effective connection to prompt and attempts to adjust content to demonstrate clear understanding of purpose and intended audience

B.   Development:

- Generates ideas with adequate support using relevant information and details
- Elaborates using prior knowledge to develop and clarify ideas
- In text-based writing, connects some relevant information from text to develop ideas

C.   Organization:

- Organizes the paper around a mostly coherent topic or theme
- Writes introductions that adequately present the topic
- Presents information in mostly a logical order
- Provides adequate transitions
- Develops an adequate closing

D.   Sentence Structure:

- Sentences are usually complete and demonstrate adequate variety

E.   Word Choice:

- Uses adequate word choices, usually avoiding repetition, with some attention to style and voice

F.   Conventions:

- Usually uses conventions of standard written English (spelling, punctuation, grammar and usage)

Performance Level Descriptors for Grade 9 Writing

Level 4: Exceeds the Standard

Students at Level 4 consistently demonstrate a strong command of writing appropriate to the grade level. In both Stand-Alone and Text-Based Writing tasks, the writing shows a strong understanding of purpose and audience; the ideas are developed and organized effectively; sentences and word choices communicate clearly and effectively, and standard written English is used consistently.

A. Purpose/Audience:

- Makes an effective connection to prompt and adjusts content to demonstrate clear understanding of purpose and intended audience

B. Development:

- Generates ideas with consistent support using sufficient and relevant information and/or details
- Elaborates by analyzing and connecting information from prior knowledge to develop and clarify ideas
- In text-based writing, connects sufficient and relevant information from text to develop ideas

C. Organization:

- Organizes the paper around a clear and coherent topic or theme
- Develops effective introductions that clearly present the topic or theme
- Consistently presents information in a logical order
- Consistently provides effective transitions using a variety of words and/or phrases
- Develops a conclusion that provides effective closure

D. Sentence Structure:

- Sentences are consistently complete and effectively varied

E. Word Choice:

- Consistently uses words that are precise and vivid with attention to style and voice

F. Conventions:

- Consistently uses conventions of standard written English (spelling, punctuation, grammar and usage)
- May vary conventions to support style and voice

Performance Level Descriptors for Grade 9 Writing

Level 5: Distinguished

Students at Level 5 demonstrate an exceptional command of writing appropriate to the grade level. In both Stand-Alone and Text-Based Writing tasks, the writing shows an excellent understanding of purpose and audience; the ideas are coherent, well developed, and insightfully presented; sentences and word choices communicate with distinctive style and voice; and standard written English is tailored to enhance the writing.

A.   Purpose/Audience:

- Makes an insightful connection to prompt and adjusts content to demonstrate clear understanding of purpose and intended audience

B.   Development:

- Generates ideas with consistently effective support using sufficient, specific and relevant information and details
- Effectively elaborates by analyzing and synthesizing information from prior knowledge to develop and clarify ideas
- In text-based writing, effectively selects sufficient, specific and relevant details to make insightful connections to develop ideas

C.   Organization:

- Effectively organizes the paper around a clear and coherent topic or theme
- Develops insightful introductions that clearly present the topic or theme
- Consistently presents information in a logical and effective order
- Consistently provides effective transitions using a variety of words, phrases or other strategies
- Develops a conclusion that provides insightful closure

D.   Sentence Structure:

- Sentences are consistently complete
- Sentences are effectively varied to achieve style

E.   Word Choice:

- Consistently selects words that are precise, vivid and effectively convey style and voice

F.   Conventions:
- Effectively uses conventions of standard written English (spelling, punctuation, grammar and usage)
- May vary conventions to support style and voice

Performance Level Descriptors for Grade 10 Writing

Level 1: Well Below the Standard

Students at Level 1 do not have command of writing appropriate to the grade level. In both Stand-Alone and Text-Based Writing tasks, the writing rarely shows understanding of purpose and audience; the ideas are often inappropriate, inadequate for the task, and/or not organized. Inadequate sentence construction, poor word choices, and a limited understanding of standard written English often interfere with reader understanding.

A.   Purpose/Audience:

- Makes a weak connection to prompt and shows superficial understanding of purpose and intended audience

B.   Development:

- Generates few ideas with little support
- May include irrelevant information
- In text-based writing, does not use relevant information from text to develop ideas

C.   Organization:

- Presents a list-like series of sentences
- Rarely introduces the topic clearly
- Rarely presents information in logical order
- Provides few transitions
- Rarely includes adequate conclusion

D.   Sentence Structure:

- Sentences are often incomplete and show little variety

E.   Word Choice:

- Often uses words that are general, inappropriate, repetitive and/or insufficient for purpose, style and voice

F.   Conventions:

- Limited use of basic conventions of standard written English (spelling, punctuation, grammar and usage)

Performance Level Descriptors for Grade 10 Writing

Level 2: Below the Standard

Students at Level 2 demonstrate an inadequate command of writing appropriate to the grade level. In both Stand-Alone and Text-Based Writing tasks, the writing shows a limited or inconsistent understanding of purpose and audience; the ideas are frequently undeveloped and/or inadequately organized for the writing task; sentences and word choices are frequently ineffective, and standard written English is not consistently used.

A.   Purpose/Audience:

- Makes a limited connection to prompt and shows partial understanding of purpose and intended audience

B.   Development:

- Lists ideas with limited support
- Details are minimally elaborated
- May include some irrelevant information at times
- In text-based writing, may attempt to connect information from text to develop ideas

C.   Organization:

- Attempts to organize sentences around a topic
- May include an introduction, but not adequate to present the topic
- Presents information in a somewhat logical order
- May provide some transitions
- May include a conclusion, but not adequate for the topic

D.   Sentence Structure:

- Some sentences may be incomplete but may demonstrate some variety

E.   Word Choice:

- Uses some words that are general, inappropriate, repetitive and/or insufficient for purpose, style and voice

F.   Conventions:

- Inconsistently uses basic conventions of standard written English (spelling, punctuation, grammar and usage)

Performance Level Descriptors for Grade 10 Writing

Level 3: Meets the Standard

Students at Level 3 demonstrate an adequate command of writing appropriate to the grade level. In both Stand-Alone and Text-Based Writing tasks, the writing shows an understanding of purpose and audience; the ideas are generally developed and organized sufficiently to for the writing task. Sentences and word choices are adequate, and standard written English is generally used.

A.   Purpose/Audience:

- Makes an effective connection to prompt and attempts to adjust content to demonstrate clear understanding of purpose and intended audience

B.   Development:

- Generates ideas with adequate support using relevant information and details
- Elaborates using prior knowledge to develop and clarify ideas
- In text-based writing, connects some relevant information from text to develop ideas

C.   Organization:

- Organizes the paper around a sufficiently coherent topic or theme
- Writes introductions that adequately present the topic
- Presents information in mostly a logical order
- Provides adequate transitions
- Develops an adequate closing

D.   Sentence Structure:

- Sentences are usually complete and demonstrate adequate variety

E.   Word Choice:

- Uses adequate word choices, usually avoiding repetition with attention to style and voice

F.   Conventions:

- Usually uses conventions of standard written English (spelling, punctuation, grammar and usage)

Performance Level Descriptors for Grade 10 Writing

Level 4: Exceeds the Standard

Students at Level 4 consistently demonstrate a strong command of writing appropriate to the grade level. In both Stand-Alone and Text-Based Writing tasks, the writing shows a strong understanding of purpose and audience; the ideas are developed and organized effectively; sentences and word choices communicate clearly and effectively, and standard written English is used consistently.

A.   Purpose/Audience:

- Makes an effective connection to prompt and adjusts content to demonstrate clear understanding of purpose and intended audience

B.   Development:

- Generates ideas with consistent support using sufficient and relevant information and/or details
- Elaborates by analyzing and synthesizing information from prior knowledge to develop and clarify ideas
- In text-based writing, connects sufficient and relevant information from text to develop ideas

C.   Organization:

- Organizes the paper around a clear and coherent topic or theme
- Develops effective introductions that clearly present the topic or theme
- Consistently presents information in a logical order
- Consistently provides effective transitions using a variety of words and/or phrases
- Develops a conclusion that provides effective closure

D.   Sentence Structure:

- Sentences are consistently complete and effectively varied

E.   Word Choice:

- Consistently uses words that are precise and vivid with attention to style and voice

F.   Conventions:

- Consistently uses conventions of standard written English (spelling, punctuation, grammar and usage)
- May vary conventions to support style and voice

Performance Level Descriptors for Grade 10 Writing

Level 5: Distinguished

Students at Level 5 demonstrate an exceptional command of writing appropriate to the grade level. In both Stand-Alone and Text-Based Writing tasks, the writing shows an excellent understanding of purpose and audience; the ideas are coherent, well developed, and insightfully presented; sentences and word choices communicate with distinctive style and voice; and standard written English is tailored to enhance the writing.

A.   Purpose/Audience:

- Makes an insightful connection to prompt and adjusts content to demonstrate clear understanding of purpose and intended audience

B.   Development:

- Generates ideas with consistently effective support using sufficient, specific and relevant information and details
- Effectively elaborates by analyzing and synthesizing information from prior knowledge to develop and clarify ideas
- In text-based writing, effectively selects sufficient, specific and relevant details to make insightful connections to develop ideas

C.   Organization:

- Effectively organizes the paper around a clear and coherent topic or theme
- Develops insightful introductions that clearly present the topic or theme
- Consistently presents information in a logical and effective order
- Consistently provides effective transitions using a variety of words, phrases or other strategies
- Develops a conclusion that provides insightful closure

D.   Sentence Structure:

- Sentences are consistently complete
- Sentences are effectively varied to achieve style

E.   Word Choice:

- Consistently selects words that are precise, vivid and effectively convey style and voice

F.   Conventions:
- Effectively uses conventions of standard written English (spelling, punctuation, grammar and usage)
- May vary conventions to support style and voice

Appendix E

Performance Level Descriptors for Mathematics

Performance Level Descriptors

Mathematics

Grades 2 through 10

Delaware
Department
of Education

July 5, 2005

Purpose of the document:

The Delaware Performance Levels provide a description of what students should know and be able to do in mathematics at grades 2-10 as measured by the DSTP. The content summary is based on the Delaware Grade Level Expectations. This is followed by a cognitive description of the performance on the Delaware Student Testing Program (DSTP) that differentiates *groups* of students at the five levels. Students at Performance Level 3 meet the standards for that grade. Students above Performance Level 3 exceed the standards and those below, need intervention.

This document was designed with the mission that all grades 2-10 have the same description for level 3, "meets the standard" since the same cognitive expectations determine whether the standards are met. Levels 3, 2, and 1 are the same across grades 3-10. However, there are differences in the upper performance levels due to the mathematical content and cognitive demands at some grade levels. Grades 8 through 10 have a different description for levels 4 and 5 than the rest of the grades. In addition Grade 2 has only three levels.

The Delaware Performance Levels provide a description of what students should know and be able to do in mathematics at grades 2-10 as measured by the DSTP. The content summary is based on the Delaware Grade Level Expectations (GLEs). This is followed by a cognitive description of the performance on the Delaware Student Testing Program (DSTP) that differentiates *groups* of students at the five levels. Students at Performance Level 3 meet the standards for that grade. Students above Performance Level 3 exceed the standards and those below, need intervention.

Grade 2 Mathematics Content Summary

- **understand whole numbers up to 100 (place value, compare, order, decompose and combine using addition)**
- **understand 1/2, 1/3, and 1/4 as equal parts of a whole**
- **add and subtract 1- and 2-digit numbers using a variety of strategies**
- **represent situations that involve addition and subtraction with pictures, words, numbers and number sentences**
- **create, extend, and describe repeating patterns**
- **name and sort solid and plane figures by common attributes**
- **measure using nonstandard units**
- **collect, represent, and describe categorical data (tallies, pictographs, and bar graphs)**

Grade 2 Performance Levels

Students in a particular level also demonstrate performance described in lower levels.

Performance Level (Exceeds)
Students at this level consistently demonstrate knowledge of grade-level content. They apply their knowledge to analyze and solve a variety of problems. Students clearly explain results and communicate understanding.

Performance Level (Meets)
Students at this level demonstrate knowledge of grade-level content. Students can apply familiar math knowledge to solve problems that may require more than one step. They use effective strategies and reasoning to solve problems.

Performance Level (Below)
Students at this level do not demonstrate knowledge of grade-level content. They inconsistently apply limited strategies to solve routine problems. Explanations are often absent, incomplete, or are not relevant to the mathematical content.

The Delaware Performance Levels provide a description of what students should know and be able to do in mathematics at grades 2-10 as measured by the DSTP. The content summary is based on the Delaware Grade Level Expectations (GLEs). This is followed by a cognitive description of the performance on the Delaware Student Testing Program (DSTP) that differentiates *groups* of students at the five levels. Students at Performance Level 3 meet the standards for that grade. Students above Performance Level 3 exceed the standards and those below, need intervention.

Grade 3 Mathematics Content Summary

- **understand whole number up to 1000 (place value, compare, order, decompose, and combine using addition)**
- **understand fractions as parts of a whole**
- **add and subtract 2-digit numbers and multiply 1-digit numbers using repeated addition and other strategies**
- **represent situations that involve addition, subtraction, multiplication and division with pictures, words, numbers and number sentences**
- **create, extend, and describe numerical patterns**
- **sort and describe several attributes of common solid and plane figures**
- **identify slides, flips, and turns and combinations of these transformations**
- **measure using standard units (length, area, time, volume)**
- **collect, represent, and describe categorical and simple numerical data (tallies, pictographs, and bar graphs)**
- **describe the likelihood of an event or simple experiment as likely or unlikely**

<u>Grade 3 Performance Levels</u>

Students in a particular level also demonstrate performance described in lower levels.

Performance Level 5
Students at this level expertly demonstrate knowledge of grade-level content. Students develop new approaches or use sophisticated strategies to successfully solve novel and complex problems. They skillfully communicate well-developed solutions that show evidence of insightful mathematical connections, judgment and planning.

Performance Level 4
Students at this level consistently demonstrate grade-level content knowledge. They apply their knowledge to analyze and solve a variety of problems including those that require multiple decisions, planning or those that are set in unfamiliar contexts. Students use mathematical language to clearly justify results and communicate understanding.

Performance Level 3
Students at this level demonstrate knowledge of grade-level content. Students can apply familiar math knowledge to solve problems that may require more than one step. They use effective sometimes informal strategies and reasoning to solve problems. They develop adequate explanations that show results, indicate understanding, and communicate strategies.

Performance Level 2
Students at this level demonstrate gaps and misconceptions in grade-level content knowledge. They can solve problems that rely on previously learned routines that have been practiced extensively. Students at this level show evidence of solving problems that are based on recall or where a specific mathematical strategy is indicated. Explanations meant to show results, to indicate understanding or to communicate strategies are incomplete or absent.

Performance Level 1
Students at this level do not demonstrate knowledge of grade-level content. They use inappropriate strategies to solve problems. Explanations are often absent or are not relevant to the mathematical content, or restatements of the text.

The Delaware Performance Levels provide a description of what students should know and be able to do in mathematics at grades 2-10 as measured by the DSTP. The content summary is based on the Delaware Grade Level Expectations (GLEs). This is followed by a cognitive description of the performance on the Delaware Student Testing Program (DSTP) that differentiates *groups* of students at the five levels. Students at Performance Level 3 meet the standards for that grade. Students above Performance Level 3 exceed the standards and those below, need intervention.

Grade 4 Mathematics Content Summary

- **understand whole numbers to 10,000 (place value, compare, order, decompose, and combine using addition and multiplication)**
- **understand fractions as parts of a whole and as division of whole numbers**
- **compare and order fractions using physical models, benchmark fractions, or a number line and add and subtract benchmark fractions using models**
- **add and subtract multi-digit numbers and multiply 2-digit numbers**
- **represent situations that involve addition, subtraction, multiplication and division (with remainders) using pictures, words, numbers and number sentences**
- **create, extend, and describe patterns of growth**
- **describe the results of subdividing and combining shapes**
- **identify a combination of slides, flips, and turns to show two shapes are congruent**
- **estimate and measure a variety of attributes using standard units**
- **collect, represent, and describe numerical and categorical data (median and mode)**
- **describe the likelihood of an experiment or event**

Grade 4 Performance Levels

Students in a particular level also demonstrate performance described in lower levels.

Performance Level 5
Students at this level expertly demonstrate knowledge of grade-level content. Students develop new approaches or use sophisticated strategies to successfully solve novel and complex problems. They skillfully communicate well-developed solutions that show evidence of insightful mathematical connections, judgment and planning.

Performance Level 4
Students at this level consistently demonstrate grade-level content knowledge. They apply their knowledge to analyze and solve a variety of problems including those that require multiple decisions, planning or those that are set in unfamiliar contexts. Students use mathematical language to clearly justify results and communicate understanding.

Performance Level 3
Students at this level demonstrate knowledge of grade-level content. Students can apply familiar math knowledge to solve problems that may require more than one step. They use effective sometimes informal strategies and reasoning to solve problems. They develop adequate explanations that show results, indicate understanding, and communicate strategies.

Performance Level 2
Students at this level demonstrate gaps and misconceptions in grade-level content knowledge. They can solve problems that rely on previously learned routines that have been practiced extensively. Students at this level show evidence of solving problems that are based on recall or where a specific mathematical strategy is indicated. Explanations meant to show results, to indicate understanding or to communicate strategies are incomplete or absent.

Performance Level 1
Students at this level do not demonstrate knowledge of grade-level content. They use inappropriate strategies to solve problems. Explanations are often absent or are not relevant to the mathematical content, or restatements of the text.

The Delaware Performance Levels provide a description of what students should know and be able to do in mathematics at grades 2-10 as measured by the DSTP. The content summary is based on the Delaware Grade Level Expectations (GLEs). This is followed by a cognitive description of the performance on the Delaware Student Testing Program (DSTP) that differentiates *groups* of students at the five levels. Students at Performance Level 3 meet the standards for that grade. Students above Performance Level 3 exceed the standards and those below, need intervention.

Grade 5 Mathematics Content Summary

- **connect benchmark fractions, decimals, and percents**
- **understand fractions as parts of a whole, as division of whole numbers, as parts of a set, and as locations on a number line**
- **use a variety of strategies to multiply and divide whole numbers**
- **add/subtract benchmark fractions and add/subtract decimals using models**
- **use models or mental math to multiply fractions by whole numbers**
- **create, extend, and describe visual and numerical patterns**
- **compose and decompose whole numbers using multiplication concepts such as factoring, Distributive Property, and partial products**
- **use properties to describe classes of angles and two-dimensional shapes**
- **use tools to measure angles and to measure other attributes to the nearest fraction of a unit**
- **use square units to determine area of geometric figures**
- **construct and interpret a display of data (tables, scaled pictographs, line plots, bar graphs)**
- **interpret data using mode, median, mean, and range**
- **determine all the outcomes of an experiment and express probability as a number between 0 and 1**

<u>Grade 5 Performance Levels</u>

Students in a particular level also demonstrate performance described in lower levels.

Performance Level 5
Students at this level expertly demonstrate knowledge of grade-level content. Students develop new approaches or use sophisticated strategies to successfully solve novel and complex problems. They skillfully communicate well-developed solutions that show evidence of insightful mathematical connections, judgment and planning.

Performance Level 4
Students at this level consistently demonstrate grade-level content knowledge. They apply their knowledge to analyze and solve a variety of problems including those that require multiple decisions, planning or those that are set in unfamiliar contexts. Students use mathematical language to clearly justify results and communicate understanding.

Performance Level 3
Students at this level demonstrate knowledge of grade-level content. Students can apply familiar math knowledge to solve problems that may require more than one step. They use effective sometimes informal strategies and reasoning to solve problems. They develop adequate explanations that show results, indicate understanding, and communicate strategies.

Performance Level 2
Students at this level demonstrate gaps and misconceptions in grade-level content knowledge. They can solve problems that rely on previously learned routines that have been practiced extensively. Students at this level show evidence of solving problems that are based on recall or where a specific mathematical strategy is indicated. Explanations meant to show results, to indicate understanding or to communicate strategies are incomplete or absent.

Performance Level 1
Students at this level do not demonstrate knowledge of grade-level content. They use inappropriate strategies to solve problems. Explanations are often absent or are not relevant to the mathematical content, or restatements of the text.

The Delaware Performance Levels provide a description of what students should know and be able to do in mathematics at grades 2-10 as measured by the DSTP. The content summary is based on the Delaware Grade Level Expectations(GLEs). This is followed by a cognitive description of the performance on the Delaware Student Testing Program (DSTP) that differentiates *groups* of students at the five levels. Students at Performance Level 3 meet the standards for that grade. Students above Performance Level 3 exceed the standards and those below, need intervention.

Grade 6 Mathematics Content Summary

- **demonstrate equivalence of decimals, fractions and percents**
- **compare and order decimals, fractions and percents**
- **add, subtract, and multiply fractions and decimals, using models and in real world settings**
- **use proportional reasoning and/or benchmark percents to solve problems**
- **describe changes in patterns, tables or graphs**
- **use inverse operations to solve equations**
- **estimate, measure, and classify angles**
- **calculate the perimeter and area of selected polygons**
- **describe the geometric properties of pairs of lines, polygons and circles**
- **construct and interpret a display of data (circle graphs, scatter plots, frequency counts)**
- **compare two sets of data**
- **analyze real-world data to estimate the probability of future events and calculate the chances of winning or losing a simple game**

<u>**Grade 6 Performance Levels**</u>

Students in a particular level also demonstrate performance described in lower levels.

Performance Level 5
Students at this level expertly demonstrate knowledge of grade-level content. Students develop new approaches or use sophisticated strategies to successfully solve novel and complex problems. They skillfully communicate well-developed solutions that show evidence of insightful mathematical connections, judgment and planning.

Performance Level 4
Students at this level consistently demonstrate grade-level content knowledge. They apply their knowledge to analyze and solve a variety of problems including those that require multiple decisions, planning or those that are set in unfamiliar contexts. Students use mathematical language to clearly justify results and communicate understanding.

Performance Level 3
Students at this level demonstrate knowledge of grade-level content. Students can apply familiar math knowledge to solve problems that may require more than one step. They use effective sometimes informal strategies and reasoning to solve problems. They develop adequate explanations that show results, indicate understanding, and communicate strategies.

Performance Level 2
Students at this level demonstrate gaps and misconceptions in grade-level content knowledge. They can solve problems that rely on previously learned routines that have been practiced extensively. Students at this level show evidence of solving problems that are based on recall or where a specific mathematical strategy is indicated. Explanations meant to show results, to indicate understanding or to communicate strategies are incomplete or absent.

Performance Level 1
Students at this level do not demonstrate knowledge of grade-level content. They use inappropriate strategies to solve problems. Explanations are often absent or are not relevant to the mathematical content, or restatements of the text.

The Delaware Performance Levels provide a description of what students should know and be able to do in mathematics at grades 2-10 as measured by the DSTP. The content summary is based on the Delaware Grade Level Expectations (GLEs). This is followed by a cognitive description of the performance on the Delaware Student Testing Program (DSTP) that differentiates *groups* of students at the five levels. Students at Performance Level 3 meet the standards for that grade. Students above Performance Level 3 exceed the standards and those below, need intervention.

Grade 7 Mathematics Content Summary

- **apply proportional reasoning to solve problems that involve unit rates, ratios, similar figures, scale factors and simple probability**
- **perform operations using integers and apply integers to a coordinate plane**
- **describe linear relationships in visual patterns, tables, graphs and equations**
- **use multiple representations to model the same situation (tables, graphs, and equations)**
- **use variables in representing situations, evaluating expressions, and solving equations**
- **make connections between perimeter/area and volume/surface area**
- **make connections and demonstrate the geometric relationships between two- and three- dimensional figures**
- **demonstrate and apply relationships between sides and angles of triangles and related two-dimensional figures**
- **construct and interpret displays of one- and two-variable data (scatter plot and stem-leaf plot)**

Grade 7 Performance Levels

Students in a particular level also demonstrate performance described in lower levels.

Performance Level 5
Students at this level expertly demonstrate knowledge of grade-level content. Students develop new approaches or use sophisticated strategies to successfully solve novel and complex problems. They skillfully communicate well-developed solutions that show evidence of insightful mathematical connections, judgment and planning.

Performance Level 4
Students at this level consistently demonstrate grade-level content knowledge. They apply their knowledge to analyze and solve a variety of problems including those that require multiple decisions, planning or those that are set in unfamiliar contexts. Students use mathematical language to clearly justify results and communicate understanding.

Performance Level 3
Students at this level demonstrate knowledge of grade-level content. Students can apply familiar math knowledge to solve problems that may require more than one step. They use effective sometimes informal strategies and reasoning to solve problems. They develop adequate explanations that show results, indicate understanding, and communicate strategies.

Performance Level 2
Students at this level demonstrate gaps and misconceptions in grade-level content knowledge. They can solve problems that rely on previously learned routines that have been practiced extensively. Students at this level show evidence of solving problems that are based on recall or where a specific mathematical strategy is indicated. Explanations meant to show results, to indicate understanding or to communicate strategies are incomplete or absent.

Performance Level 1
Students at this level do not demonstrate grade-level content knowledge. They use inappropriate strategies to solve problems. Explanations are often absent or are not relevant to the mathematical content, or restatements of the text.

The Delaware Performance Levels provide a description of what students should know and be able to do in mathematics at grades 2-10 as measured by the DSTP. The content summary is based on the Delaware Grade Level Expectations (GLEs). This is followed by a cognitive description of the performance on the Delaware Student Testing Program (DSTP) that differentiates *groups* of students at the five levels. Students at Performance Level 3 meet the standards for that grade. Students above Performance Level 3 exceed the standards and those below, need intervention.

Grade 8 Mathematics Content Summary

- **use exponential notation to represent whole numbers; express numbers in scientific notation**
- **apply proportional reasoning strategies to solve a variety of problems including those involving similar geometric figures**
- **operate with rational numbers including integers**
- **move flexibly between representations of situations involving linear relationships**
- **compare tables and graphs to identify functions as linear vs. non-linear**
- **create and solve equations based on situations that are linear**
- **use properties of pairs of angles found in parallel lines, intersecting lines, and polygons to find angle measures**
- **apply the Pythagorean relationship to solve problems involving right triangles**
- **solve problems involving surface area and volumes of various prisms**
- **construct displays of data and interpret trends in the graphs in order to make predictions**
- **compare single-variable sets of data using five-number summaries (box-and-whisker plots)**
- **create a sample space to determine the theoretical probability of an event and use it to make predictions**

<u>Grade 8 Performance Levels</u>

Students in a particular level also demonstrate performance described in lower levels.

Performance Level 5
Students at this level expertly demonstrate knowledge of grade-level content. Students develop new approaches or use sophisticated strategies to successfully solve novel and complex problems. They demonstrate fluency with symbolic and formal mathematical language and methods. They skillfully communicate well-developed solutions that show evidence of insightful mathematical connections, judgment and planning.

Performance Level 4
Students at this level consistently demonstrate grade-level content knowledge.
They apply their knowledge to analyze and solve a variety of problems including those that require multiple decisions or are set in unfamiliar contexts.
They show evidence of planning and demonstrate understanding of symbolic or formal mathematical language and methods. They clearly justify results and communicate understanding.

Performance Level 3
Students at this level demonstrate knowledge of grade-level content. Students can apply familiar math knowledge to solve problems that may require more than one step. They use effective, often informal, strategies and reasoning to solve problems. They develop adequate explanations that show results, indicate understanding, and communicate strategies.

Performance Level 2
Students at this level demonstrate gaps and misconceptions in grade-level content knowledge. They can solve problems that rely on previously learned routines that have been practiced extensively. They show evidence of solving problems that are based on recall or where a specific mathematical strategy is indicated. Explanations meant to show results, to indicate understanding or to communicate strategies are incomplete or absent.

Performance Level 1
Students at this level do not demonstrate knowledge of grade-level content. They use inappropriate strategies to solve problems. Explanations are often absent or are not relevant to the mathematical content, or restatements of the text.

The Delaware Performance Levels provide a description of what students should know and be able to do in mathematics at grades 2-10 as measured by the DSTP. The content summary is based on the Delaware Grade Level Expectations (GLEs). This is followed by a cognitive description of the performance on the Delaware Student Testing Program (DSTP) that differentiates *groups* of students at the five levels. Students at Performance Level 3 meet the standards for that grade. Students above Performance Level 3 exceed the standards and those below, need intervention.

Grade 9 Mathematics Content Summary

- **understand decimal approximations and different representations of very small and very large numbers including some/certain irrational numbers**
- **compare, order, estimate, and operate with real numbers including exponents and square roots**
- **classify functions and model situations that are linear or exponential by finding and using rates of change, graphs, tables and equations**
- **solve linear equations; identify solutions to systems of equations and inequalities**
- **demonstrate properties of the real number system and use them to evaluate expressions for given variables.**
- **given parameters, write an equation of the line**
- **solve problems involving surface area and volume of prisms and cylinders.**
- **verify algebraic concepts such as slope, parallelism, perpendicularity, and linear inequalities using the coordinate plane**
- **use measurement formulae, including the Pythagorean Theorem, and geometric properties to solve problems**
- **draw and support conclusions given statistical data**
- **determine sample spaces, compute and interpret probabilities of events, and find expected values**

Grade 9 Performance Levels

Students in a particular level also demonstrate performance described in lower levels.

Performance Level 5
Students at this level expertly demonstrate knowledge of grade-level content. Students develop new approaches or use sophisticated strategies to successfully solve novel and complex problems. They demonstrate fluency with symbolic and formal mathematical language and methods. They skillfully communicate well-developed solutions that show evidence of insightful mathematical connections, judgment and planning.

Performance Level 4
Students at this level consistently demonstrate grade-level content knowledge.
They apply their knowledge to analyze and solve a variety of problems including those that require multiple decisions or are set in unfamiliar contexts.
They show evidence of planning and demonstrate understanding of symbolic or formal mathematical language and methods. They clearly justify results and communicate understanding.

Performance Level 3
Students at this level demonstrate knowledge of grade-level content. Students can apply familiar math knowledge to solve problems that may require more than one step. They use effective, often informal, strategies and reasoning to solve problems. They develop adequate explanations that show results, indicate understanding, and communicate strategies.

Performance Level 2
Students at this level demonstrate gaps and misconceptions in grade-level content knowledge. They can solve problems that rely on previously learned routines that have been practiced extensively. They show evidence of solving problems that are based on recall or where a specific mathematical strategy is indicated. Explanations meant to show results, to indicate understanding or to communicate strategies are incomplete or absent.

Performance Level 1
Students at this level do not demonstrate knowledge of grade-level content. They use inappropriate strategies to solve problems. Explanations are often absent or are not relevant to the mathematical content, or restatements of the text.

The Delaware Performance Levels provide a description of what students should know and be able to do in mathematics at grades 2-10 as measured by the DSTP. The content summary is based on the Delaware Grade Level Expectations (GLEs). This is followed by a cognitive description of the performance on the Delaware Student Testing Program (DSTP) that differentiates *groups* of students at the five levels. Students at Performance Level 3 meet the standards for that grade. Students above Performance Level 3 exceed the standards and those below, need intervention.

Grade 10 Mathematics Content Summary

- **Demonstrate a comprehensive understanding of irrational numbers, absolute value, square roots, and exponents.**
- **Model and solve situations with exponential and quadratic functions, and systems of linear functions, by using tables, graphs or equations**
- **Represent situations with matrices and use matrix operations with the aid of technology to solve problems.**
- **Use partitioning and algebraic reasoning to solve area, volume, and surface area problems.**
- **Apply the Pythagorean Theorem including the distance formula to various situations.**
- **Apply right triangle trigonometry to solve problems.**
- **Classify polygons given properties and deduce properties given the polygon using coordinate and/or Euclidean geometry.**
- **Use angle relationships created by intersecting and parallel lines and properties of polygons to solve problems**
- **Understand how transformations affect functions, shapes, and data displays.**
- **Compute and interpret probabilities of independent and dependent events using permutations, combinations or counting techniques.**

Grade 10 Performance Levels

Students in a particular level also demonstrate performance described in lower levels.

Performance Level 5
Students at this level expertly demonstrate knowledge of grade-level content. Students develop new approaches or use sophisticated strategies to successfully solve novel and complex problems. They demonstrate fluency with symbolic and formal mathematical language and methods. They skillfully communicate well-developed solutions that show evidence of insightful mathematical connections, judgment and planning.

Performance Level 4
Students at this level consistently demonstrate grade-level content knowledge.
They apply their knowledge to analyze and solve a variety of problems including those that require multiple decisions or are set in unfamiliar contexts.
They show evidence of planning and demonstrate understanding of symbolic or formal mathematical language and methods. They clearly justify results and communicate understanding.

Performance Level 3
Students at this level demonstrate knowledge of grade-level content. Students can apply familiar math knowledge to solve problems that may require more than one step. They use effective, often informal, strategies and reasoning to solve problems. They develop adequate explanations that show results, indicate understanding, and communicate strategies.

Performance Level 2
Students at this level demonstrate gaps and misconceptions in grade-level content knowledge. They can solve problems that rely on previously learned routines that have been practiced extensively. They show evidence of solving problems that are based on recall or where a specific mathematical strategy is indicated. Explanations meant to show results, to indicate understanding or to communicate strategies are incomplete or absent.

Performance Level 1
Students at this level do not demonstrate knowledge of grade-level content. They use inappropriate strategies to solve problems. Explanations are often absent or are not relevant to the mathematical content, or restatements of the text.

Appendix F

Nomination Letter by Secretary of Education

May 23, 2005

TO: Chief School Officers

FROM: Valerie A. Woodruff
                    Secretary of Education

SUBJECT: Revisiting Performance Levels for the Delaware Student Testing Program
                    (DSTP)

In light of requirements of the federal No Child Left Behind legislation, beginning with the
March 2006 Delaware Student Testing Program (DSTP), five performance levels will be
reported for students in grade levels 3 through 10. This requirement necessitates moving from
three "progress bands" to five "performance levels" for grades 4, 6, 7, and 9.   Grade 2
students will continue to have state test results reported in three levels. This change provides
an opportunity to comprehensively review the performance levels for all grades assessed by
the DSTP to ensure consistency and coherency of the system in compliance with the federal
requirements.

