Alternate Assessment with Alternative Achievement Standards: *Technical Manual*

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State of Iowa
Department of Education
Bureau of Student and Family Support Services
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Acknowledgments

The Iowa Alternate Assessment has evolved annually since 2001. Many professionals in Iowa, including teachers and parents, have provided valuable input on fair assessment for students with disabilities. In addition, consultants from national centers and universities have provided leadership, information, and insight to creation of a dynamic assessment system designed to promote access to the general curriculum and to impact student performance on alternate academic achievement standards. Technical Manual content has evolved from models suggested by the New Hampshire Enhanced Assessment Grant (NHEAI), the National Alternate Assessment Center (NAAC), and the National Center for the Improvement of Educational Assessment (NCIEA).

CHAPTER 1: OVERVIEW OF THE ASSESSMENT SYSTEM

Statement of core beliefs and guiding philosophy

Mission:

Iowa champions excellence in education through superior leadership and service. Citizens of Iowa are committed to high levels of learning, achievement and performance for all students, so they will become successful members of their community and the workforce.

Goals:

- All children will enter school ready to learn.
- All K-12 students will achieve at high levels, prepared for success beyond high school.
- Iowans will pursue higher education that results in an improved quality of life supported by better economic opportunities through high skill employment.

Expected Outcomes

• Increase the proficiency of all students in reading, math, and science.
• Increase the K-12 graduation rate.
• Increase the number of 4-yearolds accessing quality preschool programs.

Assessments and Accountability

All students must take a variety of achievement tests every year to determine how much and how well they are learning. Iowa's assessment system has been fully approved by the United States Department of Education.

Figure 1 depicts Iowa's vision for assessment for all students with Individual Education Programs (IEPs). Students with disabilities are provided with fair and meaningful measurement to promote high achievement.

Iowa has or is developing the continuum of tests allowable to States under *No Child Left Behind* (NCLB). States must have a general assessment at Grades 3-8 and 11 for reading and math, and a Science assessment at one grade within grade bands 3-5, 6-8, and 9-12. Iowa assesses Science at Grades 5, 8, and 11. States must also have an alternate assessment with alternate achievement standards, at the same grades assessed with the general assessment.

For the general district-wide assessment, schools in Iowa use the Iowa Tests of Basic Skills (ITBS,) for grades 1-8 and Iowa Tests of Educational Development (ITED) for Grades 9-12. As part of the State's accountability workbook, schools report performance at Grades 3-8 and 11, in Reading and Math, and Grades 5, 8, and 11 in Science. Students with disabilities participate in the general test, with or without accommodations, as determined by the IEP team.

States may also have up to 3 alternate assessments. An optional alternate assessment for States is an alternate assessment for students working in grade level content at grade level performance. The test format is alternate but the achievement standards are the same as the grade level achievement standards applied to the general test. Iowa does not have this option nor are there plans to pursue this option.

A second optional alternate assessment is for students functioning below grade level and not likely to achieve grade level achievement standards in the period covered in their IEP. This alternate assessment must be aligned to State Standards and Benchmarks at the same level of the general test. Performance is judged against modified academic achievement standards. Iowa is developing this alternate assessment with modified academic achievement standards (AA-MAS). Districts are allowed to have as many students with IEPs participate in this AA-MAS (as determined by IEP teams), although proficiency for Adequate Yearly Progress (AYP) purposes is limited to 2% of the general population.

A third required alternate assessment is for students with significant cognitive disabilities. Students with significant cognitive disabilities have historically been excluded from large-scale assessment and the general curriculum (Ysseldyke, Thurlow, McGrew, & Shriner, 1994). The requirement for alternate assessment with alternate achievement standards (AA-AAS) provides IEP teams with an alternative test for students whose academic skills are significantly lower than performance represented by grade level achievement standards.

Alignment of All Tests to Grade Level Content

All tests in the assessment sequence are aligned with Iowa's Core Content Standards and Benchmarks (included in Chapter 4). A logical test sequence from least-to-most reduction in grade level content construct is used. The assumption for IEP teams is that all students access grade level content standards, but that students are tested against different achievement standards.

The testing sequence for students with disabilities is: general test without accommodations, general test with accommodations, AA-MAS without accommodations, AA-MAS with accommodations, AA-AAS administered under accommodated conditions.

Standards-based IEPs

In order to ensure that all students access grade level content standards, IEP goals are aligned with the State Core Content Standards and Benchmarks. IEP teams determine if students need IEP goals in academic areas, and the grade level content standard to which IEP goals are aligned. Teachers of students tested in the alternate assessments (modified or alternate achievement standards) shall be surveyed about the extent to which the enacted curriculum is implemented, beginning in 2010.

Participation Guidelines

Participation Guidelines are evolving as Iowa develops the AA-MAS. At present, there are guidelines to IEP teams on identifying students for participation in the AA-AAS. Eventually,

participation guidelines will also represent seamless decision-making toward more ambitious performance standards, as students demonstrate more performance toward grade level content.

Formative Assessment

Data on IEPs must be evaluated frequently, and instructional changes made long before the child fails to perform proficiently on the large-scale test. Teachers in Iowa are required to graph IEP goals. IEPs contain a goal representative of growth expected over an IEP period, and data against the IEP goal. IEPs also contain decision-rules on when IEP services should be reviewed based on student performance against the goal line.

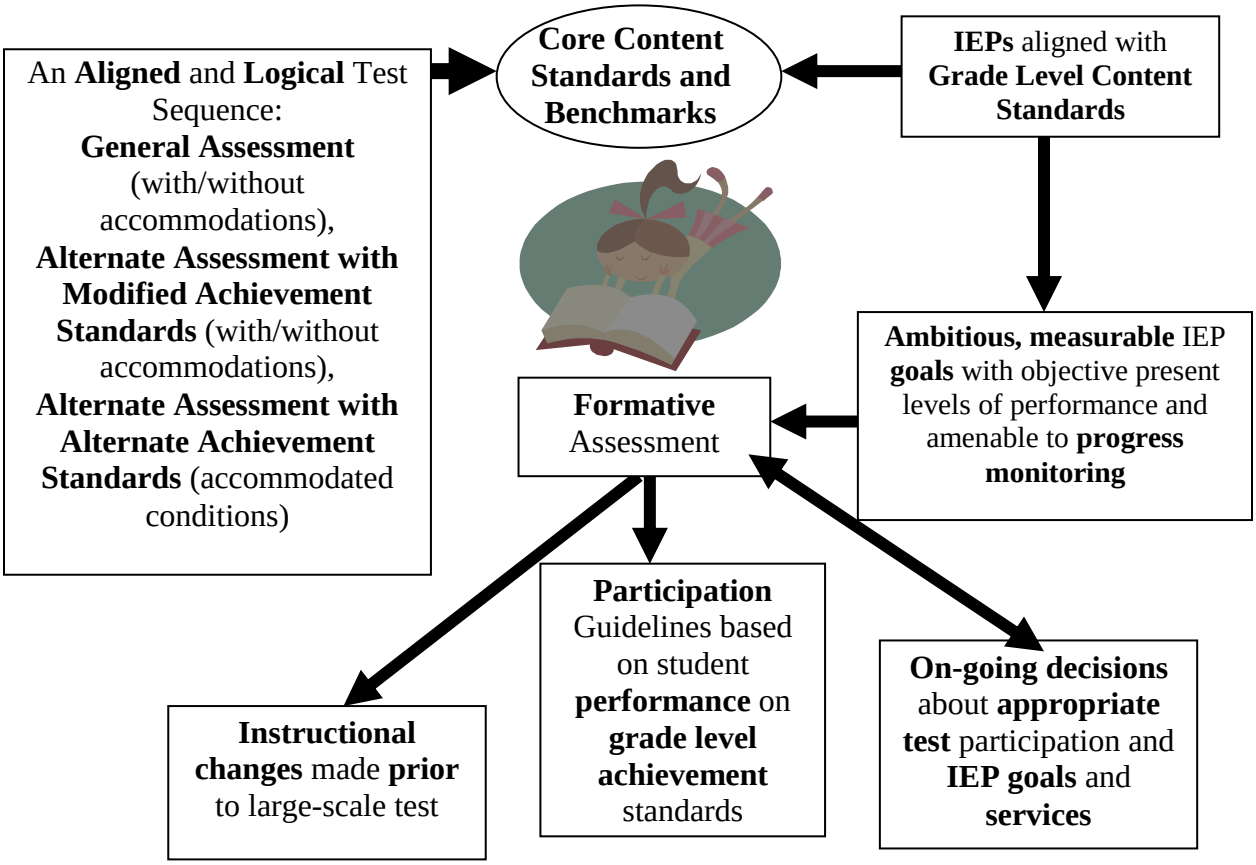


Figure 1. Promoting High Achievement for Students with Disabilities through Fair and Meaningful Measurement

Purposes of the Alternate Assessment System

The AA-AAS is part of the No Child Left Behind legislation and the Individuals with Disabilities Education Act. The Alternate Assessment must measure student performance in Reading and Math, and for some students, Science. While the alternate assessment is developed

to meet requirements of federal legislation, the purpose of the IAA is to assess educational performance in reading, mathematics, and science." Relatedly, the alternate assessment has overarching purposes of (a) Ensures access to the general curriculum (b) Sets high expectations and challenges students (c)Communicates progress towards acquiring academic skills (d) Improves instruction (d) Assists in IEP development and (e) Measures growth over time. Desired characteristics of the Iowa Alternate Assessment are: (1) equity in breadth and depth of coverage, (2) technical adequacy, (3) efficiency, (4) meaningfulness for students, teachers and parents, and (5) sustainability over time.

History of AA-AAS in Iowa

The statutory provisions on general State and district-wide assessments from the IDEA Amendments of 1997 required that children with disabilities be included in all general and State and district-wide assessment programs. These provisions allowed for the development of alternate assessments for those children who could not participate in these general assessments. These alternate assessments were to be in place not later than July 1, 2000.

The Iowa Department of Education formed a work group to make recommendations about how to meet this federal mandate. This group was composed of general and special education assessment and instructional personnel. This group began to examine the state of the state in including students with disabilities in the ITBS/ITED and other district-wide assessments. The group also explored the use of IEP Results as our alternate assessment. IEP Results were qualitative decisions being made on every IEP goal in Iowa including: (a) a formative judgment on the student's progress toward the measurable goal, (b) a summative judgment of the magnitude of the discrepancy between what is expected and what is measured, and (c) the child's functional independence on the goal as a result of the IEP.

It was determined that students with the most significant cognitive disabilities were not being included in the administration of the ITBS/ITED statewide, thus our alternate assessment should provide access to the general assessment for these students. It was also determined that IEP Results could not be our alternate assessment. Additional federal guidance indicated that IEPs could not be used as alternate assessments. Also, the alternate assessment must be aligned with Core Standards and Benchmarks of the Iowa Tests in Reading, Math, and Science, which the IEP Results process was not.

At this juncture, the Department made the decision to seek assistance from an outside entity to assist the state in developing an alternate assessment for students with the most significant cognitive disabilities. The National Center for Educational Outcomes, Measured Progress, and the Inclusive Large Scale Standards and Assessment group were invited to sit down with Department Leadership to develop an alternate assessment process which would meet the intent of the federal legislation by July 1, 2000.

The alternate assessment for Iowa districts from 2001-2006 consisted of a body of evidence documenting student performance in one reading and one mathematics standard. This body of evidence or portfolio included evidence of a review of work (to demonstrate age appropriateness of content), a task administered to the student (to reflect cognitive complexity), and a graph

summarizing the teacher's observation of student performance over time. Student proficiency was judged based on (a) a judgment that assessment utilized age appropriate and curriculum-based material, (b) the number of standards and benchmarks for which evidence was gathered, and (c) the extent to which self-determination and generalization was present in the evidence.

Iowa coordinated a stakeholder group for Alternate Assessment, called the Teacher Cadre, throughout the Alternate Assessment evolutionary process. Initially, these teachers received training on alternate assessment and served as a "sounding board" for ideas about alternate assessment.

As NCLB requirements for AA-AAS Peer Review were reviewed by the Assessment Team at the Iowa Department of Education (IDE) in 2005-2006, several emerging beliefs led to the IDE wanting more evidence of an efficient assessment system in which data were useful to teachers. The decision to enhance the AA-AAS was validated somewhat in the summers of 2005 and 2006. In both of these years, stakeholder groups met to discuss alternate assessment. In 2005, scoring rules were discussed, while in 2006, performance level descriptors (PLDs) and scoring rules were discussed.

Qualitative summaries from 2005 and 2006 and from other input provided the IDE by school administrators and school teachers suggested to the IDE that: (a) alternate assessment was expensive in terms of teacher time and scoring cost, and (b) data on the technical adequacy of the AA-AAS would be difficult other than inter-scorer reliability, given the nature of the portfolio method.

In July of 2006, the IDE reviewed the professional literature and evaluated the merits and demerits of standard tasks, portfolios, and rating scales, the common methods being used in Alternate Assessment. Standard tasks were determined too expensive to develop with sufficient parallel forms and instructional materials. Portfolios were judged insufficient for breadth of coverage, scoring reliability, and construct validity. Rating scales were judged insufficient for construct validity and scorer accuracy.

The IDE decided to use rating scale items to define the breadth of the alternate assessment. Item development will be discussed in-depth in later chapters, but the general process was that skills representative of grade level content and grade level achievement were examined for reading and math, using grade spans 3-5, 6-8, and 9-12. Three formats were field tested: a format in which skills were representative of grade level performance, a format in which skills were aligned to the grade level benchmark but reduced in difficulty, and a format in which there were no skills specified, only the grade-level academic content benchmarks.

The field test data indicated that the grade-leveled format resulted in large numbers of students having no observable skills. The grade level benchmark format did not have sufficient variance against which inferences about performance could be made nor was there any evidence that teachers' ratings were reliable. The format in which skills representative of each core content benchmark, at a reduced level of complexity, demonstrated that teachers (a) could rate student performance, and (b) a range of easier-to-more complex items allowed for student skill to be differentiated.

Teachers in the Teacher Cadre reviewed the items piloted and created additional items that were academic, aligned to the grade level content, and would be easy-to-difficult for students with significant cognitive disabilities. These item pools are the pools for which data in this report are based.

In the portfolio system, breadth was a score-able item in which 3 points were earned if more than one content standard had evidence submitted for review. The IDE did not feel that breadth should be scored because all students should have access to all core content standards. The IDE decided to use rating scales to define the breadth of the core content standards, with items developed to align with all benchmarks. In the portfolio system, depth was scored on a 3 point rubric to indicate better alignment with age-appropriate material. The IDE agreed that age-appropriateness was an important construct but should not be assessed in a student's large scale test performance because students in the general assessment do not receive extra "points" for grade level alignment. Instead, the IDE required teachers to evidence that instructional materials had a grade level curricular link. In the portfolio system, student performance was scaled so that more performance resulted in higher ratings. The IDE maintained this focus in the rating scales with supporting evidence format that now represents the AA-AAS.

In addition, in order to evaluate general population trends, the IDE made a conscientious decision to assess student characteristics. In 2006-2007, the Learner Characteristics Inventory (LCI) (National Alternate Assessment Center) was used. Teachers reported, after completing the LCI in 2006, that the data were amongst the first opportunity that "something fit our students." However, teachers also felt there were other areas in which data should be gathered, and other ways in which academic performance could be more accurately rated. Hence, the IDE, using the Teacher Cadre, developed the Iowa Student Profile. Completion of the Student Profile is done annually. Data are summarized in the next chapter.

Finally, the IDE had conversations about how to validate the AA-AAS. The IDE wanted a mix of both traditional psychometric data, like internal consistency reliability, with the flexibility proposed in the literature (Gong & Marion, 2006). The consequences of participation in assessment, and the effect on instructional practices, were targeted for evaluation.

To assist with evaluation of the merit of ideas being proposed, Iowa developed a National Advisory Committee (NAC). Iowa's NAC asked questions, pointed out problem areas, proposed solutions, and served as critical friends in the enhancement process. While not all members were equally active, those agreeing to serve on the NAC were: Dr. Sandra Alper (University of Northern Iowa), Mike Burdge (ILSSA), Jean Clayton (ILSSA), Thomas Delaney (North Central Regional Resource Center), Dr. Steve Elliot (Vanderbilt University), Rachel Quenemoen (National Center for Educational Outcomes), and Dr. Gerald Tindal (University of Oregon). The NAC was active in 2006-2007, with 2 on-site meetings in Iowa. The NAC has reviewed information since but has not met formally nor been asked to provide formal feedback.

A State Advisory Committee (SAC) with parents, other agencies, local district administration, general educators, special educators, AEA administrators, and AEA consultants provided guidance on constituent groups from whom and to whom information on the alternate assessment needed to be disseminated. This group met in 2006-2007 and additional meetings have not since been required.

A Teacher Cadre provided input on the everyday implementation of the alternate assessment and on technical assistance needed by teachers in the field. This group has evolved since 2001 and continues to play a role in implementing Iowa's dynamic system of AA-AAS.

In addition, teachers and parents provide input on merits and demerits of the alternate assessment system. Unsolicited e-mails and telephone calls, structured focus groups (scheduled) and structured surveys (scheduled) all contribute to building an aligned assessment system that provides access to standards and equitable learning opportunities for all children in Iowa.

Using Information from the AA-AAS

The results of the Iowa Alternate Assessment are used by 4 major constituents.

a. The Federal Government. Results are summative, and are included in the performance calculation for Indicator 3 of the State's performance plan.
b. The Iowa Department of Education. Results are summative. There are 3 major data elements used. First, student characteristics are rated. Second, student performance is rated. Third, teacher perception of the process is gathered.
c. Teachers. Results are summative and formative. Teachers understand the alignment of the student's IEP to the items captured on the rating scale; teachers can examine changes in total score in Reading and Math. Teachers can also examine the extent to which more skills are mastered, students' abilities to respond independently, and greater access to the general curriculum as evidenced by fewer items marked "not taught" over time. Results are formative in that, over the course of the school year, data are gathered on skills reflected on some items on the rating scale, and instruction is modified based on data.
d. Parents. Results are summative. Parents understand the kinds of skills demonstrated by their children in academic content areas, have assurances that students with severe disabilities are provided access to the general curriculum, and can assess student performance growth over time by examining changes in scores year-to-year within grade span, changes in performance levels between grade spans, greater independence or mastery of responses, increased accuracy in responses, or more instruction in academic content representative of the grade level content standards but reduced in complexity.

CHAPTER 2: WHO ARE THE STUDENTS?

Starting in 2006, the Iowa Department of Education required teachers, as part of the alternate assessment process, to describe each student on whom alternate assessment was proposed. The purpose of gathering data on students is to provide the department with another method for understanding the students' characteristics, and another means for assessing changes in students over time that might be attributed to more exposure to the general curriculum.

In 2006, the Learner Characteristics Inventory (LCI) from the National Alternate Assessment Center was used. The LCI contains 9 items on communication, sensory impairment, and academic functioning. In 2007, a group of Iowa teachers developed the Student Profile. The Student Profile is a 16-item scale examining communication, social interactions, sensory impairment, attendance, behavior, and academics.

Data are summarized side-by-side to examine trends over the past 2 years. The LCI data were put into rows based on "best fits" of the LCI responses when compared to the Student Profile.

In 2006, data were obtained on 1357 students from 196 (of 365) school districts.

In 2007, data were obtained on 1762 Students from 238 School Districts.
Note: teachers were instructed to enter data only for students in the accountability system (Grades 3-8 and 11). The data for students in grades 3-8 and 11 represent the population of students tested. The other grades reported represent a biased response and should not be generalized as representative of all students in those grades (K-2, 9, and 10).

In 2008, data were obtained on 1863 students from 232 School Districts, also limited to students in grades assessed for accountability purposes.

The data are interesting for 3 reasons. First, data are matched to the State unique student identifier, so changes over time can be assessed. Second, on areas in which the Student Profile provided new information, inferences can be made about social behavior, expressive language, and impact of behaviors on performance, with 2007-2008 data representing baseline.