We are seeking qualified educators and other interested individuals to participate in the panels
to revisit the performance level achievement standards for the DSTP. These meetings will
involve a review or "revisiting" of the test scores needed to achieve each performance level in
the DSTP. The Department of Education will first conduct meetings on July 12 and 13, 2005
to review the current performance levels for reading and mathematics for the existing
accountability grades (3, 5, 8, and 10). Then, meetings will be held on August 2 and 3, 2005
to review the proposed performance levels for grades 2, 4, 6, 7, and 9. Meetings will also be
held on August 2 and 3 to review the current performance levels for writing for grades 3
through 10.

Each panel will be comprised of about 25 members. The majority of panel members will be
educators with classroom teaching experience and expertise in the content areas represented.
Higher education personnel and community members will also be represented on the panels. The
panels will meet at the Terry Campus of Delaware Technical and Community College in Dover.
Each session will take two days and will include training. Panel members who are selected as
"table leaders" will be asked to attend an additional half-day training session prior to the panel
meetings. Teachers and non-state employees will receive an honorarium of $270 for their two-day
participation. It is critical that all nominees agree to participate for the full sessions.

Chief School Officers

To do a fair and meaningful comprehensive review of the performance level achievement standards for the DSTP, it is crucial to have representative and diverse panels of educators and community members. Thus, I am requesting that you nominate, from your district, up to SIX English language arts teachers/specialists (FOUR for reading and TWO for writing), FOUR mathematics teachers/specialists, and ONE district or school administrator. For both the July and August panels, these teachers/specialists should be selected to represent the various grade levels at elementary, middle, and high school. Please consider nominees that have experience with special and diverse populations, e.g., students with disabilities and English language learners.

Please ask each nominee to complete an enclosed nomination form and return it in the envelope provided by **June 10, 2005**. The Assessment and Analysis Work Group will communicate directly with the nominees, informing them of their selection status. Details of the review process will be sent to those selected to serve on one of the panels a few days prior to the meetings. You will receive a list of the panel members selected.

I appreciate your support of the important task of revisiting the performance level achievement standards for the DSTP and anticipate that the experience will be an informative and rewarding one for all participants. If you have questions, please contact Wendy Roberts, Director, Assessment and Analysis, at (302) 735-4090 or via e-mail, wroberts@doe.k12.de.us.

Thank you for your assistance with this important project.

Attachment
cc: District Test Coordinators
       Curriculum Cadre
       Nancy Wilson
       Martha Brooks
       Robin Taylor
       Wendy B. Roberts

Delaware Student Testing Program
Revisiting Performance Levels
July and August, 2005
Nomination Form

This information will be used only for selecting panel members for the process of revisiting the DSTP performance levels. Please type or print clearly. All nominations must be submitted by mail or FAX (302-739-3092) on or before **Friday, June 10, 2005**.

> **Revisiting Performance Levels–Grades 3, 5, 8, 10 (reading & mathematics)** – Tuesday & Wednesday, July 12-13, 2005
> **Reviewing Performance Levels–Grades 2, 4, 6, 7, 9 (reading & mathematics)** – Tuesday & Wednesday, August 2-3, 2005
> **Revisiting Performance Levels–Grades 3 through 10 (writing)** – Tuesday & Wednesday, August 2-3, 2005

___ Dr.   ___ Mr.   ___ Mrs.   ___ Ms.

Name of Nominee: _____
First   Middle Initial   Last

E-mail address (if applicable): _____

Social Security Number (to be used for payment purposes):_____

Current Position and/or Affiliation: _____

Work Address: _____

Home Address: _____

Phone Number(s)   Home: _____   Work: _____

Gender: [ ] *Male*   [ ] *Female*

Race: [ ] *African-American*   [ ] *Asian*   [ ] *Caucasian*   [ ] *Hispanic*
        [ ] *Native American/Alaskan*   [ ] *Other*

Panel(s) Nominated For: [ ] English language arts - reading, grades 3, 5, 8, 10
                                 [ ] English language arts - reading, grades 2, 4, 6, 7, 9
                                 [ ] English language arts - writing, grades 3 through 10

                                 [ ] Mathematics, grades 3, 5, 8, 10
                                 [ ] Mathematics, grades 2, 4, 6, 7, and 9

Which group (e.g., district, organization) will you represent for the standard setting process?
_____

Please answer the following questions if you are a teacher/administrator.
          District: _____
          School: _____

Subject Area(s) and Grade(s) Taught: _____

Years of Teaching Experience: _____

Experience with special populations (students with disabilities and/or English language learners): _____

Please return on or before June 10, 2005 to:
Wendy B. Roberts, Assessment and Analysis,
Department of Education, 401 Federal Street, Suite 2, Dover, DE 19901-3639

Appendix G
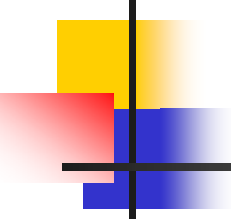
Opening Presentation for the July Review Workshop
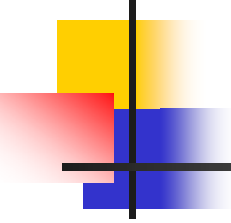
by Valerie Woodruff
and
Wendy Roberts

Delaware Department of Education
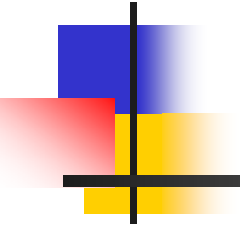
Delaware Student Testing Program
Revisiting Performance Level Cut Scores
July 11-13, 2005

- Welcome

- Introductions
  - Department of Education Staff
  - Project Consultants/Facilitators

- Background of Project

- Delaware's Educational Policy

- Purpose of the Meeting

Standards-Based Reform

- Early 1990's - development began on Delaware content standards in core academic subjects
  - English Language Arts, Mathematics
  - Science & Social Studies
  - Involved educators, parents, business community

- 1995 Delaware State Board of Education approved these content standards

History and Context - DSTP

- Based on Delaware Content Standards adopted in 1995

- First administration DSTP in 1998

History and Context - DSTP

- Performance Levels for DSTP set in 1999
  - Grades 3, 5, 8, 10 Reading, Writing, Math

- Since 2000 students have also been tested in science and social studies
  - grades 4 & 6 (fall)
  - grades 8 & 11 (spring)

- Since 2002 "off-grade" DSTP
  - Grades 2, 4, 6, 7, 9 Reading, Writing, Math

DSTP Performance Levels Grades 3, 5, 8, 10

- Five Performance Levels – Reading and Mathematics

  - Level 5   Distinguished
  - Level 4   Exceeds the Standard
  - Level 3   Meets the Standard
  - Level 2   Below the Standard
  - Level 1   Well Below the Standard

DSTP Progress Categories Grades 2, 4, 6, 7, and 9

- Three Progress Categories – Reading & Mathematics

    - **Satisfactory**
    - **Progress warning**
    - **Unsatisfactory**

Test Design and Development

- ## DSTP Reading and Math

  - ### Stanford Achievement Test - Abbreviated (about 1/3 of points on test)

  - ### Delaware Developed Items (combination of item types – multiple choice, short answer, extended response questions)

Test Design and Development

- Reading
  - Reading passages, followed by multiple choice, short answer and extended response questions

- Mathematics
  - Multiple choice, short answer, and extended response questions (no extended response questions at grades 2 & 3)

Delaware Student Testing Program
Item Types by Content Area

Content Areas	Multiple Choice	Brief Constructed Response	Extended Constructed Response
English Language Arts— Reading	66%	15%	19%
Mathematics	64%	21%	15%
Science	47%	53%	
Social Studies	41%	59%	

English Language Arts— Writing		
	Stand-Alone Prompt	67%
	Text-Based Prompt	33%

- Content Group Leaders

- Table Facilitators

- Test Materials and Security
  - Non-Disclosure Forms
  - Comment Sheets

- Evaluation Survey

Appendix H

Agenda for the July Review Workshop

Agenda

DSTP Cut Scores Review Workshop in Reading and Mathematics
Room 427, Conference Center
Delaware Technical and Community – Terry Campus
Dover, Delaware; July 11, 2005

Pre-Meeting (9:30 – 12:00)

Welcome (Wendy)

A quick review of the preparation for the workshop (9:30-10:30)

- Packages and review materials (Liru)
- Room arrangement and test security issues (Liru)
- Agenda and process (Dan)
- General training materials (Dan)
- Question/answer and issues

Break (10:30 – 11:00)

GLEs and PLDs (11:00 – 12:30)

- Identify content-related issues in the review process
- Sub-group discussion by content
  Reading: Dan, Alan, Jerry, Denise, and Juley
  Mathematics: Howard, Diana, Jan, and Mary

Lunch (12:30 – 1:15)

Training for Table Facilitators (1:30 – 4:30)

Welcome (Wendy)
Packages, review materials, and test security issues (Liru)

General Training (Dan)

- Agenda and process
- Role and responsibilities
- Ordered item test booklet

Content-related Training on GLEs and PLDs (Denise and Diana)

Agenda

Revisiting DSTP Cut Scores in Reading and Mathematics
Room 724, Educational Testing Building
Delaware Technical and Community – Terry Campus
Dover, Delaware; July 12-13, 2005

July 12 (Tuesday)

Breakfast and registration	8:00 – 8:30

Introduction   8:30 – 9:15

- Welcome and introduction (*Valerie Woodruff*)
- Overview of Delaware Student Testing Program (*Wendy Roberts*)
- Test materials and security

General Training (*Dan Lewis*)   9:15 – 10:00

- Objectives and methodology
- Consistency of cut scores
- Review of current cross-grade performance patterns in reading and mathematics
- Brief discussion of current pattern and disparity across content areas
- Overview of agenda and process
- Identify Content Group Leaders and Table Facilitators

Coffee break   10:00 -10:15

Content Training   10:15 – 12:00

- Distribution of test booklets (*10:15 – 11:15*)
- Review the 2005 DSTP test
- Read/Review Grade Level Expectations (*11:15 – 12:00*)
- Read/Review Performance Level Descriptors

Lunch   12:00 – 12:45

Content Training   12:45 – 1:15

- Training on Grade Level Expectations and Performance Level Descriptors
  (*Denise Weiner for reading; Diana Roscoe for mathematics*)
- Brief discussion of Grade Level Expectations
- Discussion of Performance Level Descriptors

Study the Ordered Item Test Booklets 1:45 – 4:30

- Training on ordered item test booklet (*Dan Lewis*)
  (a) How to use the ordered item test booklets
  (b) Bookmark procedure
  (c) Examples

- Review Ordered Item Test Booklets
  (Room 725 for mathematics; Rooms A-D for reading)
  (a) Review ordered item test booklets
  (b) Review rubrics and anchor papers as necessary

- Discussion
  (a) What does each item measure?
  (b) Why is an item harder than the items preceding it?
  (c) How does the item align to the related GLEs and PLDs?

Adjourn

July 13 (Wednesday)

Breakfast and registration 8:00 – 8:30

Review DSTP Cut Scores* 8:30 – 11:30

- Review the existing within-grade "Meets the Standard" bookmark in the context of consistency with GLEs and PLDs
- Review the existing cross-grade "Meets the Standard" bookmarks in the context of consistency with GLEs and PLDs
- Identify the cross-grade performance patterns in the context of consistency with GLEs and PLDs

Lunch *11:30 – 12:30*

Review DSTP Cut scores (continued) 12:30 – 2:00

- Review the existing within-grade "Exceeds the Standard" bookmark in the context of consistency with GLEs and PLDs
- Review the existing cross-grade "Exceeds the Standard" bookmarks in the context of consistency with GLEs and PLDs
- Identify the cross-grade performance patterns in the context of consistency with GLEs and PLDs

Review DSTP Cut scores (continued)   2:00 – 3:00

- Review the exiting within-grade "Below the Standard" bookmark in the context of consistency with GLEs and PLDs
- Review the existing cross-grade "Below the Standard" bookmarks in the context of consistency with GLEs and PLDs
- Identify the cross-grade performance patterns in the context of consistency with GLEs and PLDs

Review DSTP Cut scores (continued)   3:00 – 4:00

- Review the exiting within-grade "Distinguished" bookmark in the context of consistency with GLEs and PLDs
- Review the existing cross-grade "Distinguished" bookmarks in the context of consistency with GLEs and PLDs
- Identify the cross-grade performance patterns in the context of consistency with GLEs and PLDs

Prepare to Adjourn   4:00 – 4:30

- Collection of secured materials
- Complete the Evaluation Form
- Complete the Comment Sheets

Adjourn

* The coffee break will be set by the Content Group Leader.

Agenda

DSTP Cut Scores Review Workshop in Reading and Mathematics
Room 427, Conference Center
Delaware Technical and Community – Terry Campus
Dover, Delaware; July 14, 2005

Breakfast and registration   9:00 – 9:30

Brief Summary of the Cut scores Review Meeting   9:30 – 12:00

- Review adjusted cut scores by the panels
- Review impact data
- Discuss issues and concerns
- Smooth the cut scores across grades and between the content areas
- Recommendations

Lunch   *12:00 – 1:00*

Planning for the August Meeting   1:00 – 3:30

- Approaches for setting cut scores for grades 2, 4, 6, 7, and 9
- Review proposed cut scores and timeline
- Process for reviewing cut scores in writing
- Plan for the August meeting
- Set conference calls
- Report to the TAC

Appendix I

General Training on the July Review Workshop

Cut Score are set on the test scale

Students Well Below the Standard

Students Below the Standard

Students who Meet the Standard

Students who Exceed the Standards

Distinguished Students

Below the Standard Cut Score

Meets the Standard Cut Score

Exceeds the Standard Cut Score

Distinguished Cut Score
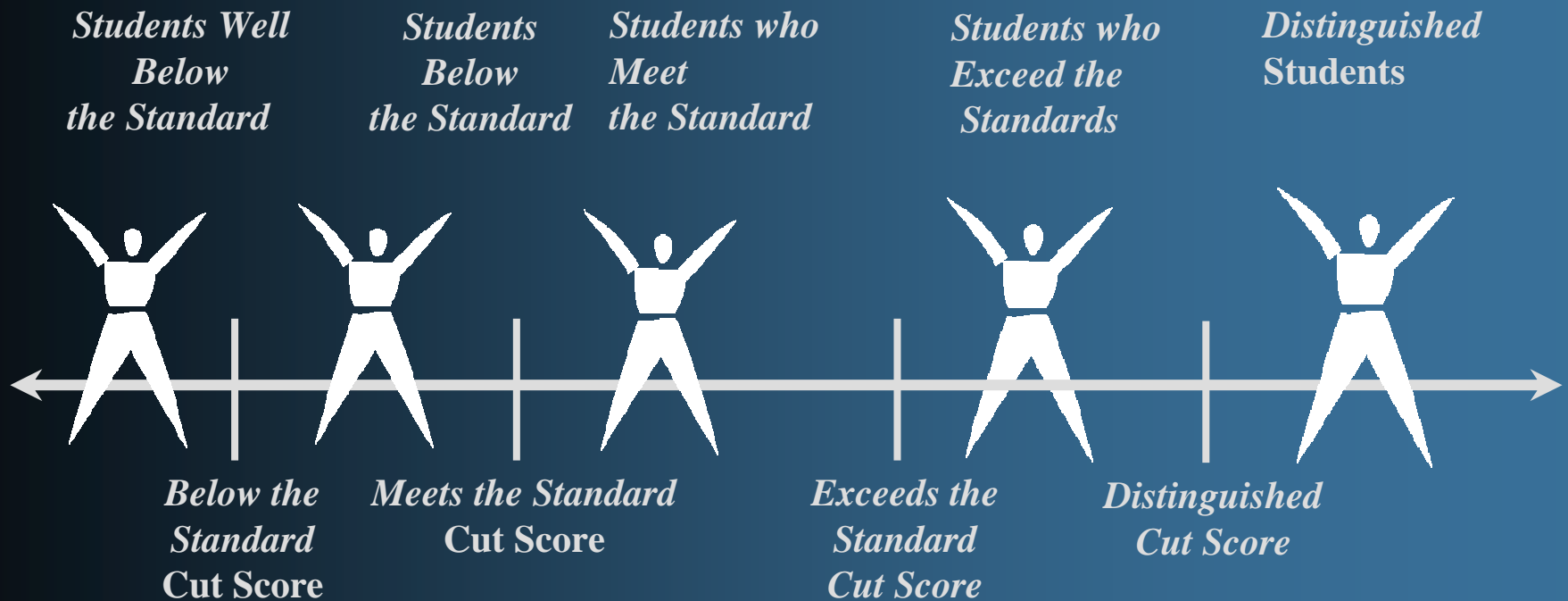
DSTP Scale

Why Review Performance Level Cut scores?

➤ Performance Level Cut scores exist for
  ➤ Reading and Math in Grades 3, 5, 8, and 10

➤ "It is appropriate to periodically review the content standards and the assessments as well as the performance levels established for said assessments." Governor's Executive Order 54

➤ The Department will "convene panels of educators and members of community to review cut points for both reading and mathematics at grades 3, 5, 8, and 10 in summer 2005" and "use performance levels based on new cut scores in Spring 2006 for student, school, district and school accountability" (Woodruff, 2004).

Cut Scores Set under
the Benchmark Grade Testing Paradigm

➢ Under the benchmark grade testing paradigm, standard setting tended to be a grade by grade activity

➢ a lack of guiding policy and accepted methodology yielded only moderately successful efforts to foster consistency across the grades (Lewis; 2001, 2002)

Enter the Contiguous Grade Testing Paradigm

No Child Left Behind

NCLB Gives Cause to Bring Consistency to Cutscores

- NCLB introduced new tested grades and new stakes

- New Tests (e.g., Grades 2, 4, 6, 7, 9) → New Cutscores

- Existing Tests (e.g., Grades 3, 5, 8, 10) + New Stakes → Consider New Cutscores

- "(a)lthough many states have established performance standards,…, the standards were set unaware that they would be used to determine [NCLB] AYP objectives or that substantial sanctions would be associated with failure to meet AYP targets." Linn, et. al. (2002)

- "(t)he stakes associated with the performance levels must be clearly identified prior to a standard setting. The consequences of placing or not placing in a given performance level have a strong effect on standard setting participants' judgments." Lewis (2001)

Inconsistent Standards Send Inconsistent Messages

- Students see a confused relationship between effort and results when they bounce between performance levels

- Teachers may prescribe instruction based on the assumption that the student is on track toward proficiency.

- Parents may question a testing program when performance level is a function of grade rather than achievement.

- The public may question the schools and educational system because of disparities in success from grade to grade.

Interpretation of Cutscore Performance Level Patterns

Approximately the Same Percent of Students Across-Grades:
> Students who are deemed proficient at a given grade are prepared to meet the challenges of the next grade and on average they do

Decreasing with Grade:
- The bar is being raised each year and students are not able to meet the higher expectations of the subsequent grade.
- The nature of the domain changes across grades and with it, students' abilities to meet the goals of the grade.
- Teachers specialize in upper grades as content area experts and may have higher expectations.
- Elementary teachers may be more student centered, hesitating to label younger students as "less than proficient."

Increasing with Grade
- Through longitudinal observation, teachers and parents are better able to provide customized educational opportunities to accelerate success.
- A higher bar is set at the lower grades to support preparation for more challenging material in subsequent grades.

Components of Delaware's Standards Based Assessment Program

- <u>Content standards</u> describe what students should know and be able to do

  - Delaware has had content standards in Reading & Mathematics.

  - Content Standards are written for grade groups (K-3, 4-5, 6-8, 9-12)

  - These will remain unchanged

- <u>Grade Level Expectations</u> (GLEs) extend the content standards to the knowledge, skills, and abilities that should be held by students at each grade level (as opposed to grade groups)

  - GLEs are newly developed in 2005

  - Additional refinement to GLEs may occur in the future

Components of Delaware's Standards Based Assessment Program

➢ <u>Performance Level Descriptors</u> (PLDs) extend the Grade Level Expectations to the knowledge, skills, and abilities that should be held by students at each Performance Level within each grade

  ➢ PLDs are newly developed in 2005

  ➢ Additional refinement to PLDs will probably occur in the future

  ➢ Use the PLDs to guide your judgments but not to fully restrict them; your judgments will in part be used to modify the PLDs

➢ <u>Performance Standards</u>, or cut scores, extend the PLDs to the test scale by making judgments about expected performance on the test for students in each performance level

Performance Level Cut Score Review
What does it mean to review the cut scores?

➢ Current cut scores were set by judges like yourselves in 1999

➢ Their judgments should be honored; however changes may be made, if necessary, to achieve alignment

➢ We will review the cut scores to support:

  ➢ Alignment between the performance standards (cut scores) and Grade Level Expectations

  ➢ Alignment between the performance standards and Performance Level Descriptors

  ➢ Alignment between the performance standards across grades (percent of students in each PL is coherent across grades)

Reading: 2005 Across-Grade Performance Level Patterns

	3	5	8	10
Meets the Standard	18	19	25	32
Exceeds the Standard	72	78	88	94

% below PL
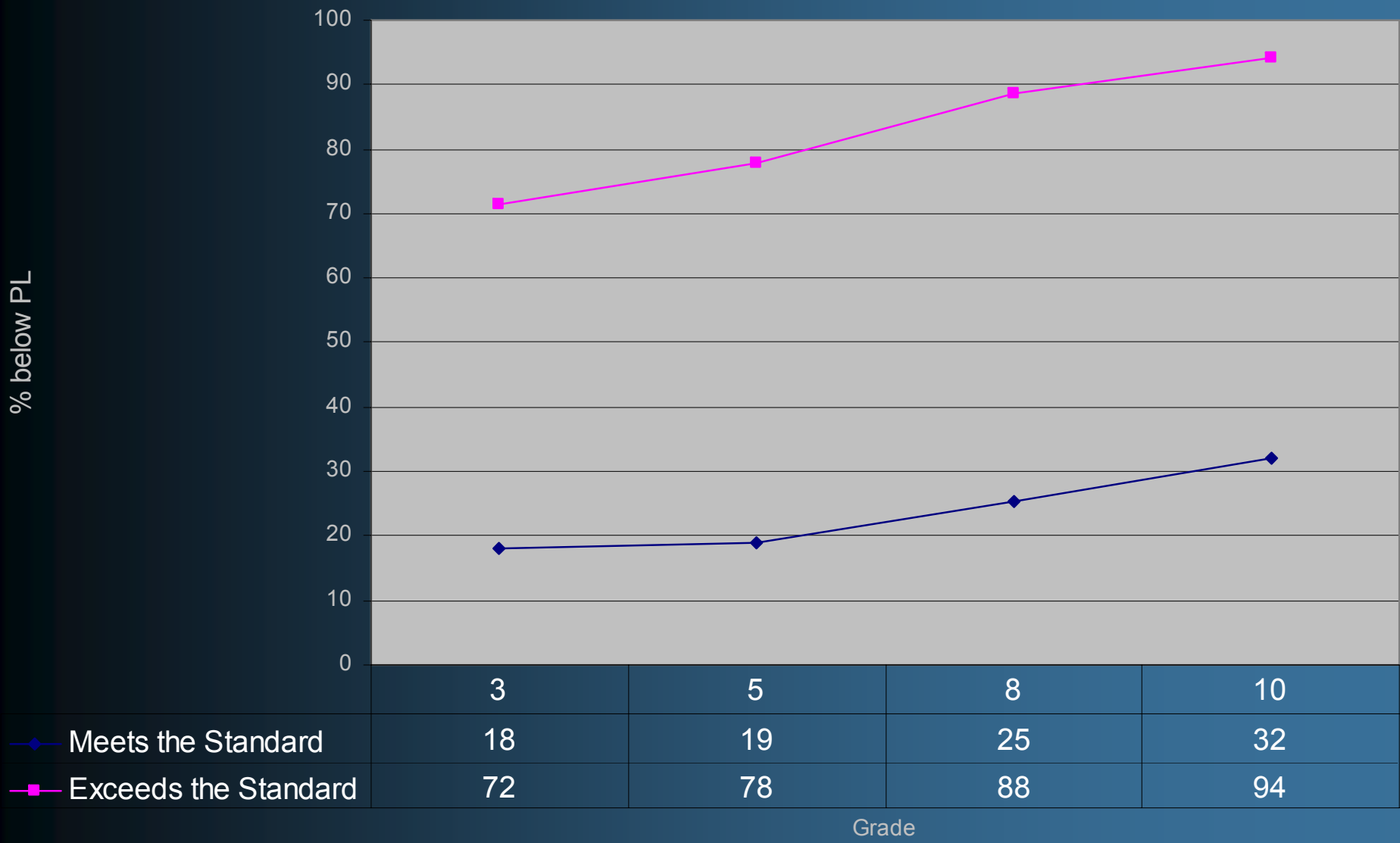
Grade

What do we mean by alignment between the performance standards across the grades?

- Data and across grade trends should reflect reality. Consider

  - The state content standards

  - Grade level expectations

  - Performance level descriptors

  - How the realities of the state of the standards and the students moderate these factors

    - Differential implementation of the standards in curriculum
    - Student motivation

Math: 2005 Across-Grade Performance Level Patterns
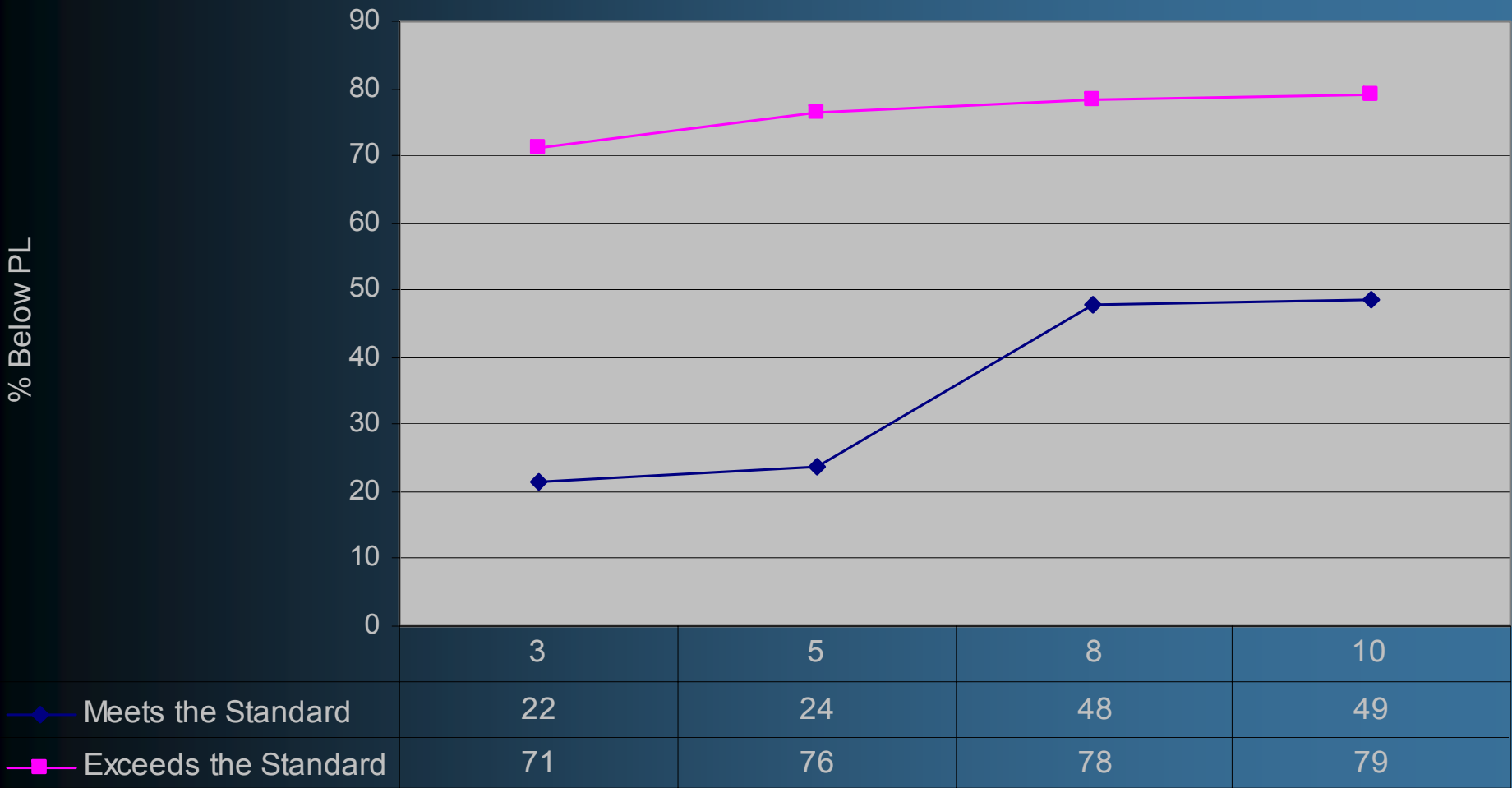
	3	5	8	10
Meets the Standard	22	24	48	49
Exceeds the Standard	71	76	78	79

Target Student for whom we set the cut score: The Just Meets the Standard Student

> We want to consider the required knowledge, skills, and abilities of the student who Just Barely Meets the Standard
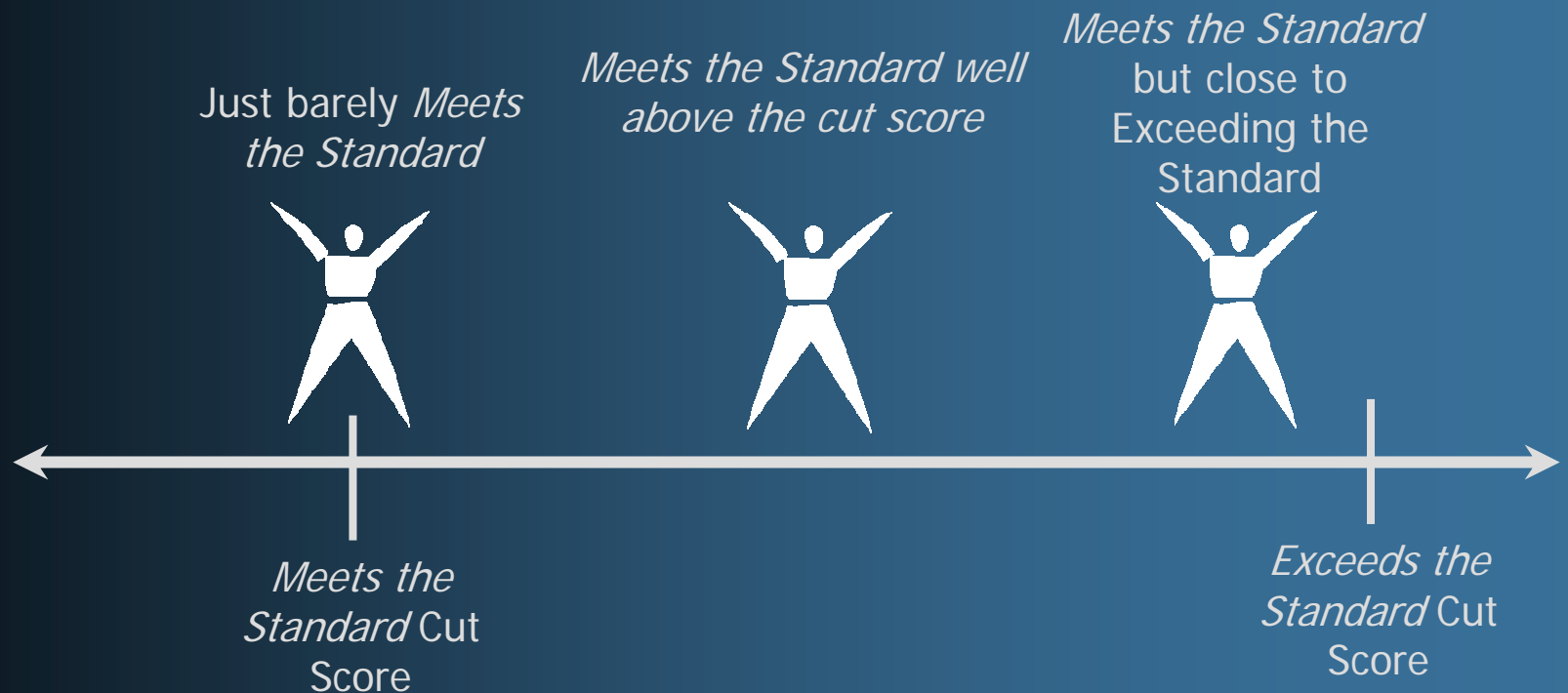
Committee Roles

- Content Area Group Leader

- Content Expert

- Grade Group Facilitator

- Participants

- DOE

Across-Grade Cut Score Review Committee

Grade 3

Grade 5

Grade 8

Grade 10

Agenda: Day 1

- Review the 2005 test form

- Review Grade Level Expectations

- Review Performance Level Descriptors

- Review current cut scores and expectations for mastery on the test using ordered item booklets

  - Study items in order of difficulty

    - What skills does each item measure?
    - What contributes to item difficulty?
    - Is the item aligned to the appropriate PL?

  - Secure Materials Collection

Agenda: Day 2

➢ Review, Discussion, and Recommendations for "Meets" Cut Scores in the context of

    ➢ alignment with GLEs

    ➢ alignment with PLDs

    ➢ across-grade consistency

➢ Review, Discussion, and Recommendations for "Exceeds" Cut Scores

➢ Review, Discussion, and Recommendations for "Below the Standard" Cut Scores

➢ Review, Discussion, and Recommendations for "Distinguished" Cut Scores

➢ Secure Materials Collection

Appendix J

Content-Related Training for Reading (July Workshop)

Demystifiying
Grade Level Expectations
and Performance Level
Descriptors

In the beginning…

- New Directions English Language Arts Curriculum Framework Content Standards

Content Standards in Reading

- **Standard Two**: Students will construct, examine and extend the meaning of literary, informative and technical texts through listening, reading and viewing.

- **Standard Four**: Students will use literary knowledge accessed through print and visual media to connect self to society and culture.

Performance Indicators

- Articulated the standards

- Established end of cluster expectations for grades K-3, 4-5, 6-8, and 9-10.

Grade Level Expectations

- February, 2005 the Curriculum Branch at DOE was charged with writing Grade Level Expectations for all grades

- These Grade Level Expectations built on the framework established by our standards and end of cluster performance indicators, more fully articulating expectations at each grade level.

Delaware Reading Grade Level Expectations
For Grades K–12

The first row of each table identifies the specific content standard addressed.

The numbers indicate the standard and the performance indicator for identified grades.

The second row of each table identifies the specific performance indicator related to the standard. Bolded phrases emphasize the specific intent of the indicator.

Enduring Understandings as defined by *Understanding by Design.*

Standard 2 Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.