Third, the Student Profile provides a richer examination of the skills observed by teachers. In 2007-2008, in Mathematics, a much higher percentage of students were reported working on applying mathematics to solving problems, even if the problem was "off grade level."

This finding is interesting, because an examination of 2006-2007 data in isolation and of 2007-2008 data in isolation led to the inference that students in AA-AAS may not be getting exposure to the general curriculum. In both 2006-2007 and in 2007-2008, about 20% of students were rated as the "no discernable awareness of numbers." However, when data are examined side-by-side, there was an increase in the number of teachers in 2007-2008 who reported that students were solving problems (20%) over what was reported in 2006-2007 (5%). Hence, the consequence of participating in the evidence-supported rating scale process of the AA-AAS is that students are being rated as now applying observable academic skills to solving problems.

In reading, 40% of students in 2007-2008 were rated as decoding or higher in reading skill (compared with 22% rated as decoders or readers in 2006-2007). Hence, the data generated through the standard-linked, evidence based rating scales in 2006-2007 may have given teachers a much better sense of performance on which they reported in 2007-2008, and ratings in 2007-2008 reflected a much reduced (8.5%) percentage of students with no discernable awareness of reading (in 2006-2007 rated at 21%). Academic performance data were similar in 2008-2009 when compared to 2007-2008.

Conclusions

The data on understanding the student population through Fall of 2008-2009 suggest that:

(a) Students in the AA-AAS are:

- Equally distributed across grade level
- Have shown significant increase since 2006 on having higher level communication modes
- Understand spoken words
- Communicate predominately socially or to request preferred items
- Are socially engaged with others
- Play with others and often demonstrate turn taking, although an almost as large percentage play with others but do not take turns
- Have vision and hearing in the normal range
- Often able to write independently although about ½ of students rated had fine motor difficulty
- Walk independently although 11% use a wheelchair
- 40% of students have gross motor/coordination problems
- Students are reading off-grade material at a variety of skill levels ranging from attending to books through reading at the page level with comprehension
- In 2007, 24% of students have no discernable awareness of numbers although there was an increase from 2006 reported in students applying math to solving problems. In 2008, 21% of students have no discernable awareness of numbers, and an increase from 2007 in students applying math to solve problems
- Attend school regularly
- Are alert and available for instruction for most of the school day
- Do not miss substantial portions of the school day due to behavior problems

(b) The Student Profile developed by Iowa's teachers is amenable to an in-depth understanding of the skills reflected in the AA-AAS population

Continued Exploration of Student Population

The data from the Student Profile will be considered for developing more specific participation criteria for both the AA-AAS and the AA-MAS. For example, in mathematics, the IDE might craft general participation guidelines around solving word problems at grade level without accommodations, then with accommodations, as one guideline. For the AA-MAS, the guideline might be, solves word problems but not at grade level, and then for the AA-AAS the guideline

might be, "calculates but does not apply to solve word problems." Hence, the student characteristics data, when gathered on more than the students in the AA-AAS, will help the IDE craft a logical, aligned participation guideline framework.

Table 1.
Grade Distribution of Students for 2006 – 2008

Grade	2006 %	2007 %	2008%
K-1	0.22%	0.06%	0%
2	1.18%	0.51%	0%
3	13.78%	13.22%	14.93%
4	13.78%	14.59%	14.61%
5	13.93%	13.34%	15.25%
6	11.57%	12.66%	13.48%
7	12.75%	14.47%	14.12%
8	13.49%	13.45%	13.91%
9	3.17%	1.99%	0%
10	2.73%	1.25%	0%
11	12.16%	13.79%	13.70%
12	1.11%	0.57%	0%
No grade	0.15%	0.11%	0%

Table 2.
Method of Communication Reported by Teachers, 2006 - 2008

Method of Communication	*2006 Percent*	*2007 Percent*	*2008 Percent*
Child has verbal language skills and can engage in conversations with others	70%	51.65%	52.36%
Child has signed language skills and can engage in conversations with others		0.20%	0.27%
Child has verbal language skills but uses 1-2 word responses		16.52%	17.56%
Child has signed language skills but uses 1-2 word responses		1.69%	1.29%
Child uses sentence strips of at least 3 words, objects, or pictures, to communicate		1.48%	1.18%
Child uses single words, objects, or pictures to communicate		9.51%	8.16%
Child activates a switch to communicate	19%	2.23%	2.69%
Child points with finger or hand to communicate		2.97%	3.60%
Child uses eye gaze to select words or pictures		1.89%	1.66%
Child uses noises to communicate preferences or discomfort	11%	8.70%	7.52%
Child leads adults or peers to the item or object about with the child wants to communicate		1.28%	1.99%
Child uses self-injurious or other behavior to obtain or escape		1.89%	1.40%

Table 3.
Receptive Language of Students Participating in Alternate Assessment 1%, 2006 - 2008

Receptive Language	*2006 Percent*	*2007 Percent*	*2008 Percent*
Child understands spoken sentences	84%	73.10%	74.81%
Child understands signed sentences		0.47%	0%
Child understands words if presented in 1-to-2 word chunks		8.43%	7.41%
Child understands signed words if presented in 1-to-2 word chunks		0.61%	0.54%
Child understands presentation of pictures or words		2.16%	1.93%
Child understands presentation of objects		1.21%	0.86%
Child attends when spoken to or read to, but level of understanding is not known	11%	11.67%	11.76%
Child does not attend when spoken to or read to	4%	2.23%	2.15%
Child does not attend when someone signs to him/her		0.13%	0.11%

Table 4.
Expressive Language of Students Participating in Alternate Assessment 1%, 2007

Expressive Communication	*2006 Percent*	*2007 Percent*	*2008 Percent*
Critical communication using request functions for food, toys, activities, etc.	No corresponding questions	30.66%	30.14%%
Critical communication systems to request help, affirm, reject, or ask for a break		13.70%	16.27%
Useful communications to comment, socially greet, and ask questions		55.64%	53.59%

Table 5.
Social Engagement of Students Participating in Alternate Assessment 1%, 2006 - 2008

Peer Interactions	*2006 Percent*	*2007 Percent*	*2008 Percent*
Child initiates and sustains (more than 1 minute) social interactions with 1 other person or more than 1 person	49%	47.57%	51.54%
Child does not initiate but will sustain (more than 1 minute) social interaction when approached	49%	14.05%	12.94%
Child does not sustain (more than 1 minute) social interaction but does not avoid social interaction		22.57%	22.10%
Child avoids social interaction even with familiar people	2%	4.73%	4.15%
Child alerts to unfamiliar people as indicated through facial expressions, increased heart or breathing rates	Not assessed	1.01%	0.70%
Child alerts to familiar people as indicated through facial expressions, increased heart or breathing rates		7.50%	7.12%
Child's social recognition or alertness is not observable		2.57%	1.46%

Table 6.
Quality of Play of Students in the Alternate Assessment as Reported by Teachers, 2007-2008

Play Interaction	*2006 Percent*	*2007 Percent*	*2008 Percent*
Play involves games with rules or board games with some-to-significant interaction with peers	No Corresponding Questions	26.67%	27.60%
Play involves games with rules or board games with little-to-some interaction with peers		19.16%	19.23%
Play involves objects or manipulatives (not games) with turn-taking		10.82%	10.82%
Play involves objects or manipulatives (not games) but not turn-taking		28.26%	25.85%
Play routines involve pretend play (changing a toy into something else, fantasy or imaginary play) with social role play and/or turn-taking		10.13%	13.22%
Play routines involve pretend play (changing a toy into something else, fantasy or imaginary play) with little peer interaction		4.96%	3.28%

Table 7.
Visual Acuity of Students Participating in Alternate Assessment 1%, 2006 - 2008

Vision	*2006 Percent*	*2007 Percent*	*2008 Percent*
Child has normal vision	89%	72.46%	75.49%
Child has other visual impairments such as cortical or neurological visual impairment (CVI or NVI), not perceptual in nature, resulting from a medically documented condition	Not asked	5.02%	5.08%
Child has low vision-visual acuity of 20/70-20/200 in the better eye after correction or a visual field of 60 degrees or less as documented by an eye health report	8%	4.82%	3.89%
Child is legally blind-visual acuity of 20/200 or worse in the better eye after correction or a visual field of 20 degrees or less as documented by an eye health report	Not asked	1.15%	0.97%
Child is functionally blind- A student whose primary channels for learning is tactual and auditory	3%	1.76%	1.13%
Child has a vision impairment but visual acuity is not known, as documented by an eye health report		13.64%	12.42%
Child does not appear to use vision but is not documented by an eye health report		1.15%	1.03%

Table 8.
Hearing Thresholds Reported by Teachers for Students Participating in Alternate Assessment 1%, 2006 - 2008

Hearing	*2006 Percent**	*2007 Percent*	*2008 Percent*
Child has normal hearing and responds to audition	91%	87.03%	87.80%
Child has normal hearing but does not respond to audition	Not asked	1.86%	2.70%
With amplification, child hears in the normal range	2%	2.69%	2.43%
Child responds to audition, but not consistently	Not asked	7.73%	6.64%
Child does not respond to sound, with or without amplification	4%	0.69%	0.43%

*3% of responses on LCI on hearing could not be categorized using Student Profile response choices.

Table 9.
Fine Motor Skill of Students Participating in Alternate Assessment 1%, 2007 – 2008

Fine Motor	*2006 Percent*	*2007 Percent*	*2008 Percent*
Child writes identifiable letters or recognizable shapes with an age-appropriate pencil without adaptation	Not assessed	50.59%	51.52%
Child writes identifiable letters or recognizable shapes using an age-appropriate pencil with a grip		6.23%	6.93%
Child independently writes lines, unidentifiable letters, or shapes (not recognizable), with or without adaptive equipment		13.01%	12.62%
Child writes with physical prompting from an adult, with or without adaptive equipment		17.58%	17.61%
Child does not tolerate physical assistance around fine-motor tasks		12.60%	11.32%

Table 10.
Mobility Skill of Students Participating in Alternate Assessment 1%, 2006 - 2008

Mobility	*2006 Percent*	*2007 Percent*	*2008 Percent*
Child walks independently	75%	82.52%	84.71%
Child walks with an assistive device	19%	3.46%	3.18%
Child independently uses a wheelchair	6%	1.52%	1.61%
Child is learning to walk but frequently uses a wheelchair		1.31%	1.13%
Child uses a wheelchair with assistance from others		11.20%	9.36%

Table 11.
Gross Motor Skills Skill of Students Participating in Alternate Assessment 1%, 2007 - 2008

Gross Motor	*2006 Percent*	*2007 Percent*	*2008 Percent*
Child moves smoothly or evenly	Not assessed	59.49%	60.75%
Child's arm or leg movement is awkward or uneven, but not rigid		29.57%	29.43%
Child has extreme rigidity in their arms or legs		10.94%	9.83%

Table 12.
Reading Skill of Students Participating in Alternate Assessment 1%, 2006 - 2008

Reading	*2006 Percent*	*2007 Percent*	*2008 Percent*
Independently reads and comprehends grade level or higher material chapter by chapter	Not assessed	0.21%	0%
Independently reads and comprehends grade level material or higher page-by-page		0.28%	0.11%
Independently reads and comprehends off-grade material chapter-by-chapter	4%	2.41%	3.01%
Independently reads and comprehends off-grade material page-by-page	18%	14.80%	17.90%
Reads sentences on a page but does not comprehend at the paragraph level	Not assessed	18.51%	18.87%
Decodes words in sentences		7.78%	5.77%
Reads sight words on a page but does not comprehend	40%	13.76%	13.75%
Segments words into sounds but does not decode text		1.86%	2.53%
Identifies or says initial or ending sounds but does not segment words		3.92%	4.69%
Identifies pictures	17%	16.24%	15.58%
Identifies tactile symbols/objects/line drawings		2.13%	2.05%
Attends to books	Not assessed	9.64%	7.71%
No discernable awareness of reading	21%	8.47%	8.03%

Table 13.
Mathematics of Students Participating in Alternate Assessment 1%, 2006 - 2008

Mathematics	*2006 Percent*	*2007 Percent*	*2008 Percent*
Solves word problems at grade level, without accommodation or assistive technology	Not Assessed	0.14%	0.05%
Solves word problems at grade level, with accommodations or assistive technology such as manipulatives, objects, or drawings		1.25%	1.35%
Solves word problems but not at grade level, with or without accommodations or assistive technology such as manipulatives, objects, or drawings	5%	19.97%	23.33%
Calculates but does not apply to solve word problems	40%	18.03%	20.37%
Calculates using a calculator only		9.64%	7.87%
Identifies numbers	35%	27.67%	26.51%
No discernable awareness of math calculations, concepts, or application of numbers	20%	23.23%	20.53%

Table 14.
Attendance of Students Participating in Alternate Assessment 1%, 2006 – 2008

Attendance	*2006 Percent*	*2007 Percent*	*2008 Percent*
Attends full days at least 4 of 5 days per week	88%	91.81%	93.01%
Attends full days at least 3 days per week, with absences due to chronic health problems	9%	2.08%	1.68%
Attends full days for at least 3 days per week, with absences due to other than chronic health problems	Not Assessed	0.90%	0.87%
Attends full days 1-2 days per week, with absences due to chronic health problems	1%	0.28%	0.11%
Attends full days 1-2 days per week, with absences due to other than chronic health problems	Not assessed	0.07%	0.16%
Has a shortened school day due to chronic health problems	Not assessed	1.04%	0.92%
Has a shortened school day for reasons other than health	Not assessed	2.08%	2.06%
Is instructed at home or a special facility due to chronic health problems or medical fragility	1%	1.39%	0.98%
Is instructed at home or a special facility for reasons other than health	Not assessed	0.35%	0.22%

Table 15.
Students Participating in Alternate Assessment 1%: Availability for Instruction, 2007 - 2008

Health Impact on Instruction	*2006 Percent*	*2007 Percent*	*2008 Percent*
The student is alert and can access instruction for at least 75% of the school day	Not Assessed	86.81%	88.62%
The student is alert and can access instruction for about 50% of the school day		7.54%	7.04%
The student is alert and can access instruction for about 25% of the school day		2.93%	2.82%
On most days, the student's health needs are so significant that s/he is not alert or accessible to instruction for most of the day		2.72%	1.52%

Table 16.
Students Participating in Alternate Assessment 1%: Compliance, 2007 - 2008

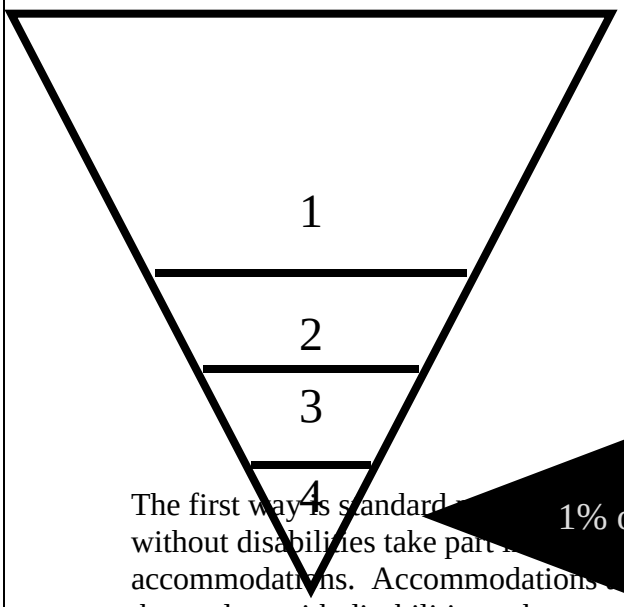
Behavior Impact on Instruction	*2006 Percent*	*2007 Percent*	*2008 Percent*
The student is compliant and receiving instruction for 75% of the school day	Not Assessed	76.65%	82.04%
The student is compliant and receiving instruction for about 50% of the school day		16.19%	12.64%
The student is compliant and receiving instruction for about 25% of the school day		3.82%	2.93%
The student is compliant and receives instruction for less than 25% of the school day		3.34%	2.39%

Table 17.
Students Participating in Alternate Assessment 1%: Impact of Behavior on Attention to Task, 2007 - 2008

Cumulative Time Lost Due to Behaviors	*2006 Percent*	*2007 Percent*	*2008 Percent*
None	Not Assessed	64.58%	68.68%
Once a week		14.79%	15.09%
Twice a week		7.92%	6.89%
Three days a week		6.88%	3.42%
More than three days a week		6.88%	5.92%

CHAPTER 3: GUIDANCE TO IEP TEAMS ON PARTICIPATION

No Child Left Behind further strengthens the position put forth in previous legislation that all students must be included in district- and state-wide assessments. In Iowa, students with disabilities may participate in district-wide assessments in several different ways.



1. Standard administration
2. Standard administration with accommodations
3. Alternate assessment with modified achievement standards
4. Alternate assessment with alternate achievement standards

1% of all scores are allowed for AYP purposes

The first way is standard [illegible] without disabilities take part [illegible] accommodations. Accommodations [illegible] changes in testing materials or procedures that permit the student with disabilities to have equal opportunities to demonstrate what they have achieved.

The third method for participation is under development, and is alternate assessment with modified achievement standard. This test is for students not achieving and grade level and are not likely to achieve grade level standards in one year. Participation guidelines for the alternate assessment with modified academic achievement standards (AA-MAS) will be published in a separate technical manual anticipated in 2010.

The fourth method for participating in large-scale testing for purposes of No Child Left Behind is Alternate Assessment with Alternate Achievement Standards (AA-AAS). Alternate assessment results in reading and math must be submitted for students who meet the participation guidelines in grades 3-8, and 11. A science assessment is required for submission at grades 5, 8, and 11. Scores for 1% of the population can be counted as proficient for AYP purposes. The following guidelines should assist Iowa IEP teams in determining which students will participate in AA-AAS

Alternate Assessment – Alternate Achievement Standards Student Participation

Student Characteristics

The student has characteristics of a severe disability, including significant deficits in language and communication and adaptive behaviors. The student requires very intensive, highly specialized instruction in order to acquire knowledge, make generalizations, and/or demonstrate skills across natural environments (home, school, community, and/or workplace). Students in alternate assessment will generally be those students who are classified as Level 3. However, some students with that classification will take part in the general assessment (probably with accommodations) and some students with disabilities who have other level classifications may take part in the alternate assessment although this would be rare.

What this really wants IEP teams to discuss is:

- *Does this student generally exhibit the learning characteristics of a student with a significant cognitive disability? These would generally show up in how the student communicates, how he/she responds to the environment, and how he/she learns. These behaviors would be expected to be significantly different from most typical peers if a student was eligible to participate in the IAA. While there is not a "fixed" score to determine if a student participates, the IAA is targeting students who would score significantly lower than typical peers on standardized tests of knowledge and cognition (or may achieve a valid score at all). Of course this isn't automatic. A student who tests within that range and might still be included in general assessment in one or more content areas. The same applies for adaptive behavior.*
- *When discussing generalization across natural environments, once the student has been taught vocabulary in reading, does he/she know them across other settings in the school? If the student does not generalize skills, does he/she need the instruction in multiple settings to learn the skill in each setting itself?*

Instructional Program

The schools or school district's content standards and benchmarks guide the student's curriculum. Use of alternate achievement standards (NCLB, 2001) allows districts to extensively modify expected performance levels to allow the student to demonstrate what he or she knows and is able to do while still receiving instruction on grade level, general curriculum content. It is important to remember that the student's IEP may address other skills that are important for that particular individual but the student's curriculum is the same as the grade level curriculum for all students.