2.4g (2-8) 2.3g (9-12) Performance Indicator: Students will be able to demonstrate an overall understanding of printed texts by (g) **comparing information between and within texts.**

Enduring Understandings: 1. Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the "surface" of the text to find the meaning. 2. Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. Understanding a text's structure helps a reader better understand its meaning.

By the end of **Grade 5**, using 5th grade or higher texts, students know and are able to do everything required in previous grades and:	By the end of **Grade 6**, using 6th grade or higher texts, students know and are able to do everything required in previous grades and:	By the end of **Grade 7**, using 7th grade or higher texts, students know and are able to do everything required in previous grades and:	By the end of **Grade 8**, using 8th grade or higher texts, students know and are able to do everything required in previous grades and:	By the end of **Grades 9 & 10**, using 9th/10th grade level or higher texts, students know and are able to do everything required in previous grades and:	By the end of **Grades 11 & 12**, using 11th/12th grade or higher texts, students know and are able to do everything required in previous grades and:
• <u>Compare relevant</u> similarities and/or differences in ideas, viewpoints, or **characters** within a single text • <u>Compare relevant</u> similarities and/or differences in ideas, viewpoints, purposes, **plots, settings**, or **characters** in one text with those in another • Describe changes in **characters** (e.g., change in attitude, situation)	• Compare relevant similarities and/or differences in ideas, viewpoints, or **characters** within a single text • Compare relevant similarities and/or differences in ideas, viewpoints, purposes, **plots, settings**, or **characters** <u>presented in two or more texts</u> • Describe changes in **characters** (e.g., change in attitude, situation)	• Compare relevant similarities and/or differences in ideas, viewpoints, or **characters** within a single text • Compare relevant similarities and/or differences in ideas, viewpoints, purposes, **plots, settings**, or **characters** presented in two or more texts • <u>Analyze changes in</u> **<u>characters</u>** (e.g., change in attitude, situation)	• <u>Compare subtle but relevant</u> similarities and/or differences in ideas, viewpoints, or characters within a single text • <u>Compare subtle but relevant similarities</u> and/or differences in ideas, viewpoints, purposes, **plots, settings, or characters** presented in two or more texts • Analyze <u>subtle</u> changes in **characters** (e.g., change in attitude, situation)	• Compare subtle but relevant similarities and/or differences in ideas, viewpoints, or characters within a single text • Compare subtle but relevant similarities and/or differences in ideas, viewpoints, purposes, **plots, settings, or characters** presented in two or more texts • Analyze subtle changes in **characters** (e.g., change in attitude, situation)	• Compare subtle but relevant similarities and/or differences in ideas, viewpoints, or characters within a single text • Compare subtle but relevant similarities and/or differences in ideas, viewpoints, purposes, **plots, settings, or characters** presented in two or more texts • Analyze subtle changes in **characters** (e.g., change in attitude, situation)

Identifies specific grade level.

Bolded words are words that will be defined in the Glossary of Terms.

Differences between grade levels and new material introduced are <u>underlined</u>.

Overriding Statements
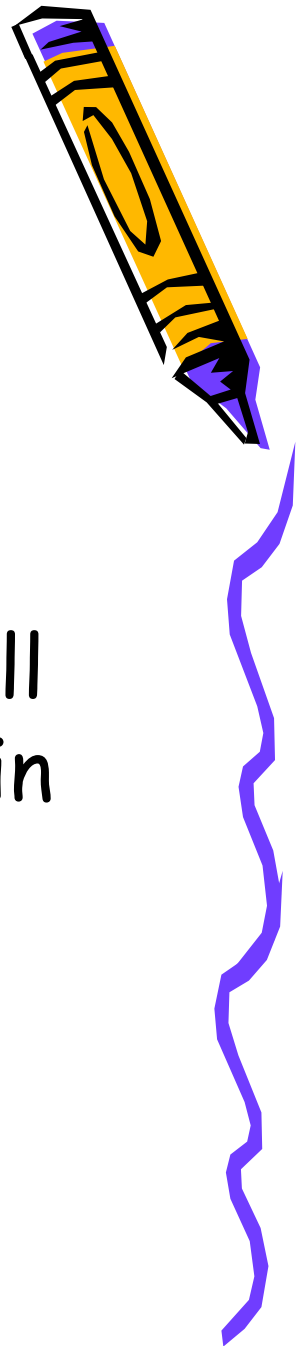
- By the end of Grade 8, using 8th grade or higher texts, students will be able to do everything required in the previous grades and:

Some Thoughts About Reading

- Reading is recursive...
  Prior to Reading-During Reading-After Reading Chart

- The variable that changes across grade levels is the complexity of text

- We want students to **construct**, **examine** and **extend** the meaning of literary, informative and technical texts through reading at all grade levels

Performance Level Descriptors

- Original Performance Level Descriptors were generic:
  - "Meets the Performance Standard (Level 3): A student's performance in the tested domain indicates an understanding of fundamental skills and knowledge articulated in the Delaware Content Standards. Students in this category show mastery of the Delaware Content Standards at grade level. Student performance in this range can be classified as good."

- In June 2005, teacher committees helped to develop subject specific Performance Level Descriptors for each grade using the Grade Level Expectations

Performance Level Descriptors
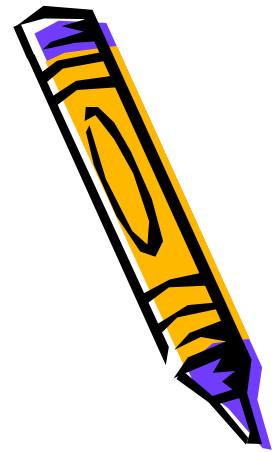
- Overriding Statements at each Performance Level

    - A. When using **grade appropriate text**, a student who performs at this level:

    - B. When using **grade appropriate literary text**, a student who performs at this level:

    - C. When using **grade appropriate informative and technical text**, a student who performs at this level:
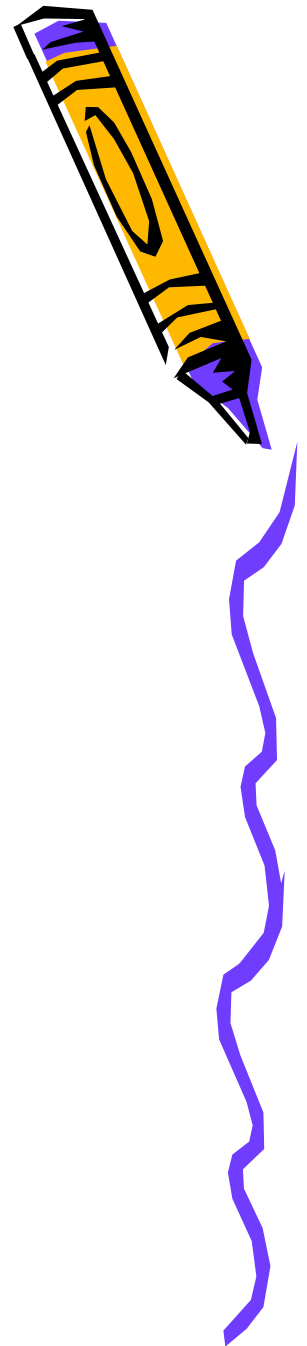
Differentiation Between Levels
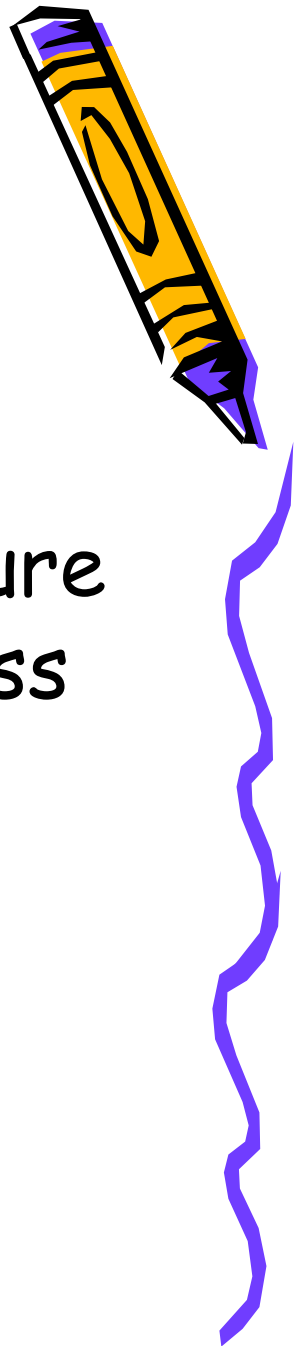
- Qualifying words are used to capture a student's proficiency and progress towards meeting the standard at each level
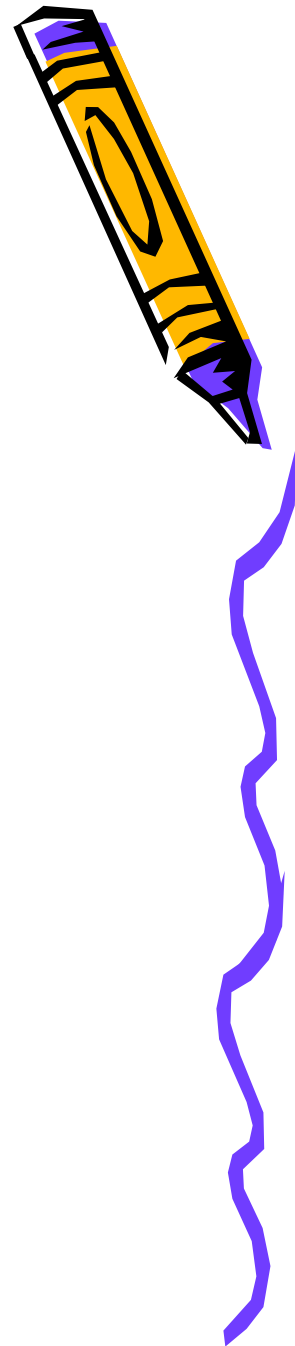
Complexity of Text

- Read the four passages

- Which story is Grade 3? Grade 5? Grade 8? Grade 10?

- How could you tell?

Complexity of Text

- Characters
- Setting
- Plots/Situations
- Subjects
- Lessons/Morals/Ideas/Themes

Complexity of Text
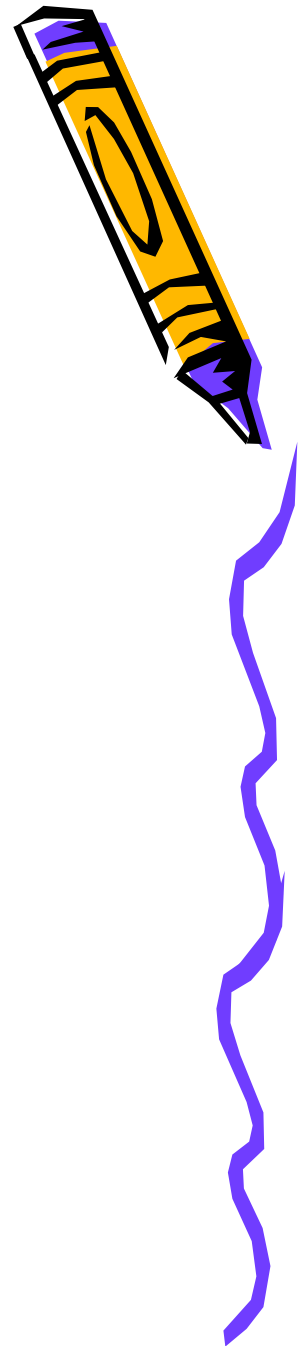
- Concrete to Abstract Concepts
- Familiar to Recognizable to Unfamiliar to Distant
- Background Knowledge Required
- Single to Multiple Elements

DSTP – Reading Items "My Journals"
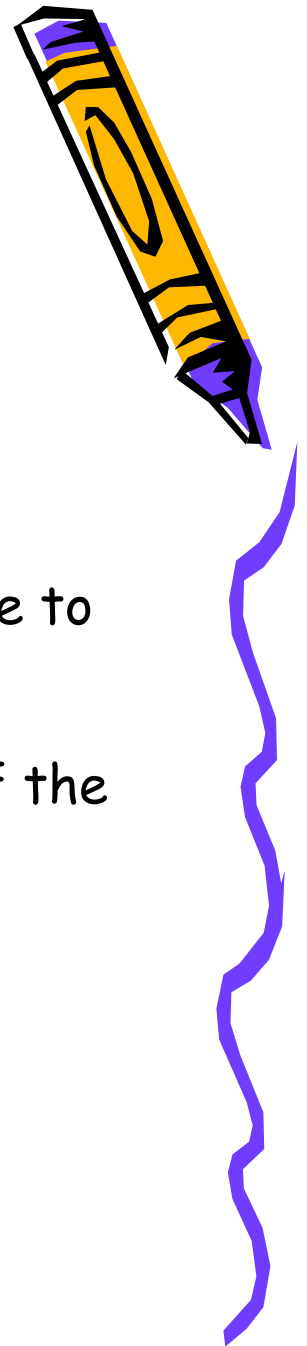
- Read the five anchor papers

- Arrange the papers in order from the weakest response to the strongest response

- What observations can be made based on the quality of the response?

- What distinguishes each paper from the ones that are adjacent to it?

DSTP – Reading & Performance Level Descriptors
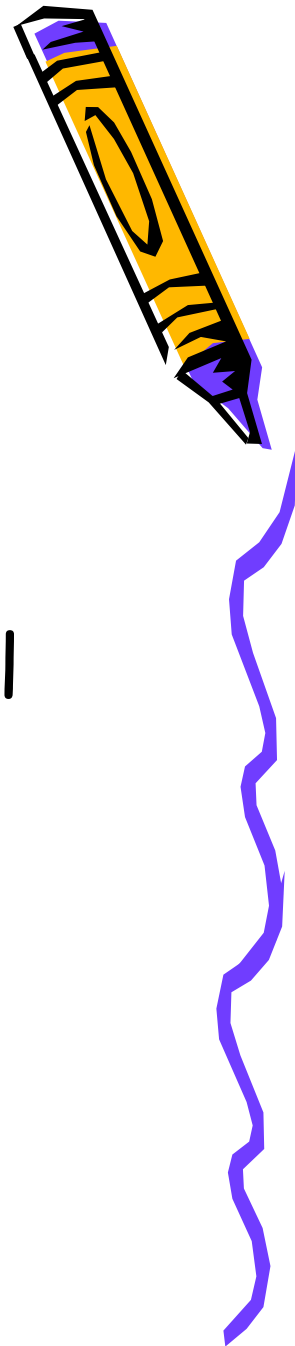
- Now compare the anchor papers reviewed to the Performance Level Descriptors

- What do you notice?

DSTP – Reading Types of Items
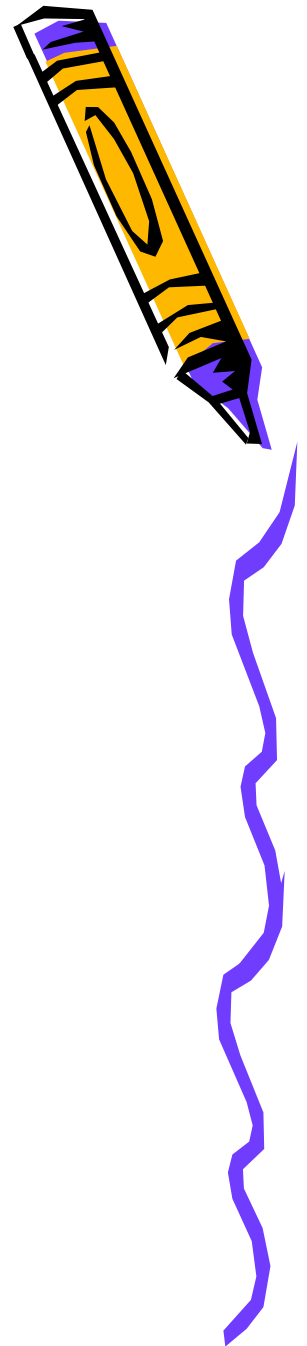
- Multiple Choice

- Short Answer

- Extended Response

DSTP – Reading
Multiple Choice Items
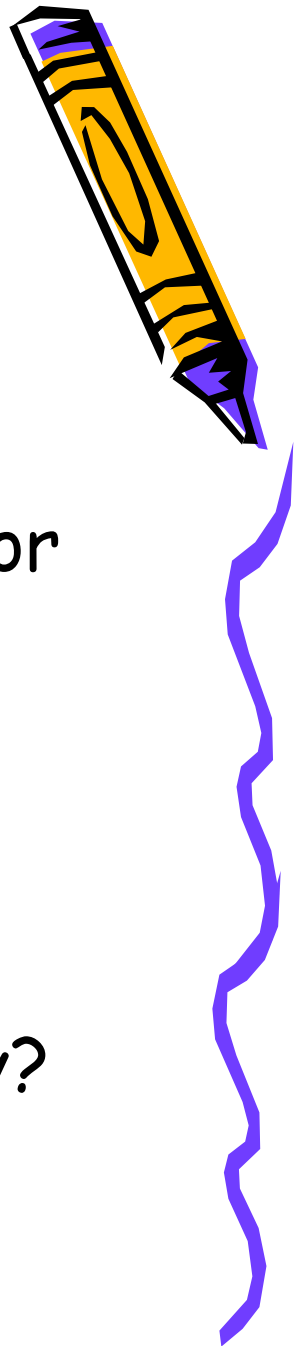
- Look at the two multiple choice items for "Letters to Grandpa" & "My Journals"

- Which one is easier?

- What makes an item challenging or easy?

Questions????
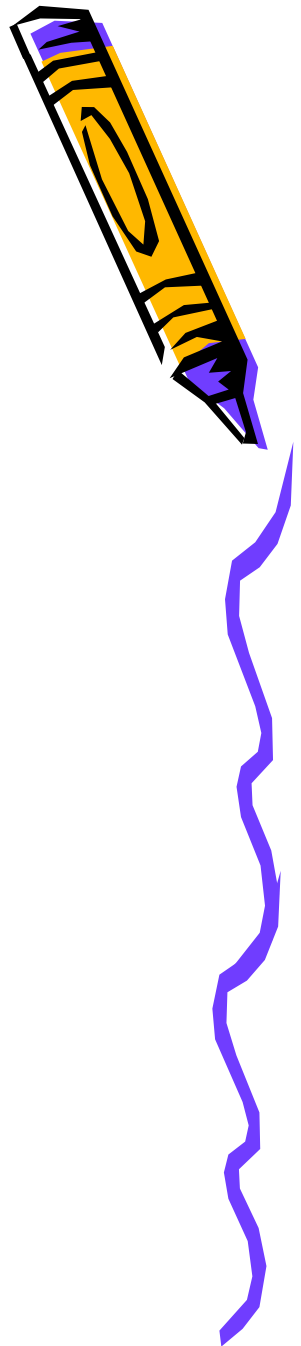
Thank you!
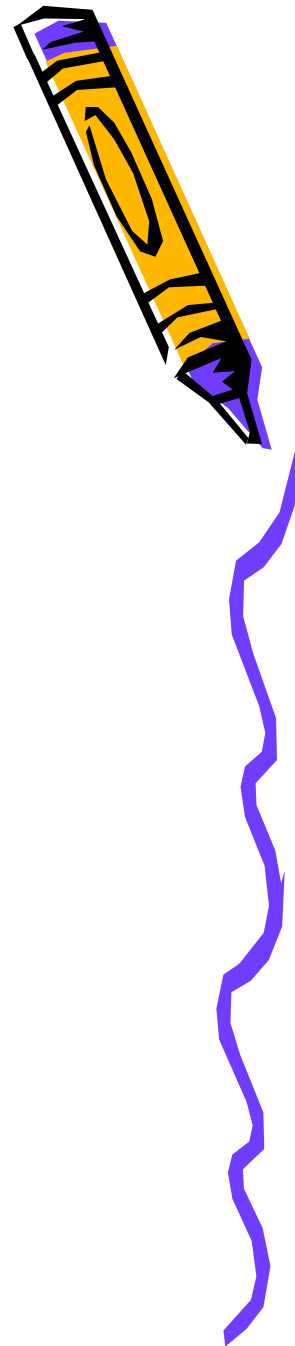
Appendix K

Content-Related Training for Mathematics (July Workshop)
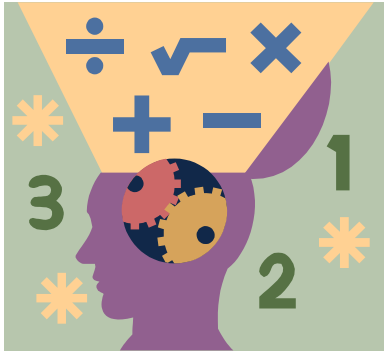
Using the Mathematics Performance Levels for Grades 2-10 to Review the DSTP Cut Scores
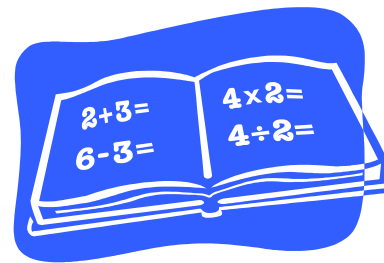
July 11-13, 2005

Process for developing the Performance Level Descriptors (PLDs)

- COLLECTED and REVIEWED Performance Level Descriptions form other STATES
- DEVELOPED and INTEGRATED VOCABULARY for the 5 LEVELS with ELA
- WROTE A GENERAL DESCRIPTION FOR LEVEL 3-THEN MODIFIED FOR OTHER LEVELS.
- WROTE CONTENT SPECIFICS FOR GRADES 3, 6, AND 9 FOR LEVEL 3 USING THE GLES
  - MODIFIED CONTENT SPECIFICS FOR OTHER LEVELS USING THE GLES.

- EXAMINED THE ASSESSMENTS FOR GRADES 3, 6 AND 9.
  - MODIFIED THE DESCRIPTIONS AND CONTENT SPECIFICS
  - EXAMINED THE ORDERED ASSESSMENTS
  - MODIFIED THE DESCRIPTIONS.

- USED the INTIAL WORK from GRADES 3,6, AND 9 as TEMPLATES for TEACHER REVIEW

- TEACHER GROUPS EDITED CONTENT and COGNITIVE DESCRIPTORS BY GRADE and SUBMITTED FORMAT SUGGESTIONS for the DOCUMENT

- GROUP LEADERS AND SPECIALISTS MODIFIED THE OVERALL DOCUMENT TO INCORPORATE SIMILARITY ACROSS GRADE LEVEL THUS HIGHLIGHTING THE DIVERSITY

Grade Level Expectations

- Two formats:
  - Matrix for grades K-5 and 6-11
  - List by Individual Grade

- 4 Process Standards Remain Unchanged

  Problem Solving

  Reasoning and Proof

  Communication

  Connections

Six Content Standards Condensed into Four Content Standards

1. Numeric Reasoning (Number and Operations)- (old standard 5.2, 5.3, and 6)

2. Algebraic Reasoning (Patterns and Functions)-(old standard 7 and 10)

3. Spatial Reasoning (Geometry and Measurement)-(old standard 8 and 5.1)

4. Quantitative Reasoning (Data Analysis and Probability)-(old standard 9)

Structure of the Performance Level Descriptor Document

- The Delaware Performance Levels provide a description of what students should know and be able to do in mathematics at grades 2-10 as measured by the DSTP. The content summary is based on the Delaware Grade Level Expectations. This is followed by a cognitive description of the performance on the Delaware Student Testing Program (DSTP) that differentiates *groups* of students at the five levels. Students at Performance Level 3 meet the standards for that grade. Students above Performance Level 3 exceed the standards and those below, need intervention.

- This document was designed with the mission that all grades 2-10 have the same description for level 3, "meets the standard" since the same cognitive expectations determine whether the standards are met. Levels 3, 2, and 1 are the same across grades 3-10. However, there are differences in the upper performance levels due to the mathematical content and cognitive demands at some grade levels. Grades 8 through 10 have a different description for levels 4 and 5 than the rest of the grades. In addition Grade 2 has only three levels.

Performance Levels Description
General - All Grades

Performance Level 3

Students at this level demonstrate knowledge of grade-level content. Students can apply familiar math knowledge to solve problems that may require more than one step. They use effective sometimes informal strategies and reasoning to solve problems. They develop adequate explanations that show results, indicate understanding, and communicate strategies.

Performance Level 2

Students at this level demonstrate gaps and misconceptions in grade-level content knowledge. They can solve problems that rely on previously learned routines that have been practiced extensively. Students at this level show evidence of solving problems that are based on recall or where a specific mathematical strategy is indicated. Explanations meant to show results, to indicate understanding or to communicate strategies are incomplete or absent.

Performance Level 1

Students at this level do not demonstrate knowledge of grade-level content. They use inappropriate strategies to solve problems. Explanations are often absent or are not relevant to the mathematical content, or restatements of the text.

Grades 3 - 7

Students in a particular level also demonstrate performance described in lower levels.

Performance Level 5

Students at this level expertly demonstrate knowledge of grade-level content. Students develop new approaches or use sophisticated strategies to successfully solve novel and complex problems. They skillfully communicate well-developed solutions that show evidence of insightful mathematical connections, judgment and planning.

Performance Level 4

Students at this level consistently demonstrate grade-level content knowledge. They apply their knowledge to analyze and solve a variety of problems including those that require multiple decisions, planning or those that are set in unfamiliar contexts. Students use mathematical language to clearly justify results and communicate understanding.

Grades 8 - 10

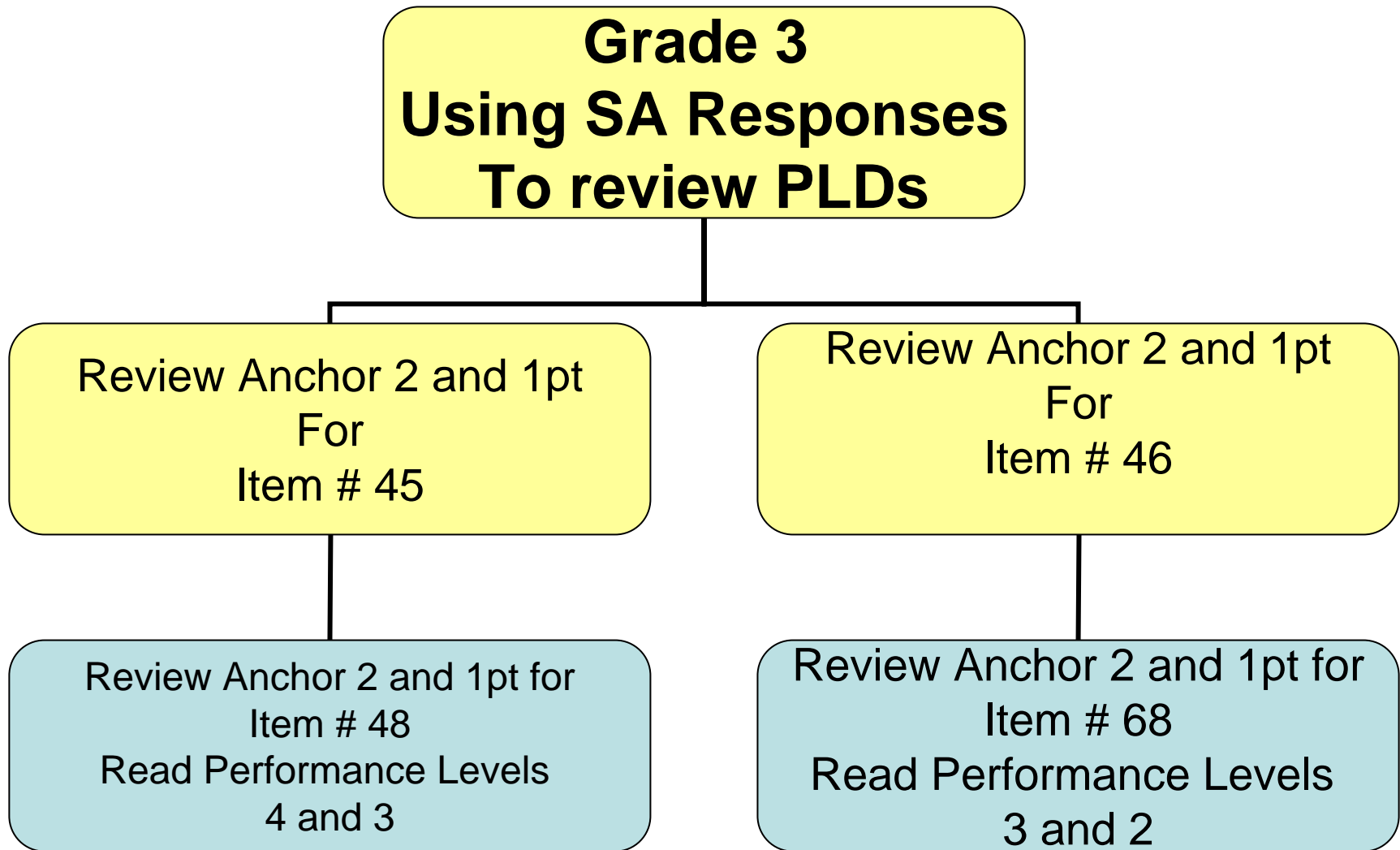**Students in a particular level also demonstrate performance described in lower levels.**

Performance Level 5

Students at this level expertly demonstrate knowledge of grade-level content. Students develop new approaches or use sophisticated strategies to successfully solve novel and complex problems. They demonstrate fluency with symbolic and formal mathematical language and methods. They skillfully communicate well-developed solutions that show evidence of insightful mathematical connections, judgment and planning.

Performance Level 4

Students at this level consistently demonstrate grade-level content knowledge. They apply their knowledge to analyze and solve a variety of problems including those that require multiple decisions or are set in unfamiliar contexts. They show evidence of planning and demonstrate understanding of symbolic or formal mathematical language and methods. They clearly justify results and communicate understanding.

TASK #1

Review Performance Levels for Grade 9

Read Performance Levels 2 and 1
Review item numbers 8 and 9
Look for Content description in off grades

Read Performance Level 3
Review item number 56
Look for Content description within grade 9

Read Performance Level 4 and 5
Review item number 12 and 2
Look for Content description within grade 9

June 27-30, 2005

Review Items 8 and 9

(located in your handout of grade 9 items)

- Sample Items

Content Summaries
for items 8 and 9

Grade 4 – create, extend, and describe patterns of growth

Grade 5 – construct and interpret a display of data (table…)

Grade 6 – describe changes in patterns, tables or graphs

Grade 7 – describe linear relationships in tables

Grade 8 – construct displays of data and interpret trends in the graphs in order to make predictions

Grade 9 Content Summary

Grade 9 – solve linear equations

Read Performance Levels 1, 2, and 3

Performance Level 3

Students at this level demonstrate knowledge of grade-level content. Students can apply familiar math knowledge to solve problems that may require more than one step. They use effective sometimes informal strategies and reasoning to solve problems. They develop adequate explanations that show results, indicate understanding, and communicate strategies.

Performance Level 2

Students at this level demonstrate gaps and misconceptions in grade-level content knowledge. They can solve problems that rely on previously learned routines that have been practiced extensively. Students at this level show evidence of solving problems that are based on recall or where a specific mathematical strategy is indicated. Explanations meant to show results, to indicate understanding or to communicate strategies are incomplete or absent.

Performance Level 1

Students at this level do not demonstrate knowledge of grade-level content. They use inappropriate strategies to solve problems. Explanations are often absent or are not relevant to the mathematical content, or restatements of the text.

Review items 56, 12, and 2

- Sample items

Read Performance Levels 4 and 5

Performance Level 5

Students at this level expertly demonstrate knowledge of grade-level content. Students develop new approaches or use sophisticated strategies to successfully solve novel and complex problems. They demonstrate fluency with symbolic and formal mathematical language and methods. They skillfully communicate well-developed solutions that show evidence of insightful mathematical connections, judgment and planning.

Performance Level 4

Students at this level consistently demonstrate grade-level content knowledge. They apply their knowledge to analyze and solve a variety of problems including those that require multiple decisions or are set in unfamiliar contexts. They show evidence of planning and demonstrate understanding of symbolic or formal mathematical language and methods. They clearly justify results and communicate understanding.

TASK #2

**Grade 3
Using SA Responses
To review PLDs**

Review Anchor 2 and 1pt
For
Item # 45

Review Anchor 2 and 1pt
For
Item # 46

Review Anchor 2 and 1pt for
Item # 48
Read Performance Levels
4 and 3

Review Anchor 2 and 1pt for
Item # 68
Read Performance Levels
3 and 2

July 11-13, 2005

Review Anchors to Sample Items

(located in the Grade 3 handout)

Grade 3
Performance Levels 4 and3

Performance Level 4

Students at this level consistently demonstrate grade-level content knowledge. They apply their knowledge to analyze and solve a variety of problems including those that require multiple decisions, planning or those that are set in unfamiliar contexts. Students use mathematical language to clearly justify results and communicate understanding.

Performance Level 3

Students at this level demonstrate knowledge of grade-level content. Students can apply familiar math knowledge to solve problems that may require more than one step. They use effective sometimes informal strategies and reasoning to solve problems. They develop adequate explanations that show results, indicate understanding, and communicate strategies.

Review Anchors to Sample Items

(located in the Grade 3 handout)

Grade 3
Performance Levels 3 and 2

Performance Level 3

Students at this level demonstrate knowledge of grade-level content. Students can apply familiar math knowledge to solve problems that may require more than one step. They use effective sometimes informal strategies and reasoning to solve problems. They develop adequate explanations that show results, indicate understanding, and communicate strategies.

Performance Level 2

Students at this level demonstrate gaps and misconceptions in grade-level content knowledge. They can solve problems that rely on previously learned routines that have been practiced extensively. Students at this level show evidence of solving problems that are based on recall or where a specific mathematical strategy is indicated. Explanations meant to show results, to indicate understanding or to communicate strategies are incomplete or absent.