What this really wants IEP teams to discuss is:

- *Has the grade level content been significantly changed in terms of the expectations for this student's performance? Does this student's performance within the general curriculum look significantly different from the performance of typical peers? This does not refer to students who might just be performing at a lower grade level but rather, students whose performance is clearly not comparable to typical peers even though they are accessing the same grade level content.*

- *Has the grade level content been significantly changed in terms of delivery? The grade level content has been significantly reduced in complexity, viewed in terms of alternate achievement standards, and may use non-typical means to make the information accessible.*

Assessment

The student is generally unable, even with accommodations, to demonstrate knowledge and skills on district-wide assessments used for the majority of students

Exclusionary Factors

Participation decisions should NOT be based primarily on:

a. Poor attendance
b. English language learner status
c. Social, cultural, and economic difference
d. Disruptive behavior
e. Student reading level
f. Expectations of poor performance
g. Amount of time receiving special education services
h. Low achievement in general education
i. Categorical disability level
j. Performance tied solely to a level, label, or cut score
k. Location where the child receives services

What this really wants IEP teams to discuss is:

- *Has the student missed a lot of school and that is the cause of the low achievement?*
- *Are cultural/social and economic issues the cause of the low achievement?*
- *Is the decision about assessment participation based upon past behavior and academic performances or expectations?*
- *Is the student's learning disability, emotional/behavioral disability, hearing disability, or visual disability, rather than cognition, impacting the ability to learn?*
- *Is the past history of special education participation (disability label, type of services delivery, placement, etc.) affecting the decision?*

(If the answer to any of these questions is "Yes" then the student should probably not be in the AA-AAS.)

All assessment decisions for a particular student are made by the IEP team. No one member may make decisions for the team nor is any member's opinion more important than the opinion of anyone else. The IEP team decision should be documented during the IEP process.

In some instances, it may be decided that a student should participate in general assessment in one content area but alternate in the other two. In these cases that decision should be noted on the IEP and specified as to which assessment will be administered for each content area.

CHAPTER 4: WHAT IS THE CONTENT?

The Iowa Core Content Standards and Benchmarks are:

Reading Content Standard

A. Students can comprehend what they read in a variety of literary and informational texts.

Grades 3-5 Benchmarks

1. Students can understand stated information they have read.
2. Students can determine the meaning of new words from their context.
3. Students can draw conclusions, make inferences, and deduce meaning.
4. Students can infer traits, feelings, and motives of characters.
5. Students can interpret information in new contexts.
6. Students can interpret nonliteral language used in a text.
7. Students can determine the main idea of a text.
8. Students can identify the writer's views or purpose.
9. Students can analyze style or structure.

Grades 6-9 Benchmarks

1. Students can understand stated information they have read.
2. Students can determine the meaning of new words from their context.
3. Students can draw conclusions, make inferences, and deduce meaning.
4. Students can infer traits, feelings, and motives of characters.
5. Students can interpret information in new contexts.
6. Students can interpret nonliteral language used in a text.
7. Students can determine the main idea of a text.
8. Students can identify the writer's views or purpose.
9. Students can analyze style or structure.

Grades 10-12 Benchmarks

1. Students can understand stated information they have read.
2. Students can determine the literal meaning of specific words.
3. Students can draw conclusions, make inferences, and deduce meaning.
4. Students can infer traits, feelings, and motives of characters or individuals.
5. Students can make predictions based on stated information.
6. Students can interpret nonliteral language used in a text.
7. Students can determine the main idea, topic, or theme and make generalizations.
8. Students can identify the author's views or purposes.
9. Students can distinguish among facts, opinions, and assumptions.
10. Students can recognize aspects of a passage's style and structure and can recognize literary techniques.

Math Content Standards

A. Students can understand and apply a variety of math concepts.
B. Students can understand and apply methods of estimation.
C. Students can solve a variety of math problems.
D. Students can interpret data presented in a variety of ways.

Grades 3-5 Benchmarks

A. Students can understand and apply a variety of math concepts.
1. Students can understand and apply number properties and operations.
2. Students can understand and apply concepts and procedures of algebra.
3. Students can understand and apply concepts of geometry.
4. Students can understand and apply concepts of measurement.
5. Students can understand and apply concepts in probability and statistics.

B. Students can understand and apply methods of estimation.
1. Students can understand and apply concepts and procedures of standard rounding, order of magnitude, and number sense.

C. Students can solve a variety of math problems.
1. Students can solve math problems.
2. Students can understand and apply problem-solving approaches and procedures.

D. Students can interpret data presented in a variety of ways.
1. Students can use tables and graphs to locate and read information.
2. Students can interpret data from a variety of sources.

Grades 6-9 Benchmarks

A. Students can understand and apply a variety of math concepts.
1. Students can understand and apply number properties and operations.
2. Students can understand and apply concepts and procedures of algebra.
3. Students can understand and apply concepts of geometry.
4. Students can understand and apply concepts of measurement.
1. Students can understand and apply concepts in probability and statistics.

B. Students can understand and apply methods of estimation.
1. Students can understand and apply concepts and procedures of standard rounding, order of magnitude, and number sense.

C. Students can solve a variety of math problems.
1. Students can solve math problems.
2. Students can understand and apply problem-solving approaches and procedures.

D. Students can interpret data presented in a variety of ways.
1. Students can use tables and graphs to locate and read information.
2. Students can interpret data from a variety of sources.

Grades 10-12 Benchmarks

A. Students can understand and apply a variety of math concepts.
   1. Students can understand and apply number properties and operations.
   2. Students can understand and apply concepts and procedures of algebra.
   3. Students can understand and apply concepts of geometry and measurement.
   4. Students can understand and apply concepts in probability and statistics.

B. Students can understand and apply methods of estimation.
   1. Students can understand and apply concepts and procedures of standard rounding, order of magnitude, and number sense.

C. Students can solve a variety of math problems.
   1. Students can solve math problems requiring multiple steps and operations.
   2. Students can reason quantitatively.

D. Students can interpret data presented in a variety of ways.
   1. Students can make inferences based on data presented in a variety of ways.
   2. Students can interpret data from a variety of sources.

Science Content Standards:

A. Students can understand and apply skills used in scientific inquiry.
B. Students can understand concepts and relationships in life science.
C. Students can understand concepts and relationships in Earth/space sciences.
D. Students can understand concepts and relationships in physical science.

Grades 3-5 Benchmarks:

A. Students can understand and apply skills used in scientific inquiry.
   1. Students can understand and apply the processes and skills of scientific inquiry.
   2. Students can analyze and interpret scientific information.

B. Students can understand concepts and relationships in life science.
   1. Students can understand structures of living things.
   2. Students can understand life cycles.
   3. Students can understand environmental interaction and adaptation.

C. Students can understand concepts and relationships in Earth/space sciences.
   1. Students can understand ideas about Earth's composition and structure.
   2. Students can understand changes in and around Earth.
   3. Students can understand concepts relating to the universe.

D. Students can understand concepts and relationships in physical science.
   1. Students can understand and apply concepts related to mechanics, forces, and motion.
   2. Students can understand and apply the concept of energy.
   3. Students can understand and identify properties and changes of matter.

Grades 6-9 Benchmarks:

A. Students can understand and apply skills used in scientific inquiry.
    1. Students can understand and apply the processes and skills of scientific inquiry.
    2. Students can analyze and interpret scientific information.
B. Students can understand concepts and relationships in life science.
    1. Students can understand structures of living things.
    2. Students can understand life cycles.
    3. Students can understand environmental interaction and adaptation.
C. Students can understand concepts and relationships in Earth/space sciences.
    1. Students can understand ideas about Earth's composition and structure.
    2. Students can understand changes in and around Earth.
    3. Students can understand concepts relating to the universe.
D. Students can understand concepts and relationships in physical science.
    1. Students can understand and apply concepts related to mechanics, forces, and motion.
    2. Students can understand and apply the concept of energy.
    3. Students can understand and identify properties and changes of matter.

Grades 10-12 Benchmarks:

A. Students can understand and apply skills used in scientific inquiry.
    1. Students can understand and apply the processes and skills of scientific inquiry.
    2. Students can analyze and interpret scientific information.
B. Students can understand concepts and relationships in biological science.
    1. Students can make inferences and predictions from data.
    2. Students can analyze scientific investigations.
    3. Student can analyze and evaluate the adequacy and accuracy of information.
C. Students can understand concepts and relationships in Earth/space sciences.
    1. Students can make inferences and predictions from data.
    2. Students can analyze scientific investigations.
    3. Student can analyze and evaluate the adequacy and accuracy of information.
D. Student can understand concepts and relationships in physical science.
    1. Students can make inferences and predictions from data.
    2. Students can analyze scientific investigations.
    3. Student can analyze and evaluate the adequacy and accuracy of information.

CHAPTER 5: SCALE DEVELOPMENT

Scale Development

From the professional literature and from guidance provided at the Seminars for Inclusive Assessment, the State of Iowa Alternate Assessment Team piloted multiple formats for teachers to rate students. Format 1 was a rating scale in which the 32 Iowa Core Content Standards and Benchmarks were placed on a 1-3 scale. There are 9 benchmarks in 1 reading standard, 12 benchmarks in 4 math standards, and 11 benchmarks in 4 science standards. The scale was tied to the performance levels recommended by the Standard Setting group that convened in June of 2006, 0-59% performance accuracy being *basic*, 60-79% performance accuracy being *proficient*, and 80% proficiency and higher being *advanced*.

Formats 2 and 3 were developed by operationalizing the Core Content Standards and Benchmarks using the National Council for Teachers of Mathematics standards and benchmarks, the Mid-Continent Regional Educational Laboratory content standards and benchmarks, the Integrating Standards into Iowa Classrooms standards, benchmarks, and item descriptors, and by browsing Standards and Benchmarks of area schools.

In Format 2, Standards and Benchmarks were scaled with skills representing each benchmark at each differing levels of difficulty. Format 2 could be described as having a broad range of easier skills aligned with grade level benchmarks, and is an alternate assessment against grade or alternate achievement standards, using a rating scale to capture performance against skills that are clearly academic tasks, are at reduced levels of complexity, but linked to grade level benchmarks.

Math Scaling

The Iowa Core Contents Standards and Benchmarks (CCSBs) in Math were compared to the National Council for Teachers of Mathematics (NCTM) Standards. The descriptions and order of the Iowa CCSBs were used as the primary framework. Descriptors from the NCTM were added to the CCSBs to create a framework of math.

Descriptions of competency by grade were taken from the NCTM framework, to reflect differences in cognitive complexity. Thus, operationalizations for each standard and benchmark were completed at each grade span, to reflect the developmental progression of skills on each benchmark.

Content Standards from 3 local districts were selected at random (Des Moines, Waukee, and Ankeny). Grade level descriptors were used to fill in gaps from the grade span descriptors obtained in the previous paragraph.

Progressions of skills aligned to grade level content but reduced in complexity (skills typically taught in Grades Pre K-3) were used to develop the items in the rating scale. These grades were used because these were the grade levels in which local district standards and benchmarks were more observable. At grades 4 and above, standards did not differentiate across grades in ways that could be observed or measured.

The distribution of math items on the rating scale by standard is depicted in Table 18.

Table 18.
Percentage of Math Items Aligned with Content Standard

Standard	Total
Students can interpret data presented in a variety of ways	5.00%
Students can solve a variety of math problems	12.50%
Students can understand and apply a variety of math concepts	72.50%
Students can understand and apply methods of estimation	10.00%
Grand Total	100.00%

The distribution of items on the rating scale by benchmark is captured in Table 19.

Table 19.
Percentage of Math Items Aligned with Content Benchmark

Benchmark	Total
Students can interpret data presented in a variety of ways	5.00%
Students can solve a variety of math problems	12.50%
Students can understand and apply concepts in probability and statistics	7.50%
Students can understand and apply concepts of algebra	12.50%
Students can understand and apply concepts of geometry	20.00%
Students can understand and apply concepts of measurement	15.00%
Students can understand and apply methods of estimation	10.00%
Students can understand and apply number properties	17.50%
Grand Total	100.00%

The distribution of items on the math rating scale by both standard and benchmark is summarized in Table 20.

Table 20.
Percentage of Math Items Aligned with Content Standard and Benchmark

Students can Interpret data presented in a variety of ways	5.00%
Students can solve a variety of math problems	12.50%
Students can understand and apply methods of estimation	10.00%
Students can understand and apply a variety of math concepts	
Students can understand and apply number properties	17.50%
Students can understand and apply concepts of measurement	15.00%
Students can understand and apply concepts of geometry	20.00%
Students can understand and apply concepts of algebra	12.50%
Students can understand and apply concepts in probability and statistics	7.50%

Reading

A general education reading specialist created a spreadsheet of reading skills by benchmark corresponding to the Iowa Core Content Standards and Benchmarks. Benchmarks (CCSBs) from 2 LEAs were added to the spreadsheet, to better reflect beginning reading skills. The Mid-

Continent Regional Educational Laboratory (McRel) benchmarks for reading were compared with the CCSBs. Where the skills in the districts' standards matched the McRel framework, the skill was kept as part of the potential item pool. A website on integrating standards into Iowa's classrooms was used to develop curricular frameworks grades K-8, and add skills into benchmarks. A K-8 framework was used because the skills at these levels were judged by a panel of general and special education teachers as reasonably accessible for students with severe cognitive disabilities through Grade 11. This first round of item selection resulted in 183 items. The breakdown of benchmarks by Grade span is reported in Table 21.

Table 21.
Percentage of Reading Benchmark to Grade Span Represented in Original 183 Item Set

Benchmark	3-5	6-8	K-2	Pre	Grand Total
Benchmark 1 - Students can understand stated information they have read.	2%	2%	8%	0%	12%
Benchmark 2 - Students can determine the meaning of new words from their context.	8%	5%	12%	7%	31%
Benchmark 3 - Students can draw conclusions, make inferences, and deduce meaning.	1%	2%	2%	0%	5%
Benchmark 4 - Students can infer traits, feelings, and motives of characters.	1%	1%	1%	0%	2%
Benchmark 5 - Students can interpret information in new contexts.	8%	6%	6%	7%	27%
Benchmark 6 - Students can interpret nonliteral language used in a text.	2%	2%	0%	0%	4%
Benchmark 7 - Students can determine the main idea of a text.	1%	2%	1%	0%	4%
Benchmark 8 - Students can identify the writer's views or purpose.	2%	4%	0%	0%	6%
Benchmark 9 - Students can analyze style or structure.	3%	3%	3%	0%	9%
Grand Total	27%	26%	33%	14%	100%

The item breakdown was compared to the breakdown of benchmarks in the general assessment (Table 22).

Table 22.
Percentage of Reading Benchmarks Reflected in General Assessment

Students can comprehend what they read in a variety of literary and informational texts.								
Understand stated information they have read.	Determine the meaning of new words from their context.	Draw conclusions, make inferences, and deduce meaning.	Infer traits, feelings, and motives of characters.	Interpret information in new contexts.	Interpret nonliteral language used in a text.	Determine the main idea of a text.	Identify the writer's view or purpose.	Analyze style or structure.
27%	7%	29%	15%	2%	5%	7%	2%	5%

Items were deleted at the benchmark level to obtain a 61 item breakdown for piloting. The items piloted reflect the distribution in Table 23.

Table 23.
Percentage of Reading Benchmark to Grade Span Represented in Reduced Item Pool

Count	Grade				
Benchmark	3-5	6-8	K-2	Pre	Grand Total
Benchmark 1 - Students can understand stated information they have read.	3%	5%	8%	0%	17%
Benchmark 2 - Students can determine the meaning of new words from their context.	5%	2%	5%	3%	15%
Benchmark 3 - Students can draw conclusions, make inferences, and deduce meaning.	3%	5%	7%	0%	15%
Benchmark 4 - Students can infer traits, feelings, and motives of characters.	2%	2%	3%	0%	7%
Benchmark 5 - Students can interpret information in new contexts.	3%	3%	3%	0%	10%
Benchmark 6 - Students can interpret nonliteral language used in a text.	3%	3%	0%	0%	7%
Benchmark 7 - Students can determine the main idea of a text.	3%	5%	2%	0%	10%
Benchmark 8 - Students can identify the writer's views or purpose.	5%	5%	0%	0%	10%
Benchmark 9 - Students can analyze style or structure.	2%	2%	7%	0%	10%
Grand Total	30%	32%	35%	3%	100%

Science

The "Integrating Standards into Classrooms" website (http://www.integratingstandards.com/index.html) was used to generate standards, benchmarks, and items reflective of skills commonly taught in grades K-8, corresponding to Iowa's Science Core Content Standards and Benchmarks. The original distribution contained 332 items with the percentages of items to standards reflected in Table 24.

Table 24.
Percentage of Science Skills Aligned with CCSBs (N=332 Skills)

Standard	Total
Standard 1: Understands and applies principles of scientific inquiry	38.25%
Standard 2: Understands and applies the basic concepts of life science	24.40%
Standard 3: Understands and applies the basic concepts of Earth science	20.48%
Standard 4: Understands and applies the basic concepts of physical science	16.87%
Grand Total	100.00%

The Iowa Testing Distribution of Science Items in Grades 5, 8, and 11 as judged in the *Buros* study, is depicted in Table 25.

Table 25.
Distribution of Items in the General Assessment at Grades 5, 8, and 11

	Grade 5		Grade 8		Grade 11	
	Items	%	Items	%	Items	%
Standard 1: Understands and applies principles of scientific inquiry	15	36%	23	41%	52	64%
Standard 2: Understands and applies the basic concepts of life science	11	26%	10	18%	11	14%
Standard 3: Understands and applies the basic concepts of Earth science	8	19%	8	14%	4	5%
Standard 4: Understands and applies the basic concepts of physical science	8	19%	15	27%	14	17%

The 332 potential items in the alternate assessment Science framework were deleted using the following rules:

1. The desired distribution was Standard 1 40%, Standard 2 20%, Standard 3 20%, Standard 4 20%.
2. Total of items targeted for piloting was 40-50
3. The row of Standard, Benchmark, and Item was maintained first. Standard, Interval Benchmark 1, 2, 3, 4, etc., and then Grade Level Benchmark (a)
4. Similar Standards and Benchmarks were deleted.

The resulting distribution for 138 items across the 4 Science Standards is summarized in Table 26.

Table 26.
Iowa Alternate Assessment Reduced Item Pool for Format 2 Piloting

Standard	Total
Standard 1: Understands and applies principles of scientific inquiry	34.78%
Standard 2: Understands and applies the basic concepts of life science	25.36%
Standard 3: Understands and applies the basic concepts of Earth science	20.29%
Standard 4: Understands and applies the basic concepts of physical science	19.57%

Items were then sorted by Standard. For Standard 1, at each grade, 1 item at Interval Benchmark 4 or 5 was deleted. For Standard 2, 1 item at Interval Benchmark 2 was deleted for each grade. For Standard 3, 1 item at Interval Benchmark 3 was deleted for each grade, and for Standard 4, the highest (3, 4, or 5) Interval Benchmark was deleted for each grade. This sequence of deletion was intended to maintain lower cognitive complexity at Standard 1, and then maintain a range of cognitive complexities with Standards 2-4. One hundred four items remained. Items were then sorted by Standard and Interval Benchmark. Common items, for example, “summarizes results” or “evaluates hypothesis,” were deleted so that only 1 occurrence of the grade level standard remained.

Seventy-one items remained. Items were sorted by Grade, Standard, and Interval Benchmark. Grade level standards were reviewed and judged by a science content specialist as to ease of measurement or operationalization. The Interval Level Benchmarks representing more cognitively complex skills were deleted first. Then, grade level standards judged difficult to operationalize were deleted. The remaining set of 52 items for piloting had the following distribution to Science standards (Table 27).

Table 27.
Percentage of Item-to-Standard Representation for Piloting

Count	
Standard	Total
Standard 1: Understands and applies principles of scientific inquiry	26.92%
Standard 2: Understands and applies the basic concepts of life science	25.00%
Standard 3: Understands and applies the basic concepts of Earth science	23.08%
Standard 4: Understands and applies the basic concepts of physical science	25.00%
Grand Total	100.00%

In Format 3, Standards and Benchmarks were scaled by grade level, with skills representing each benchmark. The item pool was then reduced at random until about 25 items remained. Format 3 could be described as an alternate assessment against grade level content standards, using a rating scale to capture performance against skills considered at grade level.

In October of 2006, 48 teachers rated 1 student each on each of the rating scales described above (Formats 1, 2, and 3). Order of formats rated were randomized to guard against an order effect. Results indicated that Format 2 provided the best distribution of ratings, while Formats 1 and 3 resulted in high numbers of students rated “0” or “no performance observed.”

When there were sufficient items with ratings other than all “0”, all 3 formats at each grade, displayed high (> .85) internal consistency reliability coefficients, suggesting to the State of Iowa Alternate Assessment Team that rating scale formats had the potential of being amenable to more traditional indices of reliability. Formats 2 and 3, in which larger skill sets were represented in the ratings, demonstrated internal consistencies at each grade level of greater than .98.

In addition, each format and each content area correlated with other formats at statistically significant levels (Table 28). These data led the State of Iowa Alternate Assessment Team to decide that a rating scale format even loosely aligned with the Core Content Standards and Benchmarks would evidence internal consistency reliability. Accuracy of teacher ratings should be established. From a validity perspective, initial data suggested that a rating scale format that resulted in (a) students with severe disabilities being rated on academic skills, and (b) teacher and parents’ preference for the method and reporting, could be amenable to creation of a body of evidence suggesting meaningful hence appropriate alternate assessment.

Table 28.
Pearson Correlation Coefficients by Format and Content for Pilot Rating Scales

	Format 1 Reading	Format 1 Math	Format 1 Science	Format 2 Reading	Format 2 Math	Format 2 Science	Format 3 Reading	Format 3 Math	Format 3 Science
Format 1 Reading	1								
Format 1 Math	.760(**)	1							
Format 1 Science	.686(**)	.830(**)	1						
Format 2 Reading	.582(**)	.490(**)	.380(*)	1					
Format 2 Math	.583(**)	.642(**)	.460(**)	.829(**)	1				
Format 2 Science	.533(**)	.516(**)	.583(**)	.738(**)	.766(**)	1			
Format 3 Reading	.677(**)	.503(**)	.509(**)	.858(**)	.749(**)	.780(**)	1		
Format 3 Math	.604(**)	.700(**)	.685(**)	.665(**)	.786(**)	.764(**)	.780(**)	1	
Format 3 Science	.509(**)	.565(**)	.783(**)	.540(**)	.558(**)	.814(**)	.637(**)	.744(**)	1

** Correlation is significant at the 0.01 level (2-tailed).
N=43

Teacher feedback suggested that student ratings could be accurately completed. Teachers indicated that format 2 was the most valid format because the format allowed for students with

very low skill levels, to be rated on some skills in the rating scales. Hence, scaling focused on creating a range of academic skills representing performance on benchmarks at different grade spans, to prevent a floor effect in the measurement system (items being too difficult for all students in alternate assessment to access).

Item Selection for Final Pools

As was done to develop the rating scale used as Formats 2 and 3, skills from the National Council for Teachers of Mathematics standards and benchmarks, the Mid-Continent Regional Educational Laboratory content standards and benchmarks, the Integrating Standards into Iowa Classrooms standards, benchmarks, and item descriptors, and by browsing Standards and Benchmarks of area schools, were selected. The skills that were rated during the pilot for Formats 2 and 3, were included as a starting point, and then other skills were added to the rating scale.

For each content area standard, a continuum of skills was created representing advanced, typical, low, easier, and significantly reduced complexity of a given skills at each grade level. From this continuum, items were selected by the State of Iowa Alternate Assessment Team as skills that could be instructed to students with significant cognitive disabilities. Teachers in the teacher cadre then reviewed the item pool and eliminated items with bias (reading out loud at a rate of 40 words per minute) and selected items that teachers felt were reasonable skills for students with severe disabilities. The resulting items pools were the items against which alignment and reliability data were gathered.

Bias Review

Bias Review During Rating Scale Development and Alignment

As part of the Webb alignment procedures, sources of challenge (bias) of items is rated. Reviewers identified several items likely to be biased against students without verbal language, students with motor impairment, and students with visual impairment. Panelists revised items so that the construct embedded in each item was not likely to bias a student who could not respond verbally, who could not easily manipulate items (rulers for measurement in science and math, for example), and who could use vision to discriminate well in responding.

Bias Review Using Proficiency Levels and Item Response Data

The Iowa Alternate Assessment was evaluated for bias in 2 ways, for 3 populations at-risk for bias. The first method evaluated answered the question, “do students with a severe sensory or physical impairment differ qualitatively in overall proficiency in reading, math, and science, from students with less severe or without sensory impairment?” The second method evaluated answered the question, “do students with severe sensory impairment differ qualitatively on item responses from students with less severe impairment or no impairment?” The 3 populations at-risk for bias were: blind, deaf or hard of hearing, and motor impaired.

The analyses of overall proficiency levels was done by aggregating students across grades, as the cut-scores for each grade were used to assign proficiency levels. The item analyses were done within grade spans (3-5, 6-8, and 11), because the items differed between grade spans.

Vision

Student profile data were re-coded to reflect 3 levels of vision impairment (normal, low acuity, blind). The initial analyses identified 31 students in Grades 3-8 and 11 (out of 1042) who were designated as legally blind or blind. Hence, the decision was made to recode the data into two levels of vision impairment, normal or corrected vision, or visually impaired.

Note: The logic of grouping students by normal versus impaired, was then applied to the analysis of bias for students with hearing impairments and students who are motor-challenged

Qualitative Analysis of Overall Proficiency. One thousand seventy-four students had student profile data. Seventeen students did not participate in alternate assessment for reading but were participants in other areas, for a total of 1057 students with reading proficiency and student profile information. Of the 1057, 773 (73%) were identified by teachers as having normal vision or vision corrected to normal, while 284 students (27%) were identified as having low acuity or blindness. Performance of the groups in reading is summarized in Table 29.

Table 29.
Reading Proficiency Levels by Degree of Visual Impairment

	Reading Proficiency		
	Basic	Proficient	Advanced
Normal or Corrected N(%)	132 (17.1%)	183 (23.7%)	458 (59.2%)
Low Visual Acuity N (%)	98 (34.5%)	72 (25.4%)	114 (40.1%)

Higher percentages of students with normal vision are proficient or advanced when compared to students with problems with visual acuity and blindness.

Thirty-two students did not participate in alternate assessment for math but were participants in other areas, for a total of 1042 students with reading proficiency and student profile information. Of the 1042, 757 (73%) were identified by teachers as having normal vision or vision corrected to normal, while 285 students (27%) were identified as having low acuity or blindness. Performance of the groups in Math is summarized in Table 30.

Table 30.
Math Proficiency Levels by Degree of Visual Impairment

	Mathematics Proficiency		
	Basic	Proficient	Advanced
Normal or Corrected N(%)	216 (28.5%)	333 (44.0%)	208 (27.5%)
Low Visual Acuity N (%)	144 (50.5%)	103 (36.1%)	38 (13.3%)

The gap between students without vision impairments and students with vision impairments was larger in math than in reading.

Four hundred forty three students in Grades 5, 8, and 11 had both student profile and science achievement data. Of the 443, 319 (72%) were identified by teachers as having normal vision or vision corrected to normal, while 127 students (28%) were identified as having low acuity or blindness. Performance of the groups in Science is summarized in Table 31.

Table 31.
Science Proficiency Levels by Degree of Visual Impairment

	Science Proficiency		
	Basic	Proficient	Advanced
Normal or Corrected N(%)	82 (25.7%)	72 (22.6%)	165 (51.7%)
Low Visual Acuity N (%)	53 (42.7%)	23 (18.5%)	48 (38.7%)

A larger percentage of students with vision impairments earned scores at the basic level.

Overall, the data suggest lower performance by students with visual impairments. However, we do not know the extent to which students with visual impairments also had other conditions.

Hence, data were re-coded to examine: normal vision but multiply impaired (hearing or physically impaired as defined), normal vision not other impaired, visually impaired but not other impaired, and visually impaired and multiply impaired.

In reading, the resulting sample was 1044 students, of which 480 had normal vision and no other impairment, 286 had normal vision but had hearing, fine motor, gross motor, or mobility concerns, 89 were visually impaired only, and 189 were vision and other impaired.

Table 32.
Reading Proficiency Levels by Degree of Visual Impairment and Multi-sensory Problems

	Reading Proficiency		
	Basic	Proficient	Advanced
Normal vision, no other impairment N(%)	22 (4.6%)	91 (19.0%)	367 (76.5%)
Normal vision, other impaired N (%)	107 (37.4%)	89 (31.1%)	90 (31.5%)
Visually impaired, no other impairment N (%)	4 (4.5%)	22 (24.7%)	63 (70.8%)
Visually and other impaired	90 (47.6%)	49 (25.9%)	50 (26.5%)

In reading proficiency, when accounting for multiple impairments, there was no qualitative difference between students with normal vision and no other impairments and students with visual impairments and no other impairments. Students with multiple impairments, regardless of visual acuity, were lower performing on average.

In math, the resulting sample was 1030 students, of which 468 had normal vision and no other impairment, 283 had normal vision but had hearing, fine motor, gross motor, or mobility concerns, 90 were visually impaired only, and 189 were vision and other impaired.

Table 33.
Math Proficiency Levels by Degree of Visual Impairment and Multi-sensory Problems

	Math Proficiency		
	Basic	Proficient	Advanced
Normal vision, no other impairment N(%)	41 (8.8%)	241 (51.5%)	186 (39.7%)
Normal vision, other impaired N (%)	170 (60.1%)	92 (32.5%)	21 (7.4%)
Visually impaired, no other impairment N (%)	10 (11.1%)	52 (57.8%)	28 (31.1%)
Visually and other impaired	129 (68.3%)	51 (27.0%)	9 (4.8%)

In math proficient, when accounting for multiple impairments, there was no qualitative difference between students with normal vision and no other impairments and students with visual impairments and no other impairments. Students with multiple impairments, regardless of visual acuity, were lower performing on average.

In science, the resulting sample was 432 students, of which 194 had normal vision and no other impairment, 116 had normal vision but had hearing, fine motor, gross motor, or mobility concerns, 43 were visually impaired only, and 79 were vision and other impaired.

Table 34.
Science Proficiency Levels by Degree of Visual Impairment and Multi-sensory Problems

	Science Proficiency		
	Basic	Proficient	Advanced
Normal vision, no other impairment N(%)	22 (11.3%)	43 (22.2%)	129 (66.5%)
Normal vision, other impaired N (%)	56 (48.3%)	27 (23.3%)	33 (28.4%)
Visually impaired, no other impairment N (%)	6 (14.0%)	12 (27.9%)	25 (58.1%)
Visually and other impaired	46 (58.2%%)	11 (13.9%)	22 (27.8%)

In Science, the same pattern of performance resulted as was found with reading and math: when accounting for multiple impairments, there was no qualitative difference between students with normal vision and no other impairments and students with visual impairments and no other impairments. Students with multiple impairments, regardless of visual acuity, were lower performing on average.

Qualitative Analysis of Response by Item. Because the global analysis of proficiency suggested that presence of multiple impairments would skew results, the item analyses were conducted using the categories of normal vision, no other impairment, normal vision but other impaired, visual impairment only, or visually and other impaired.

Items varied across grade spans, hence these analyses were conducted for : (a) Grades 3-5, (b) Grades 6-8, and (c) Grade 11. Results will be presented by Grade Span within each content area (Reading, Math, and Science).

Because of the sheer volume of data, for presentation and summary, differential responses for items will be described. The data on each item by content area and grade span are provided as SPSS output in a manual accompanying this technical manual, *Item Data for Iowa Alternate Assessment*.

Reading. Grades 3-5. In general, the performance on all items in reading grades 3-5 paralleled the analyses of general proficiency: higher performance for students with normal vision and no other physical impairments or for students with visual impairment and no other physical impairments. Some items were reported being taught more frequently to students with normal vision and no other impairment. Items 8, 9, 10, 13, 18, 22, 24 appear to have been taught more frequently and with higher accuracy levels reported for students with normal vision compared to students with visual acuity problems, although there is no evidence students with visual acuity problems cannot access the content represented in the item because there was a

reasonable performance range depicted in the data. Items 8, 9, 10, 13, 18, 22, and 24 all use the verb "identify," so the instructional tasks are biased toward sighted students.

On the other hand, items 15, 16, 17, 19, 25, 26, 27, 28 clearly were easier items for both students with normal vision and students with visual impairments only: high percentage of students taught the item and high performance levels (>75% accurate) reported for large percentages of students. These items most often required description or verbal responses to instructional stimuli.

Items 21, 30, 31, and 33 were clearly more difficult items for all students, with high percentage of not taught or equally low performance regardless of degree of visual impairment. These items corresponded with higher level application of reading: perspective, sequencing, predicting, retell. Items 34 and 35 were unique in that the content was frequently not taught, but students with vision substantially outperformed students with visual impairments, although the range of performance for students with visual impairments varied across all accuracy levels. Item 34 is about text-to-self connection, and item 35 is about identification of punctuation symbols.

Reading Grades 6-8. No items were taught more frequently and with higher accuracy levels reported for students with normal vision compared to students with visual acuity problems.

On average, in the Grades 6-8 rating scale, the first 15 items were easy and accessible to students with normal vision and students with visual impairments only. These items were difficult for students with multiple impairments. Items 20 and beyond were clearly more difficult for all students. The first 15 items are functional reading and descriptions about text, while the latter items are reflective of reading application about sequencing ideas, retell, and perspective.

On the other hand, items 1, 2, 5, 6, 7, 9, 10, 12, 13, 14, 16, 21 clearly were easier items for both students with normal vision and students with visual impairments only: high percentage of students taught the item and high performance levels (>75% accurate) reported for large percentages of students.

Items 3, 4, 8, were more accessible to students with visual impairments, and students with visual impairments outperformed sighted students on this item. On average, though, students taught item 3 performed at high accuracy levels (identifies or matches 15 words or symbols).

Items 11, 19, 20, 23, 24, 25, 26, 28, 29, and 30 were clearly more difficult items for all students, with high percentage of not taught or equally low performance regardless of degree of visual impairment. These items corresponded with higher level application of reading: perspective, sequencing, predicting, retell.

Reading Grade 11. The results obtained in the bias review for vision at Grade 11 were similar to what was found with Grades 6-8. No items were taught more frequently and with higher accuracy levels reported for students with normal vision compared to students with visual acuity problems.

On average, in the Grade 11 rating scale, the first 15 items were easy and accessible to students with normal vision and students with visual impairments only. These items were difficult for students with multiple impairments. Items 17 and beyond were clearly more difficult for all students. The first 15 items are functional reading and descriptions about text, while the latter items are reflective of reading application about sequencing ideas, retell, and perspective.

There were only 13 students with visual impairment only at Grade 11. An analysis of bias is difficult with such small numbers. On one hand, some items were taught less frequently to students with visual impairments, but with only 13 students, percentages are deceptive as a one student difference between cells represents a change in 8%. Given this wide variance, no item appeared to be functioning differentially at Grade 11 for sighted students without other sensory impairments from visually impaired students without other sensory impairments.

Math Grades 3-5. Items that had different proportions of responses by degree of visual impairment (controlling for or accounting for presence of other sensory impairments), were: Items 4, 5, 8, 9, 11, 12, 21, 24, 25, 28, 30, 31, 32, 36, 37, 38, 39 and 45. On each of the aforementioned items, students with visual impairments only performed as a group lower than students with normal vision and no other impairments. Access to items was about equal, and there was a distribution of performance observed. The items are written as "identifies" concepts related to math or require response to visual stimuli such as graphs. There were other items that were equally as easy for either group, and some items that were equally as difficult for either group. Evidence does not suggest that any one item in math is biasing for students with visual impairments.

Math Grades 6-8. The items in which 15% more students with normal vision were rated as mastered or higher performing than students with visual impairments but no other sensory impairments, were: Item 26 and Item 27. This finding is interesting in that Items 26 and 27 deal with identifying coin and paper money combinations through certain dollar amounts. Other visual discrimination items and items requiring identification did not result in different distributions of performance as was found with Items 26 and 27. As was found with other content areas and grade spans, there still existed a distribution of scores for students with visual impairments. The Grades 6-8 math rating scales had several items in which students with visual impairments but no other sensory impairment outperformed students with normal vision and no sensory impairments. The majority of items were equally accessible, equally easy, or equally difficult, for all students.

Math Grade 11. The items in which 15% more students with normal vision were rated as mastered or higher performing than students with visual impairments but no other sensory impairments, were: Items 2, 3, 4, 6, 9, 24, and 38 (items requiring identification, discrimination, or real life application). Items 29, 30, 31, 33, 37, and 39 were very difficult for all groups (geometry, estimation, interpretation). As was found with other content areas and grade spans, there still existed a distribution of scores for students with visual impairments. The Grades 9-12 math rating scales had several items in which students with visual impairments but no other sensory impairment outperformed students with normal vision and no sensory impairments. Similar to what was found in other content areas and grade spans, the majority of items were equally accessible, equally easy, or equally difficult, for all students.

Science Grade 5. The items in which 15% more students with normal vision were rated as mastered or higher performing than students with visual impairments but no other sensory impairments, were: Items 2, 9, 10, 18, 20, 24, and 29. Items 7, 8, 10, 11, 14, 15, 16, 19, 20, 23 resulted in substantially lower performance in the visually and multiply impaired group when compared to other groups, however even the multiply sensory impaired group had equal access to the content, requiring full prompting for responding. The difference in Science compared to the other content area may be the more active responding required to Science tasks and the relative complexity of grade level Science even in reduced format, as well as use of scientific tools in inquiry-based Science. Items 21 (viscosity) and 26 (conservation of energy) were equally very difficult for all groups.

Science Grade 8. Students with visual impairments but no other sensory impairments were lower performing than students without visual impairments on Items 11, 12, 14, 16, 17, 18, 20, 23, 24, 31, 34 (drawing conclusions, identifying, classifying, observing). There was sufficient evidence of access and performance for all groups.

Students with multiple handicaps including visual impairments were lower performing on items 7, 8, 9, 12, 13, 14 (using tools, describing characteristics).

Students with vision impairments but no other sensory impairments outperformed students with normal vision and no other sensory impairments, on items 13, 19, 21, 32 (each item is unique).

Items 17, 18, and 23 were difficult for students with multiple sensory impairments (each item is unique, 17 and 18 concepts of life science, 23 concepts of Earth science).

Items 25, 28, 29, and 35 were on average were easier for all groups (principles of gravity and nature of the solar system).

Science Grade 11. Students with visual impairments but no other sensory impairments were lower performing than students without visual impairments on Items 16 and 17(unique concepts of life science). There was sufficient evidence of access and performance for all groups.

Students with vision impairments but no other sensory impairments outperformed students with normal vision and no other sensory impairments, on items 2, 3, 6, 7, 8, 9, 13, 18, 19, 21, 23, 24, 26 (unique items on scientific method and life science).

Items 8, 9, 10, 12, 14, 16, 17, 18, 19, 20, 27, 36 (applying tools to engage in scientific inquiry, classification, analysis and synthesis) were difficult for students with multiple sensory impairments

Items were on average were easier for all groups included Items 24 and 26 (unique items of Earth science).

Items difficult for all groups included items 7, 22, 30, 31, 32, 33, 34, 35, 37, 38, 39, 40 (scientific process, forming conclusions, physical science).

Hearing

Based on the results of the vision analysis, the decision was made to a priori code data for students with hearing impairments to include normal or corrected hearing, no other sensory impairment, normal or corrected hearing with other sensory impairment, hearing impairment only, and hearing impairment with other sensory impairment.

In reading, the resulting sample was 1038 students, of which 487 had normal hearing and no other impairment, 443 had normal hearing but had vision, fine motor, gross motor, or mobility concerns, 7 were hearing impaired only, and 101 were hearing and other impaired.

Table 35.
Reading Proficiency Levels by Degree of Hearing Impairment and Multi-sensory Problems

	Reading Proficiency		
	Basic	Proficient	Advanced
Normal hearing, no other impairment N(%)	36 (7.4%)	88 (18.1%)	363 (74.5%)
Normal hearing, other impaired N (%)	121 (27.3%)	136 (30.7%)	186 (42.0%)
Hearing impaired, no other impairment N (%)	1 (14.3%)	2 (28.6%)	4 (57.1%)
Hearing and other impaired	61 (60.4%)	25 (24.8%)	15 (14.9%)

The majority of students had normal hearing, or had hearing and other impairments.