Appendix L

Training for Ordered Item Booklet and
Item Map (July Workshop)

Studying the Ordered Item Booklets

DSTP Performance Level Cut Score

Review

Cut Score are set on the test scale

Students Well Below the Standard

Students Below the Standard

Students who Meet the Standard

Students who Exceed the Standards

Distinguished Students

Below the Standard Cut Score

Meets the Standard Cut Score

Exceeds the Standard Cut Score

Distinguished Cut Score

DSTP Scale

Target Student for whom we set the cut score:
The Just Meets the Standard Student

➢ We want to consider the required knowledge, skills, and abilities of the student who Just Barely Meets the Standard

Just barely *Meets the Standard*

Meets the Standard well above the cut score

Meets the Standard but close to Exceeding the Standard

Meets the Standard Cut Score

Exceeds the Standard Cut Score

Students who are at the Exceeds the Standard cut score should also demonstrate strong mastery of these items

Students who are at the Meets the Standard cut score should also demonstrate strong mastery of these items

Students who are at the Below the Standard cut score should demonstrate strong mastery of these items

Students who are at the Distinguished cut score should also demonstrate strong mastery of these items

D

E

M

B

22
21
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1

Ordered Item Booklet

The Bookmark Standard Setting Procedure © Copyright 1999 by CTB McGraw-Hill
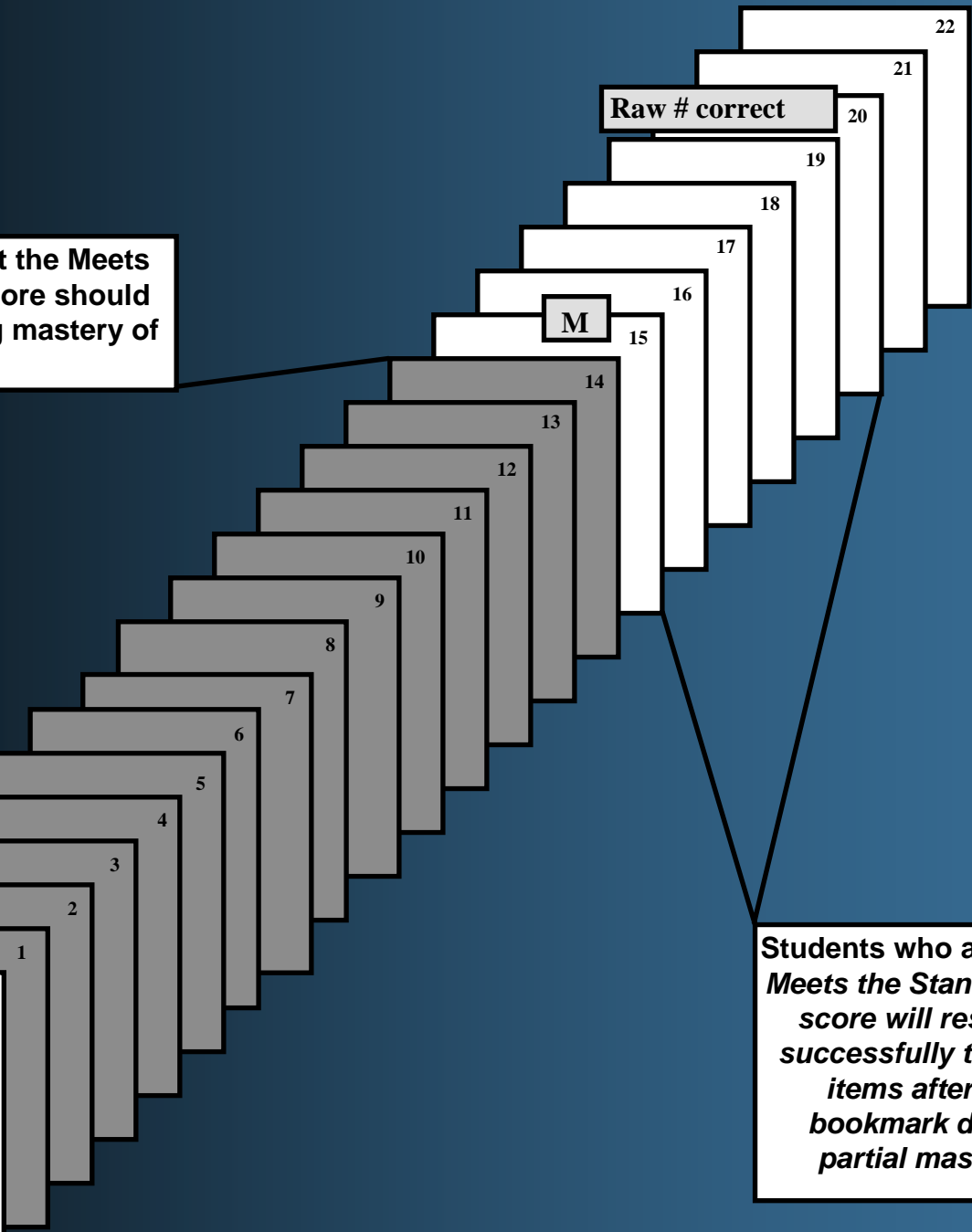
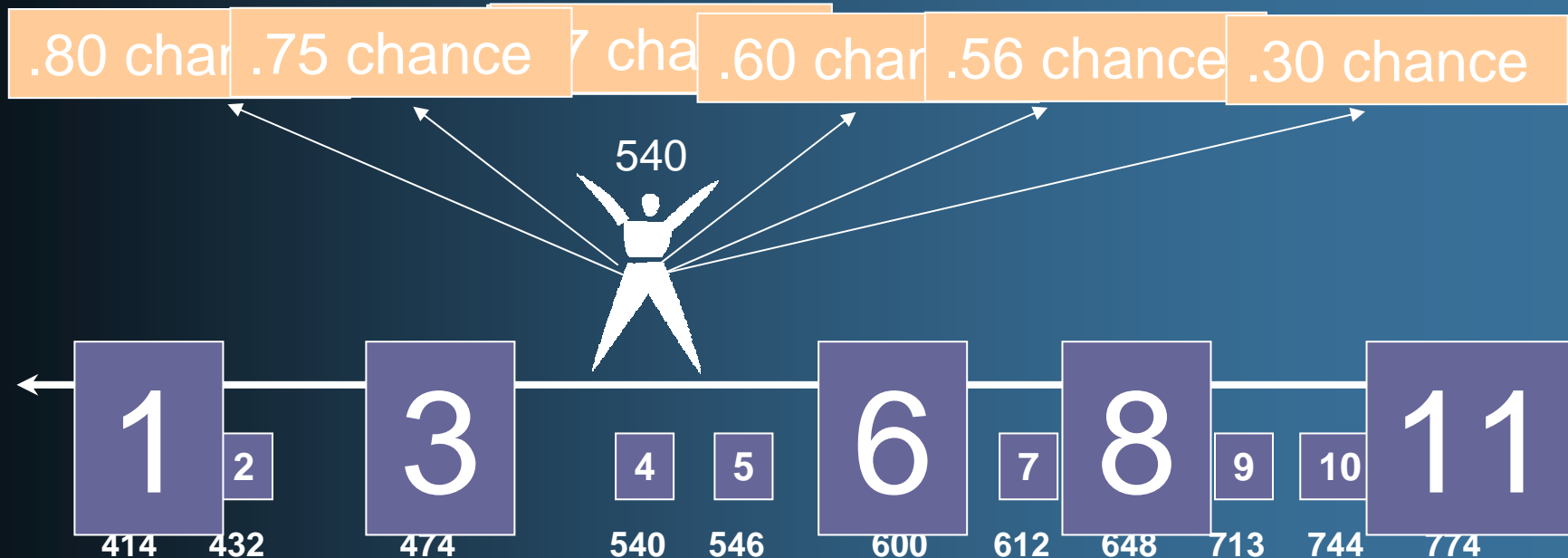Students who are at the Meets the Standard cut score should demonstrate strong mastery of these items

correct

M

Students who are *at the Meets the Standard cut score will respond successfully to some items after the bookmark due to partial mastery.*

Ordered Item Booklet

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22

Bookmark Placement

- Items preceding the Meets the Standard Bookmark reflect content that all students who Meet the Standard should master
  - for MC items this means that the "Meets" students should most likely know the correct responses
  - for CR items this means that the "Meets" students should most likely obtain that score point

Bookmark Placement

➤ Participants in the previous standard setting placed their bookmark at the first point where they felt that a student who has mastered the content reflected by the items before the bookmark has demonstrated sufficient skills to infer that the student Met the Standards.

Item Maps

A Sample of Item Map

Order of Difficulty	Scale Score	Item Number	Pts	Item Type	Std.	Key	What does this item measure?	Why is this item more difficult than preceding items?	Is the item aligned to the PLD for this level ?
1	370	4	1	MC		3			B
2	400	9	4	ER		1 of 2			M
3	421	6	1	MC		1			E
4	426	9	1	MC		2 of 2			D

Test Scale

415   433   480   540   559   613   740

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |

414   432   474   540   546   600   612   648   713   744   774

Items ordered by difficulty.

Students ordered by ability.

The Bookmark & the Cut Score

Cut Score

Below the Standard

Meets the Standard

415   433   480   540   559   613   740

1	2		3		4	5		6		7		8		9	10	11
414	432		474		540	546		600		612		648		713	744	774

The bookmark separates items.

The cut score separates students.

Mastery

- ➢ Students show mastery when they have at least a 2/3 chance of answering an item correctly.

  - ➢ Decision to use 2/3 based on research

Item Location

0.67	0.67 ch	0.67 chance	0.67 chanc	0.67 cha	0.67 c	0.67 chance

414 432   474   546   612   713   774

1	2	3	4	5	6	7	8	9	10	11
414	432	474	540	546	600	612	648	713	744	774

Location is an indication of difficulty.

Location represents the ability level necessary to have a .67 chance of answering the item correctly.

Mastery and the Target Student

.80 chance .75 chance 7 chance .60 chance .56 chance .30 chance

540

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |

414 432 474 540 546 600 612 648 713 744 774
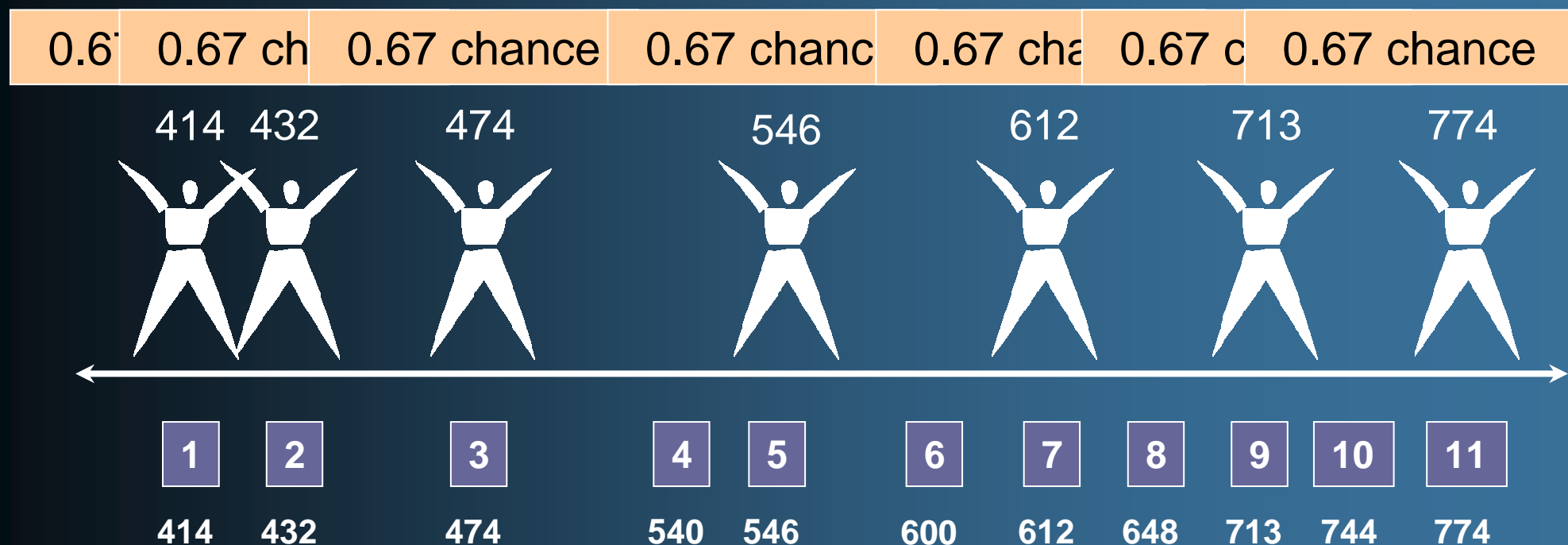
A student right at the cut score will have at least a 2/3 chance of answering the items at and below the cut score correctly.

Day 2: Within- and Across-Grade Review of the Cut Scores

DSTP Performance Level Cut Score Review

Grades 3, 5, 8, and 10

Target Student for whom we set the cut score: The Just Meets the Standard Student

➤ We want to consider the required knowledge, skills, and abilities of the student who Just Barely Meets the Standard
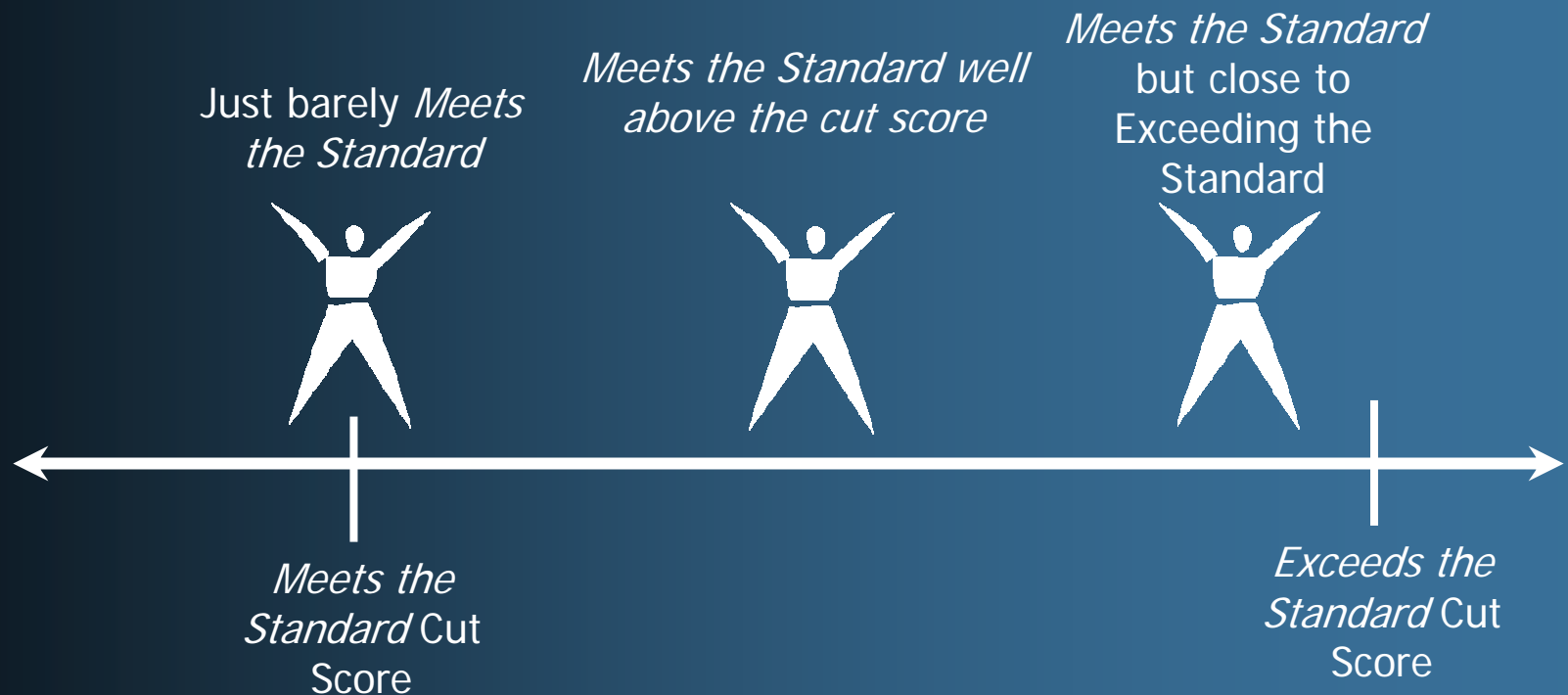
Impact-Content Tables

(Excel)

| Impact Data | | GR 3 | | | GR 5 | | | GR 8 | | | GR 10 | | |
% Below	% Above	scale	B M	raw	scale	BM	raw	scale	BM	raw	scale	B M	raw
33	67	428	36	47	466	44	49	510	42	50	**504**	**42**	**50**
32	68	428	36	47	466	44	49	507	40	49	501	41	49
31	69	428	36	47	466	44	49	507	40	49	501	41	49
30	70	425	34	46	463	42	48	504	40	48	501	41	49
29	71	425	34	46	463	42	48	504	40	48	499	41	48
28	72	423	34	45	461	41	47	504	40	48	499	41	48
27	73	423	34	45	461	41	47	502	39	47	496	37	47
26	74	420	31	44	461	41	47	**502**	**39**	**47**	496	37	47
25	75	420	31	44	458	34	46	499	33	46	494	33	46
24	76	417	30	43	458	34	46	499	33	46	494	33	46
23	77	417	30	43	455	30	45	497	33	45	491	33	45
22	78	417	30	43	455	30	44	497	33	45	491	33	45
21	79	415	28	42	453	29	44	497	33	45	489	31	44
20	80	415	28	42	**453**	**29**	**44**	494	30	44	489	31	44
19	81	**412**	**26**	**41**	450	27	43	491	29	43	486	30	43

Scale	BM	raw
504	42	50

Students who Meet the Standard are expected to master the content reflected by items before the bookmark

- **Items 1-41** = strong mastery by students who Meet the Standards

• Students will typically get some of the items right after the bookmark due to partial mastery. The total number students at the cut score will get correct is represented by the raw, or number correct, score

- **50** = raw, or number correct score to Meet the Standards

Students who are at the Meets the Standard cut score should demonstrate strong mastery of these items

Raw # correct

M

22
21
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1

Ordered Item Booklet

Students who are *at the Meets the Standard cut score will respond successfully to some items after the bookmark due to partial mastery.*

Mastery and the Target Student

.80 chan... .75 chance 7 cha... .60 chan... .56 chance .30 chance

540

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |

414 432 474 540 546 600 612 648 713 744 774

A student right at the cut score will have at least a 2/3 chance of answering the items at and below the cut score correctly.

Agenda

➢ **Review across-grade performance patterns**

➢ **Review existing cut scores.**

 ➢ Existing cut scores should be honored but content based changes may be recommended

➢ **We will review Meets, Exceeds, Below, Distinguished, in that order**

First, we will examine across-grade alignment for the Meets the Standard cut score using Impact-Content tables

(excel)

Meets the Standard Performance Trends Across Grades

➢ Currently, percent at or above Meets the Standard cut score decreases with grade

➢ Is this reasonable, i.e., does it represent reality? Do your observations support this data?

➢ If reasonable, why?

➢ If not reasonable, why not?

➢ Do you have an alternative hypothesis about other trend patterns that may better reflect student achievement across grades?

Recommendations will be made on item maps

Considerations:

• Alignment to Performance Level Descriptors

• Alignment to Grade Level Expectations

• Across-grade consistency/alignment

• Content

Day 2: Within- and Across-Grade Review of the Cut Scores

DSTP Performance Level Cut Score Review

Grades 3, 5, 8, and 10

First, we will examine across-grade alignment for the Meets the Standard cut score using Impact-Content tables

(excel)

Meets the Standard
Performance Pattern Across Grades

- Currently, percent at or above Meets the Standard cut score decreases with grade

- Is this reasonable, i.e., does it represent reality? Do your observations support this data?

  - Scribe takes notes on comments

- If reasonable, why?

- If not reasonable, why not?

- Do you have an alternative hypothesis about other trend patterns that may better reflect student achievement across grades?

Meets the Standard Recommendations will be made on item maps

Considerations:

• Alignment to Performance Level Descriptors

• Alignment to Grade Level Expectations

• Across-grade consistency/alignment

• Content

Next, we will examine across-grade alignment for the Exceeds the Standard cut score using Impact-Content tables

(excel)

Exceeds the Standard Performance Pattern Across Grades

➢ Observe current across grade pattern:

➢ Is this reasonable, i.e., does it represent reality? Do your observations support this data?

> ➢ Scribe takes notes on comments

➢ If reasonable, why?

➢ If not reasonable, why not?

➢ Do you have an alternative hypothesis about other trend patterns that may better reflect student achievement across grades?

Exceeds the Standard Recommendations will be made on item maps

Considerations:

• Alignment to Performance Level Descriptors

• Alignment to Grade Level Expectations

• Across-grade consistency/alignment

• Content

Next, we will examine across-grade alignment for the Below the Standard cut score using Impact-Content tables

(excel)

Below the Standard Performance Pattern Across Grades

➤ Observe current across grade pattern:

➤ Is this reasonable, i.e., does it represent reality? Do your observations support this data?

  ➤ Scribe takes notes on comments

➤ If reasonable, why?

➤ If not reasonable, why not?

➤ Do you have an alternative hypothesis about other trend patterns that may better reflect student achievement across grades?

Below the Standard Recommendations will be made on item maps

Considerations:

• Alignment to Performance Level Descriptors

• Alignment to Grade Level Expectations

• Across-grade consistency/alignment

• Content

Next, we will examine
across-grade alignment for
the Distinguished
cut score using
Impact-Content tables

(excel)

Distinguished
Performance Pattern Across Grades

➢ Observe current across grade pattern:

➢ Is this reasonable, i.e., does it represent reality? Do your observations support this data?

  ➢ Scribe takes notes on comments

➢ If reasonable, why?

➢ If not reasonable, why not?

➢ Do you have an alternative hypothesis about other trend patterns that may better reflect student achievement across grades?

Distinguished Recommendations will be made on item maps

Considerations:

• Alignment to Performance Level Descriptors

• Alignment to Grade Level Expectations

• Across-grade consistency/alignment

• Content

Appendix M
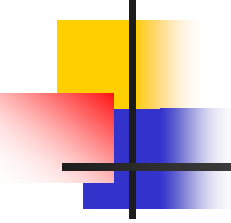
Opening Presentation for the August Review Workshop

by Wendy Roberts
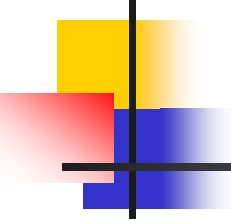
Delaware Department of Education
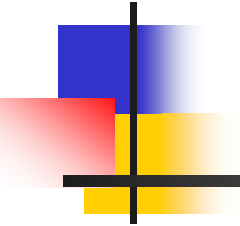
Delaware Student Testing Program
Revisiting Performance Level Cut Scores
August 2-3, 2005

- Welcome

- Introductions
  - Department of Education Staff
  - Project Consultants/Facilitators

- Background of Project

- Delaware's Educational Policy

- Purpose of the Meeting

Standards-Based Reform

- Early 1990's - development began on Delaware content standards in core academic subjects
  - English Language Arts, Mathematics
  - Science & Social Studies
  - Involved educators, parents, business community

- 1995 Delaware State Board of Education approved these content standards

History and Context - DSTP

- Based on Delaware Content Standards adopted in 1995

- First administration DSTP in 1998

History and Context - DSTP

- Performance Levels for DSTP set in 1999
  - Grades 3, 5, 8, 10 Reading, Writing, Math

- Since 2000 students have also been tested in science and social studies
  - grades 4 & 6 (fall)
  - grades 8 & 11 (spring)

- Since 2002 "off-grade" DSTP
  - Grades 2, 4, 6, 7, 9 Reading, Writing, Math

DSTP Performance Levels Grades 3, 5, 8, 10

- Five Performance Levels – Reading and Mathematics

  - Level 5   Distinguished
  - Level 4   Exceeds the Standard
  - Level 3   Meets the Standard
  - Level 2   Below the Standard
  - Level 1   Well Below the Standard

DSTP Progress Categories Grades 2, 4, 6, 7, and 9

- Three Progress Categories – Reading & Mathematics
  - **Satisfactory**
  - **Progress warning**
  - **Unsatisfactory**

- Two Progress Categories – Writing
  - **Satisfactory**
  - **Unsatisfactory**

Test Design and Development

- ## DSTP Reading and Math

  - ### Stanford Achievement Test - Abbreviated (about 1/3 of points on test)

  - ### Delaware Developed Items (combination of item types – multiple choice, short answer, extended response questions)

Test Design and Development
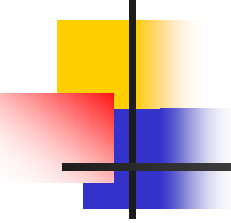
- **Reading**
  - **Reading passages, followed by multiple choice, short answer and extended response questions**

- **Mathematics**
  - **Multiple choice, short answer, and extended response questions (no extended response questions at grades 2 & 3)**

- **Writing:**
  - **Stand Alone Writing Prompt**
  - **Text-based Writing Prompt**

Delaware Student Testing Program
Item Types by Content Area

Content Areas	Multiple Choice	Brief Constructed Response	Extended Constructed Response
English Language Arts—Reading	66%	15%	19%
Mathematics	64%	21%	15%
Science	47%	53%	
Social Studies	41%	59%	

English Language Arts—
    Writing

Stand-Alone Prompt 67%
Text-Based Prompt 33%

- Content Group Leaders

- Table Facilitators

- Test Materials and Security
  - Non-Disclosure Forms
  - Comment Sheets

- Evaluation Survey

Delaware Department of Education
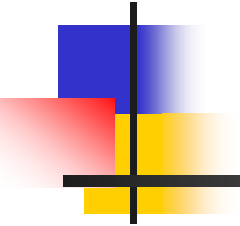
Delaware Student Testing Program

Revisiting Performance Level Cut Scores

August 2-3, 2005

Appendix N

General Training for the August Review Workshop

DSTP Performance Level Cut Score Review

For Grades 2-10

Reading, Mathematics, and Writing

August 2-3, 2005

CTB McGraw-Hill

Cut Score are set on the test scale

Students Well Below the Standard

Students Below the Standard

Students who Meet the Standard

Students who Exceed the Standards

Distinguished Students

Below the Standard Cut Score

Meets the Standard Cut Score

Exceeds the Standard Cut Score

Distinguished Cut Score

DSTP Scale

Why Review Performance Level Cut scores?

➢ Performance Level Cut scores exist for

  ➢ Reading, Math, and Writing in Grades 3, 5, 8, and 10

➢ "it is appropriate to periodically review the content standards and the assessments as well as the performance levels established for said assessments." Governor's Executive Order 54

➢ The Department will "convene panels of educators and members of community to review cut points for both reading and mathematics at grades 3, 5, 8, and 10 in summer 2005" and "use performance levels based on new cut scores in Spring 2006 for student, school, district and school accountability" (Woodruff, 2004).

Cut Scores Set under
the Benchmark Grade Testing Paradigm

➢ Under the benchmark grade testing paradigm, standard setting tended to be a grade by grade activity

➢ a lack of guiding policy and accepted methodology yielded only moderately successful efforts to foster consistency across the grades (Lewis; 2001, 2002)

Enter the Contiguous Grade Testing Paradigm

No Child Left Behind

➢ NCLB introduced new tested grades and new stakes

➢ New Tests (e.g., Grades 2, 4, 6, 7, 9) → New Cutscores

➢ Existing Tests (e.g., Grades 3, 5, 8, 10) + New Stakes → Consider New Cutscores

Inconsistent Standards Send Inconsistent Messages to:

➢ Students

➢ Teachers

➢ Parents

➢ The Public

Components of Delaware's Standards Based Assessment Program

- <u>Content standards</u> describe what students should know and be able to do

  - written for grade groups (K-3, 4-5, 6-8, 9-12)

- <u>Grade Level Expectations</u> (GLEs) extend the content standards to the knowledge, skills, and abilities that should be held by students at each grade level (as opposed to grade groups)

- <u>Performance Level Descriptors</u> (PLDs) extend the Grade Level Expectations to the knowledge, skills, and abilities that should be held by students at each Performance Level within each grade

- <u>Performance Standards</u>, or cut scores, extend the PLDs to the test scale by making judgments about expected performance on the test for students in each performance level

Cut Score Review Process. What has occurred and what will we be doing?

- Performance Level Cut scores already exist for Reading, Math, and Writing in Grades 3, 5, 8, and 10

- Panels, like yourselves, reviewed existing Reading and Math cut scores (grades 3, 5, 8, 10) in July. New recommendations were made. In many cases the committees recommended no change to the cut scores.

- Preliminary cut scores for Reading and Math grades 2, 4, 6, 7, and 9 are provided based on interpolating grades 3, 5, 8, and 10 cut scores derived from July workshop recommendations (some smoothing was required to foster consistency of scale score or percentages), but recommendations were for the most part accepted.

- Reading and Math panels will review these preliminary cut scores for reasonability and consistency (with GLEs, PLDs, content, across-grade coherence) and will make new recommendations for grades 2, 4, 6, 7, and 9.

Cut Score Review Process. What has occurred and what will we be doing?

- This meeting brings the Writing panels together for the first time.

- Writing panels will first review the existing grade 3, 5, 8, and 10 cut scores for

  - Consistency with GLEs and PLDs

  - Consistency of across-grade patterns

  - Appropriateness of current expectations for writing performance

- Based on this review, new recommendations may be made for grades 3, 5, 8, and 10

- Next writing panels will similarly review and make recommendations for grade 4, 6, 7, and 9 cut scores

Performance Level Cut Score Review
What does it mean to review the cut scores?

➤ Current cut scores for reading, writing, and math were set by judges like yourselves in 1999

➤ Grade 3, 5, 8, and 10 math and reading cut scores were reviewed in July

➤ Their judgments should be honored; however changes may be made, if necessary, to achieve alignment

➤ We will review the cut scores to support:

  ➤ Alignment between the performance standards (cut scores) and Grade Level Expectations

  ➤ Alignment between the performance standards and Performance Level Descriptors

  ➤ Alignment between the performance standards across grades (percent of students in each PL is coherent across grades)

2005 DSTP Reading: Meets the Standard Across-Grade Performance Pattern
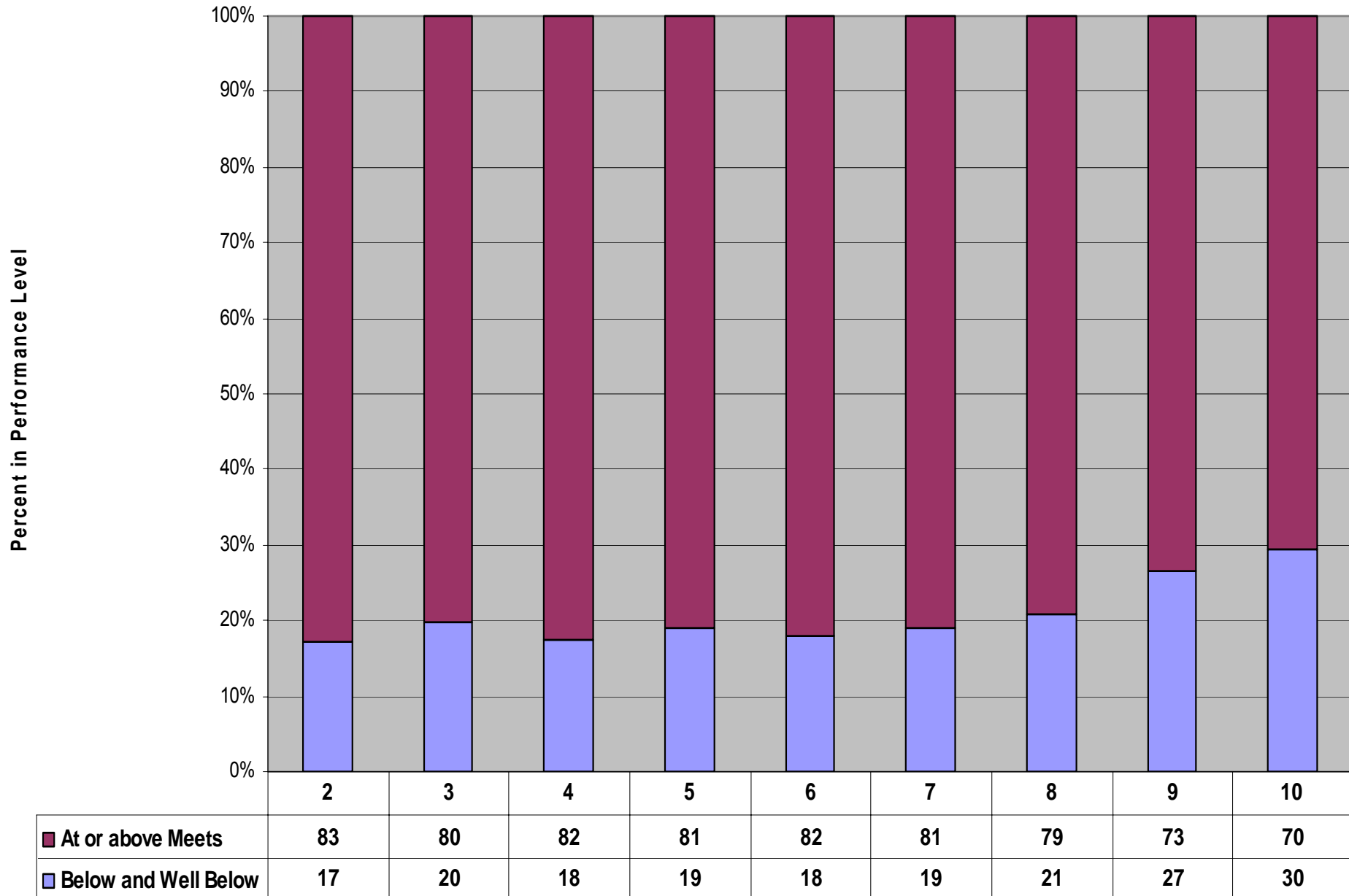
	2	3	4	5	6	7	8	9	10
■ At or above Meets	83	80	82	81	82	81	79	73	70
■ Below and Well Below	17	20	18	19	18	19	21	27	30