In math, the resulting sample was 1024 students, of which 474 had normal hearing and no other impairment, 443 had normal hearing but had vision, fine motor, gross motor, or mobility concerns, 7 were hearing impaired only, and 100 were hearing and other impaired.

Table 36.
Math Proficiency Levels by Degree of Hearing Impairment and Multi-sensory Problems

	Math Proficiency		
	Basic	Proficient	Advanced
Normal hearing, no other impairment N(%)	55 (11.6%)	234 (49.4%)	185 (39.0%)
Normal hearing, other impaired N (%)	218 (49.2%)	171(38.6%)	54 (12.2%)
Hearing impaired, no other impairment N (%)	1 (14.3%)	5 (71.4%)	1 (14.3%)
Hearing and other sensory-impaired	71 (71.0%)	25 (25.0%)	4 (4.0%)

Most students in the sample were normal hearing or corrected hearing, or multiply impaired including hearing loss. The percentages of students earning ratings in the basic range were higher for the multiply impaired students regardless of degree of hearing loss.

In science, the resulting sample was 431 students, of which 194 had normal hearing and no other impairment, 188 had normal hearing but had vision, fine motor, gross motor, or mobility concerns, two were hearing impaired only, and 47 were hearing and other impaired.

Table 37.
Science Proficiency Levels by Degree of Hearing Impairment and Multi-sensory Problems

	Science Proficiency		
	Basic	Proficient	Advanced
Normal hearing, no other impairment N(%)	25 (12.9%)	43 (22.2%)	126 (64.9%)
Normal hearing, other impaired N (%)	73 (38.8%)	42 (22.3%)	73 (38.8%)
Hearing impaired, no other impairment N (%)	0	0	2 (100%)
Hearing and other impaired	32 (68.1%%)	8 (17.0%)	7 (14.9%)

With the hearing impaired population, on average multiple impairments were present with hearing loss, and comparisons in proficiency with and without hearing were difficult due to large variances in cell sizes and totals within each category used in the analysis. Students with multiple sensory problems, regardless of whether or not the students were hearing or deaf-and-hard-of-hearing, performed as a group less proficient than students without multiple sensory issues.

Qualitative Analysis of Response by Item. Because the global analysis of proficiency suggested that there were very small numbers of students with only hearing loss (and severe cognitive disability), and because the analyses from the vision data suggested that multiple impairments resulted in higher percentages of students not being taught the item or performing more poorly on items, the item analyses for students with hearing loss was not conducted.

Gross Motor, Fine Motor, or Mobility Impairment

Based on the results of the vision analysis, the decision was made to a priori code data for students with motor impairments to include no motor impairment and no other sensory impairment, no motor impairment with other sensory impairment, motor impairment only, and motor impairment with other sensory impairment.

In reading, the resulting sample was 1062 students, of which 620 had typical fine motor, gross motor, and locomotion and no other impairment, 105 had motor skills but had vision or hearing concerns, 160 were motor impaired only, and 177 were motor and other sensory impaired.

Table 38.
Reading Proficiency Levels by Degree of Motor Impairment and Multi-sensory Problems

	Reading Proficiency		
	Basic	Proficient	Advanced
Normal motor, no other impairment N(%)	48 (7.7%)	140 (22.6%)	432 (69.7%)
Normal motor, other impaired N (%)	15 (14.3%)	28 (26.7%)	62 (59.0%)
Motor impaired, no other impairment N (%)	68 (42.5%)	46 (28.8%)	46 (28.8.0%)
Motor and other impaired	100 (56.5%)	42 (23.7%)	35 (19.8%)

For each subgroup, there was a distribution of proficiency levels. However, the proportions of basic, proficient, and advanced students by subgroup were substantially different. Higher percentages of motor-impaired students earned basic ratings compared to non-motor impaired students, and higher percentages of non-motor impaired students earned advanced ratings. Item bias review in reading is warranted.

In math, the resulting sample was 1047 students, of which 605 had no motor impairment and no sensory impairment, 107 had no motor impairment but were other sensory impaired, 159 were motor impaired only, and 176 were motor and other sensory impaired.

Table 39.
Math Proficiency Levels by Degree of Hearing Impairment and Multi-sensory Problems

	Math Proficiency		
	Basic	Proficient	Advanced
Normal motor, no other impairment N(%)	100 (16.5%)	299 (49.4%)	206 (34.0%)
Normal motor, other impaired N (%)	25 (23.4%)	54 (50.5%)	28 (26.2%)
Motor impaired, no other impairment N (%)	99 (62.3%)	50 (31.4%)	10 (6.3%)
Motor and other impaired	136 (77.3%)	37 (21.0%)	3 (1.7%)

Students with motor impairments, in particular those students with motor impairments and other sensory impairments, were lower performing in general, with large percentages earning scores in the basic range, moderate percentages scoring in the proficient range, and few scoring in the advanced range. Item level examination is warranted to determine the kinds of items that are problematic and to judge if any one item is not being taught to students with motor impairments or if the item description is creating bias in instructional opportunity given students' response modes.

In science, the resulting sample was 444 students, of whom 251 had no motor or other sensory impairment, 53 had no motor impairment and other sensory impairment, 64 were motor impaired only, and 76 had motor and other sensory impairments.

Table 40.
Science Proficiency Levels by Degree of Motor Impairment and Multi-sensory Problems

	Science Proficiency		
	Basic	Proficient	Advanced
Normal motor, no other impairment N(%)	40 (15.9%)	57 (22.7%)	154 (61.4%)
Normal motor, other impaired N (%)	14 (26.4%)	9 (17.0%)	30 (56.6%)
Motor impaired, no other impairment N (%)	33 (51.6%)	17 (26.6%)	14 (21.9%)
Motor and other impaired	48 (63.2%)	12 (15.8%)	16 (21.1%)

As was found in both Reading and Math, the proportions of students earning basic, proficient, or advanced performance levels differed depending upon subgroup, with the students with motor impairment being lower performing.

Qualitative Analysis of Response by Item. Items varied across grade spans, hence these analyses were conducted for : (a) Grades 3-5, (b) Grades 6-8, and (c) Grade 11. Results will be presented by Grade Span within each content area (Reading, Math, and Science).

Because of the sheer volume of data, for presentation and summary, differential responses for items will be described. The data on each item by content area and grade span are provided as SPSS output in an accompanying data guide to this manual, *Item Data for Iowa Alternate Assessment*.

The rules applied to item analysis were: (a) discrepancy of 15% of percentage rated mastered between subgroup no impairment and subgroup motor impaired only, and (b) > 75% rated “not taught” for both motor impaired only and motor and other sensory impaired.

Reading. Grades 3-5. The items meeting the discrepancy rule were: all items except item 2 (uses eye gaze to identify pictures or objects in books)

The items meeting the >75% not taught rule were: Items 21 and 34 (sequence and text-to-self).

For all students, the latter items (30 and beyond) were more difficult, but much lower percentages of students with motor impairments were rated as highly accurate on the tasks when compared to students who “only” presented with significant cognitive impairment.

Reading Grades 6-8. All items met the discrepancy rule.

The items meeting the >75% not taught rule were: Items 20, 23, 25, 28, and 30 ("what" questions, character relationships, consequences of actions, author's perspective, identifying exclamatory sentences).

For all students, Items 20, 29,& 30were more difficult, but much lower percentages of students with motor impairments were rated as highly accurate on the tasks when compared to students who "only" presented with significant cognitive impairment.

Importantly, there was a range of performance from low-to-high for students with motor impairments, but there was a discrepancy between the percentages of students without motor impairments who were rated as performing more accurately when compared to students with motor impairments, and there were items that students with motor impairments appeared to be excluded from more than students without motor impairments. However, there was no evidence that students with motor impairments were not presented with sufficient academic tasks to earn proficient scores, only that on certain items, there was a higher probability that students with motor impairments would not be taught that specific content and not be rated on the content.

Reading Grade 11. The results obtained in the bias review for vision at Grade 11 were surprising. Not surprising was that on all items, students with motor impairments were rated as highly accurate less as a group compared to students without motor impairments. The unexpected finding was that, unlike what was found with vision and hearing, students with motor and other sensory problems, on many items in Grade 11, had both more access to the content and performed more accurately as a group, than students with motor but no other sensory impairment. Also of surprise was that, students with motor impairments only were not taught, 100% of the group, items: 6 (orders objects), 19 (sequences), 29 (author's point of view), and 30 (separates fact from opinion).

Additional analyses were conducted, and of the students in Grade 11 with motor impairments only (19 students), 16 were basic, 3 were proficient, 0 were advanced. Item responses were analyzed, and lack of access to the 4 items described above, based on cut scores for proficiency, could have affected 3 students, who earned scores above 40 points but below 51 points (cut scores described later in this document). The other 16 students earned scores below 20, and exposure to the items would not have affected their performance level.

Math Grades 3-5. The items meeting the discrepancy rule were: all items.

The items meeting the >75% not taught rule were: Items 12, 24, 25, 26, 32, and 39 (multiplication, estimation, next dollar).

Math Grades 6-8. The items meeting the discrepancy rule were: all items.

The items meeting the >75% not taught rule were: Items 7, 16, 17, 18, 27, 29, 30, 31, 32, 33, 42 (representing a variety of math skills from double-digit calculation, estimation, money applications, and data interpretation)

Math Grade 11. The items meeting the discrepancy rule were: all items.

The items meeting the >75% not taught rule were: Items 3, 7, 8, 9, 10, 11, 13, 17, 24, 26, 27, 28, 29, 30, 33 (math calculations, applied math, money skills, time awareness, geometry, estimation).

Science Grade 5. There were 22 students with motor impairments only, 28 with motor and other sensory impairments.

The items meeting the discrepancy rule were: all items except items 22 and 26 The items meeting the >75% not taught rule were: Items 22 and 26. Items 22 and 26 were more difficult for all subgroups and not taught >75% of students in all subgroups (stars being visible at night and energy).

Science Grade 8. There were 23 students with motor impairments only, 25 with motor and other sensory impairments.

The items meeting the discrepancy rule were: all items except items 9, 10, (measurement) and 19 (rocks and soils).

Item 18 was the only item meeting the >75% not taught rule (conclusions about overpopulation).

Science Grade 11. There were 19 students with motor impairments only, 23 with motor and other sensory impairments.

The items meeting the discrepancy rule were: all items except item 23. On items: 7, 16, 17, 19, 20, 21, 22, 27, 31, 34, 35, 37, 38, and 39, 0%of students with motor impairments only were rated as having mastered the content, although on the same items, there were students rated as lower performing (not mastered). These items reflect skills beyond identification, and represent skills such as “explain,” “predict,” “analyze,” and “evaluate.”

Items 7, 13, 17, 18, 19, 20, 21, 22, 30. 31, 34, 35, 36, 38, and 39 were items meeting the >75% not taught rule. These items represent science concepts around the scientific process, forming conclusions, conducting investigations, analyzing, and evaluating. Many of the items not taught were around life science concepts, and there is a possibility that there is a mismatch between the science curricula and sequence at Grade 11, for the students with motor impairments, and the items on the rating scale. In order to test this hypothesis, the resident districts of students with motor impairments who were rated not taught on item 22, was examined. Item 22 was picked at random simply for convenience sake. The students were from 11 districts from across the State of Iowa, hence the probability that there was a mismatch between district scope and sequence and rating scale item, is low. For whatever reason, Science content at Grade 11 that involves application of scientific inquiry and more complex cognitive load, was not taught to students with motor impairments at higher frequencies than other students in the alternate assessment. This finding reflects an issue with instruction, and is not bias

inherent to the rating scale: students with motor impairments who were taught the skills demonstrated a range of performance, although on some items no student with a motor impairment demonstrated high accuracy levels.

Bias Commentary and Conclusions

Data do not support that the IAA is "biased." While performance levels appear to differ by subgroup depending on the type of sensory impairment, there was no evidence that any 1 item was resulting in lower performance levels. There is evidence that there are sufficient numbers of items within each content area and grade span that, when taught to students and when some level of independence performance is demonstrated by the student or elicited by the teacher, proficient performance may be obtained.

Of concern, though, is evidence that in Grade 11, students with motor and no other sensory impairments are not provided access to certain content in Reading, Math, and Science. Of surprise was the finding that, in Grade 11 reading, there was evidence that students with motor and other sensory impairments outperformed students with motor impairment only. Based on this surprise, additional analyses were done examining the receptive and expressive communication skills and whether or not there were between group differences that might explain performance and access differences other than degree of motor impairment.

Motor Impairment and Other Sensory * Expressive Communication Crosstabulation

			Expressive Communication											
			Child has verbal language skills and can engage in conversat	Child has verbal language skills but uses 1-2 word responses	Child has signed language skills but uses 1-2 word responses	Child uses sentence strips of at least 3 words, objects, or	Child uses single words, objects, or pictures to communicate	Child activates a switch to communicate	Child points with finger or hand to communicate	Child uses eye gaze to select words or pictures	Child uses noises to communicate preferences or discomfort	Child leads adults or peers to the item or object about with	Child uses self-injurious or other behavior to obtain or esc	Total
Motor Impairment and Other Sensory	No Motor Impairment	Count	67	9	2	1	6	0	1	0	1	1	0	88
		% within Motor Impairment and Other Sensory	76.1%	10.2%	2.3%	1.1%	6.8%	.0%	1.1%	.0%	1.1%	1.1%	.0%	100.0%
	No Motor Impairment, Other Sensory	Count	14	2	1	0	2	0	0	0	0	0	0	19
		% within Motor Impairment and Other Sensory	73.7%	10.5%	5.3%	.0%	10.5%	.0%	.0%	.0%	.0%	.0%	.0%	100.0%
	Motor Impaired Only	Count	1	2	0	0	5	1	2	2	4	2	1	20
		% within Motor Impairment and Other Sensory	5.0%	10.0%	.0%	.0%	25.0%	5.0%	10.0%	10.0%	20.0%	10.0%	5.0%	100.0%
	Motor and Other Sensory Impaired	Count	2	0	1	0	1	0	2	1	14	0	2	23
		% within Motor Impairment and Other Sensory	8.7%	.0%	4.3%	.0%	4.3%	.0%	8.7%	4.3%	60.9%	.0%	8.7%	100.0%
Total		Count	84	13	4	1	14	1	5	3	19	3	3	150
		% within Motor Impairment and Other Sensory	56.0%	8.7%	2.7%	.7%	9.3%	.7%	3.3%	2.0%	12.7%	2.0%	2.0%	100.0%

Motor Impairment and Other Sensory * Receptive Communication Crosstabulation

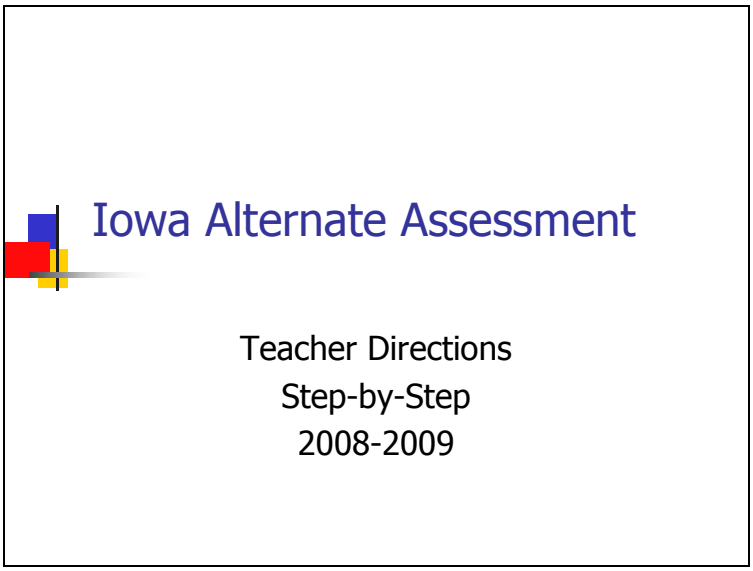
			Receptive Communication								Total
			Child understands spoken sentences	Child understands signed sentences	Child understands words if presented in 1-to-2 word chunks	Child understands signed words if presented in 1-to-2 word c	Child understands presentation of pictures or words	Child understands presentation of objects	Child attends when spoken to or read to, but level of unders	Child does not attend when spoken to or read to	
Motor Impairment and Other Sensory	No Motor Impairment	Count	75	1	7	0	0	0	5	0	88
		% within Motor Impairment and Other Sensory	85.2%	1.1%	8.0%	.0%	.0%	.0%	5.7%	.0%	100.0%
	No Motor Impairment, Other Sensory	Count	16	1	1	0	0	0	1	0	19
		% within Motor Impairment and Other Sensory	84.2%	5.3%	5.3%	.0%	.0%	.0%	5.3%	.0%	100.0%
	Motor Impaired Only	Count	7	0	4	0	1	3	5	0	20
		% within Motor Impairment and Other Sensory	35.0%	.0%	20.0%	.0%	5.0%	15.0%	25.0%	.0%	100.0%
	Motor and Other Sensory Impaired	Count	6	0	1	1	0	0	10	4	22
		% within Motor Impairment and Other Sensory	27.3%	.0%	4.5%	4.5%	.0%	.0%	45.5%	18.2%	100.0%
Total		Count	104	2	13	1	1	3	21	4	149
		% within Motor Impairment and Other Sensory	69.8%	1.3%	8.7%	.7%	.7%	2.0%	14.1%	2.7%	100.0%

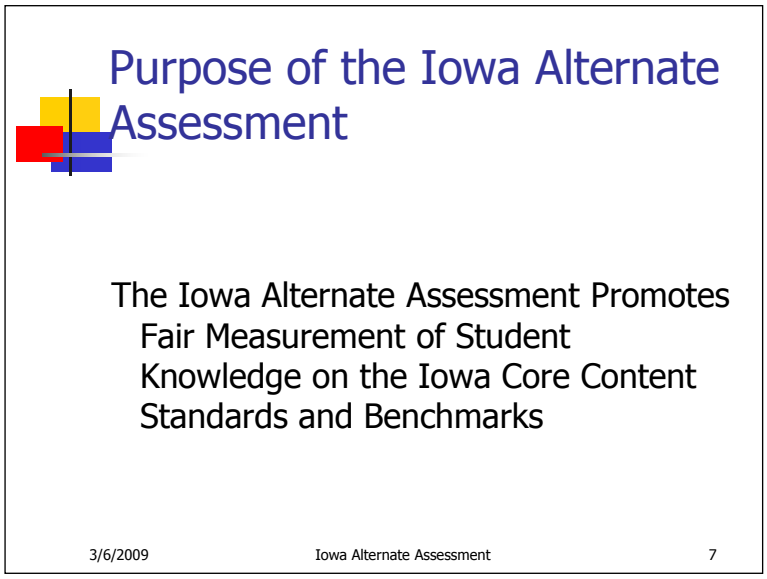
Students with motor and other sensory impairment, in Grade 11, do not appear to have different expressive or receptive skills compared to students with motor impairments only. Eleventh graders with a motor impairment had lower expressive and receptive communication skills compared to students without motor impairments.