Percent in Performance Level

2005 DSTP Math: Meets the Standard Across-Grade Performance Pattern

	2	3	4	5	6	7	8	9	10
■ At and Above Meets	82	78	77	74	71	62	58	54	46
■ Below and Well Below	18	22	23	26	29	38	42	46	54
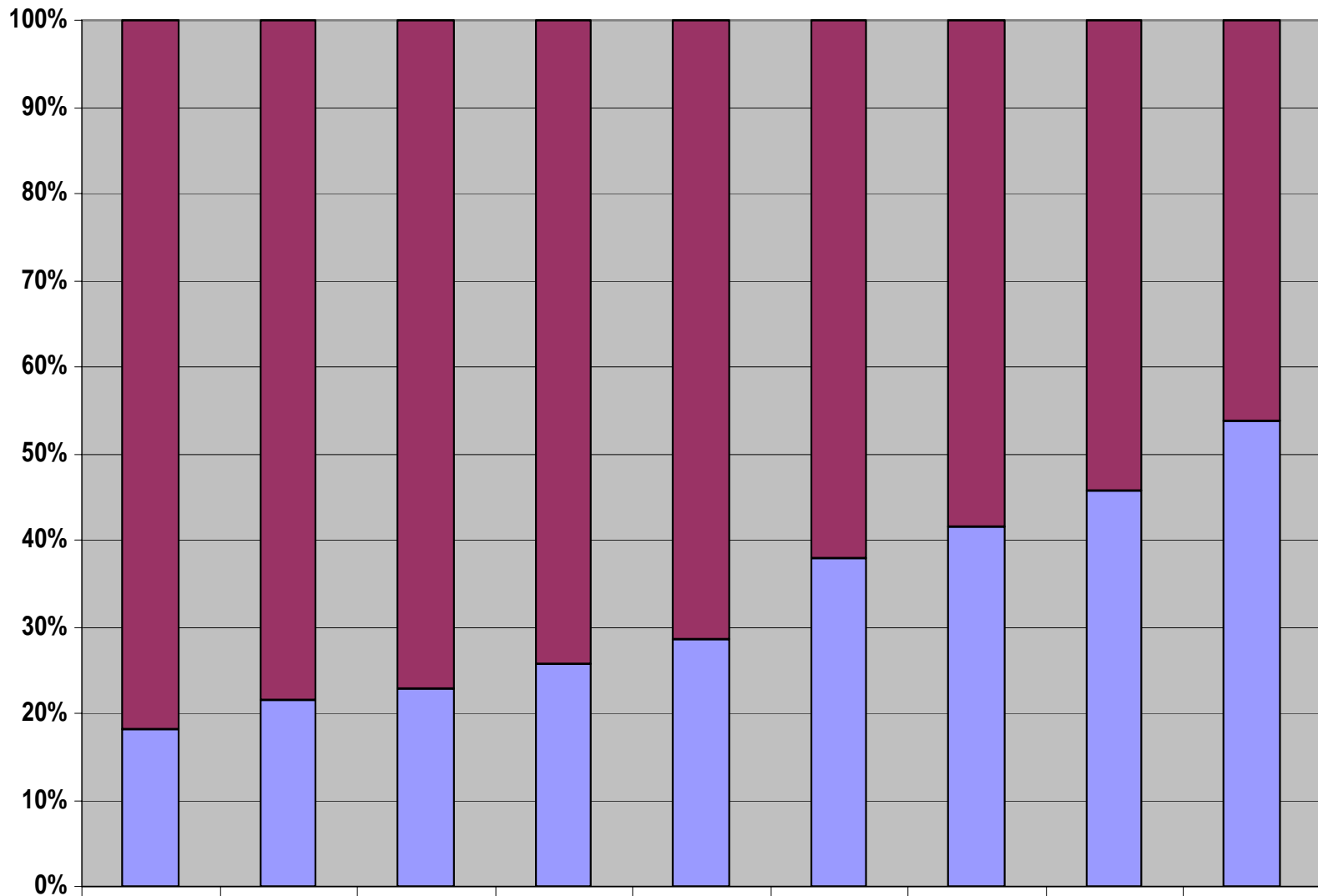
Percent in Performance Leve

2005 DSTP Writing: Meets the Standard Across-Grade Performance Pattern
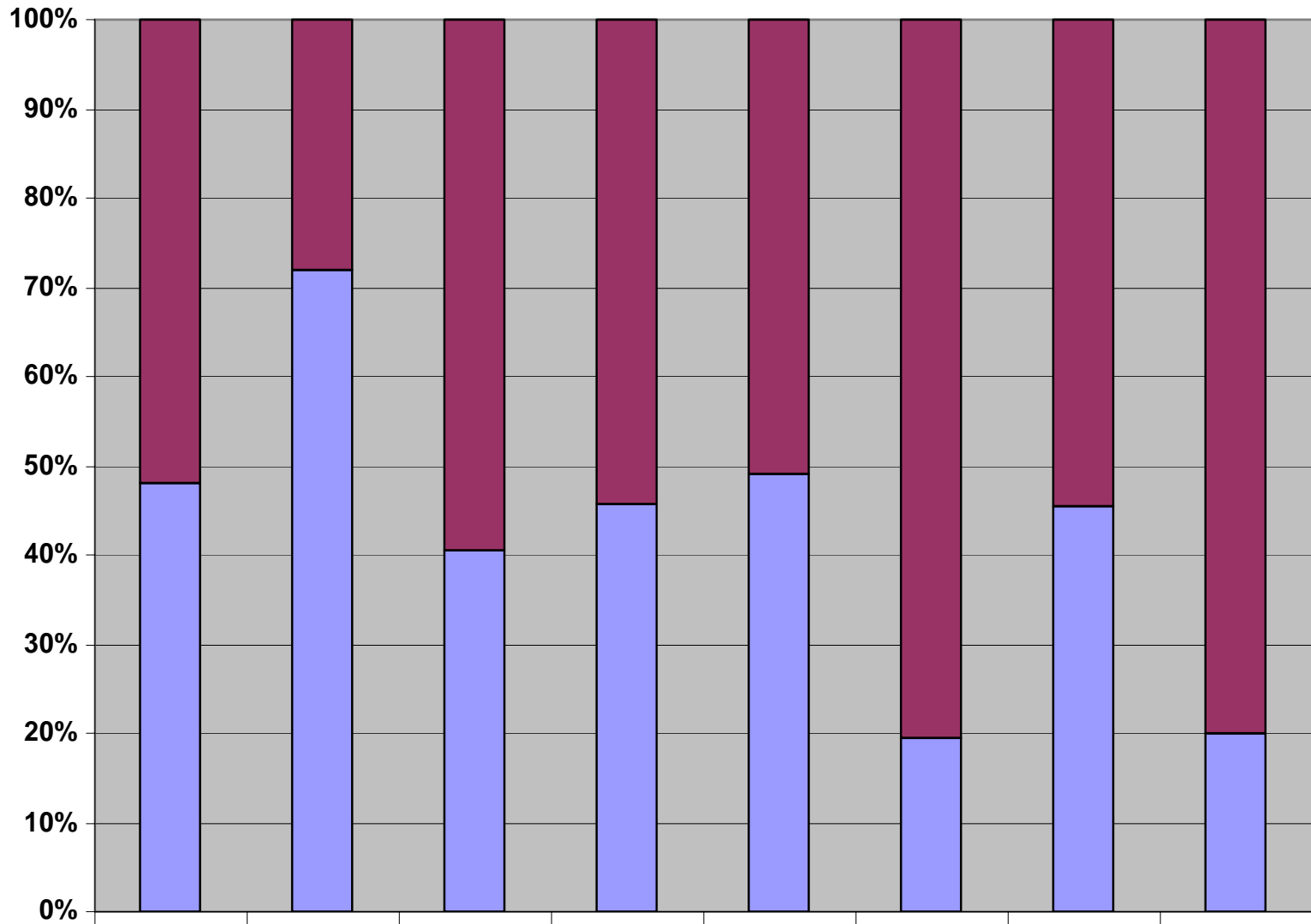
	3	4	5	6	7	8	9	10
■ Meets or Above	52	28	59	54	51	80	55	80
□ Well Below and Below	48	72	41	46	49	20	45	20

Percent in Performance Leve

Target Student for whom we set the cut score: The Just Meets the Standard Student

➤ We want to consider the required knowledge, skills, and abilities of the student who Just Barely Meets the Standard

Just barely *Meets the Standard*

Meets the Standard well above the cut score

Meets the Standard but close to Exceeding the Standard

Meets the Standard Cut Score

Exceeds the Standard Cut Score
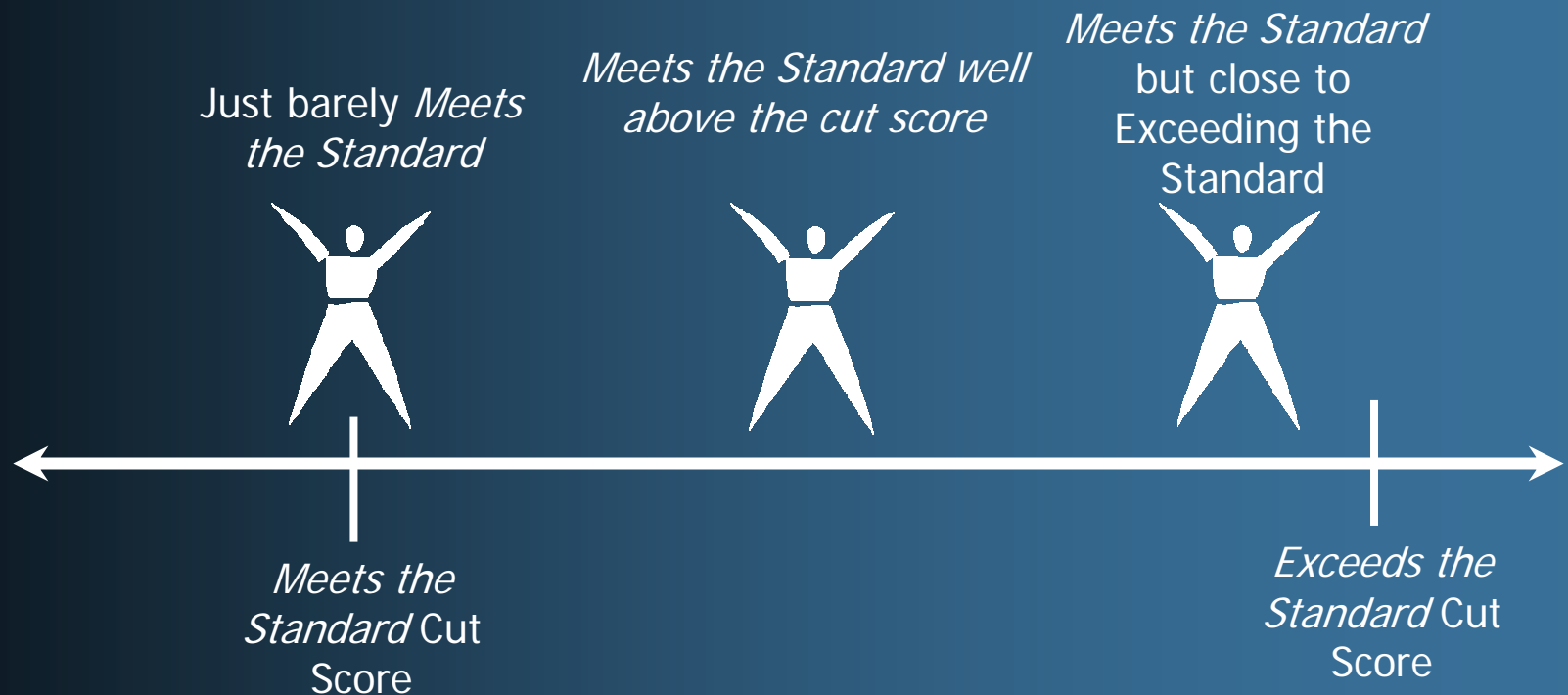
Math and Reading

Committee Roles

➢ Content Area Group Leader

➢ Content Expert

➢ Grade Group Facilitator

➢ Participants

➢ DOE

Grade 2

Grade 4

Grade 6

Grade 7

Grade 9

Writing

Committee Roles

- Content Area Group Leader

- Content Expert

- Grade Group Facilitator

- Participants

- DOE

Grades 3 &4

Grades 5 & 6

Grades 7 & 8

Grades 9 & 10

Agenda: Day 1

➢ Reading and Math: review grades 2, 4, 6, 7, and 9

➢ Writing: review grades 3, 5, 8, and 10

➢ Review Grade Level Expectations

➢ Review Performance Level Descriptors

➢ Reading and Math:

  ➢ Review current cut scores and expectations for mastery on the test using ordered item booklets

➢ Writing:

  ➢ Review current cut scores and expectations for mastery on the test using ordered item booklets

  ➢ Make recommendations for grade 3, 5, 8, and 10 cut scores

Agenda: Day 2

➢ Reading and Math: Continue review of grades 2, 4, 6, 7, and 9

➢ Writing: Review grades 4, 6, 7, and 9

➢ Review, Discussion, and Recommendations for "Meets" Cut Scores in the context of

>   ➢ alignment with GLEs

>   ➢ alignment with PLDs

>   ➢ across-grade consistency

➢ Review, Discussion, and Recommendations for "Exceeds" Cut Scores

➢ Review, Discussion, and Recommendations for "Below the Standard" Cut Scores

➢ Review, Discussion, and Recommendations for "Distinguished" Cut Scores

➢ Secure Materials Collection

Appendix O

Agenda for the August Review Workshop

Agenda
(For Pre-meeting and Table Facilitator Training)

Revisiting DSTP Cut Scores in Reading and Mathematics
Conference and Training Center
Delaware Technical and Community College – Terry Campus
Dover, Delaware; August 1-5, 2005

August 1 (Monday am) *(Room 427)*

Welcome *(Wendy Roberts)*   **9:30 – 10:30**

- Brief summary of the July meeting
- Objectives of the August review meeting
- Roles and responsibilities

General Process and Agenda *(Dan Lewis)*

- Process
- Training materials
- Forms and sheets

Content Group Meeting   **10:30 – 12:00**
  (Dan Lewis for Reading)
  (Howard Mitzel for Mathematics)
  (Jerry DeMauro for Writing)

- Discuss the review process
- Review the content-related training and training materials
- Other related issues
- Roles and responsibilities

August 1 (Monday pm)

Welcome (Wendy Roberts)   1:00 – 1:30

- Introduction
- Role and responsibilities
- Objectives of the review meeting
- Handle secured test materials

General Training (Dan Lewis)   1:30 – 2:30

- General review process
- Meeting agenda

- Bookmark procedure
- Across-grade performance patterns for grades 3, 5, 8, and 10
- Preliminary cut scores for grades 2, 4, 6, 7, and 9

Content-related Training   2:30 – 4:30

- GLEs and PLDs
- Review process and agenda
- Ordered item test booklets and Item Map tables
- Role and responsibilities
- Hands-on training
- Other issues

Agenda
(For Reading Panels)

<u>**August 2 (Tuesday)**</u>

Registration   8:00 – 8:30

Introduction *(Room 400 A & B)*   **8:30 – 9:00**

- Welcome and introduction *(Valerie Woodruff, Secretary of Education)*
- Overview of Delaware Student Testing Program *(Wendy Roberts)*
- Test materials and security

General Training *(Dan Lewis)*   **9:00 – 9:30**

- Objectives, process, and methodology
- Consistency of cut scores under NCLB
- Across-grade performance patterns in reading and mathematics
- Review process for writing assessment
- Overview of the meeting agenda

Content-Related Training *(Room 400 A)*   **9:30 – 11:30**

- Distribute review materials   9:30 – 10:15
- Review reading passages and items

Coffee Break   *10:15 – 10:30*

- Overview of Grade-Level Expectations (GLEs) and   10:30 – 11:30
  Performance Level Descriptors (PLDs) *(Denise Weiner)*
- Read/Review GLEs and PLDs
- Discussion of Grade Level Expectations

Lunch   *11:30 – 12:00*

Content-Related Training (Continued)   12:00 – 1:00

Review the Ordered Item Test Booklets *(Dan Lewis)*   **1:00 – 4:15**

- Training on ordered item test booklet
  (a) Bookmark procedure
  (b) How to use the ordered item test booklets
  (c) Hands-on practice

- Review ordered item test booklets

(a) Panels read the ordered item test booklets
(b) Review rubrics and anchor papers as necessary

Coffee break is arranged by Content Group

- Training on the across-grade performance pattern and overview the preliminary cut scores

  (a) The across-grade performance pattern in reading
  (b) The process of interpolation
  (c) The resulting cut scores for grades 2, 4, 6, 7, and 9

- Discussion
  (a) What does each item measure?
  (b) Why is an item harder than the items preceding it?
  (c) The appropriate interpretation of test items in the context of the preliminary cut scores and the location of bookmarks

Collect Secured Test Materials   **4:15 – 4:30**

Adjourn

August 3 (Wednesday) *(Rooms 407 A & B)*

Registration   8:00 – 8:30

Continue Discussion if Necessary   **8:30 – 9:30**

Review Preliminary Cut Scores *(Dan Lewis)*   **9:30 – 11:30**

- Review the preliminary within-grade "Meets the Standard" bookmark in the context of consistency with GLEs and PLDs
- Review across-grade "Meets the Standard" bookmarks in the context of consistency with GLEs and PLDs

Coffee break is arranged by Content Group

Review Preliminary Cut Scores (continued)

- Review the preliminary within-grade "Exceeds the Standard" bookmark in the context of consistency with GLEs and PLDs
- Review across-grade "Exceeds the Standard" bookmarks in the context of consistency with GLEs and PLDs

Lunch   *11:30 – 12:00*

Review Preliminary Cut Scores (continued)   **12:00 – 4:00**

- Review the preliminary within-grade "Below the Standard" bookmark in the context of consistency with GLEs and PLDs
- Review across-grade "Below the Standard" bookmarks in the context of consistency with GLEs and PLDs

Coffee break is arranged by Content Group

Review Preliminary Cut Scores (continued)

- Review the preliminary within-grade "Distinguished" bookmark in the context of consistency with GLEs and PLDs
- Review across-grade "Distinguished" bookmarks in the context of consistency with GLEs and PLDs

Prepare to Adjourn   **4:00 – 4:30**

- Additional discussion if necessary
- Panels complete the Rating Sheets
- Panels complete the Evaluation Form
- Panels complete the Comment Sheets
- Table Facilitators collect and return secured materials

Adjourn

Agenda
(For Mathematics Panels)

<u>**August 2 (Tuesday)**</u> *(Room 427)*

Registration   8:00 – 8:30

Introduction *(Room 400 A & B)*   **8:30 – 9:00**

- Welcome and introduction *(Valerie Woodruff, Secretary of Education)*
- Overview of Delaware Student Testing Program *(Wendy Roberts)*
- Test materials and security

General Training *(Dan Lewis)*   **9:00 – 9:30**

- Objectives, process, and methodology
- Consistency of cut scores under NCLB
- Across-grade performance patterns in reading and mathematics
- Review process for writing assessment
- Overview of the meeting agenda

Content-Related Training *(Room 400 B)*   **9:30 – 11:30**

- Distribute review materials   9:30 – 10:00
- Overview of Grade-Level Expectations (GLEs) and
  Performance Level Descriptors (PLDs) *(Diana Roscoe)*

Coffee Break   *10:00 – 10:15*

- Panel read/review GLEs and PLDs   10:15 – 11:30
- Discussion of Grade Level Expectations

Lunch   *11:30 – 12:00*

Review the Ordered Item Test Booklets *(Howard Mitzel)*   **12:00 – 4:15**

- Training on ordered item test booklet
  (d) Bookmark procedure
  (e) How to use the ordered item test booklets
  (f) Hands-on practice

- Review ordered item test booklets
  (d) Panels read the ordered item test booklets
  (e) Review rubrics and anchor papers as necessary

- Training on the across-grade performance pattern in grades 3, 5, 8, and 10 and overview the preliminary cut scores

    (a) Across-grade performance pattern in mathematics
    (b) The process of interpolation
    (c) The resulting cut scores for grades 2, 4, 6, 7, and 9

Coffee break is arranged by Content Group

- Discussion
    (a) What does each item measure?
    (b) Why is an item harder than the items preceding it?
    (d) The appropriate interpretation of test items in the context of the preliminary cut scores and the location of bookmarks

Collect Secured Test Materials   **4:15 – 4:30**

Adjourn

August 3 (Wednesday) *(Room 427)*

Registration   8:00 – 8:30

Review Preliminary Cut Scores *(Howard Mitzel)*   **8:30 – 11:30**

- Review the preliminary within-grade "Meets the Standard" bookmark in the context of consistency with GLEs and PLDs
- Review across-grade "Meets the Standard" bookmarks in the context of consistency with GLEs and PLDs

Coffee break is arranged by Content Group

Review Preliminary Cut Scores (continued)

- Review the preliminary within-grade "Exceeds the Standard" bookmark in the context of consistency with GLEs and PLDs
- Review across-grade "Exceeds the Standard" bookmarks in the context of consistency with GLEs and PLDs

Lunch   *11:30 – 12:00*

Review Preliminary Cut Scores (continued)   **12:00 – 4:00**

- Review the preliminary within-grade "Below the Standard" bookmark in the context of consistency with GLEs and PLDs
- Review across-grade "Below the Standard" bookmarks in the context of consistency with GLEs and PLDs

Coffee break is arranged by Content Group

Review Preliminary Cut Scores (continued)

- Review the preliminary within-grade "Distinguished" bookmark in the context of consistency with GLEs and PLDs
- Review across-grade "Distinguished" bookmarks in the context of consistency with GLEs and PLDs

Prepare to Adjourn   **4:00 – 4:30**

- Additional discussion if necessary
- Panels complete the Rating Sheets
- Panels complete the Evaluation Form
- Panels complete the Comment Sheets
- Table Facilitators collect and return secured materials

Adjourn

Agenda
(For Writing Panels)

<u>**August 2 (Tuesday)**</u>

Registration	8:00 – 8:30

Introduction *(Room 400 A & B)*   8:30 – 9:00

- Welcome and introduction *(Valerie Woodruff, Secretary of Education)*
- Overview of Delaware Student Testing Program *(Wendy Roberts)*
- Test materials and security

General Training *(Dan Lewis)*   9:00 – 9:30

- Objectives, process, and methodology
- Consistency of cut scores under NCLB
- Across-grade performance patterns in reading and mathematics
- Review process for writing assessment
- Overview of the meeting agenda

Content-Related Training *(Room 407 A & B)*   9:30 – 12:00

- Overview of Grade-Level Expectations (GLEs), Performance   *9:30 – 10:15*
  Level Descriptors (PLDs), and scoring rubric *(Juley Harper)*

Coffee Break   *10:15 – 10:30*

- Read/Review GLEs and PLDs   *10:30 – 11:30*
- Discussion of Grade Level Expectations

Lunch   *11:30 – 12:00*

Training on the Review Process *(Jerry DeMauro)*   *12:00 – 12:30*

- General review process
- Review materials
- How to read ordered student writing samples
- How to use the Rating Sheet
- Do's and Don'ts

Review the Ordered Student Writing Samples for   12:30 – 2:30
      Grades 3, 5, 8, and 10

- Read ordered student writing samples

    (f) Panels read the test booklets
    (g) Panels read the ordered student writing samples
    (h) Review anchor papers as necessary
    (i) Select/share the typical writing papers within grade

Coffee Break   *2:30 – 2:45*

Review the Existing Cut Scores for Grades 3, 5, 8, and 10   2:45 – 4:15
    (Jerry DeMauro)

- Review the existing within-grade cut score for "Meets the Standard" in the context of consistency with GLEs and PLDs
- Review the existing within-grade cut score for "Below the Standard" in the context of consistency with GLEs and PLDs
- Review across-grade cut scores for "Meets the Standard" and "Below the Standard" in the context of consistency with GLEs and PLDs

Collect Secured Materials   4:15 – 4:30

Adjourn

August 3 (Wednesday) *(Rooms 405 & 411)*

Registration   8:00 – 8:30

Review the Existing Cut Scores for Grades 3, 5, 8, and 10   8:30 – 10:00
    (Continued)

- Review the existing within-grade cut score for "Exceeds the Standard" in the context of consistency with GLEs and PLDs
- Review the existing within-grade cut score for "Distinguished" in the context of consistency with GLEs and PLDs
- Review across-grade cut scores for "Exceeds the Standard" and "Distinguished" in the context of consistency with GLEs and PLDs

Coffee Break   *10:00 – 10:15*

Review the Ordered Student Writing Samples for   10:15 – 11:30
    Grades 4, 6, 7, and 9

- Read ordered student writing samples

    (a) Panels read the test booklets

(b) Panels read the ordered student writing samples
(c) Review anchor papers as necessary
(d) Select/share the typical writing papers within grade

Lunch   *11:30 – 12:00*

Review the Ordered Student Writing Samples (continue)   12:00 – 1:00

- Read ordered student writing samples

  (e) Panels read the test booklets
  (f) Panels read the ordered item test booklets
  (g) Review anchor papers as necessary
  (h) Share the typical writing papers within grade

Review/Set Cut Scores for Grades 4, 6, 7**, and 9**   1:00 – 4:00
   (Jerry DeMauro)

- Review the existing within-grade cut score for "Meets the Standard" in the context of consistency with GLEs and PLDs
- Review the existing cross-grade cut scores "Meets the Standard" in the context of consistency with GLEs and PLDs
- Set the within-grade cut score for "Below the Standard" in the context of consistency with GLEs and PLDs
- Set the within-grade cut score for "Exceeds the Standard" in the context of consistency with GLEs and PLDs
- Set the within-grade cut score for "Distinguished" in the context of consistency with GLEs and PLDs
- Review across-grade cut scores for "Below the Standard", "Exceeds the Standard", and "Distinguished" in the context of consistency with GLEs and PLDs

Prepare to Adjourn   4:00 – 4:30

- Panels complete the Rating Sheets
- Panels complete the Evaluation Form
- Panels complete the Comment Sheets
- Table Facilitators collect and return secured materials

Adjourn

August 4 (Thursday) *(Room 427)*

Data Summary	**9:30 – 11:00**
Smoothing Cut Scores	**11:00 – 12:00**
Lunch	*12:00 – 1:00*
Smoothing Cut Scores (Continued)	**1:00 – 2:00**
Prepare for the TAC Meeting	**2:00 – 4:00**

- Review process
- Training materials
- Process for interpolation
- Recommended cut scores and impact data
- Issues

August 5 (Friday) *(Dover Downs Hotel)*

Prepare for the TAC Meeting	9:00 – 10:00
The meeting agenda will be determined	10:00 – 2:00

Appendix P

Content-Related Training for Reading (August Workshop)

Demystifiying
Grade Level Expectations
and Performance Level
Descriptors

In the beginning…

- New Directions English Language Arts Curriculum Framework Content Standards

Content Standards in Reading

- **Standard Two**: Students will construct, examine and extend the meaning of literary, informative and technical texts through listening, reading and viewing.

- **Standard Four**: Students will use literary knowledge accessed through print and visual media to connect self to society and culture.

Performance Indicators

- Articulated the standards

- Established end of cluster expectations for grades K-3, 4-5, 6-8, and 9-10

Grade Level Expectations

- In February, 2005 the Curriculum Branch at DOE was charged with writing Grade Level Expectations in English Language Arts for all grades

- These English Language Arts Grade Level Expectations built on the framework established by the existing English Language Arts Standards and end of cluster performance indicators, more fully articulating expectations at each grade level

Delaware Reading Grade Level Expectations
For Grades K–12
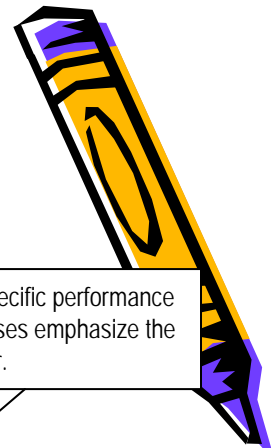
The numbers indicate the standard and the performance indicator for identified grades.

The first row of each table identifies the specific content standard addressed.

The second row of each table identifies the specific performance indicator related to the standard. Bolded phrases emphasize the specific intent of the indicator.

Enduring Understandings as defined by *Understanding by Design.*

Standard 2 Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.

2.4g (2-8) 2.3g (9-12) Performance Indicator: Students will be able to demonstrate an overall understanding of printed texts by (g) **comparing information between and within texts.**

Enduring Understandings: 1. Sometimes the author makes his/her meaning plain; often however, a reader must dig beneath the "surface" of the text to find the meaning. 2. Different types of texts (e.g., narrative, mystery, biography, expository, persuasive) have different structures. Understanding a text's structure helps a reader better understand its meaning.

By the end of **Grade 5**, using 5th grade or higher texts, students know and are able to do everything required in previous grades and:	By the end of **Grade 6**, using 6th grade or higher texts, students know and are able to do everything required in previous grades and:	By the end of **Grade 7**, using 7th grade or higher texts, students know and are able to do everything required in previous grades and:	By the end of **Grade 8**, using 8th grade or higher texts, students know and are able to do everything required in previous grades and:	By the end of **Grades 9 & 10**, using 9th/10th grade level or higher texts, students know and are able to do everything required in previous grades and:	By the end of **Grades 11 & 12**, using 11th/12th grade or higher texts, students know and are able to do everything required in previous grades and:
• <u>Compare relevant</u> similarities and/or differences in ideas, viewpoints, or **characters** within a single text • <u>Compare relevant</u> similarities and/or differences in ideas, viewpoints, purposes, **plots, settings**, or **characters** in one text with those in another • Describe changes in **characters** (e.g., change in attitude, situation)	• Compare relevant similarities and/or differences in ideas, viewpoints, or **characters** within a single text • Compare relevant similarities and/or differences in ideas, viewpoints, purposes, **plots, settings**, or **characters** <u>presented in two or more texts</u> • Describe changes in **characters** (e.g., change in attitude, situation)	• Compare relevant similarities and/or differences in ideas, viewpoints, or **characters** within a single text • Compare relevant similarities and/or differences in ideas, viewpoints, purposes, **plots, settings, or characters** presented in two or more texts • <u>Analyze changes in</u> **<u>characters</u>** (e.g., change in attitude, situation)	• <u>Compare subtle but relevant</u> similarities and/or differences in ideas, viewpoints, or characters within a single text • <u>Compare subtle but relevant similarities</u> and/or differences in ideas, viewpoints, purposes, **plots, settings, or characters** presented in two or more texts • Analyze <u>subtle</u> changes in **characters** (e.g., change in attitude, situation)	• Compare subtle but relevant similarities and/or differences in ideas, viewpoints, or characters within a single text • Compare subtle but relevant similarities and/or differences in ideas, viewpoints, purposes, **plots, settings, or characters** presented in two or more texts • Analyze subtle changes in **characters** (e.g., change in attitude, situation)	• Compare subtle but relevant similarities and/or differences in ideas, viewpoints, or characters within a single text • Compare subtle but relevant similarities and/or differences in ideas, viewpoints, purposes, **plots, settings, or characters** presented in two or more texts • Analyze subtle changes in **characters** (e.g., change in attitude, situation)

Identifies specific grade level.

Bolded words are words that will be defined in the Glossary of Terms.

Differences between grade levels and new material introduced are <u>underlined</u>.

Overarching Statements
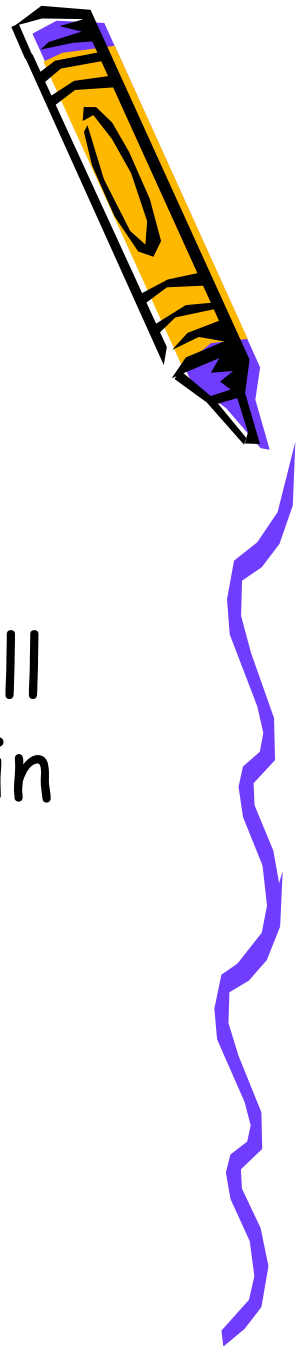
- By the end of Grade 6, using 6th grade or higher texts, students will be able to do everything required in the previous grades and:

Some Thoughts About Reading

- Reading is recursive...
    Prior to Reading-During Reading-After Reading Chart

- The variable that changes across grade levels is the complexity of text

- We want students to **construct**, **examine** and **extend** the meaning of literary, informative and technical texts through reading at all grade levels

Performance Level Descriptors… The Way They Were

- Original Performance Level Descriptors were generic:
  - "Meets the Performance Standard (Level 3): A student's performance in the tested domain indicates an understanding of fundamental skills and knowledge articulated in the Delaware Content Standards. Students in this category show mastery of the Delaware Content Standards at grade level. Student performance in this range can be classified as good."

- Grades 3, 5, 8, and 10 had five performance levels while grades 2, 4, 6, 7, and 9 had three progress bands

Performance Level Descriptors… New & Improved

- In June 2005, teacher committees helped to develop subject specific Performance Level Descriptors for each grade using the Grade Level Expectations

- Starting with Spring, 2006, there will be five levels of performance for grades 3 through 10
  - Well Below the Standard
  - Below the Standard
  - Meets the Standard
  - Exceeds the Standard
  - Distinguished

- Grade 2 will have three levels of performance…below, meets and exceeds the standard

Performance Level Descriptors
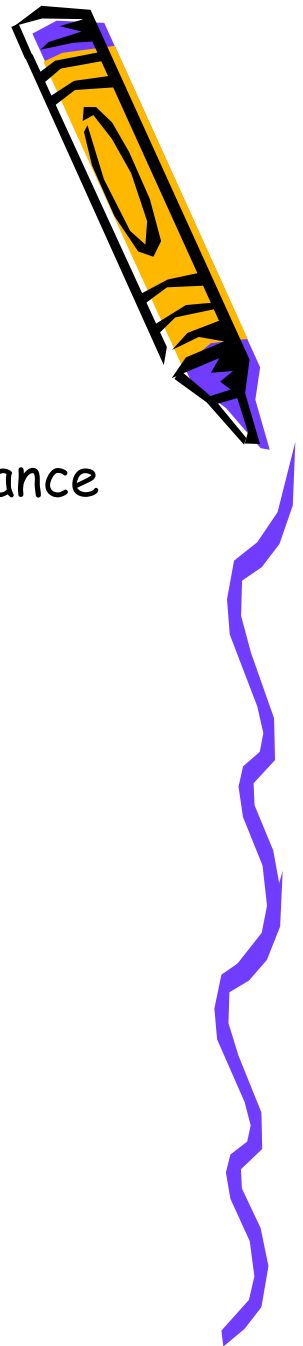
There are three overarching statements at each performance level

A. When using **grade appropriate text**, a student who performs at this level:

B. When using **grade appropriate literary text**, a student who performs at this level:

C. When using **grade appropriate informative and technical text**, a student who performs at this level:

Differentiation Between Performance Levels

- The performance level descriptors are essentially the same across grade levels

- Qualifying words are used to capture a student's proficiency and progress towards meeting the standard at each level

Level 3: Meets the Standard
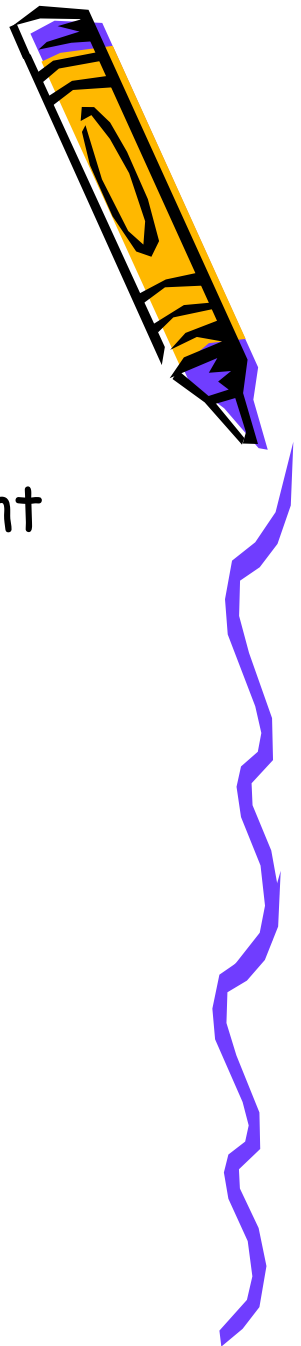
A. When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences and paragraphs to determine the meaning of **many** unfamiliar words.

- **Adequately** locates information in text to retell, restate and support ideas and concepts.

Level 2: Below the Standard
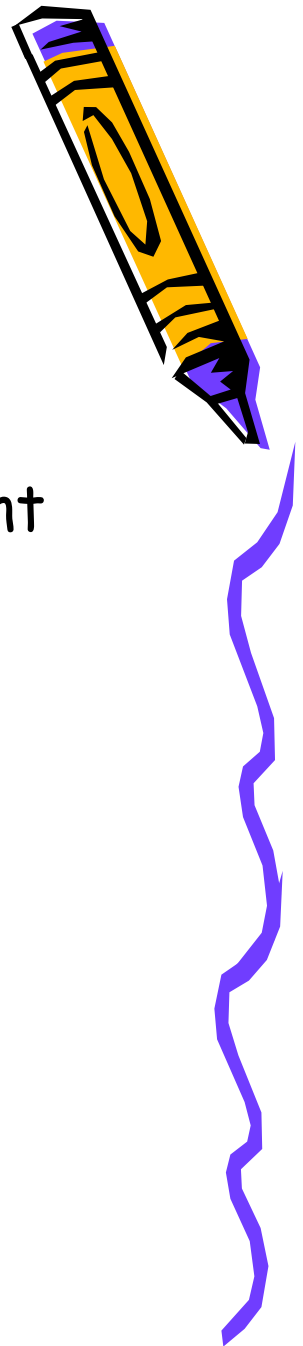
A. When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences and paragraphs to determine the meaning of **some** unfamiliar words.

- **Inadequately** locates information in text to retell, restate and support ideas and concepts.

Level 4: Exceeds the Standard

A. When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences and paragraphs to determine the meaning of **most** unfamiliar words.

- **Thoroughly** locates information in text to retell, restate and support ideas and concepts.

Level 5: Distinguished
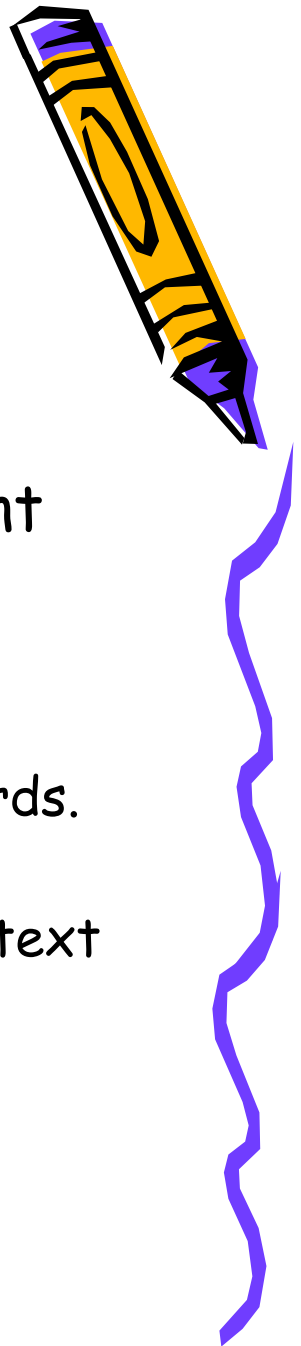
A. When using **grade appropriate text**, a student who performs at this level:

- Uses words, phrases, sentences and paragraphs to determine the meaning of **almost all** unfamiliar words.

- **Thoroughly and effectively** locates information in text to retell, restate and support ideas and concepts.

Level 1: Well Below the Standard

A. When using **grade appropriate text**, a student who performs at this level:

– Uses words, phrases, sentences and paragraphs to determine the meaning of **few** unfamiliar words.

– **Rarely** locates information in text to retell, restate and support ideas and concepts.

Complexity of Text
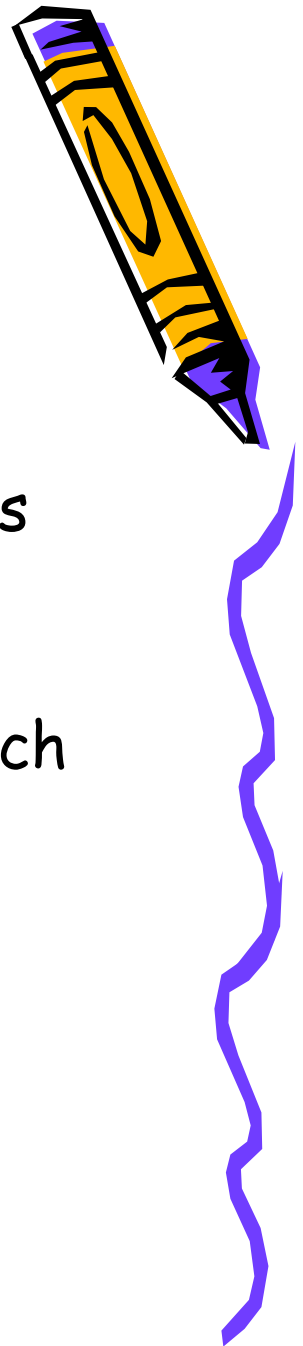
- Please read "Hummingbirds" and "The Giraffe's Fantastic Features"

- Which informative passage is Grade 4 and which is Grade 6?

- How could you tell?

Complexity of Text

- Concrete to Abstract Concepts
- Familiar to Recognizable to Unfamiliar to Distant
- Background Knowledge Required
- Single to Multiple Elements

Complexity of Text

- Characters
- Setting
- Plots/Situations
- Subjects
- Lessons/Morals/Ideas/Themes

About the DSTP
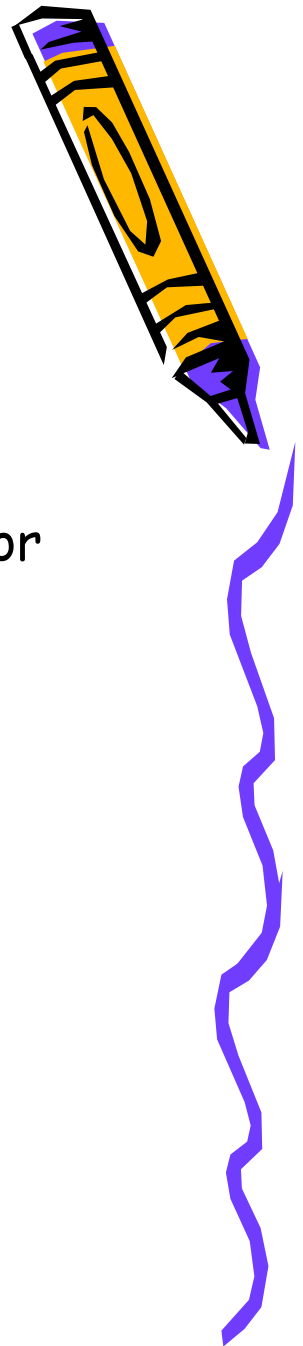
- The DSTP is not a diagnostic test

- Reading passages at each grade level are appropriate for that grade level

- The DSTP is designed to measure students' progress towards meeting the standards

- The standards are the expectations Delaware and the Department of Education have for students

- The standards are not minimal competencies

The Reading Portion of the DSTP

Types of Items

– Multiple Choice

– Constructed Response Items

• Short Answer Items

• Extended Response Items
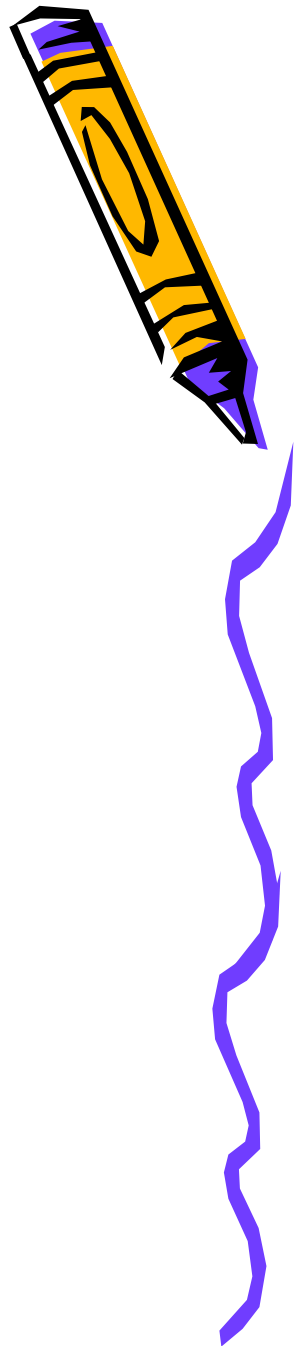
Multiple Choice Items

- Multiple choice items require students to show what they know and are able to do by selecting the best response from the four choices provided

- Multiple choice items are scored at one point each

CLASSIC PEANUTS

AN ESSAY TEST! I'M DOOMED!

WHY COULDN'T SHE HAVE GIVEN US A MULTIPLE-CHOICE TEST?

OR A TRUE OR FALSE TEST?

I HATE IT WHEN YOU HAVE TO KNOW WHAT YOU'RE WRITING ABOUT...
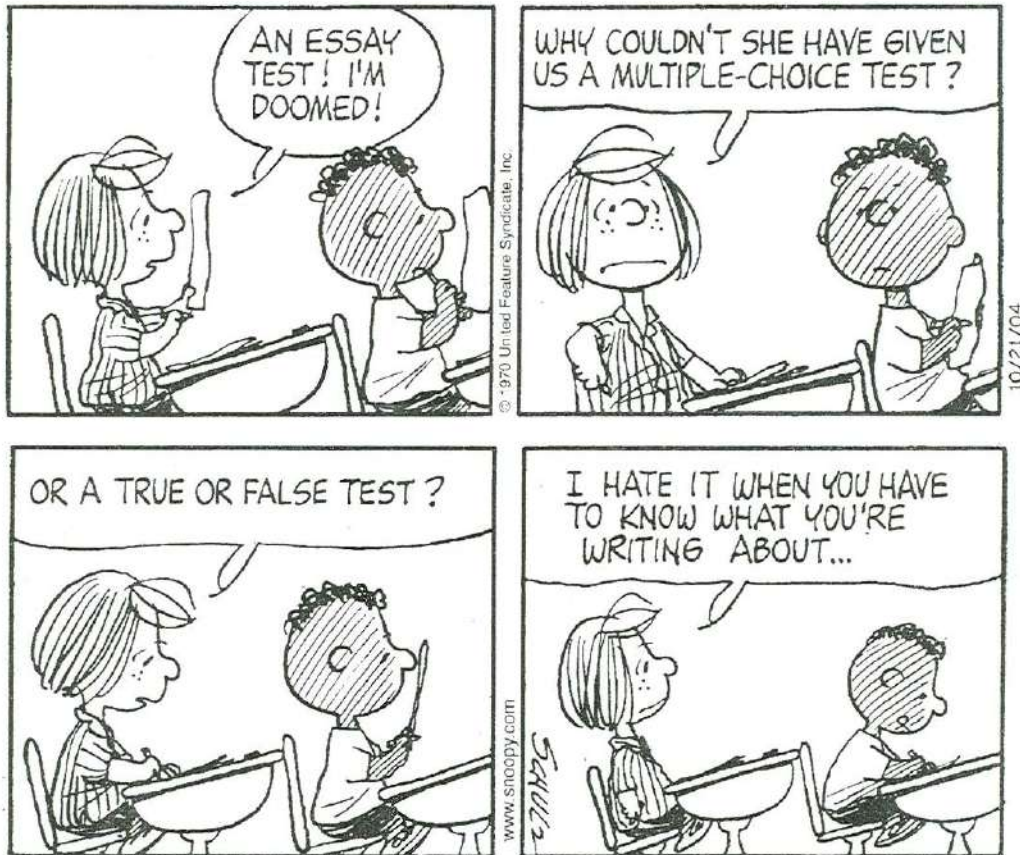
Constructed Responses
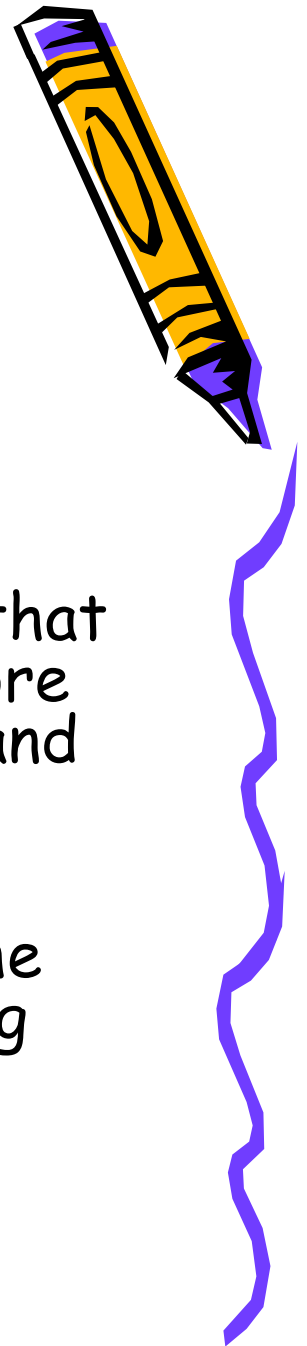
- Reading assessments that incorporate constructed responses are part of the new generation of assessments that acknowledge that in the 21st century students will have to do more that recognize a correct answer but process and evaluate information they read

- Constructed responses are scored solely on the ideas and content presented and not on writing proficiency

Constructed Responses

- Each constructed response item has its own item specific rubric

- All constructed response items are benchmarked by Delaware teachers

- The anchor papers identified during the benchmarking process guide scorers in evaluating student work
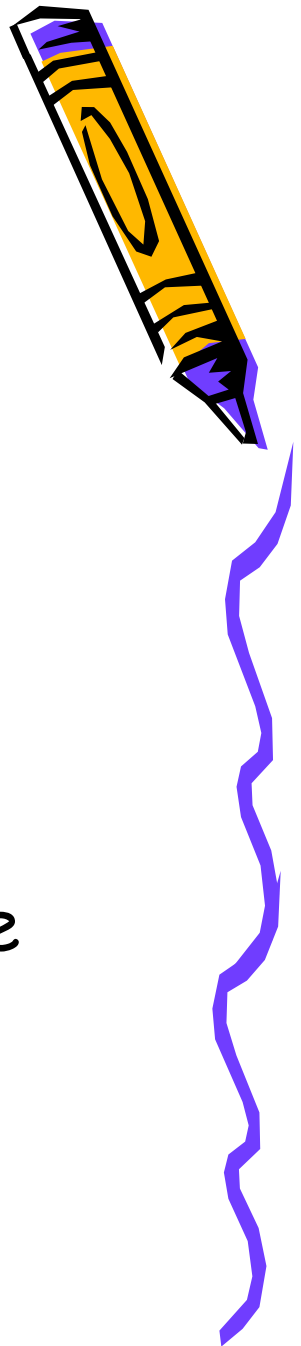
Short Answer Items
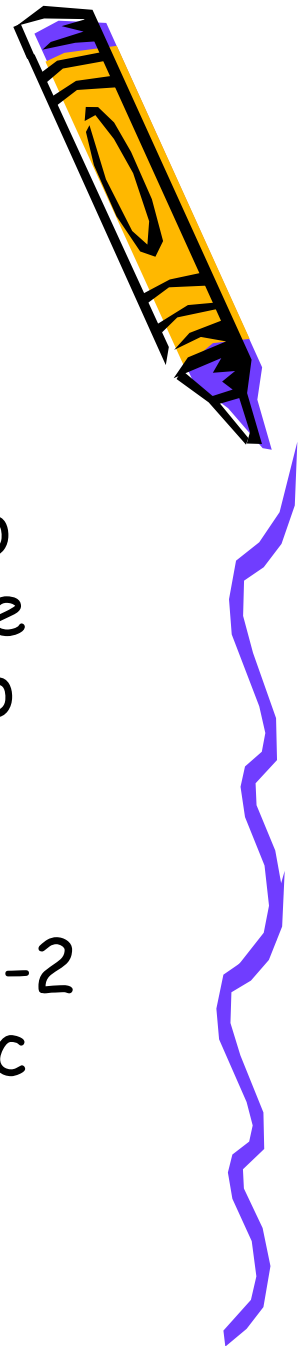
- Short answer items require students to demonstrate their understanding of the text by constructing brief responses to the questions posed

- Short answer items are scored on a 0-1-2 point scale, using an item specific rubric

Sample Two Point Rubric

Score Point	Description
2	Response is a **thorough explanation** of…supported by **relevant information** from the text.
1	Response is a **limited explanation** of…with **vague references** to the text.
0	Response is totally incorrect or irrelevant for the question.
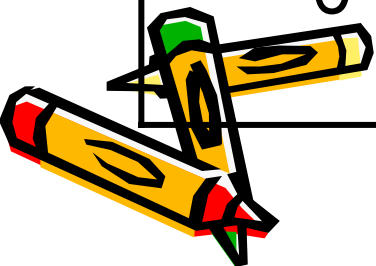
Extended Response Items

- Extended response items require students to demonstrate understanding of the text by constructing more lengthy responses to questions posed

- Extended response items are scored on a 0-1-2-3-4 point scale, using an item specific rubric
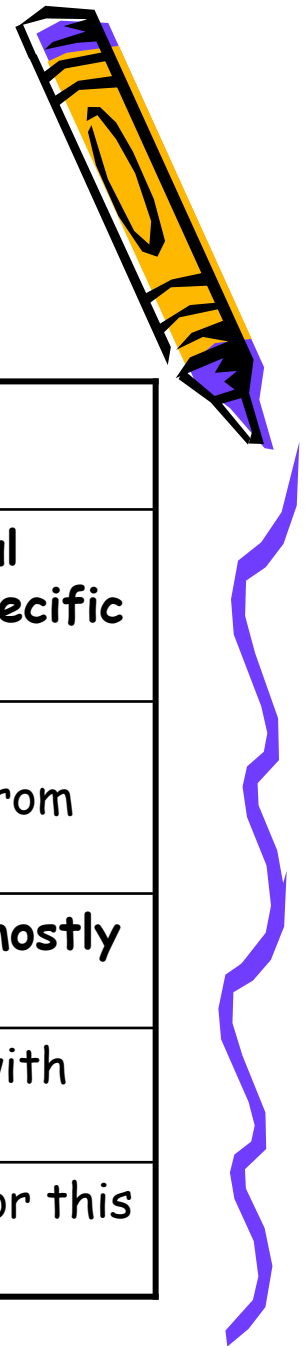
Sample Four Point Rubric

Score Point	Description
4	Response is a **thorough and logical/insightful explanation** of …supported by **sufficient, specific and relevant information** from the text.
3	Response is an **adequate explanation** of …supported by **some relevant information** from the text.
2	Response is a **limited explanation** of …with **mostly general references** to the text.
1	Response is an **attempted explanation** of …with **vague references** to the text.
	Response is totally incorrect or irrelevant for this question.
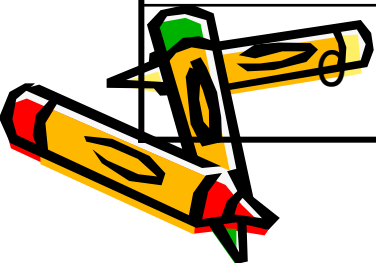
DSTP – Reading
Extended Response Items
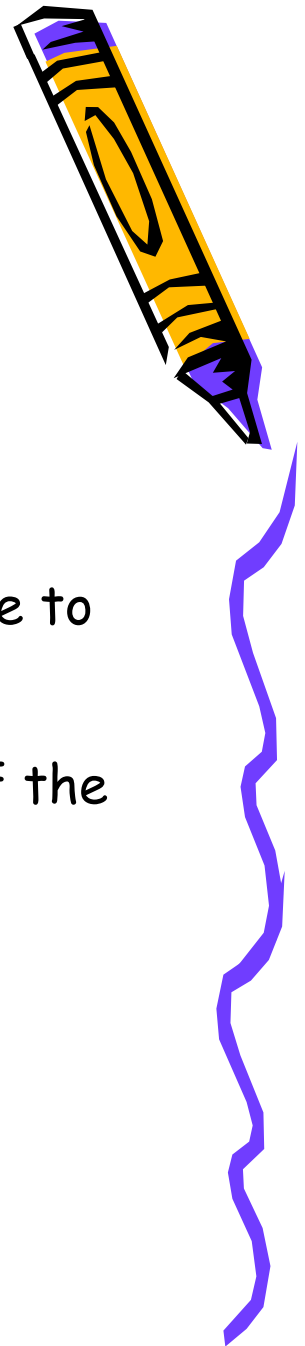
- Please read the four anchor papers

- Arrange the papers in order from the weakest response to the strongest response

- What observations can be made based on the quality of the response?

- What distinguishes each paper from the ones that are adjacent to it?

DSTP – Reading & Performance Level Descriptors
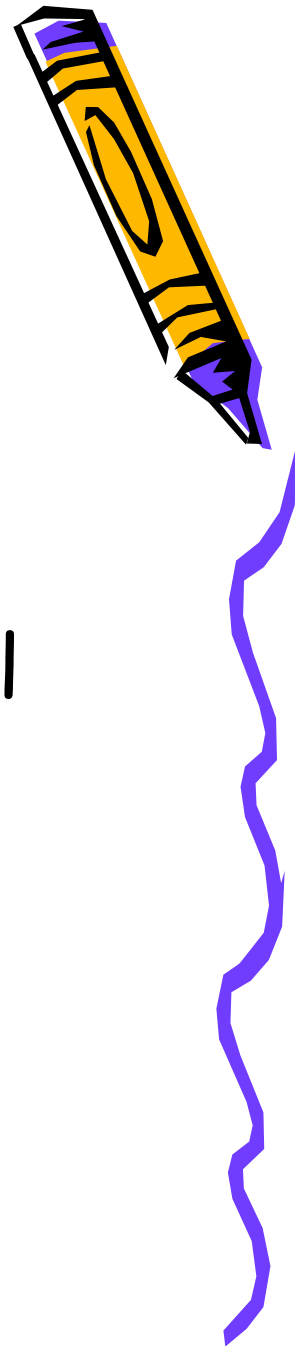
- Now compare the anchor papers reviewed to the Performance Level Descriptors

- What do you notice?

DSTP – Reading Multiple Choice Items
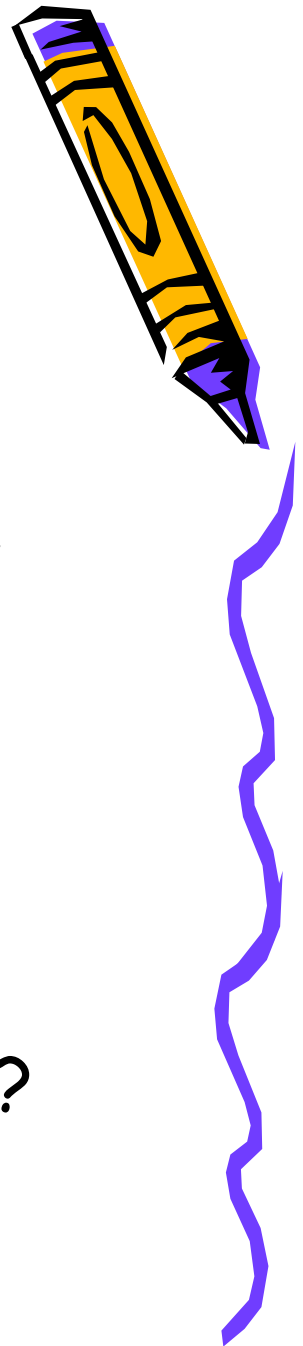
- Please look at the three multiple choice items on the front of your paper

- Rank the items in degree of difficulty from easiest to most challenging

- What guided your analysis of the items?

DSTP – Reading Multiple Choice Items

- Please look at the four multiple choice items on the back of your paper

- Are the two items on the top easier, more challenging or the same as the two beneath them?

- What factors informed your decision?

Refreshing the DSTP
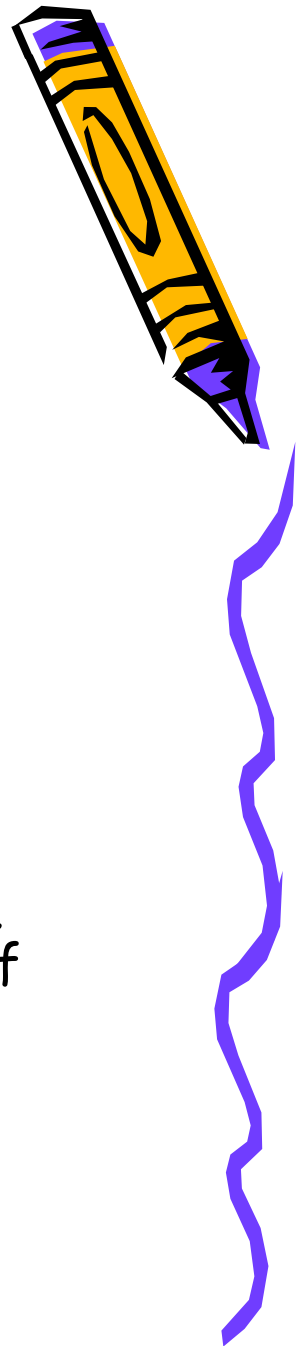
- The DSTP is refreshed each year

- Replacement items are of the same level of difficulty

- The difficulty level is based on field test data (actual student performance)

- SAT 10 items are not refreshed and since they are the first thirty items on the test it gives the appearance of being the same exact test each year

Questions????
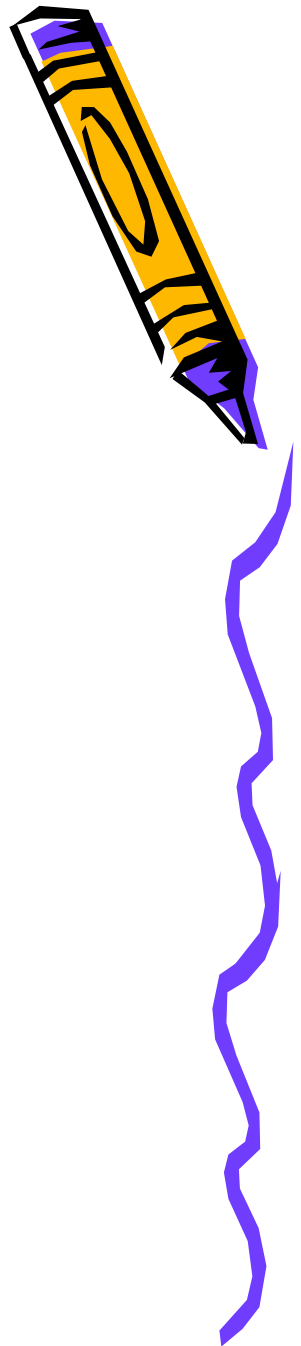
Appendix Q

Content-Related Training for Mathematics (August Workshop)

What's New?
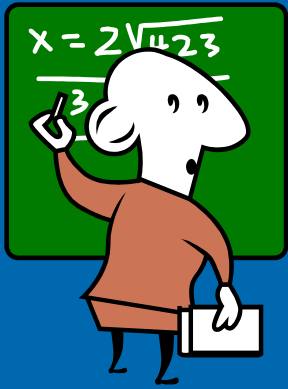
The original performance indicators and cluster expectations have been used to write a standards document with grade level expectations.

Grade Level Expectations

- Two formats:
  - Matrix for grades K-5 and 6-11
  - List by Individual Grade
- 4 Process Standards Remain Unchanged

  Problem Solving

  Reasoning and Proof

  Communication

  Connections

Six Content Standards Condensed into Four Content Standards

1. **Numeric Reasoning** (Number and Operations)- (old standard 5.2, 5.3, and 6)

2. **Algebraic Reasoning** (Patterns and Functions)-(old standard 7 and 10)

3. **Spatial Reasoning** (Geometry and Measurement)-(old standard 8 and 5.1)

4. **Quantitative Reasoning** (Data Analysis and Probability)-(old standard 9)

Group Activity
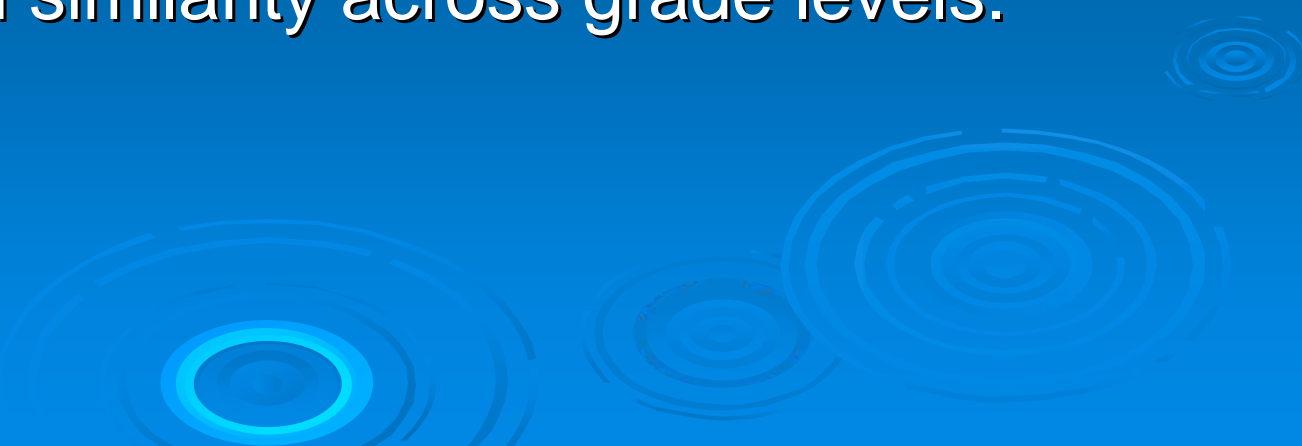
➤ *Take 30 minutes to read and address the following discussion question for each of the four content standards:*

➤ How do the content expectations change from the grade below to the grade above your grade?
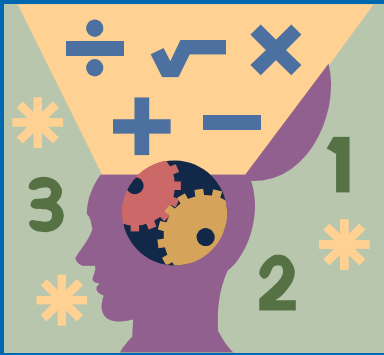
Connecting the Mathematics Performance Level Descriptors to DSTP Test Items
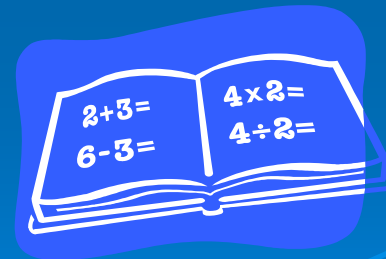
Process for developing the Performance Level Descriptors (PLDs)

➢ Collected and reviewed Performance Level Descriptions (PLDs) from other states.

➢ Wrote a general description for level 3-then modified for other levels.

➢ Teacher groups edited descriptors by grade.

➢ Group leaders and specialists reviewed and incorporated similarity across grade levels.

Structure of the Performance Level Descriptor Document

Material

- Draft of Delaware Performance Level Descriptors
- Copy of grade 9 Item Handout
- Copy of Grade 6 Anchors Handout

Grade 9
Connecting Multiple Choice Items to the cognitive demands in the PLDs

Individually read the three 9th grade items and think about the cognitive skill level for each item.

Turn to grade nine of the performance level descriptor document.

Grade 9 Content Summary

Grade 9 – solve linear equations

PLD Content Summaries
for item 9

Grade 4 – create, extend, and describe patterns of growth

Grade 5 – construct and interpret a display of data (table…)

Grade 6 – describe changes in patterns, tables or graphs

Grade 7 – describe linear relationships in tables

Grade 8 – construct displays of data and interpret trends in the graphs in order to make predictions

Performance Levels Description
All Grades

<u>Performance Level 2</u>

Students at this level demonstrate gaps and misconceptions in grade-level content knowledge. They can solve problems that rely on previously learned routines that have been practiced extensively. Students at this level show evidence of solving problems that are based on recall or where a specific mathematical strategy is indicated. Explanations meant to show results, to indicate understanding or to communicate strategies are incomplete or absent.