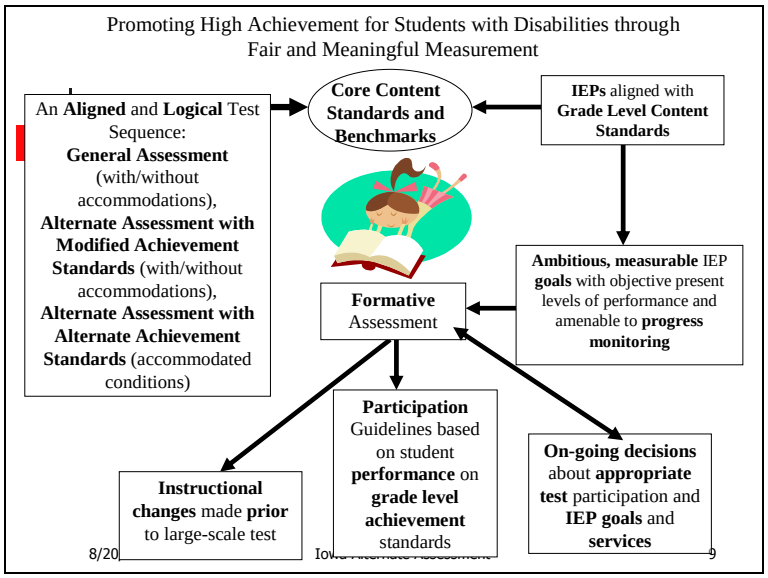
In addition, there is evidence that instruction and instructional adaptation is difficult for teachers of students who have motor impairments alone or motor impairments and other sensory impairments. However, there is also evidence that students with motor impairments are being taught academic content and that material and response demands are being adapted by teachers so that students can successfully engage the material. Other hypotheses must be considered and tested regarding the Grade 11 results for students with motor impairments.

CHAPTER 6: ADMINISTRATION, SCORING, AND REPORTING

Directions for Administration, Scoring, and Reporting are summarized in the figures that follow. These figures are the exact Microsoft PowerPoint slides used in teacher training. Teachers are trained through Iowa's Fiber Optic Communications Network so that even remote sites have access to training. Material is available for downloading from the Iowa Department of Education Website, DVDs of training are disseminated through Iowa's network of Area Education Agencies (AEA). Each AEA has a designee to support Alternate Assessment.







Promoting High Achievement

- There are general content standards for each grade
- Tests are aligned with content standards at each grade
- Performance is judged against appropriate grade level, alternate, or modified achievement standards
- IEP goals are aligned with content standards
- Data are gathered on IEP goals
- Decisions are made regularly about IEP goal progress and appropriateness of participation on general or alternate assessments

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Content Standard vs. Achievement Standard

- A Content Standard represents the academic constructs that are taught at each Grade
- Achievement Standards define the kinds of skills and amount of performance needed to be labeled basic, proficient, or advanced on a given test

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Content Standard vs. Achievement Standard

- The content standards (constructs assessed) are the same for all tests
  - All Students in Grade 11 are assessed in Math on understanding and applying math concepts, understanding and applying estimation, solving math problems, and interpreting data

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Content Standard vs. Achievement Standard

- The achievement standards (kinds of skills assessed) and performance levels (amount of skills needed to be basic, proficient, and advanced), are different for each test
  - Grade 11 students in the general assessment are assessed on number concepts like square roots and exponents and the 41st percentile on national norms defines proficient from basic performance. Proficient students sometime apply math concepts, make inferences quantitatively, and solve reasoning problems.
  - Grade 11 students in the alternate assessment are assessed on number concepts like discriminating odd from even numbers, discriminating greater and less than, or counting through 100 and 61 points defines proficient from basic performance. Proficient students create number sentences, recognize geometric attributes, and apply money, time, and measurement reasoning in consumer situations

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8-Step Process (September 2, 2008 – April 15, 2009)

- Step 1: Review Participation Guidelines
- Step 2: Complete Student Profile
- Step 3: Review Rating Scales
- Step 4: Review and Share Parent and Administrators Guides and Assurance Process
- Step 5: Teach to impact student performance
- Step 6: Record results of instruction (on-line rating scales)
- Step 7: Assurance Process
- Step 8: Share Results with Parents

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Step 1: Participation Guidelines

- Review Participation Guidelines and IEP Checklist (found on DE Webpage)
  - Document participation on IEP
- Students with the most significant cognitive disabilities
- Students in Grades 3-8 & 11
  - Reading and Math
- Students in Grades 5, 8, and 11
  - Science

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Step 2: Student Profile

- Complete Student Profile
  - Must complete every field
  - Choose best descriptor
  - Complete on-line only
  - Student Transferring Form

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Student Profile

- Data provides the DE a "snapshot" of who participates in the IAA and if the student population is changing
- Teachers need to enter data on student characteristics one time for each student. If student characteristics change during the school year, teachers do not need to update the Student Profile

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Additional Information Linked to Student Profile

- The Transferring Student Form is accessed on the DE website
- Fax to (Data Manager) at the Center
- Fax number is

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Transferring Student Form

- When a student moves to another building, district, or out-of-state
  - Use Transferring Student Form
    - Do not try to modify the Student Profile information
    - Data Manager will correct information in the Student Profile Data System
- When a student is new to the state, complete the Student Profile
  - No Transferring Student Form is required

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Step 3: Rating Scales

- Select the rating scale (on DE Website) appropriate to the student's grade level
- Review Rating Scale Items in order to plan for instruction
  - Consider collaborating with general education teachers to help make connections to the general curriculum
  - Review with building administrator supports/materials needed to provide access to academic content
  - Have conversation with district Instructional Technology personnel to ensure access to assistive technology/technology needed to complete the alternate assessment
- Become familiar with this PowerPoint and Glossary of Terms
- Review "Exemplar" DVDs (will come from IAA Contacts)
- Submitted on-line only starting in March
  - Teachers who want working documents for the school year can print off the pdf rating scales on the DE website

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What do Ratings Represent?

- Ratings represent instruction throughout the assessment period
- Ratings represent the most recent level of performance accuracy
- Ratings represent at least 4 instructional trials on a given item
- Ratings are supported with evidence
  - Evidence is not evaluated. Student performance across many items is evaluated.
  - Evidence is generated through everyday instructional activities

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What Do Ratings Mean?

- Students have **access** to the general education curriculum
- Students were given access to **many** rating scale items during the **school year**
- Student knowledge was **fairly** assessed:
  - It might not be fair to students to predetermine in September that the student's performance on any given item will be rated "not taught"
  - It might not be fair to students to predetermine in September that the student's performance on any given item will be rated "mastered"
  - Teachers should try to teach/assess as many items as possible in order to understand the true capabilities of each student
- **Instruction matters**!

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What do rating scales look like?

Iowa Alternate Assessment 2008-2009 *Math Rating Scale* *Grades 3-5*		Check the box if the skill was already mastered (75% accurate or higher, not prompted) (no evidence needed)	Check the box if the skill was not taught (no evidence needed)	Check the box if full physical or full verbal prompts were used (the child was given the answer) (supporting evidence required)	Student Performance in Percent Accurate, minimum 4 trials. Record most recent performance (supporting evidence required)
Math Standard 1: Students can understand and apply a variety of math concepts					
1.1	Interprets numerical answers on a calculator or computer display	☐	☐	☐	___%
1.2	Uses eye contact, eye gaze, blinking, reaching, head turn, or words, to identify symbols, shapes, or numbers	☐	☐	☐	___%
1.3	Matches items with similar attributes	☐	☐	☐	___%
1.4	Identifies odd numbers	☐	☐	☐	___%
1.5	Identifies or names multiples of 10 through 100	☐	☐	☐	___%

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Step 4: Teachers Share Information

- Teachers **provide** building administrators with copy of the "Administrator's Guide" (on DE Webpage) – DE suggests by September 30th.
- Teachers **discuss** Assurance Process (using Step 7 of this PowerPoint) with building administrator or designee – DE suggests by September 30th
- Teachers **give** the "Parent Guide" (on DE website) to parents by September 30th

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Step 5: Teach to Impact Student Performance - Quality Instruction

- Linked to the general curriculum
- Infused into student's daily routines
- Systematic instruction with least to most prompt hierarchy
- Use of progress monitoring to inform instructional decision-making
- With non-disabled peers as appropriate
- Instructional materials adapted to student's instructional level and response mode
- Use of assistive technology
- Generate evidence which can support ratings

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Step 6: Quality Reporting of Student Performance

- Log-in on online system to record performance starting March 1
- Teachers either check boxes or write performance
  - 3 check boxes: mastered, not taught, fully prompted
  - 1 field for indicating performance score
- Use only 1 of the 4 options per item

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Documenting Mastered Skills

Iowa Alternate Assessment
2008-2009
Reading Rating Scale
Grades 3-5

		Check the box if the skill was already mastered (75% accurate or higher, not prompted) (no evidence needed)	Check the box if the skill was not taught (no evidence needed)	Check the box if full physical or full verbal prompts were used (the child was given the answer) (supporting evidence required)	Student Performance in Percent Accurate, minimum 4 trials. Record most recent performance (supporting evidence required)
Reading Standard: Students can comprehend what they read in a va informational texts					
1. 1	Answers questions about text using "yes" and "no" through changes in affect, vocalization, gestures, signs, words, or symbols	☐ X	☐		
1. 2	Uses eye contact, eye gaze, blinking, reaching, head turn, or words, to identify pictures or objects mentioned in books being read to the student	☐	☐		
1. 3	Knows some letters of the alphabet, such as those in the student's own name	☐	☐		
1. 4	Identifies, matches, selects, or verbally produces initial sounds of high frequency words	☐	☐		

Check the box if the skill was already mastered (75% accurate or higher, not prompted). No supporting evidence is needed. Is scored "3" (highest possible rating)

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Considerations Around the "Mastered" Check Box

- Teachers should be very confident the student can perform the rating scale item independently at 75% accurate or higher
- Teachers should be very confident the student can use skill(s) in other environments, across people, etc.
- IEP teams might consider a different assessment for students if two-thirds of the items rated are rated "mastered"

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Documenting Skills Not Taught

Iowa Alternate Assessment 2008-2009 *Reading Rating Scale* *Grades 9-12*		Check the box if the skill was already mastered (75% accurate or higher, not prompted) (no evidence needed)	Check the box if the skill was not taught (no evidence needed)	Check the box if full physical or full verbal prompts were used (the
1. 15	Identifies cause-and-effect in grade-appropriate text	☐	☐	☐
1. 16	Uses title of book, pictures, and text, to make predictions about what will happen next in a novel	☐	☐	☐
1. 17	In grade-appropriate text, student sequences 3 events (beginning, middle, end)	☐	☒	☐
1. 18	In grade-appropriate text, student sequences more than 3 events	☐	☐	☐

Check the box if the skill was not taught. No evidence is needed. Earns a "0" rating.

Considerations Around the "Not Taught" Check box

- All items cannot be checked "Not Taught."
  - All students must have access to the general education curriculum
  - At least one item per content area must be taught or the student will count as an "exclusion"
    - Two options to indicate item has been taught: 1) fully prompted check box, or 2) reporting of performance accuracy
    - If the latter two options are chosen, evidence is required
- In September, teachers should not predetermine the "Not Taught" items
  - Teach as many items as possible to fairly represent what the student knows

Documenting Full Prompts

Check the box if full physical or full verbal prompts were given to the child (the child was given the correct answer), otherwise do not check the box. Earns a rating of "1." Evidence is required. Do Not Report Student Performance in Percent Accurate in the next column.

		skill was not taught (no evidence needed)	Check the box if full physical or full verbal prompts were used (the child was given the answer) (supporting evidence required)	Student Performance in Percent Accurate, minimum 4 trials. Record most recent performance (supporting evidence required)
Science Star science.		elationships in physical		
4. 28	Unde roll	☐	☒	___ %
4. 29	Unde they	☐	☐	___ %
4. 30	Obse can n	☐	☐	___ %
4. 31	Obse can n amou	☐	☐	___ %
4. 32	Expla and v	☐	☐	___ %

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Documenting Student's Performance

Write the performance of the student, in % accurate. Performance represents at least 4 trials. The most recent performance is reported. Supporting evidence is required. Rating depends on performance:
(0%-25%=1,
26%-74%=2,
75%+=3)

Check the box if the skill was already mastered (75% accurate or higher, not prompted) (no evidence needed)	Check the box if the skill was not taught (no evidence needed)	Check the box if full physical or full verbal prompts were used (the child was given the answer) (supporting evidence required)	Student Performance in Percent Accurate, minimum 4 trials. Record most recent performance (supporting evidence required)
and apply a variety of math concepts			
☐	☒	☐	___ %
☐	☐	☐	70 %
☐	☐	☐	10 %
☐	☐	☒	___ %
☐	☐	☐	35 %
☒	☐	☐	___ %

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Documenting Performance Accuracy

- The performance score in percent accuracy must be based **now** on at least 4 trials
  - Ratings are not based on **one** instructional trial
- The most **recent** performance is the performance reported
  - Do not take an average
  - Do not report the median
  - Do not report the lowest score
  - Do not report the highest score
  - The most **recent** score will be the performance rated
- If the teacher feels that the last data point is not representative of the student's typical performance, continue to gather data

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Step 7: Assurance Process

- Intent of the Assurance Process: Focused conversations around curriculum, instruction and assessment
- Second person verifies the performance reported for each item was accurate
- Increase the involvement of the building administrator in the alternate assessment process
- Verify the students FAY (Full Academic Year) status

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Focused Conversation: Curriculum

- Expectations:
  - Higher expectations are reflected in grade level adapted general education activities and materials
  - Lower expectations are reflected in significantly off grade activities and materials
- Access to the general education curriculum
  - High access reflected through rating of many items across standards
  - Low access reflected through few items rated or many items checked "not taught"

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Focused Conversation: Instruction

- Collaboration with general education staff
  - Higher collaboration reflected through regularly scheduled meetings between special education and general education teachers
  - Lower collaboration reflected through impromptu or no meetings between special education and general education teachers
- Academic instruction infused throughout the day
  - Evidenced through regularly scheduled academic instruction throughout the school day
  - Evidenced through including academic instruction through functional routines
  - Evidenced through cross curriculum activities
- Academic instruction ongoing throughout the school year
  - Evidenced through instruction that occurs from September through March - not just for "the Alternate Assessment Month"

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Focused Conversation: Instruction Continued

- Use of assistive technology
  - Students have access to and use of communication devices (low and high tech)
  - Conversations with district instructional technology personnel to ensure assistive technology is obtained in a timely fashion and is operational
- Instruction in the least restrictive environment
  - Generalization of skills in multiple environments
  - Opportunities to participate in instructional opportunities with non-disabled peers

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Focused Conversation: Assessment

- Formative Assessment
  - Higher levels of progress monitoring evidenced through daily or weekly monitoring of progress
  - Lower levels of progress monitoring evidenced through monthly monitoring of progress or less
  - Higher levels of progress monitoring evidenced through graphs and decision-making rules
- Summative Assessment
  - Performance on the evidence reflects the performance on the rating scales

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Assurance Form Considerations

- One form per student
- Assurance form conversations should be held frequently during the course of the school year not at the end of the assessment period
- Answer the questions around FAY (Full Academic Year)
- Exclusions:
  - No conversation held regarding student performance
  - No Assurance Form submitted
  - Building administrator or designee cannot verify that the performance reported was accurate
- Assurance form is faxed to the Department between April 1-15, not before! Faxing of the Assurance Form is the responsibility of the building administrator or designee.

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Step 8: Share Results

- Print off on-line report and share results with parents (Results must be shared in the same manner as results are shared with parents of students in the general assessment)

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Use of Evidence in Scoring Student Performance

- Prior to 2006, evidence quality was part of the student's score. Teachers focused significant attention on generating quality evidence. A second party scorer was used to rate students.
- Since 2006, evidence quality is not part of the student score. The teacher rates the student on rating scale items and a second person verifies that the scores appear accurate. Teachers should focus on enhancing instruction to generate a student performance score that another person can verify.

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Use of Evidence in Scoring Student Performance

- The important factors now:
  - Ratings are based on four trials
  - Two people can examine performance and agree on how performance should be reported on the rating scale
  - The rating scale item is reflected in the evidence
- Because of this change in importance of evidence you will not be required to label evidence with a Department approved form.

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Evidence Is Required

- All evidence (not taught, where appropriate, fully prompted, performance accuracy) must indicate the following three items:
  - Date evidence generated
  - Student Grade
  - Item number linked to rating scale
  - Student performance expressed in percent accurate
- Teacher decides how to place on all evidence

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Use of Evidence for Validity of the System

- The Assurance Process requires evidence for inter-rater reliability
- The DE will continue evidence reviews for twenty percent of the students
- If a student is selected for evidence review the teacher will be notified by April 1st with instructions on what evidence and amount to send to the DE

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Exclusions

- Students for whom "not taught" is checked for all items are exclusions because this suggests that access to core content standards and benchmarks was not provided to the child
- Assurance Process
  - No conversation held regarding student performance
  - No Assurance Form submitted
  - Principal cannot verify that the performance reported was accurate

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Important Timelines

- September 2: IAA process begins
- September 2 – October 31: Complete Student Profile (will remain open during the assessment period for new students)
- March 1-March 31: On-line data entry of rating scales
- March 31: IAA process and Teacher Survey completed
- April 1: Evidence Review Notification with evidence due by May 15
- Between April 1 and April 15: Assurance Form is due (Do not send before this time period)

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Teacher Expectations

- Read all messages from the IAA Contacts
- Review all materials and directions before implementing the process or asking questions
- Access the Department Webpage on a periodic basis for new information or updated answers to questions

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Teacher Expectations Continued

- Ask the Department Contact Person for "Official" answers to your questions
- Use only Department approved forms and materials (2008-2009 forms)
- Don't send any materials to the DE unless directly requested
- Implement the process with integrity

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Parent Reports

There are two means for sharing results with parents. First, teachers may choose to share rating scale ratings and supporting evidence parents formatively across the school year at parent conferences, and then at year's end in a summative conference share the completed rating scales with parents.

A second method is to use the report format in the on-line data entry, scoring, and reporting system, to generate the formats included in the pages that follow. These formats provide a report for each grade and content area. The report has performance level descriptors and the student's score in that content area.

It is important for teachers to consider follow-up with parents on the student's performance. Format for these follow-up conversations would typically be at a conference. Parent focus group data has repeatedly indicated that conferencing with the teacher is parents' preferred method for reviewing test results. The conversation might include:

- Number of items taught and performance on those items
- Change in number of items fully prompted to items with independent responses
- Change in numbers of items taught
- Change in numbers of items mastered
- Quality of work produced by the child
- Skills to be targeted for instruction over the course of the next school year
- Levels of independence to be targeted for improvement over the course of the next school year

Performance Level Descriptors and Cut Score Reports for Parents

For each of Grades 3-8 and 11, in Reading and Math, and each of Grade 5, 8, and 11 (Science), during Standard Setting, panelists developed performance level descriptors for basic, proficient, and advanced performance. Cut scores at each grade and proficiency level were also developed. Parent reports were developed using the information from Standard Setting. For each grade, parent reports for each content level, are presented.