➢ Sample Item

Performance Level 3

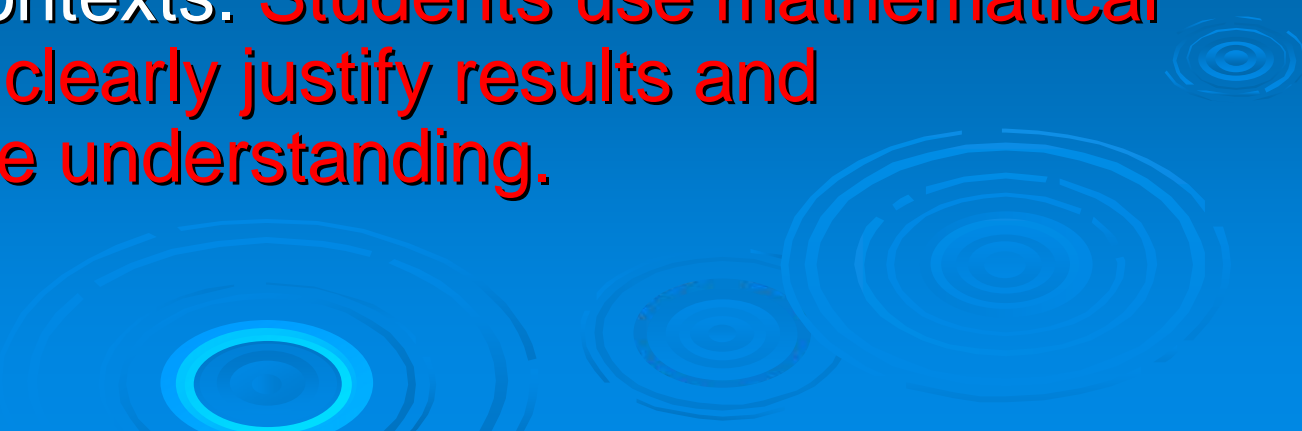**Performance Level 3**

Students at this level demonstrate knowledge of grade-level content. Students can apply familiar math knowledge to solve problems that may require more than one step. They use effective sometimes informal strategies and reasoning to solve problems. They develop adequate explanations that show results, indicate understanding, and communicate strategies.

➢ Sample Item

Grades 8 - 10

Performance Level 5

Students at this level expertly demonstrate knowledge of grade-level content. Students develop new approaches or use sophisticated strategies to successfully solve novel and complex problems. They demonstrate fluency with symbolic and formal mathematical language and methods. They skillfully communicate well-developed solutions that show evidence of insightful mathematical connections, judgment and planning.

Performance Level 4

Students at this level consistently demonstrate grade-level content knowledge. They apply their knowledge to analyze and solve a variety of problems including those that require multiple decisions or are set in unfamiliar contexts. They show evidence of planning and demonstrate understanding of symbolic or formal mathematical language and methods. They clearly justify results and communicate understanding.

* Grades 3 – 7 do not contain this language

➢ Sample Item

Grade 6
Connecting
an Extended Response Item
to the cognitive demands in the PLDs

**Individually read the four student responses.
Think About:**

What makes them different?

Grade 6
Extended Response

➢ Sample Item

Grade 6
Performance Level 2

Performance Level 2

Students at this level demonstrate gaps and misconceptions in grade-level content knowledge. They can solve problems that rely on previously learned routines that have been practiced extensively. **Students at this level show evidence of solving problems that are based on recall or where a specific mathematical strategy is indicated. Explanations meant to show results, to indicate understanding or to communicate strategies are incomplete or absent.**

Grade 6
Performance Level 3

Performance Level 3

Students at this level demonstrate knowledge of grade-level content. Students can apply familiar math knowledge to solve problems that may require more than one step. They use effective sometimes informal strategies and reasoning to solve problems. They develop adequate explanations that show results, indicate understanding, and communicate strategies.

Grade 6
Performance Level 4

<u>Performance Level 4</u>

Students at this level consistently demonstrate grade-level content knowledge. They apply their knowledge to analyze and solve a variety of problems including those that require multiple decisions, planning or those that are set in unfamiliar contexts. Students use mathematical language to clearly justify results and communicate understanding.

Grade 6
Performance Level 5

Performance Level 5

Students at this level expertly demonstrate knowledge of grade-level content. Students develop new approaches or use sophisticated strategies to successfully solve novel and complex problems. They skillfully communicate well-developed solutions that show evidence of insightful mathematical connections, judgment and planning.

REMEMBER

Use (1) the cognitive performance descriptions,(2) the content summary, and (3) your educational knowledge to connect a test item to a performance level

Grade 3
Connecting
a Short Answer Response Item
to the cognitive demands in the
PLDs

Individually read the two student responses.
Think About:

What makes them different?

Think about which performance level you would link this response to.

Grade 3
Performance Levels 4 and 3

Performance Level 4

Students at this level consistently demonstrate grade-level content knowledge. They apply their knowledge to analyze and solve a variety of problems including those that require multiple decisions, planning or those that are set in unfamiliar contexts. Students use mathematical language to clearly justify results and communicate understanding.

Performance Level 3

Students at this level demonstrate knowledge of grade-level content. Students can apply familiar math knowledge to solve problems that may require more than one step. They use effective sometimes informal strategies and reasoning to solve problems. They develop adequate explanations that show results, indicate understanding, and communicate strategies.

Grade 3
Content Summary

Grade 2 :

Create, extend and describe repeating patterns

Add and subtract … using a variety of strategies.

Grade 3 : Create, extend, and describe numerical patterns

Grade 3
Performance Level 2

Performance Level 2

Students at this level demonstrate gaps and misconceptions in grade-level content knowledge. They can solve problems that rely on previously learned routines that have been practiced extensively. Students at this level show evidence of solving problems that are based on recall or where a specific mathematical strategy is indicated. Explanations meant to show results, to indicate understanding or to communicate strategies are incomplete or absent.

REMEMBER

Use (1) the cognitive performance descriptions,(2) the content summary, and (3) your educational knowledge to connect a test item to a performance level

Appendix R

Training for Across-Grade Performance Patterns,
Ordered Item Booklet, and Item Map (August Workshop)

Day 2: Within- and Across-Grade Review of the Cut Scores

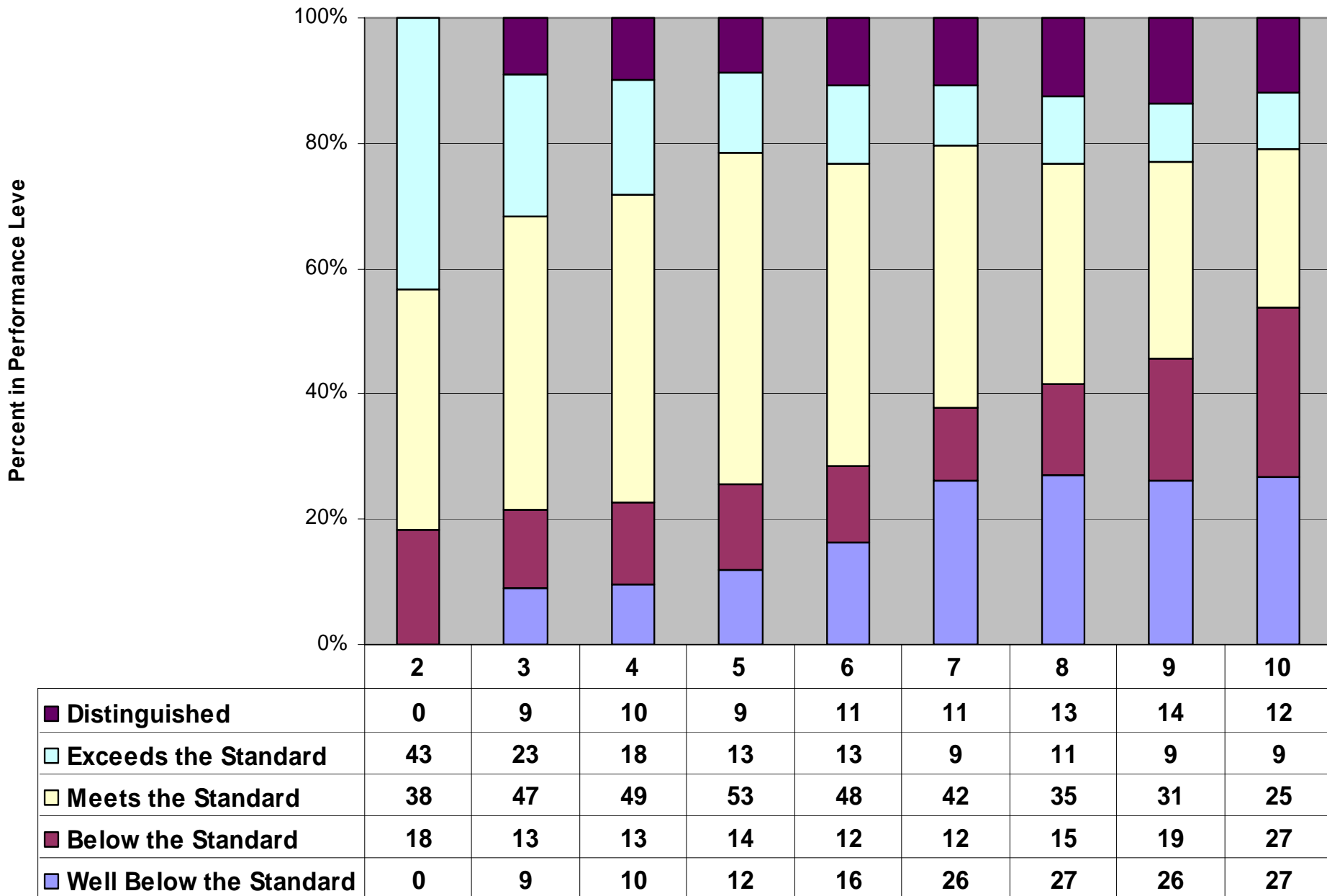**DSTP Performance Level Cut Score Review**
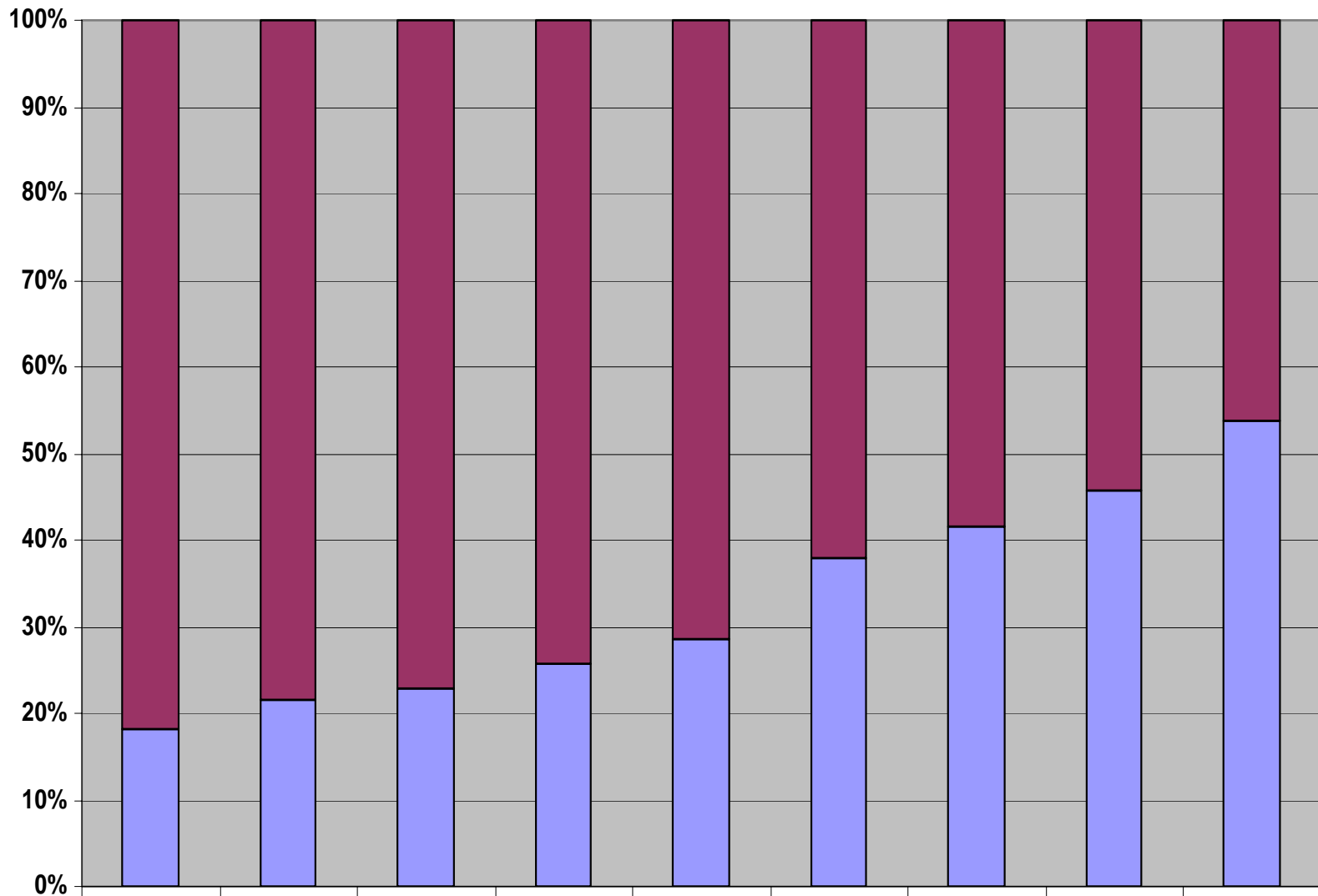
Grades 3, 5, 8, and 10

Agenda

- **Review across-grade performance patterns**

- **Review preliminary cut scores.**

  - Preliminary cut scores provide across-grade consistency but changes may be recommended to increase consistency with GLEs, PLDs

- **We will review Meets, Exceeds, Below, Distinguished, in that order**

- **After completing one cut score we will move on to the next cut score, but feedback on previous cut scores will be provided after data is entered**

First, we will review the results
of the previous
committee meeting in July
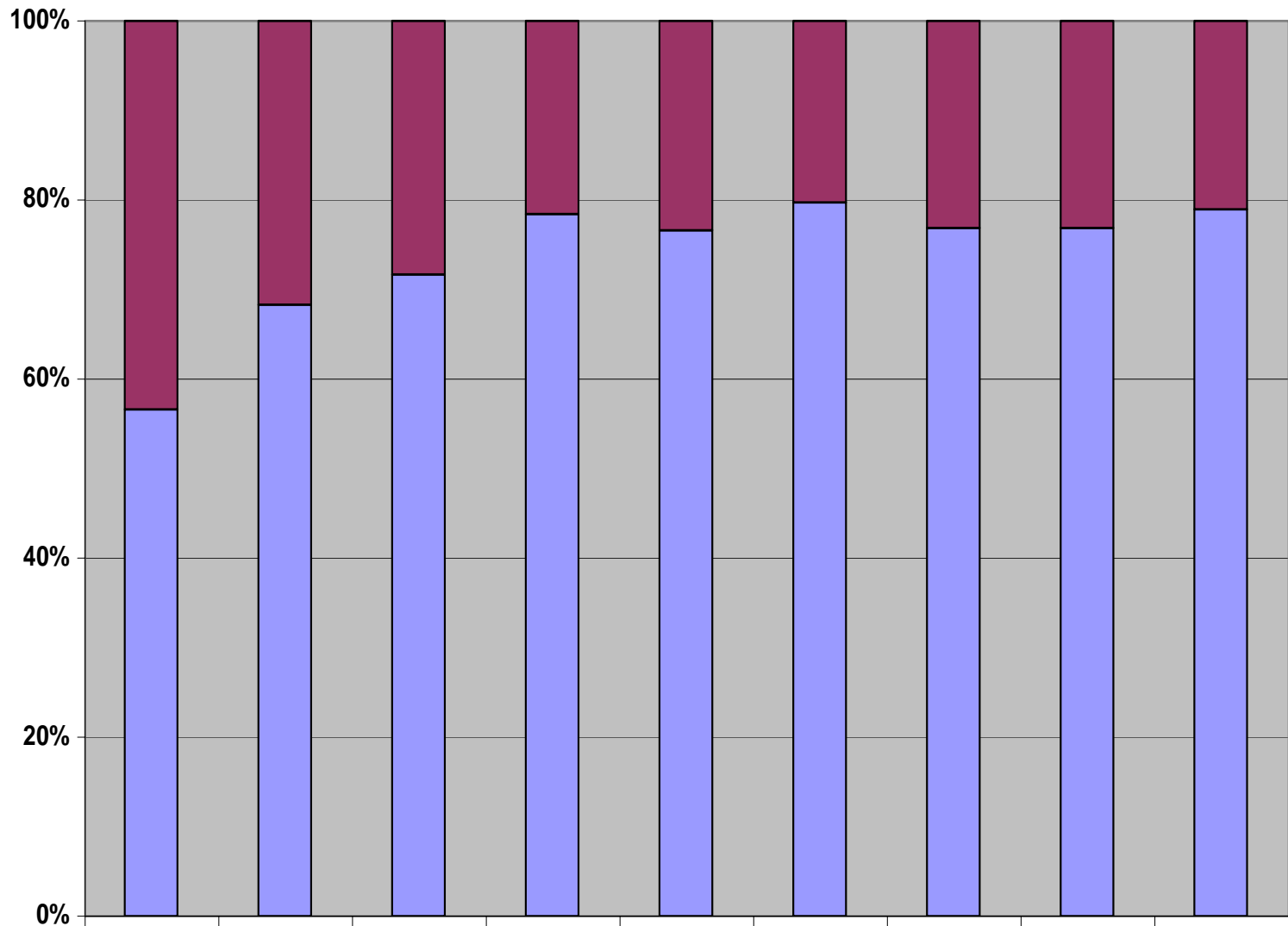
2005 DSTP Math: Across-Grade Performance Pattern

	2	3	4	5	6	7	8	9	10
■ Distinguished	0	9	10	9	11	11	13	14	12
□ Exceeds the Standard	43	23	18	13	13	9	11	9	9
□ Meets the Standard	38	47	49	53	48	42	35	31	25
■ Below the Standard	18	13	13	14	12	12	15	19	27
□ Well Below the Standard	0	9	10	12	16	26	27	26	27

Percent in Performance Leve

2005 DSTP Math: Meets the Standard Across-Grade Performance Pattern

	2	3	4	5	6	7	8	9	10
■ At and Above Meets	82	78	77	74	71	62	58	54	46
■ Below and Well Below	18	22	23	26	29	38	42	46	54

Percent in Performance Leve

2005 DSTP Math: Exceeds Across-Grade Performance Pattern

	2	3	4	5	6	7	8	9	10
■ At and Above Exceeds	43	32	28	22	23	20	23	23	21
■ Meets, Below and Well Below	57	68	72	78	77	80	77	77	79

Percent in Performance Leve

2005 DSTP Math: Below the Standard Across-Grade Performance Pattern
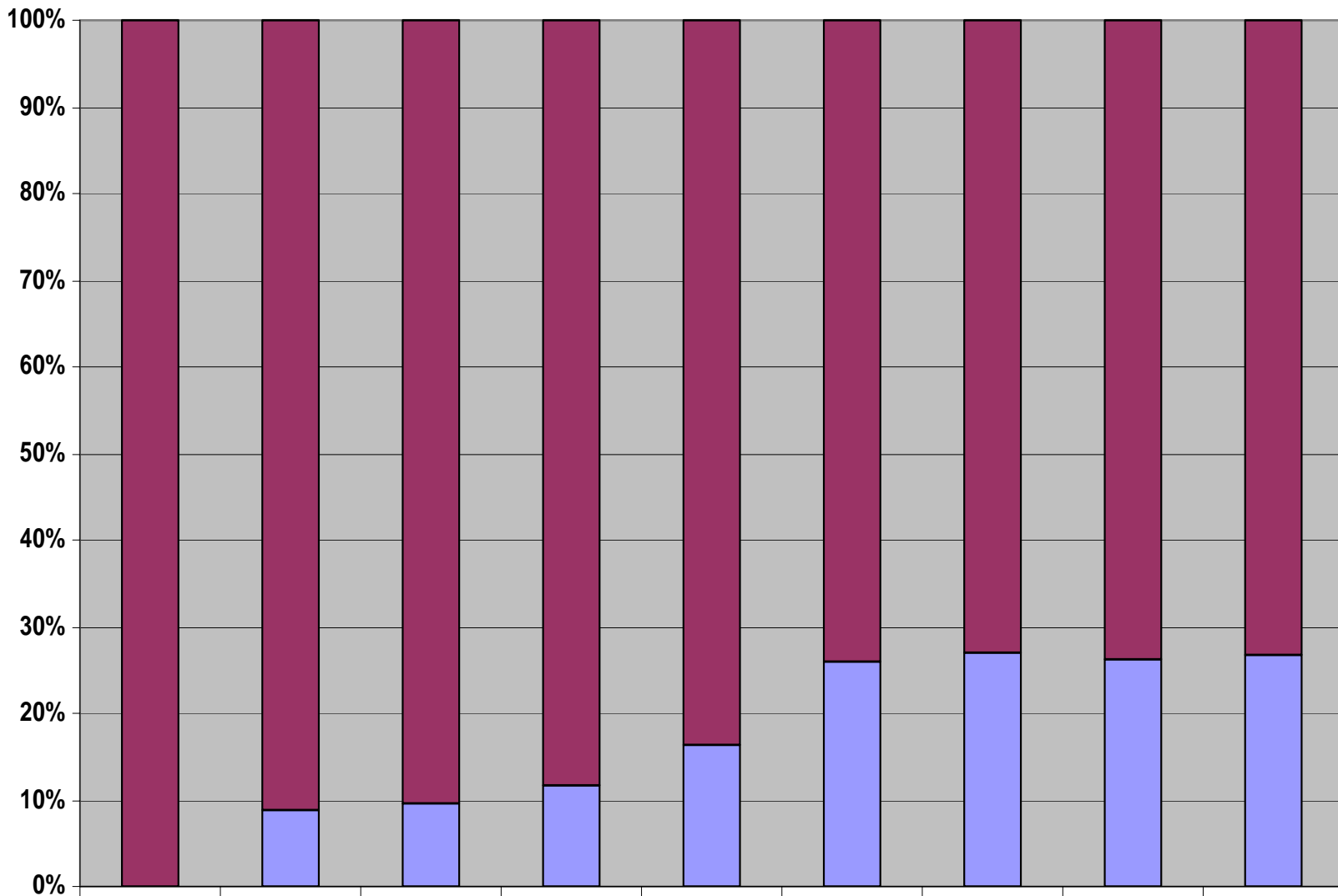
	2	3	4	5	6	7	8	9	10
■ At and Above Below	100	91	90	88	84	74	73	74	73
□ Well Below	0	9	10	12	16	26	27	26	27

Percent in Performance Leve

2005 DSTP Math: Distinguished Across-Grade Performance Pattern
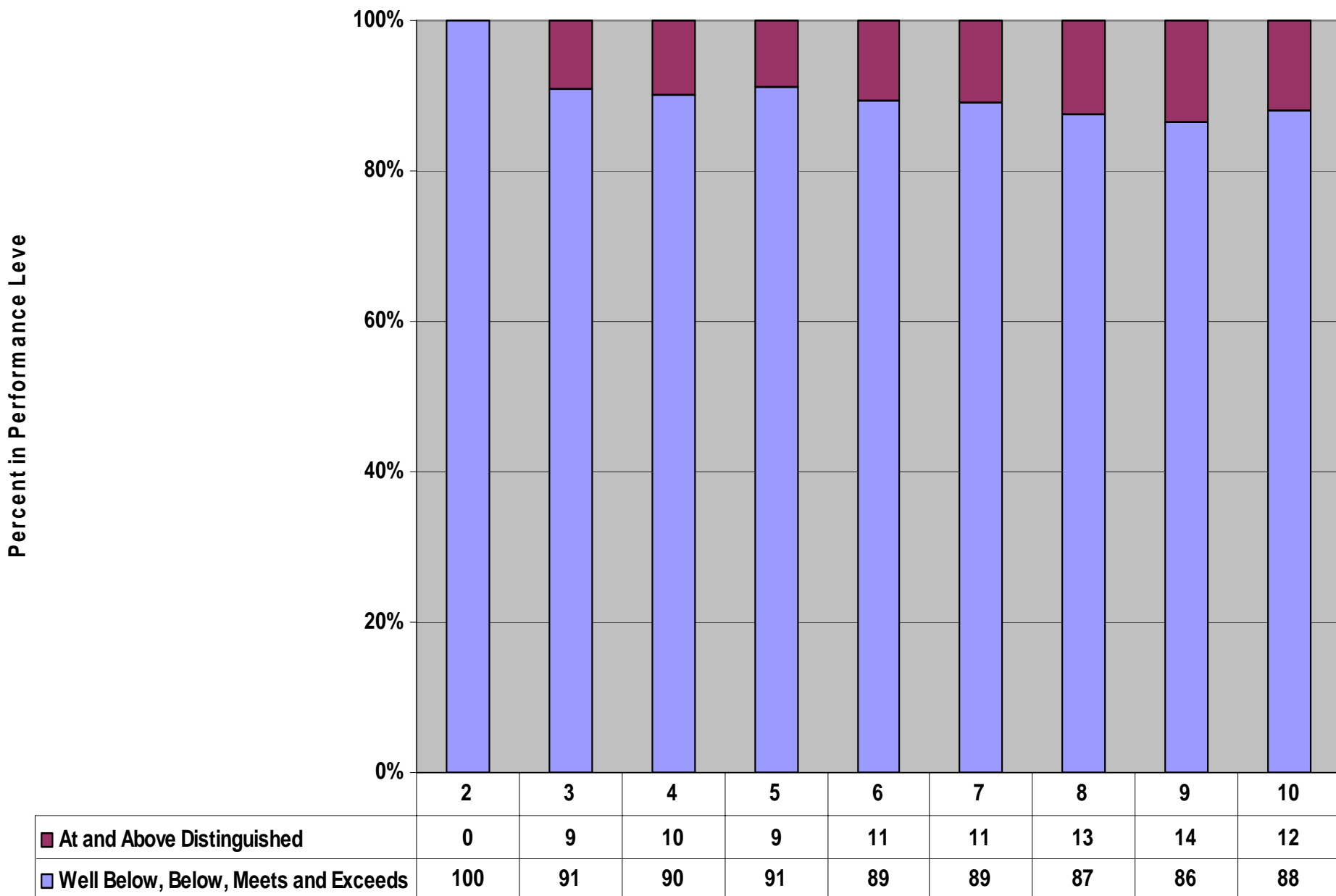
Percent in Performance Leve

	2	3	4	5	6	7	8	9	10
■ At and Above Distinguished	0	9	10	9	11	11	13	14	12
□ Well Below, Below, Meets and Exceeds	100	91	90	91	89	89	87	86	88

Meets the Standard
Performance Trends Across Grades

➢ Currently, percent at or above Meets the Standard cut score decreases with grade

➢ Is this reasonable, i.e., does it represent reality? Do your observations support this data?

➢ If reasonable, why?

➢ If not reasonable, why not?

➢ Do you have an alternative hypothesis about other trend patterns that may better reflect student achievement across grades?

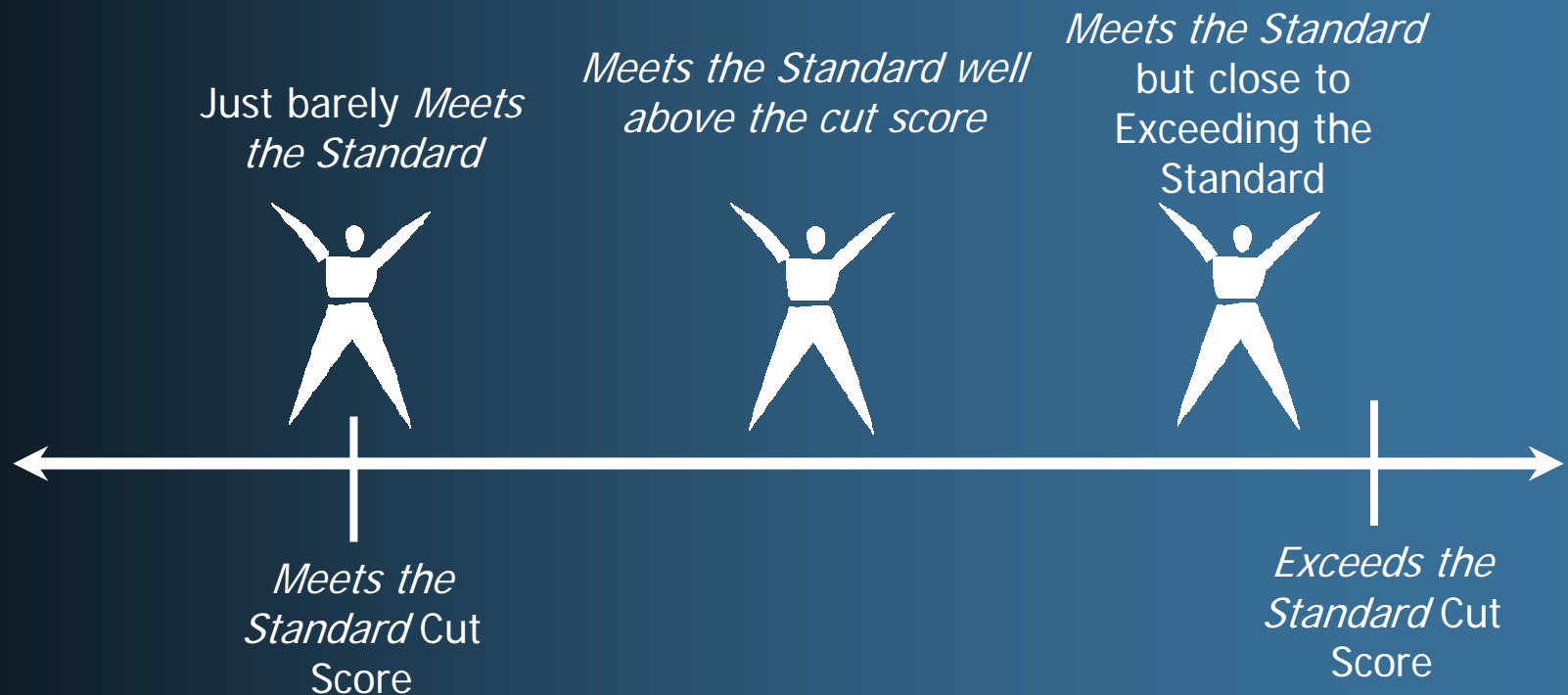Next, we will review preliminary cut scores:
Understanding Mastery

Cut Score are set on the test scale

Students Well Below the Standard

Students Below the Standard

Students who Meet the Standard

Students who Exceed the Standards

Distinguished Students

Below the Standard Cut Score

Meets the Standard Cut Score

Exceeds the Standard Cut Score

Distinguished Cut Score

DSTP Scale

Target Student for whom we set the cut score: The Just Meets the Standard Student

➢ We want to consider the required knowledge, skills, and abilities of the student who Just Barely Meets the Standard

Meets the Standard but close to Exceeding the Standard

Meets the Standard well above the cut score

Just barely *Meets the Standard*

Meets the Standard Cut Score

Exceeds the Standard Cut Score

Bookmark Placement

➢ Items preceding the Meets the Standard Bookmark reflect content that all students who Meet the Standard should master

   ➢ for MC items this means that the "Meets" students should most likely know the correct responses

   ➢ for CR items this means that the "Meets" students should most likely obtain that score point

Bookmark Placement

➢ Participants in the previous standard setting placed their bookmark at the first point where they felt that a student who has mastered the content reflected by the items before the bookmark has demonstrated sufficient skills to infer that the student Met the Standards.
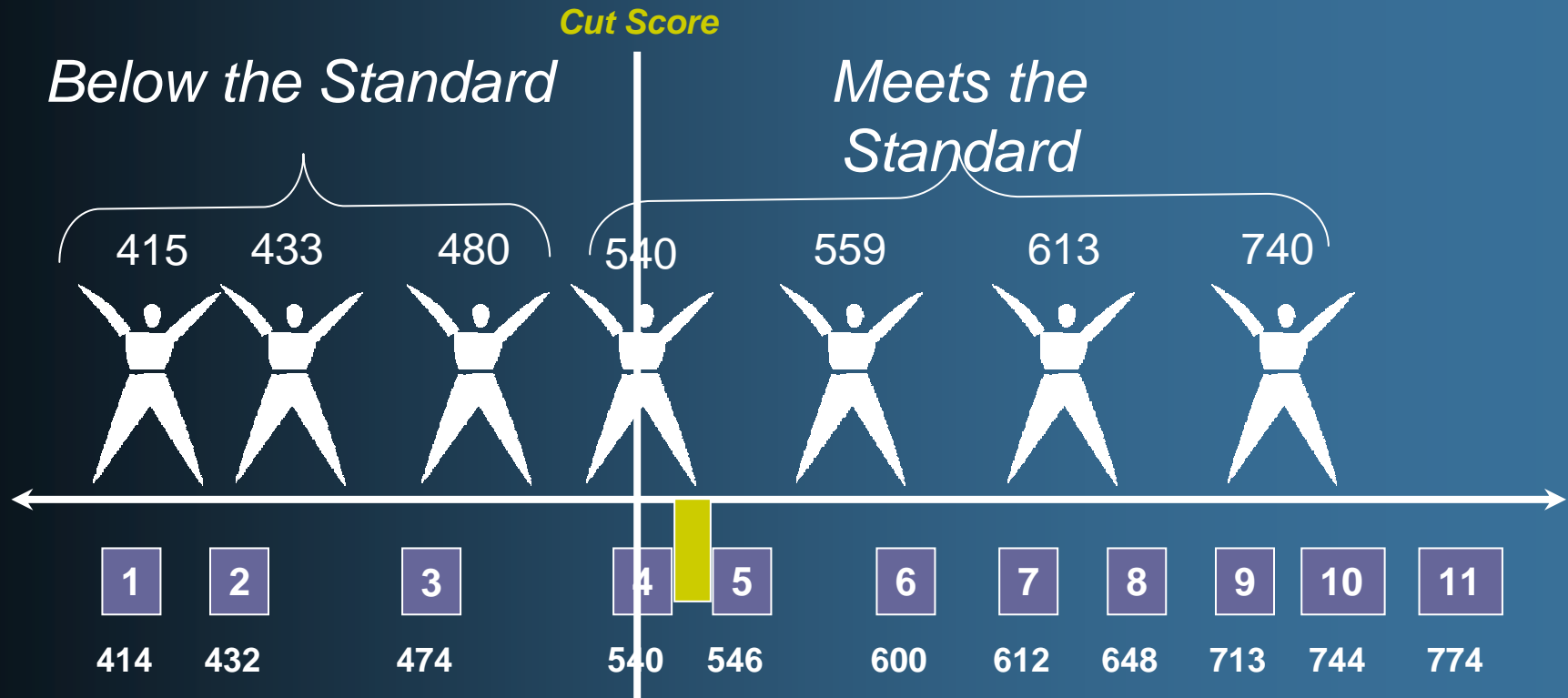
Test Scale

415   433   480   540   559   613   740

| 1 | 2 | | 3 | | 4 | 5 | | 6 | 7 | 8 | 9 | 10 | 11 |

414   432   474   540   546   600   612   648   713   744   774

Items ordered by difficulty.