Iowa Alternate Assessment Parent Report
Performance Level Descriptors and Cut Scores
Grade 3

Reading

Basic	Proficient	Advanced
Demonstrates a limited understanding of or ability to: • identify characters and setting • use context clues to understand some words • draw conclusions using predicting skills • identify some text features	Demonstrates a satisfactory understanding of or ability to: • identify characters and setting • use context clues to understand some words • draw conclusions using predicting skills • identify some text features	Demonstrates a thorough understanding of or ability to: • identify characters and setting • use context clues to understand some words • draw conclusions using predicting skills • identify some text features
0-30	31-59	60+

Mathematics

Basic	Proficient	Advanced
• Identifies whether the story problems is an addition or subtraction problem • Identifying symbols used in addition and subtraction problems • Identify numbers (distinguish numbers and non-numbers) and one-to-one correspondence • Identify units of measure (time, length, liquid, money, calendar, including fractional parts of units)	• Given an appropriate procedure to use, solve a story problem • Perform addition and/or subtraction • Represent, compare and order numbers (show me three, which is more, place value) • Identify and use standards units of measure (time, length, liquid, money, calendar, including fractional parts of units)	• Solve a story problem – can decide on the appropriate procedure to use • Perform addition and subtraction with regrouping • Use estimation; uses < > symbols in comparing numbers • Apply standard units of measure (time, length, liquid, money, calendar, including fractional parts of units)
0-40	41-99	100+

Iowa Alternate Assessment Parent Report
Performance Level Descriptors and Cut Scores
Grade 4

Reading

Basic	Proficient	Advanced
Demonstrates a limited understanding of or ability to: • identify characters, setting and sequence of events (plot) • use context clues to understand some words • draw conclusions using predicting skills • identify text features • infer character feelings	Demonstrates a satisfactory understanding of or ability to: • identify characters, setting and sequence of events (plot) • use context clues to understand some words • draw conclusions using predicting skills • identify text features • infer character feelings	Demonstrates a thorough understanding of or ability to: • identify characters, setting and sequence of events (plot) • use context clues to understand some words • draw conclusions using predicting skills • identify text features • infer character feelings
0-40	41-59	60+

Mathematics

Basic	Proficient	Advanced
• Perform one of the four operations with whole numbers • Identifies whether the story problems is an addition, subtraction or multiplication problem • Extend simple patterns • Identify information from graphs (e.g. is this a bar graph or a circle graph; what is the graph about?)	• Perform two of the four operations with whole numbers • Given an appropriate procedure to use, solve a story problem • Identify & extend numerical and geometric patterns (a,b,a, b) • Interpret information from graphs and tables (e.g. which is more? Less?)	• Perform three of the four operations with whole numbers • Solve a story problem – can decide on the appropriate procedure to use • Identify, create and extend patterns • Interpret information from graphs and tables to solve problems
0-50	51-105	106+

Iowa Alternate Assessment Parent Report
Performance Level Descriptors and Cut Scores
Grade 5

Reading

Basic	Proficient	Advanced
Demonstrates a limited understanding of or ability to: • identify characters, setting and sequence of events (plot) • use context clues to understand some words • draw conclusions • identify text features • connect story or text to personal experiences • infer character feelings and traits • identify author's point of view • identify main idea of a passage	Demonstrates a satisfactory understanding of or ability to: • identify characters, setting and sequence of events (plot) • use context clues to understand some words • draw conclusions • identify text features • connect story or text to personal experiences • infer character feelings and traits • identify author's point of view • identify main idea of a passage	Demonstrates a thorough understanding of or ability to: • identify characters, setting and sequence of events (plot) • use context clues to understand some words • draw conclusions • identify text features • connect story or text to personal experiences • infer character feelings and traits • identify author's point of view • identify main idea of a passage
0-50	51-64	65+

Mathematics

Basic	Proficient	Advanced
• Perform two out of four operations with whole numbers • Identify needed information for solving multiple step problems • Recognize equivalents using numbers and objects (5 = ? objects) • When given choices, estimate – guess the quantity and check the amount	• Perform three out of four operations with whole numbers • When given choice of strategies, solve multiple step problems • Recognize equivalents using numbers sentences (3 + x = 5) • Use methods of estimation to round whole numbers – guess and check	• Perform all four operations with whole numbers • Identifying strategy and solve multiple step problems • Solve multi-step equations with variables (3 + 1+ x =5) • Use methods of estimation to round whole numbers and fractions or decimals
0-60	61-110	111+

Science

Basic	Proficient	Advanced
Concrete: respond to, reproduce Inquiry • Ask a question about objects, organisms, and events in the environment • Plan and conduct a simple investigation • Employ simple equipment and tools to gather data and extend the senses • Use data to construct a reasonable explanation • Communicate investigations and explanations Life Science • structures of living things • life cycles • environmental interaction and adaptation Earth Science • Earth's composition and structure • Changes in and around Earth • Solar system Physical Science • Mechanics, contact forces, and motion • Types of Energy • Properties and characteristics of matter	Representation: recall and apply Inquiry • Ask a question about objects, organisms, and events in the environment • Plan and conduct a simple investigation • Employ simple equipment and tools to gather data and extend the senses • Use data to construct a reasonable explanation • Communicate investigations and explanations Life Science • structures of living things • life cycles • environmental interaction and adaptation Earth Science • Earth's composition and structure • Changes in and around Earth • Solar system Physical Science • Mechanics, contact forces, and motion • Types of Energy • Properties and characteristics of matter	Abstract: analyze, problem solve, synthesis Inquiry • Ask a question about objects, organisms, and events in the environment • Plan and conduct a simple investigation • Employ simple equipment and tools to gather data and extend the senses • Use data to construct a reasonable explanation • Communicate investigations and explanations Life Science • structures of living things • life cycles • environmental interaction and adaptation Earth Science • Earth's composition and structure • Changes in and around Earth • Solar system Physical Science • Mechanics, contact forces, and motion • Types of Energy • Properties and characteristics of matter
0-35	36-59	60+

Iowa Alternate Assessment Parent Report
Performance Level Descriptors and Cut Scores
Grade 6

Reading

Basic	Proficient	Advanced
Demonstrates a limited understanding of or ability to: • understand stated information • use context clues to understand some words • draw conclusions and make inferences • identify text features • connect story or text to other media • infer character feelings, traits and motives • identify author's purpose • identify main idea	Demonstrates a satisfactory understanding of or ability to: • understand stated information • use context clues to understand some words • draw conclusions and make inferences • identify text features • connect story or text to other media • infer character feelings, traits and motives • identify author's purpose • identify main idea	Demonstrates a thorough understanding of or ability to: • understand stated information • use context clues to understand some words • draw conclusions and make inferences • identify text features • connect story or text to other media • infer character feelings, traits and motives • identify author's purpose • identify main idea
0-40	41-69	70+

Mathematics

Basic	Proficient	Advanced
• Perform one out of four operations with fractions or decimals • Interpret data displayed on provided tables and graphs (are there more white dogs or brown dogs) • Recognize two dimensional geometric attributes (are these lines parallel? matching shapes) • When given choices, estimate – guess the quantity and check the amount	• Perform two out of four operations with fractions or decimals • Collect, organize, interpret and display data in tables and graphs to solve problems • Recognize two dimensional and three dimensional geometric attributes • Use methods of estimation to round whole numbers – guess and check	• Perform three out of four operations with fractions or decimals • Collect, organize, interpret and display data in tables and graphs to solve problems and draw conclusions • Apply geometric attributes to real world situations (making maps) • Use methods of estimation to round whole numbers, fractions and/or decimals
0-50	51-105	106+

Iowa Alternate Assessment Parent Report
Performance Level Descriptors and Cut Scores
Grade 7

Reading

Basic	Proficient	Advanced
Demonstrates a limited understanding of or ability to: • understand stated information • determine the meanings of new words from their context • draw conclusions, use inferences and/or deduce meaning • identify style and structure • identify author's purpose • identify main idea • identify nonliteral language in text	Demonstrates a satisfactory understanding of or ability to: • understand stated information • determine the meanings of new words from their context • draw conclusions, use inferences and/or deduce meaning • identify style and structure • identify author's purpose • identify main idea • identify nonliteral language in text	Demonstrates a thorough understanding of or ability to: • understand stated information • determine the meanings of new words from their context • draw conclusions, use inferences and/or deduce meaning • identify style and structure • identify author's purpose • identify main idea • identify nonliteral language in text
0-45	46-74	75+

Mathematics

Basic	Proficient	Advanced
• Indicate ratios (comparing quantity) • Order integers • Use one out of four operations with integers, fractions or decimals (units of measurement, etc.) • Use a strategy to solve a problem	• Solve problems using ratios or percents • Compare and order integers • Use two out of four operations with integers and fractions or decimals in real world situations • Use two different strategies to solve a problem (numerically, graphically, etc.)	• Solve problems using ratios, proportions and percents • Compare and order numbers (integers, decimals and/or fractions) • Use three out of four operations with integers and fractions or decimals in real world situations • Use multiple strategies to solve a problem (numerically, graphically, symbolically, etc.)
0-60	61-110	111+

Iowa Alternate Assessment Parent Report
Performance Level Descriptors and Cut Scores
Grade 8

Reading

Basic	Proficient	Advanced
Demonstrates a limited understanding of or ability to: • understand stated information • interpret information in new contexts • draw conclusions, use inferences and/or deduce meaning • recognize style and structure • identify main idea • interpret nonliteral language in text • identify author's point of view and/or purpose	Demonstrates a satisfactory understanding of or ability to: • understand stated information • interpret information in new contexts • draw conclusions, use inferences and/or deduce meaning • recognize style and structure • identify main idea • interpret nonliteral language in text • identify author's point of view and/or purpose	Demonstrates a thorough understanding of or ability to: • understand stated information • interpret information in new contexts • draw conclusions, use inferences and/or deduce meaning • recognize style and structure • identify main idea • interpret nonliteral language in text • identify author's point of view and/or purpose
0-50	51-79	80+

Mathematics

Basic	Proficient	Advanced
• Determine if an event is likely or unlikely to happen (probability) • When using the commutative property, (3+2=2+3) student recognizes the equations are balanced • Determine one of the four: mean, mode, median or range • Determine if a number sentence is equal or not equal	• Indicate probability in numeric form (e.g. 1 out of 6 chance) • Demonstrate balanced equations using the commutative property • Determine two of the four: mean, mode, median or range • Complete equations and inequalities using the symbols <, >, or =	• Use probability concepts to answer questions • Apply commutative property to balance equations • Determine three of the four: mean, mode, median or range • Solve equations and inequalities using the symbols <, >, or =
0-70	71-120	121+

Science

Basic	Proficient	Advanced
Concrete: respond to, reproduce Inquiry • Identify questions that can be answered through scientific investigations • Design and conduct a scientific investigation • Use appropriate tools and techniques to gather, analyze and interpret data • Develop descriptions, explanations, predictions and models using evidence • Recognize and analyze alternative explanations and predictions Life Science • structures and function of living things • characteristics of living systems • environmental interaction, diversity, change, and adaptation Earth Science • Earth's composition and structure • Changes in and around Earth • Mechanics of the solar system Physical Science • Mechanics, contact forces, and motion • Energy transfer • Properties and characteristics of matter	Representation: recall and apply Inquiry • Identify questions that can be answered through scientific investigations • Design and conduct a scientific investigation • Use appropriate tools and techniques to gather, analyze and interpret data • Develop descriptions, explanations, predictions and models using evidence • Recognize and analyze alternative explanations and predictions Life Science • structures and function of living things • characteristics of living systems • environmental interaction, diversity, change, and adaptation Earth Science • Earth's composition and structure • Changes in and around Earth • Mechanics of the solar system Physical Science • Mechanics, contact forces, and motion • Energy transfer • Properties and characteristics of matter	Abstract: analyze, problem solve, synthesis Inquiry • Identify questions that can be answered through scientific investigations • Design and conduct a scientific investigation • Use appropriate tools and techniques to gather, analyze and interpret data • Develop descriptions, explanations, predictions and models using evidence • Recognize and analyze alternative explanations and predictions Life Science • structures and function of living things • characteristics of living systems • environmental interaction, diversity, change, and adaptation Earth Science • Earth's composition and structure • Changes in and around Earth • Mechanics of the solar system Physical Science • Mechanics, contact forces, and motion • Energy transfer • Properties and characteristics of matter
0-40	41-69	70+

Iowa Alternate Assessment Parent Report
Performance Level Descriptors and Cut Scores
Grade 11

Reading

Demonstrates a limited understanding of or ability to:	Demonstrates a satisfactory understanding of or ability to:	Demonstrates a thorough understanding of or ability to:
• understand stated information • interpret information in new contexts • draw conclusions, use inferences and/or deduce meaning • recognize style and structure • identify main idea • interpret nonliteral language in text • identify author's point of view and/or purpose	• understand stated information • interpret information in new contexts • draw conclusions, use inferences and/or deduce meaning • recognize style and structure • identify main idea • interpret nonliteral language in text • identify author's point of view and/or purpose	• understand stated information • interpret information in new contexts • draw conclusions, use inferences and/or deduce meaning • recognize style and structure • identify main idea • interpret nonliteral language in text • identify author's point of view and/or purpose
0-50	51-79	80+

Mathematics

• Recognize an example of the commutative property • Identify a number sentence for a real world problem involving an unknown • Recognize two dimensional geometric attributes (area, perimeter, parallel lines, etc.) • Identifies mathematical concepts in consumer situations (money, time, measurement, graphs/tables)	• Using the commutative property, find the unknown (3+2 = ___ + 3) • Create a number sentence for a real world problem involving an unknown • Recognize two dimensional and three dimensional geometric attributes • Uses mathematical reasoning in consumer situations (money, time, measurement, graphs/tables)	• Use commutative property to solve real-world problems • Create and solve a number sentence for a real world problem involving an unknown • Apply geometric attributes to real world situations (interpreting maps and graphs) • Uses mathematical reasoning in advanced consumer situations (discounts, total costs, time, measurement, graphs/tables)
0-60	61-109	110+

Science

Concrete: respond to, reproduce Inquiry • Identify questions and concepts that guide scientific investigations • Design and conduct experiment (choosing proper equipment, safety equipment, use information from other sources outside the investigation) • Use technology and mathematics to improve investigations and communication (interpreting graphical information) • Formulate and revise scientific explanations and models using logic and evidence. • Communicate and defend a scientific argument Life Science • Adequacy and accuracy of information about life science • Predictions from data from life science • Scientific investigations in life science Earth Science • Adequacy and accuracy of information about Earth/space science • Predictions from data from Earth/space science • Scientific investigations in Earth/space science Physical Science • Adequacy and accuracy of information about physical science • Predictions from data from physical science • Scientific investigations in physical science	Representation: recall and apply Inquiry • Identify questions and concepts that guide scientific investigations • Design and conduct experiment (choosing proper equipment, safety equipment, use information from other sources outside the investigation) • Use technology and mathematics to improve investigations and communication (interpreting graphical information) • Formulate and revise scientific explanations and models using logic and evidence. • Communicate and defend a scientific argument Life Science • Adequacy and accuracy of information about life science • Predictions from data from life science • Scientific investigations in life science Earth Science • Adequacy and accuracy of information about Earth/space science • Predictions from data from Earth/space science • Scientific investigations in Earth/space science Physical Science • Adequacy and accuracy of information about physical science • Predictions from data from physical science • Scientific investigations in physical science	Abstract: analyze, problem solve, synthesis Inquiry • Identify questions and concepts that guide scientific investigations • Design and conduct experiment (choosing proper equipment, safety equipment, use information from other sources outside the investigation) • Use technology and mathematics to improve investigations and communication (interpreting graphical information) • Formulate and revise scientific explanations and models using logic and evidence. • Communicate and defend a scientific argument Life Science • Adequacy and accuracy of information about life science • Predictions from data from life science • Scientific investigations in life science Earth Science • Adequacy and accuracy of information about Earth/space science • Predictions from data from Earth/space science • Scientific investigations in Earth/space science Physical Science • Adequacy and accuracy of information about physical science • Predictions from data from physical science • Scientific investigations in physical science
0-50	51-79	80+

CHAPTER 7: STANDARD SETTING

Standard Setting for the Iowa Alternate Assessment

Standard Setting has been done in 2005, 2006, and 2007. The 2005 standard setting resulted in performance levels for Grades 4, 8, and 11 (reading and math only), hence 2006 was needed to add performance level descriptors for grades 3, 5, 6, and 7, and for science.

The standards developed in 2006 had merits and demerits. The merits were that these (2006) standards resulted in better content coverage and higher expectations of student performance, and focused more on student performance as an indicator of proficiency rather than on teacher behaviors (numbers of evidences submitted for scoring, for example). The demerits of the standards developed in 2006 were (a) the performance levels were tied to a measurement methodology, (b) the performance levels were not sufficiently distinct within a grade to clearly differentiate basic from advanced performers, and (c) the performance descriptors were not sufficiently distinct between grades to clearly differentiate skills of 3rd graders from skills of 4th graders.

The week of June 21th, 2007, a Standard Setting workshop was conducted to achieve three goals:

- Develop performance level descriptors for each proficiency level for each content area and grade level
- Set alternate academic achievement standards
- Refine scoring rubric for 2007 and beyond

The institute was facilitated by Steve Maurer and Marty Ikeda of the State of Iowa Alternate Assessment Team.

Standard Setting Procedure

The DE worked with its National Advisory Committee and reviewed, amongst others, the following publications and presentations:

Arnold, N. (2003). *Washington Alternate Assessment System Technical Report on Standard Setting for the 2002 Portfolio.(*Synthesis Report 50). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes. Retrieved June 30, 2006, from the World Wide Web: http://education.umn.edu/NCEO/OnlinePubs/Systhesis52.html.

Cizek, G. J., Bunch, M. B., & Koons, H. (2004). *Setting performance standards: contemporary methods.* National Center for Measurement in Education.

Gong, B. (2007). Designing content targets for alternate assessments in science: reducing depth, breadth, and/or complexity. Web seminar on “Best practices in teaching and testing for students with significant cognitive disabilities.”

Marion, S. (2006). *Establishing cutscores on alternate assessment on alternate achievement standards*. CCSSO Large-scale assessment conference. San Francisco, CA.

Rigney, S. (2004). Accountability for students with disabilities under NCLB (ppt). Delivered at Title I Directors Meeting.

Rigney, S. (2005). Setting alternate achievement standards (ppt). Delivered at NCEO Teleconference.

Sheinker, J., & Erpenbach, W. J. (2007). *Alternate assessments for students with significant cognitive disabilities-strategies for states' preparation for and response to peer review*. Council of Chief State School Officers.

Zieky, M., & Perie, M. (2006). *A primer on setting cut scores on tests of educational achievement*. ETS.

After reviewing this information, and in consultation with national experts, the State of Iowa Alternate Assessment Team developed a standards setting process, training, and training materials. Given the rating scale format, number of items, and volumes of evidence for review, a Modified Angoff approach (Zieky & Perie, 2006) was selected to set cut scores.

The group conducting the review of the standards consisted of special educators and general educators all with many years of teaching experience. General educators in the group had content expertise in reading, mathematics, or science. The group was also reflective of elementary, middle, and high school levels as well as urban and rural populations. This group was representative of the urban-rural nature of Iowa and are depicted in Table 44.

Table 41.
Participants in Standard Setting*

Name	Affiliation	Position	Name	Affiliation	Position
Kris Taphorn	AEA	Consultant	Kathy Kvamme-Promes	LEA	Teacher HS (SpEd)
Carol Hamilton	LEA	Teacher MS (SpEd)	Mary Craven	LEA	Teacher K-2 (SpEd)
Renee Cantrell	LEA	Teacher K-6 (SpEd)	Emily Thatcher	LEA	Teacher MS (SpEd)
Deb Gilmore	LEA	Teacher K-5 (SpEd)	Erin Payne Christiansen	LEA	Teacher HS (SpEd)
Linda Porter	AEA	Consultant	Lori Rose	AEA	Teacher MS (SpEd)
Kim Heitshusen	LEA	Teacher (SpEd)	Sarah Loots	LEA	Teacher K-5 (SpEd)
Pat Bayles	LEA	Teacher (SpEd)	Carrie Barglof	LEA	Teacher MS (SpEd)

Name	Affiliation	Position	Name	Affiliation	Position
Dianne Hinders	AEA	Consultant	Cynthia Knight	DE	Math Consultant
Tammie Boone	LEA	Teacher HS (SpEd)	Lynnette Dunn	LEA	Teacher MS (SpEd)
Jean Triplett	LEA	Gen Ed MS Reading	Dennis Inman	LEA	Science all grades
Marsha Fisher	LEA	4th Grade Gen Ed	Charlotte McCullough	LEA	Gen Ed HS Math
Jennifer Stater	LEA	Gen Ed MS Language Arts	Allison Lair	LEA	Gen Ed HS Language Arts
Anita Meador	LEA	Gen Ed HS Reading	Kari Pingel	LEA	Gen Ed Elem. Science
Krista Hampton	LEA	Gen Ed Elem. Math	Megan Wetzel	LEA	Gen Ed Elem. Math
Kami Clark	LEA	Gen Ed Elem. Reading	Jessica Gogerty	LEA	Gen Ed Secondary Science
Mary Jane McCollum	LEA	Gen Ed MS Language Arts	Rachella Davis	LEA	Gen Ed. Elementary Math
Deborah Hill	Parent				

**AEA = Area Education Agency, LEA=Local Education Agency, DE=Department of Education, HS= High School, MS=Middle School, Elem.=Elementary School, Gen Ed = Teacher whose assignment is general education, SpEd = Teacher whose assignment is students with disabilities (moderate, severe, or severe/profound not specified in the table).*

The objectives for the week were reviewed with participants. Participants were provided with a summary of the students in the Iowa Alternate Assessment. Examples of performance level descriptors from 2006 (Iowa) and from other states, were provided to participants. Instructions on clarifying the kinds of skills constituting basic, proficient, and advanced performance, both within and between grades, was provided.