Students ordered by ability.

The Bookmark & the Cut Score

Cut Score

Below the Standard   *Meets the Standard*

415   433   480   540   559   613   740

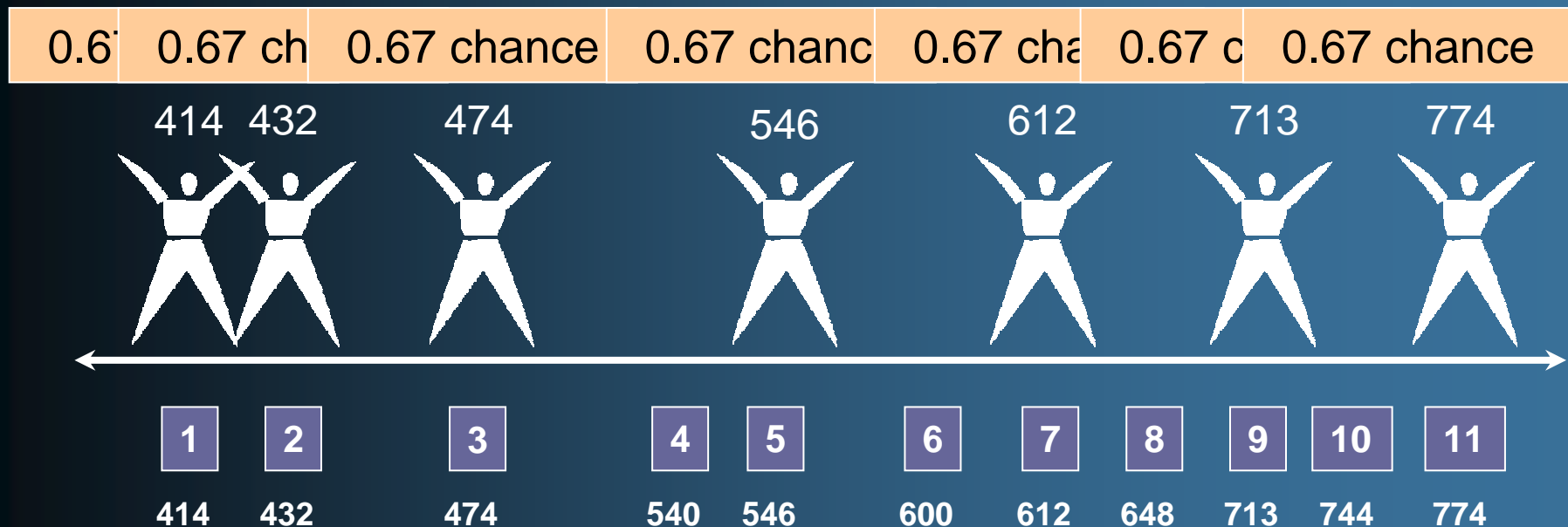| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |

414   432   474   540   546   600   612   648   713   744   774

The bookmark separates items.

The cut score separates students.

Mastery

➢ Students show mastery when they have at least a 2/3 chance of answering an item correctly.

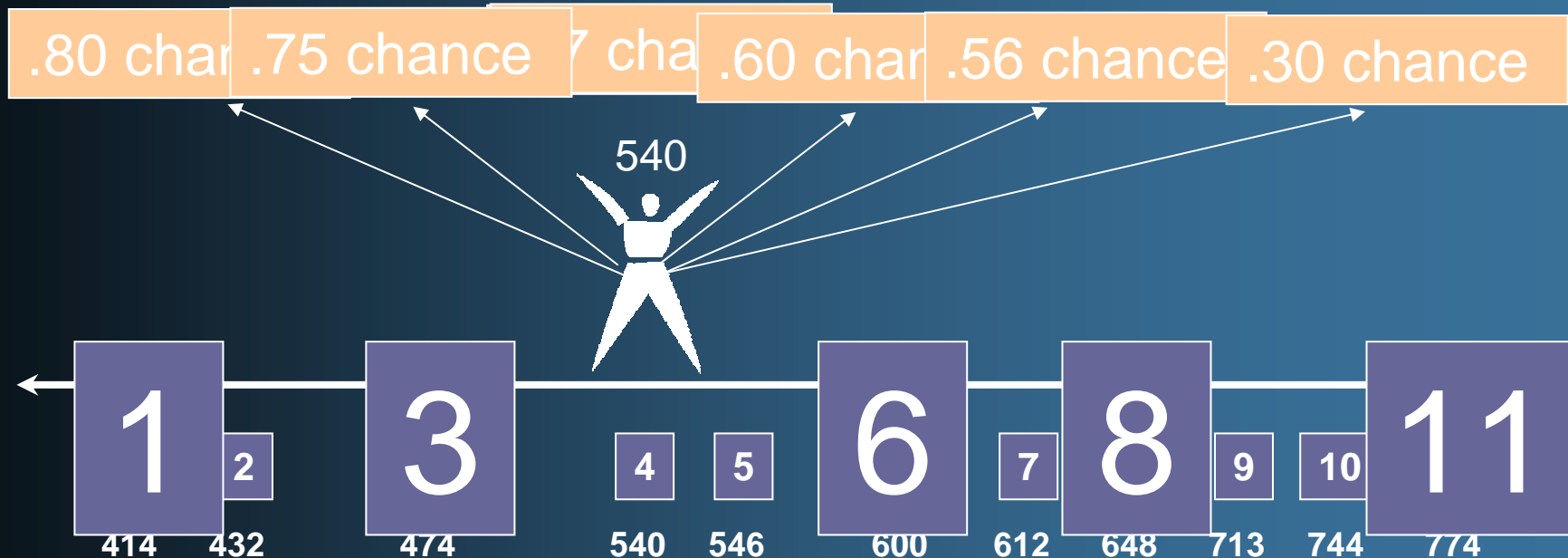> ➢ Decision to use 2/3 based on research

Item Location

Location is an indication of difficulty.

Location represents the ability level necessary to have a .67 chance of answering the item correctly.

Mastery and the Target Student

.80 chance | .75 chance | 7 cha | .60 chan | .56 chance | .30 chance

540

1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11

414 | 432 | 474 | 540 | 546 | 600 | 612 | 648 | 713 | 744 | 774

A student right at the cut score will have at least a 2/3 chance of answering the items at and below the cut score correctly.

	2		4		6		7		9	
	Mastery	Number Correct (Partial mastery)	Mastery	Number Correct (Partial mastery)	Mastery	Number Correct (Partial mastery)	Mastery	Number Correct (Partial mastery)	Mastery	Number Correct (Partial mastery)
Meets	15	30	25	38	11	30	15	32	20	37

Next, we will review preliminary Meets the Standard cut scores. You May accept preliminary cut scores or recommend changes if necessary to increase consistency of cut scores to GLEs or PLDs.

Preliminary Cut Scores in Mathematics

Grade	Below the Standard	Meets the Standard	Exceeds the Standard	Distinguished
2	n/a	361	404	n/a
3	381	407	461	499
4	412	432	480	505
5	433	451	505	528
6	449	466	516	537
7	459	472	522	543
8	469	487	527	549
9	486	514	552	569
10	506	529	559	578

Recommendations will be discussed using item maps

Considerations:

• Alignment to Performance Level Descriptors

• Alignment to Grade Level Expectations

• Across-grade consistency/alignment

• Content

No Change in expectations for mastery by students *at the Meets the Standard cut score* Write no change by last "Meets the Standard" item as illustrated below	Raise the expectations for mastery by students *at the Meets the Standard cut score* Increase the desired number of "Meets the Standard" Items as illustrated below	Lower the expectations for students *at the Meets the Standard cut score* Decrease the desired number of "Meets the Standard" Items as illustrated below
Items mastered by students at the indicated PL cut score	Items mastered by students at the indicated PL cut score	Items mastered by students at the indicated PL cut score
B	B	B
B	B	B
M	M	M
M	M	M
M	M	~~M~~ E
M	M	~~M~~ E
M no change	M	~~M~~ E
E	~~E~~ M	E
E	~~E~~ M	E
E	E	E
E	E	E

- <u>Work within your grade group to discuss your Meets the Standard recommendations</u>.

  - Although consensus may occur, each participant must make a unique recommendation on their rating form. Note that consensus is not necessary and preliminary cut scores may be accepted (they are currently consistent across-grades.

  - When discussion ceases, ratings are made by *each participant on their new rating form*, as indicated in the table above.

  - When ratings are made, complete the comment sheet to provide rationale and give your rating form to the Table Facilitator

  - The results across the grades will be shared with the room after results are tabulated. In the mean time, proceed to the next cut score.

Appendix S

Content Related Training for Writing (August Workshop)

Revisiting/Setting Cut Scores for the Writing DSTP

Juley Harper
ELA Teacher in Residence
DE Department of Education

In the beginning…

- **New Directions ELA Curriculum Framework Content Standards and Performance Indicators were developed in 1995 (Teacher's Desk Reference)**

- **Original Performance Indicators were NOT written for the "off-grades" (K/1,2,4,6,7,9)**

- **The original cut scores were set in 1999 for reading and writing**

- **The original writing cut scores were adjusted in 2002**

- **Bookmark procedure was used for standard setting for each test at each grade separately**

- **Performance Level Descriptors (PLDs) were created (well below the standard, below the standard, meets the standard, exceeds the standard, distinguished)**

ELA Content Standards

- **Standard 1- Students will use written and oral English appropriate for various purposes and audiences.**

- **Standard 2- Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading and viewing.**

- **Standard 3- Students will access, organize and evaluate information gained through listening, reading, and viewing.**

- **Standard 4- Students will use literary knowledge accessed through print and visual media to connect self to society and culture.**

Performance Indicators

- **The original Performance Indicators (PIs) articulated the English Language Arts Content Standards**

- **The original PIs established end of cluster expectations for grades K-3, 4-5, 6-8, and 9-10**

- **The original PIs were NOT written for the off-grades (K/1,2,4,6,7,9)**

- **The original PIs assessed the "off-grades" but had no specific Performance Indicators for those grades**

Summary of Tasks Completed…

- **Grade Level Expectations** (GLEs) were created for reading and writing (2005)

- **Content Alignment** was completed- DE teachers reviewed Reading & Writing GLE's assigning a "Depth of Knowledge" (Norm Webb) to each Performance Indicator and DSTP items (coding the level of difficulty)

- **Vertical Alignment** was completed- DE teachers reviewed Reading GLEs comparing grade levels to assess their alignment (checking for progression)

- **Performance Level Descriptors** (PLDs) were developed for reading and writing for grades 3-10 (2005)

Grade Level Expectations

- **Two Documents were created- One for reading and one for writing**

- **The GLEs were built on the framework established by ELA Content Standards and Performance Indicators**

- **The GLEs attempt to expand the Teacher Desk Reference (scaffolding, defining words, including off-grades)**

- **The GLEs more fully articulate expectations at each grade level**

- **The GLEs are a teacher friendly document. They are not meant to be a scope and sequence "check list"**

Writing GLE Sample Page

	Grades K/1	Grade 2	Grade 3
Sentence Structure (& Style/ Voice)	Begin to recognize that sentences are written with audience's needs and writer's **purpose**, **style** and **voice** in mind. •Separate "words" with spaces •Use capital letters and end marks to indicate intended beginning and end of simple sentences most of the time •Use complete sentences to express thoughts most of the time	Recognize that sentences are written with audience's needs and writer's **purpose**, **style** and **voice** in mind. •Use complete sentences to express thoughts •Use capital letters and end marks to indicate intended beginning and end of simple sentences •Begin to vary sentence length	Write sentences with audience's needs and writer's **purpose**, **style** and **voice** in mind most of the time. •Use complete sentences to express thoughts •Vary sentence length •Vary sentence types (simple, compound) most of the time •Vary kinds of sentences (declarative, exclamatory, and interrogative) most of the time •Vary sentence beginnings most of the time
Word Choice (& Style/Voice)	•Use concrete nouns most of the time •Demonstrate appropriate **style** and **voice** most of the time	•Use some specific, concrete nouns ("name" versus "girl;" "cereal" vs. "food") •Use adjectives to describe most of the time •Use appropriate verbs most of the time •Demonstrate appropriate **style** and **voice**	•Use more specific, concrete nouns ("name" versus "girl;" "cereal" vs. "food") •Use some adjectives •Use adverbs most of the time •Use appropriate verbs •Demonstrate appropriate and consistent **style** and **voice**

Writing GLE Goals…

- **To delineate between off-grades (K/1, 2, 4,6,7,9) and end-of-cluster grade levels (3,5,8,10)**

- **To create a format that combines <u>textual features</u> (development, organization, word choice/style, sentence formation, conventions) with <u>discourse categories</u> (expressive, informative & persuasive)**

- **To create a format that is teacher friendly and includes DE ELA Content Standard 1, Performance Indicators (PI's) for writing objectives, Enduring Understandings (Grant Wiggins Universal Design), & Grade Level Expectations (GLEs) for each PI**

- **To define important writing vocabulary**

Writing Textual Features

- **Development**: The topic, theme, stand/perspective, argument, or character is fully developed.

- **Organization**: The text exhibits a discernible progression of ideas.

- **Style**: The writer demonstrates a quality of imagination and individuality, and a distinctive voice.

- **Word Choice**: The words are precise, vivid, and economical.

- **Sentence Formation**: Sentences are complete and varied in length and structure.

- **Conventions**: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

Review Writing Grade Level Expectations

1. Read the Writing Grade Level Expectations for the grade levels to which you are assigned (Ex. 7-8 table reads grades 7 & 8 Writing GLEs)

2. Read the Writing GLEs for the grade <u>before</u> (gd. 6) and <u>after</u> (gd. 9) the grades you are assigned

3. Note any differences between the grades (underlined information)

Performance Level Descriptors (PLDs)

- **Original PLDs were generic (same for all grades and subjects)**

- **In June 2005 planning meetings were held with consultants to work on skeleton/framework for the writing and reading PLDs**

- **Teacher committees helped to develop subject specific PLDs for each grade using the Grade Level Expectations**

- **DE teachers/educators developed final PLD document –ensured consistency across all grade levels**

- **Qualifying words are used to capture a student's proficiency and progress towards meeting the standard at each level**

Review Writing Performance Level Descriptors

1. **Read the Writing Performance Level Descriptors for the grade levels to which you are assigned (Ex. 5-6 table reads grades 3 & 4 Writing PLDs)**

2. **Read the Writing PLDs for the grade before (gd. 4) and after (gd. 7) the grades you are assigned**

3. **Note any differences between the grades**

The DSTP Writing Assessment…

- Is administered to students in grades 3-10

- Is designed to be very similar to instructional strategies-students are encouraged to plan their writing, use a variety of resources (dictionary, check list) to write the first draft and then revise the draft

- Is not timed

- Consists of 2 parts- Stand-Alone Writing Prompt (SAW), Text-Based Writing Prompt (TBW)

- Is scored using a holistic scoring rubric to evaluate student writing skills for both SAW and TBW

- Score is the sum of the SAW (scored two times) and the TBW (scored 1 time) scores on a 1-15 scale

Stand Alone Writing Prompt (SAW)

A Stand-Alone Prompt is a writing prompt that is not based on a passage that the students have read. Instead, a Stand-Alone Prompt provides an authentic context in which to write about a topic.

Stand-Alone Prompt Examples

2005 Grade 10 Stand-Alone Writing Prompt

Informative/Expressive-First impressions aren't always lasting. Think about a time when your opinion of someone or some situation changed. Write an essay explaining the situation and what happened to make you change your mind.

Scoring the Stand-Alone Prompt

- Two separate scorers read and score each student's response to the stand-alone prompt

- Scorers/readers use the five point DSTP General Rubric for Writing

- Scorers/readers score student writing holistically, considering the overall impression of the writing and all five categories of the writing rubric

- The sum of these two scores count as two-thirds of the student's DSTP writing raw score (1-10 pts.)

Text-Based Writing Prompt

- **The Text-Based Writing Prompt (TBW) measures both reading comprehension (using a four-point, item specific rubric) and writing performance (using the five-point DSTP General Rubric for Writing)**

- **The writing score on the Text-Based Writing Prompt makes up one-third of a student's overall writing score (1-5 pts.)**

Text-Based Prompt Examples

2004 Grade 5 Text-Based Writing Prompt

Informative- Pretend you are a newspaper reporter who interviewed Caesar Rodney about his ride. Write an account of what happened. Use details from the poem to support your answer.

Scoring the Text-Based Writing Prompt

- One scorer reads and scores a student's response to the text-based prompt

- The scorer/reader uses the five point DSTP General Rubric for Writing

- Scorers/readers score student writing holistically, considering the overall impression of the writing and all five categories of the writing rubric

- This score counts as one third of the student's DSTP writing raw score (1-5 pts.)

Scoring the DSTP Writing Assessment

Stand-Alone Writing   **Text-Based Writing**

5   5   5

Total Points Possible   15

Writing Scoring Rubric

The writing scoring rubric contains five important components of writing:

1. Organization

2. Development

3. Sentence Structure

4. Word Usage

5. Conventions

Delaware Student Testing Program - General Rubric for Writing

The following characteristics determine the success of the response in meeting the needs of the audience and fulfilling the writing purpose.

Score of 5	Score of 4	Score of 3	Score of 2	Score of 1
Score point 5 meets all the criteria listed in score point 4. In addition, a paper receiving this score shows an exceptional awareness of readers' concerns and needs. The student may have shown an exceptional use of: •Development strategies specific to the purpose for writing •Distinctive style, voice, tone •Literary devices •Compositional risks	Unified with smooth transitions, a clear and logical progression of ideas, and an effective introduction and closing. Sufficient, specific, and relevant details that are fully elaborated. Consistently complete sentences with appropriate variety in length and structure. A consistent style with precise and vivid word choice. Few, if any, errors in standard written English that do not interfere with understanding.	Generally unified with some transitions, a clear progression of ideas, and an introduction and closing. Specific details but may be insufficient, irrelevant, or not fully elaborated. Generally complete sentences with sufficient variety in length and structure. Some style and generally precise word choice. Some errors in standard written English that rarely interfere with understanding.	Minimally unified and may lack transitions or an introduction or closing. Some specific details but may be insufficient, irrelevant, and/or not elaborated. Some sentence formation errors and a lack of sentence variety. Sometimes general and repetitive word choice. Several kinds of errors in standard written English that interfere with understanding.	Lacks unity. No or few specific details that are minimally elaborated. Frequent and severe sentence formation errors and/or a lack of sentence variety. Often general, repetitive, and/or confusing word choice. Frequent and severe errors in standard written English that interfere with understanding.
For non-scorable responses: Blank, Off topic, written in a language other than English				

DSTP Scoring Practice

1. Please read the five anchor papers

2. Use the DSTP writing rubric to assess the student anchor papers

3. Arrange the anchors/student responses in order from the weakest to the strongest. Which anchor paper is a 1? a 2? a 3? a 4? a 5?

4. What observations can be made based on the quality of the anchors/student responses?

Writing DSTP and Performance Level Descriptors

- Now compare the anchor papers reviewed to the Performance Level Descriptors for that grade level.

- What do you notice?

About the DSTP

- **The DSTP is not a diagnostic test; it is a performance-based achievement test**

- **Reading passages at each grade level for the TBW prompt are appropriate for that grade level and have gone through a Bias Review**

- **The DSTP is designed to measure students' progress towards meeting the ELA Content Standards**

- **The ELA Content Standards are the expectations that Delaware and the Department of Education has for students**

- **The standards are not minimal competencies**

Refreshing the DSTP

- **The DSTP is refreshed each year**

- **Replacement items/prompts are of the same level of difficulty**

- **The difficulty level is based on field test data (actual student performance)**

# DSTP "On-Grade" Performance Levels/Cut Scores In Writing

DSTP Raw Score Grade 3	DSTP Raw Score Grades 5, 8, & 10	DSTP Performance Levels/Cut-Scores	Description
12-15	12-15	5 – Distinguished Achievement	Exceptional Performance
10-11	10-11	4 – Exceeds the Standard	Very Good Performance
7-9	8-9	3 – Meets the Standard	Good Performance
5-6	5-7	2 – Below the Standard	Needs Improvement
1-4	1-4	1 – Well Below the Standard	Needs Significant Improvement

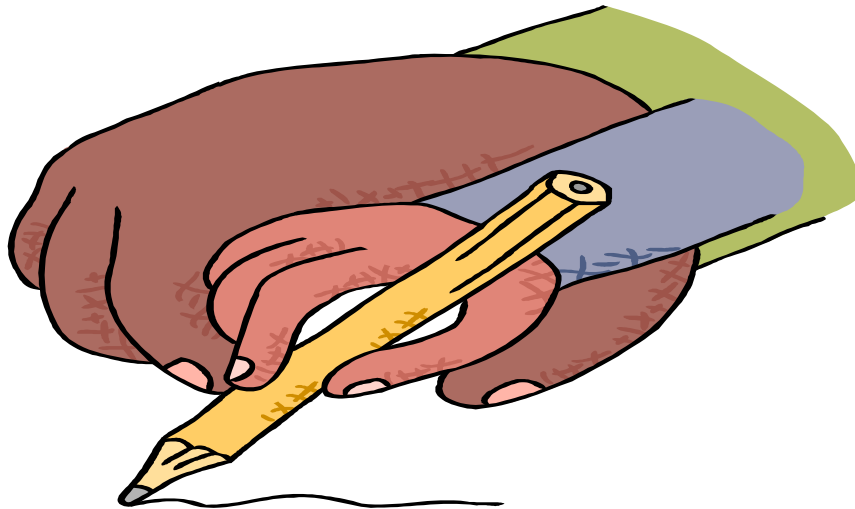# DSTP "Off-Grade" Performance Levels In Writing

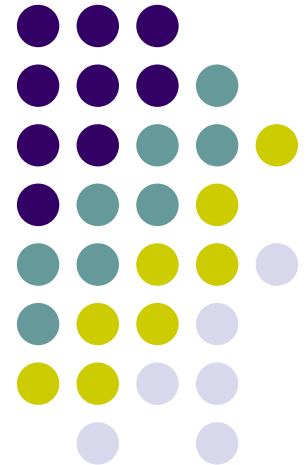| *DSTP Raw Score Grades 4, 6, 7, & 9*	*DSTP Performance Levels*
8-15	Satisfactory
Below 8	Unsatisfactory

QUESTIONS??
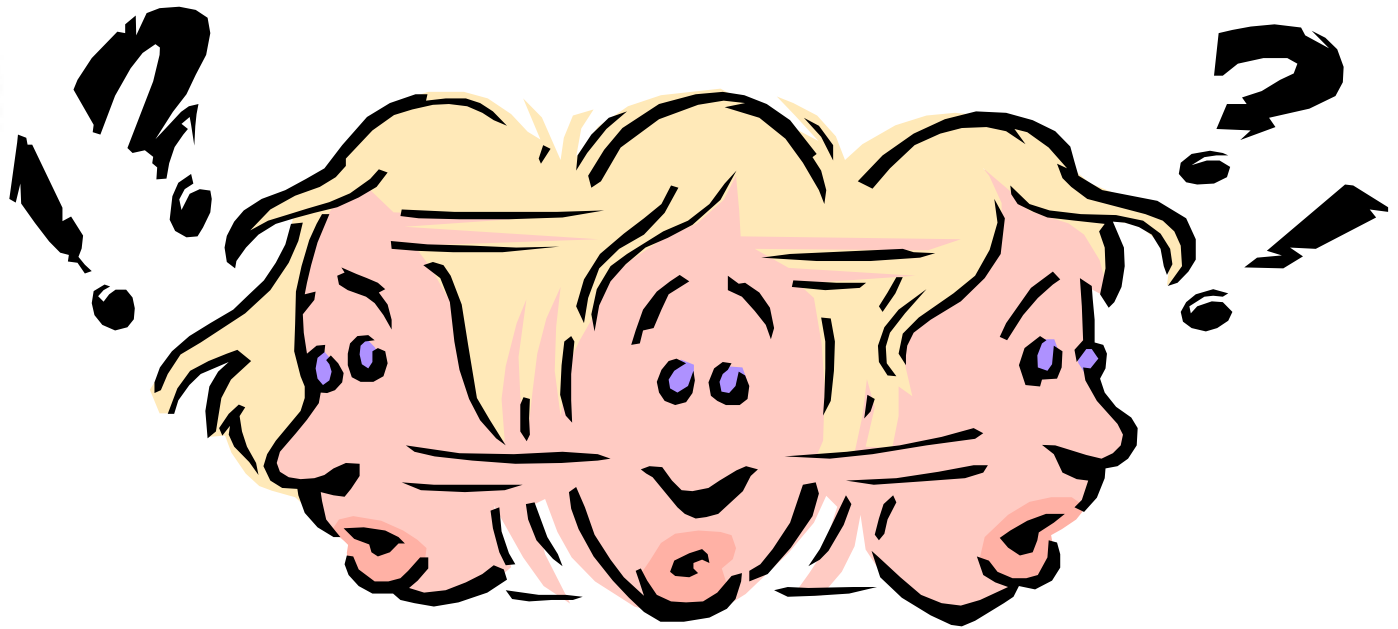
THANK YOU!

Appendix T

Training for the Review Process in Writing

Setting Performance Standards for the DSTP Writing Assessment for Grades 3-10

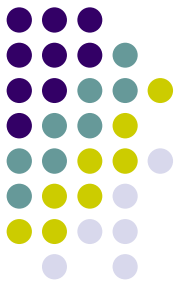Delaware Department of Education

August 2-3, 2005

Please do not:

- Reveal the content of any Writing Samples
- Reveal the content of any secure material from the DSTP
- Reveal the recommendations of the panel
- Make any improper disclosure whereby an examinee or survey respondent or their related data (including "individuals" or "schools") could be identified
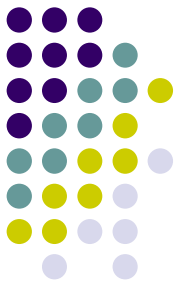
Next

- Training in the judgmental task
- Practice

Training and practice

- Materials: exemplar writing samples
- Demonstration, scoring
  - Group demonstration(s)
  - Individuals discuss
  - Table discussions
  - Panel discussion
- Readiness
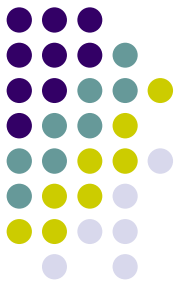
Judgments

- Thinking holistically about all of the evidence in these samples:

    - Which PLD is the most appropriate description of the level of performance illustrated by these samples?

Thinking holistically

- Consider simultaneously:
  - Both samples of the Writing
  - Performance and Instructional Context
  - Overall level of performance
- Considering these things simultaneously is not a simple task
  - But you will become facile with practice

Demonstration

- Content standards
- Performance
  - Accuracy and consistency of use of skills
  - Fit to rubric
- Instructional Context
  - Grade level
  - Stand alone or text based prompt
- PLDs—a range of performance
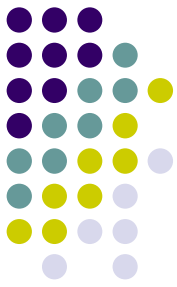
Try some

- Work alone
  - Use practice writing samples and PLDs
- Consider
  - Content standards
  - Performance
    - Accuracy
  - Instructional Context
    - Grade level
    - Stand alone or text-based prompt
- Match the writing samples to PLDs
  - Table discussion (see next slide)
  - Table leader report out
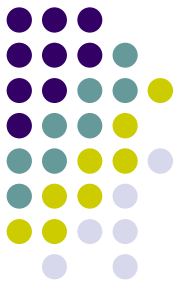
Discussion points

- Your thinking process
  - Matching or something else?
  - Holistic judgments?
  - Stand Alone contribution
  - Text Based contribution
- PLDs—a range of performance
  - Did you think about just barely meeting the standards?
- Score rationales are for practice period only

Our task--reprise

- Follow systematic procedures
- Work independently, in table teams and as a panel
- Use your best professional judgment
- Recommend to the Delaware Department of Education
- Cut scores on the DSTP assessment that correspond to the Distinguished, Exceeds meeting the Standards, Meeting the Standards, Below Meeting the Standards

Next: Prepare for judgments

- Review and begin to internalize:
  - Delaware Content Standards
  - Scoring Rubrics
  - Writing Samples
  - PLDs
  - GLEs

Current Writing Cut Scores

Grade	Distinguished	Exceeds	Meets	Below	Well Below
3	12 -15	10 -11	7 – 9	5 – 6	1 – 4
5	12 -15	10 -11	8 – 9	6 – 7	1 – 5
8	12 – 15	10 -11	8 – 9	6 – 7	1 – 5
10	12 – 15	10 – 11	8 – 9	6 – 7	1 – 5

Judgmental Task

- What does each sample measure?

- What are the skills in evidence in these Writing samples that are not in evidence in the previous samples?

- How do these skills match the Performance Level Descriptions?
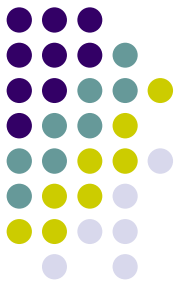
Understand Task

- Ready to Match Samples to PLDs

Feedback

- Judge Agreement
- Impact

Table Discussion
- Judge Agreement
- Impact

Appendix U

Summary of Panel Evaluation by Content and Workshop

Summary of Evaluation Survey for the July Workshop
for Grades 3, 5, 8, and 10 Reading and Mathematics

*Note: The first row is the percentage for reading; the second row is for mathematics.

Training and Discussion:

1. How well do you feel the general training prepared you for the review process?

Not Well	Somewhat	Adequately	Very Well
.04	.28	.48	.20
.12	.31	.38	.19

2. Did the content-related training and discussion help you understand the Grade-Level-Expectations and the Performance Level Descriptors?

Not Well	Somewhat	Adequately	Very Well
	.32	.52	.16
.6	.18	.54	.22

3. How well did the Group Leader facilitate the group discussion?

Not Well	Somewhat	Adequately	Very Well
	.23	.23	.54
.38	.06	.18	.38

4. How well do you feel that your opinions were considered and valued?

Not Well	Somewhat	Reasonably	Very Well
	.16	.32	.52
.03	.09	.34	.54

5. How well did your Table Facilitator organize the small group discussion?

Not Well	Somewhat	Adequately	Very Well
	.13	.22	.65
	.03	.28	.69

The Review Process

6. How confident were you in using the Bookmark procedure to review/adjust the cut scores?

Not Confident	Somewhat	Confident	Very Confident
.13	.33	.33	.21
.19	.28	.44	.09

7. How comfortable did you use ordered item test booklet to review/adjust the cut scores?

Not Comfortable	Somewhat	Comfortable	Very Comfortable
.04	.17	.46	.33
.18	.09	.48	.05

8. How difficult/easy was it for you to use the Performance Level Descriptors to review/adjust the cut scores?

Difficult	Somewhat	Easy
.04	.63	.33
.09	.57	.34

The Outcome

9. Are you satisfied with your group's final recommendation of the cut scores?

Dissatisfied	Somewhat	Satisfied	Very Satisfied
	.12	.48	.40
.06	.18	.38	.38

10. Do you think the adjusted cut scores reflect the expectations for all public school students based on the Delaware Content Standards and Grade Level Expectations?

No	Somewhat	Yes
.04	.29	.55
.16	.28	.56

The Review Workshop

11. How well was the review workshop organized?

Not Well	Somewhat	Adequately	Very Well
	.17	.52	.31
.18	.35	.48	.09

12. Do you think the review workshop provided you with an opportunity of professional development?

No	Somewhat	Yes
.05	.09	.86
.06	.28	.66

**Summary of Evaluation Survey for the July Workshop
for Grades 2, 4, 6, 7, and 9 Reading, Writing, and Mathematics**

*Note: The first row is the percentage for reading; the second for writing, and the third for mathematics.

Training and Discussion:

1. How well do you feel the general training prepared you for the review process?

Not Well	Somewhat	Adequately	Very Well
		.24	.76
	.10	.58	.32
.03		.41	.56

2. Did the content-related training and discussion help you understand the Grade-Level-Expectations and the Performance Level Descriptors?

Not Well	Somewhat	Adequately	Very Well
		.24	.76
	.05	.53	.42
.03		.41	.56

3. How well did the Group Leader facilitate the group discussion?

Not Well	Somewhat	Adequately	Very Well
		.07	.93
.05		.37	.58
	.07	.41	.52

4. How well do you feel that your opinions were considered and valued?

Not Well	Somewhat	Reasonably	Very Well
		.07	.93
	.05	.21	.74
	.04	.33	.63

5. How well did your Table Facilitator organize the small group discussion?

Not Well	Somewhat	Adequately	Very Well
		.04	.96
		.37	.63
.04		.33	.63

The Review Process

6. How confident were you in using the Bookmark procedure to review/adjust the cut scores?

Not Confident	Somewhat	Confident	Very Confident
	.04	.52	.44
	.13	.56	.31
.03	.03	.37	.57

7. How comfortable did you use ordered item test booklet (or ordered student sample writing book) to review/adjust or set the cut scores?

Not Comfortable	Somewhat	Comfortable	Very Comfortable
	.04	.25	.71
		.61	.39
	.07	.37	.56

8. How confident were you using the Performance Level Descriptors to review/adjust or set the cut scores?

Not Comfortable	Somewhat	Comfortable	Very Comfortable
		.36	.64
	.05	.58	.37
.04	.07	.46	.43

The Outcome

9. Are you satisfied with your group's final recommendation of the cut scores?

Dissatisfied	Somewhat	Satisfied	Very Satisfied
		.11	.89
	.05	.37	.58
		.41	.59

10. Do you think the adjusted cut scores reflect the expectations for all public school students based on the Delaware Content Standards and Grade Level Expectations?

No	Somewhat	Yes
	.11	.89
	.11	.89
.04	.15	.81

The Review Workshop

11. How well was the review workshop organized?

Not Well	Somewhat	Adequately	Very Well
		.21	.79
.06		.53	.41
	.04	.37	.59

12. Do you think the review workshop provided you with an opportunity of professional development?

No	Somewhat	Yes
		1.00
	.24	.76
.03	.07	.90