Participants engaged in a pre-test on their knowledge and skills relative to the standard setting process in 8 areas: (a) What kinds of students should be considered for participation in Alternate Assessment?, (b) the characteristics of students in 2006-2007 who participated in alternate assessment; (c)the alternate assessment process; (d) the development of the alternate assessment rating scales, (e) what evidence supporting ratings looked like for 2006-2007, (f) descriptions of basic, proficient, and advanced performers, (g) describing how performance ought to change between grade levels, and (h) how cut scores are derived using judgment and evidence.

At the beginning of the week, participants ratings (1-5 scale with 1= no knowledge and 5 = high degree of knowledge), the average ratings on each were as depicted in the “pre” column in Table 10. After completing the week, participants’ knowledge, on average, was rated at “high degree of

knowledge" on all areas covered, supporting the efficacy of the training materials and training process.

Table 42.
Average ratings of knowledge at pre- and post-Standard Setting, June 2007

Item	N	Average Rating Pre	Average Rating Post
Participation Criteria	31	4	5
Characteristics	31	4	5
Process	31	4	5
Scale Development	31	3	5
Quality of Evidence	31	3	4
Performance Levels with grades	31	3	5
Performance Levels between grades	31	3	5
Derivation of cut scores	31	2	5

The participants created 3 groups of approximately 12. Groups reviewed the core content standards and benchmarks, discussed the kinds of skills under each standard and benchmark that would reflect basic, proficient, and advanced performance of a student with a severe cognitive disability. Participants reviewed descriptors from Iowa (2006) and from other states, and developed strengths and weaknesses of the descriptions.

Participants then captured the skills and performances that would be reflective of each grade in each content area. As the progression of performance levels developed, participants checked that (a) skills progressed within a grade for basic-to-proficient-to-advanced learners, and (b) skills progressed between grades for basic-to-proficient-to-advanced learners.

After performance levels were written, participants examined the rating scales and judged if the rating scale items for each grade span allowed for performance to be discriminated within and between each grade level in the grade span reflected in the rating scales. Content was modified somewhat in Grades 6-8 math and Grades 9-12 math, and in Grades 3-5 Reading, Grades 6-8 Reading, and Grades 9-12 Reading, to better align with performance level descriptors and allow for discrimination between grades, and to better represent the constructs of each content standard. Modified content was part of the 2006-2007 rating scales, hence data were available for review in setting cut scores.

Participants reviewed the learner characteristics of student's in Iowa's alternate assessment in 2006-2007, to understand the level of functioning of students. General educators paired with special educators to complete the Standard Setting process. A modified Angoff procedure was used to set cut scores. Teams first were asked to identify the items on which a barely proficient student would perform, and then report the likely scores for that student. Teams then identified the items that the barely advanced student would perform, and the likely performance on those items.

The first set of cut scores, by team, are presented in Tables 43-45.

Table 43.
Cut Scores for Barely Proficient and Barely Advanced Learner at Each Grade, Reading

Grade	Barely Proficient					Barely Advanced				
	Team 1	Team 2	Team 3	Median	% distribution 2006	Team 1	Team 2	Team 3	Median	% distribution 2006
3	47	34	28	34	48	79	68	53	68	20
4	54	78	34	54	60	81	84	60	81	15
5	51	65	37	51	60	78	96	60	78	15
6	55	66	40	55	65	78	96	60	78	15
7	60	67	49	60	75	70	86	62	70	20
8	65	72	50	65	75	76	88	63	76	15
11	53	53	53	53	65	74	87	60	74	5

Table 44.
Scores for Barely Proficient and Barely Advanced Learner at Each Grade, Math

Grade	Barely Proficient					Barely Advanced				
	Team 1	Team 2	Team 3	Median	% distribution 2006	Team 1	Team 2	Team 3	Median	% distribution 2006
3	45	38	53	45	45	50	112	80	80	40
4	47	39	68	47	40	70	112	101	101	20
5	61	40	76	61	55	85	116	110	110	20
6	51	34	50	50	45	86	108	112	108	10
7	62	37	70	62	60	113	113	115	113	10
8	79	43	71	71	70	127	115	118	118	5
11	68	58	75	68	55	107	101	103	103	13

Table 45.
Cut Scores for Barely Proficient and Barely Advanced Learner at Each Grade, Science

Grade	Barely Proficient					Barely Advanced				
	Team 1	Team 2	Team 3	Median	% distribution 2006	Team 1	Team 2	Team 3	Median	% distribution 2006
5	31	35	36	35	40	46	59	67	59	13
8	35	38	59	38	70	41	72	82	72	7
11	43	52	60	52	65	53	87	102	87	5

Item difficulty statistics were reviewed with the group as a whole, as was the percentage of students in the 2006-2007 alternate assessment who would have scored at each level. Each group reached consensus on cut-scores within and between grades that appeared fair given the performance level descriptors and the percentage of students at each performance level.

Reading Alternate Achievement Standards and Cut-Scores

Table 46.
Grade 3 Reading Performance Descriptors and Cut Scores

Basic	Proficient	Advanced
Demonstrates a limited understanding of or ability to: • identify characters and setting • use context clues to understand some words • draw conclusions using predicting skills • identify some text features	Demonstrates a satisfactory understanding of or ability to: • identify characters and setting • use context clues to understand some words • draw conclusions using predicting skills • identify some text features	Demonstrates a thorough understanding of or ability to: • identify characters and setting • use context clues to understand some words • draw conclusions using predicting skills • identify some text features
0-30	31-59	60+

Table 47.
Grade 4 Reading Performance Descriptors and Cut scores

Basic	Proficient	Advanced
Demonstrates a limited understanding of or ability to: • identify characters, setting and sequence of events (plot) • use context clues to understand some words • draw conclusions using predicting skills • identify text features • infer character feelings	Demonstrates a satisfactory understanding of or ability to: • identify characters, setting and sequence of events (plot) • use context clues to understand some words • draw conclusions using predicting skills • identify text features • infer character feelings	Demonstrates a thorough understanding of or ability to: • identify characters, setting and sequence of events (plot) • use context clues to understand some words • draw conclusions using predicting skills • identify text features • infer character feelings
0-40	41-59	60+

Table 48.
Grade 5 Reading Performance Descriptors and Cut Scores

Basic	Proficient	Advanced
Demonstrates a limited understanding of or ability to: • identify characters, setting and sequence of events (plot) • use context clues to understand some words • draw conclusions • identify text features • connect story or text to personal experiences • infer character feelings and traits • identify author's point of view • identify main idea of a passage	Demonstrates a satisfactory understanding of or ability to: • identify characters, setting and sequence of events (plot) • use context clues to understand some words • draw conclusions • identify text features • connect story or text to personal experiences • infer character feelings and traits • identify author's point of view • identify main idea of a passage	Demonstrates a thorough understanding of or ability to: • identify characters, setting and sequence of events (plot) • use context clues to understand some words • draw conclusions • identify text features • connect story or text to personal experiences • infer character feelings and traits • identify author's point of view • identify main idea of a passage
0-50	51-64	65+

Table 49.
Grade 6 Reading Performance Descriptors and Cut Scores

Basic	Proficient	Advanced
Demonstrates a limited understanding of or ability to: • understand stated information • use context clues to understand some words • draw conclusions and make inferences • identify text features • connect story or text to other media • infer character feelings, traits and motives • identify author's purpose • identify main idea	Demonstrates a satisfactory understanding of or ability to: • understand stated information • use context clues to understand some words • draw conclusions and make inferences • identify text features • connect story or text to other media • infer character feelings, traits and motives • identify author's purpose • identify main idea	Demonstrates a thorough understanding of or ability to: • understand stated information • use context clues to understand some words • draw conclusions and make inferences • identify text features • connect story or text to other media • infer character feelings, traits and motives • identify author's purpose • identify main idea
0-40	41-69	70+

Table 50.
Grade 7 Reading Performance Descriptors and Cut Scores

Basic	Proficient	Advanced
Demonstrates a limited understanding of or ability to: • understand stated information • determine the meanings of new words from their context • draw conclusions, use inferences and/or deduce meaning • identify style and structure • identify author's purpose • identify main idea • identify nonliteral language in text	Demonstrates a satisfactory understanding of or ability to: • understand stated information • determine the meanings of new words from their context • draw conclusions, use inferences and/or deduce meaning • identify style and structure • identify author's purpose • identify main idea • identify nonliteral language in text	Demonstrates a thorough understanding of or ability to: • understand stated information • determine the meanings of new words from their context • draw conclusions, use inferences and/or deduce meaning • identify style and structure • identify author's purpose • identify main idea • identify nonliteral language in text
0-45	46-74	75+

Table 51.
Grade 8 Reading Performance Descriptors and Cut Scores

Basic	Proficient	Advanced
Demonstrates a limited understanding of or ability to: • understand stated information • interpret information in new contexts • draw conclusions, use inferences and/or deduce meaning • recognize style and structure • identify main idea • interpret nonliteral language in text • identify author's point of view and/or purpose	Demonstrates a satisfactory understanding of or ability to: • understand stated information • interpret information in new contexts • draw conclusions, use inferences and/or deduce meaning • recognize style and structure • identify main idea • interpret nonliteral language in text • identify author's point of view and/or purpose	Demonstrates a thorough understanding of or ability to: • understand stated information • interpret information in new contexts • draw conclusions, use inferences and/or deduce meaning • recognize style and structure • identify main idea • interpret nonliteral language in text • identify author's point of view and/or purpose
0-50	51-79	80+

Table 52.
Grade 11 Reading Performance Descriptors and Cut Scores

Basic	Proficient	Advanced
Demonstrates a limited understanding of or ability to: • make predictions based on stated information • interpret information in new contexts • draw conclusions, use inferences and/or deduce meaning • recognize style, structure and/or literary techniques • determine main idea, topic and/or theme • interpret nonliteral language in text • identify author's point of view and/or purpose • distinguish among facts/opinions and/or assumptions	Demonstrates a satisfactory understanding of or ability to: • make predictions based on stated information • interpret information in new contexts • draw conclusions, use inferences and/or deduce meaning • recognize style, structure and/or literary techniques • determine main idea, topic and/or theme • interpret nonliteral language in text • identify author's point of view and/or purpose • distinguish among facts/opinions and/or assumptions	Demonstrates a thorough understanding of or ability to: • make predictions based on stated information • interpret information in new contexts • draw conclusions, use inferences and/or deduce meaning • recognize style, structure and/or literary techniques • determine main idea, topic and/or theme • interpret nonliteral language in text • identify author's point of view and/or purpose • distinguish among facts/opinions and/or assumptions
0-50	51-69	70+

Mathematics Alternate Achievement Standards and Cut Scores

Table 53.
Grade 3 Math Performance Descriptors and Cut Scores

Basic	Proficient	Advanced
• Identifies whether the story problems is an addition or subtraction problem • Identifying symbols used in addition and subtraction problems • Identify numbers (distinguish numbers and non-numbers) and one-to-one correspondence • Identify units of measure (time, length, liquid, money, calendar, including fractional parts of units)	• Given an appropriate procedure to use, solve a story problem • Perform addition and/or subtraction • Represent, compare and order numbers (show me three, which is more, place value) • Identify and use standards units of measure (time, length, liquid, money, calendar, including fractional parts of units)	• Solve a story problem – can decide on the appropriate procedure to use • Perform addition and subtraction with regrouping • Use estimation; uses < > symbols in comparing numbers • Apply standard units of measure (time, length, liquid, money, calendar, including fractional parts of units)
0-40	41-99	100+

Table 54.
Grade 4 Math Performance Descriptors and Cut Scores

Basic	Proficient	Advanced
• Perform one of the four operations with whole numbers • Identifies whether the story problems is an addition, subtraction or multiplication problem • Extend simple patterns • Identify information from graphs (e.g. is this a bar graph or a circle graph; what is the graph about?)	• Perform two of the four operations with whole numbers • Given an appropriate procedure to use, solve a story problem • Identify & extend numerical and geometric patterns (a,b,a, b) • Interpret information from graphs and tables (e.g. which is more? Less?)	• Perform three of the four operations with whole numbers • Solve a story problem – can decide on the appropriate procedure to use • Identify, create and extend patterns • Interpret information from graphs and tables to solve problems
0-50	51-105	106+

Table 55.
Grade 5 Math Performance Descriptors and Cut Scores

Basic	Proficient	Advanced
• Perform two out of four operations with whole numbers • Identify needed information for solving multiple step problems • Recognize equivalents using numbers and objects (5 = ? objects) • When given choices, estimate – guess the quantity and check the amount	• Perform three out of four operations with whole numbers • When given choice of strategies, solve multiple step problems • Recognize equivalents using numbers sentences (3 + x = 5) • Use methods of estimation to round whole numbers – guess and check	• Perform all four operations with whole numbers • Identifying strategy and solve multiple step problems • Solve multi-step equations with variables (3 + 1+ x =5) • Use methods of estimation to round whole numbers and fractions or decimals
0-60	61-110	111+

Table 56.
Grade 6 Math Performance Descriptors and Cut Scores

Basic	Proficient	Advanced
• Perform one out of four operations with fractions or decimals • Interpret data displayed on provided tables and graphs (are there more white dogs or brown dogs) • Recognize two dimensional geometric attributes (are these lines parallel? matching shapes) • When given choices, estimate – guess the quantity and check the amount	• Perform two out of four operations with fractions or decimals • Collect, organize, interpret and display data in tables and graphs to solve problems • Recognize two dimensional and three dimensional geometric attributes • Use methods of estimation to round whole numbers – guess and check	• Perform three out of four operations with fractions or decimals • Collect, organize, interpret and display data in tables and graphs to solve problems and draw conclusions • Apply geometric attributes to real world situations (making maps) • Use methods of estimation to round whole numbers, fractions and/or decimals
0-50	51-105	106+

Table 57.
Grade 7 Math Performance Descriptors and Cut Scores

Basic	Proficient	Advanced
• Indicate ratios (comparing quantity) • Order integers • Use one out of four operations with integers, fractions or decimals (units of measurement, etc.) • Use a strategy to solve a problem	• Solve problems using ratios or percents • Compare and order integers • Use two out of four operations with integers and fractions or decimals in real world situations • Use two different strategies to solve a problem (numerically, graphically, etc.)	• Solve problems using ratios, proportions and percents • Compare and order numbers (integers, decimals and/or fractions) • Use three out of four operations with integers and fractions or decimals in real world situations • Use multiple strategies to solve a problem (numerically, graphically, symbolically, etc.)
0-60	61-110	111+

Table 58.
Grade 8 Math Performance Descriptors and Cut Scores

Basic	Proficient	Advanced
• Determine if an event is likely or unlikely to happen (probability) • When using the commutative property, (3+2=2+3) student recognizes the equations are balanced • Determine one of the four: mean, mode, median or range • Determine if a number sentence is equal or not equal	• Indicate probability in numeric form (e.g. 1 out of 6 chance) • Demonstrate balanced equations using the commutative property • Determine two of the four: mean, mode, median or range • Complete equations and inequalities using the symbols <, >, or =	• Use probability concepts to answer questions • Apply commutative property to balance equations • Determine three of the four: mean, mode, median or range • Solve equations and inequalities using the symbols <, >, or =
0-70	71-120	120+

Table 59.
Grade 11 Math Performance Descriptors and Cut Scores

Basic	Proficient	Advanced
• Recognize an example of the commutative property • Identify a number sentence for a real world problem involving an unknown • Recognize two dimensional geometric attributes (area, perimeter, parallel lines, etc.) • Identifies mathematical concepts in consumer situations (money, time, measurement, graphs/tables)	• Using the commutative property, find the unknown (3+2 = ___ + 3) • Create a number sentence for a real world problem involving an unknown • Recognize two dimensional and three dimensional geometric attributes • Uses mathematical reasoning in consumer situations (money, time, measurement, graphs/tables)	• Use commutative property to solve real-world problems • Create and solve a number sentence for a real world problem involving an unknown • Apply geometric attributes to real world situations (interpreting maps and graphs) • Uses mathematical reasoning in advanced consumer situations (discounts, total costs, time, measurement, graphs/tables)
0-60	61-109	110+

Science Alternate Achievement Standards and Cut Scores

Table 60.
Grade 5 Science Performance Descriptors and Cut Scores

Basic	Proficient	Advanced
Concrete: respond to, reproduce Inquiry • Ask a question about objects, organisms, and events in the environment • Plan and conduct a simple investigation • Employ simple equipment and tools to gather data and extend the senses • Use data to construct a reasonable explanation • Communicate investigations and explanations Life Science • structures of living things • life cycles • environmental interaction and adaptation Earth Science • Earth's composition and structure • Changes in and around Earth • Solar system Physical Science • Mechanics, contact forces, and motion • Types of Energy • Properties and characteristics of matter	Representation: recall and apply Inquiry • Ask a question about objects, organisms, and events in the environment • Plan and conduct a simple investigation • Employ simple equipment and tools to gather data and extend the senses • Use data to construct a reasonable explanation • Communicate investigations and explanations Life Science • structures of living things • life cycles • environmental interaction and adaptation Earth Science • Earth's composition and structure • Changes in and around Earth • Solar system Physical Science • Mechanics, contact forces, and motion • Types of Energy • Properties and characteristics of matter	Abstract: analyze, problem solve, synthesis Inquiry • Ask a question about objects, organisms, and events in the environment • Plan and conduct a simple investigation • Employ simple equipment and tools to gather data and extend the senses • Use data to construct a reasonable explanation • Communicate investigations and explanations Life Science • structures of living things • life cycles • environmental interaction and adaptation Earth Science • Earth's composition and structure • Changes in and around Earth • Solar system Physical Science • Mechanics, contact forces, and motion • Types of Energy • Properties and characteristics of matter
0-35	36-59	60+

Table 61.
Grade 8 Science Performance Descriptors and Cut Scores

Basic	Proficient	Advanced
Concrete: respond to, reproduce Inquiry • Identify questions that can be answered through scientific investigations • Design and conduct a scientific investigation • Use appropriate tools and techniques to gather, analyze and interpret data • Develop descriptions, explanations, predictions and models using evidence • Recognize and analyze alternative explanations and predictions Life Science • structures and function of living things • characteristics of living systems • environmental interaction, diversity, change, and adaptation Earth Science • Earth's composition and structure • Changes in and around Earth • Mechanics of the solar system Physical Science • Mechanics, contact forces, and motion • Energy transfer • Properties and characteristics of matter	Representation: recall and apply Inquiry • Identify questions that can be answered through scientific investigations • Design and conduct a scientific investigation • Use appropriate tools and techniques to gather, analyze and interpret data • Develop descriptions, explanations, predictions and models using evidence • Recognize and analyze alternative explanations and predictions Life Science • structures and function of living things • characteristics of living systems • environmental interaction, diversity, change, and adaptation Earth Science • Earth's composition and structure • Changes in and around Earth • Mechanics of the solar system Physical Science • Mechanics, contact forces, and motion • Energy transfer • Properties and characteristics of matter	Abstract: analyze, problem solve, synthesis Inquiry • Identify questions that can be answered through scientific investigations • Design and conduct a scientific investigation • Use appropriate tools and techniques to gather, analyze and interpret data • Develop descriptions, explanations, predictions and models using evidence • Recognize and analyze alternative explanations and predictions Life Science • structures and function of living things • characteristics of living systems • environmental interaction, diversity, change, and adaptation Earth Science • Earth's composition and structure • Changes in and around Earth • Mechanics of the solar system Physical Science • Mechanics, contact forces, and motion • Energy transfer • Properties and characteristics of matter
0-40	41-69	70+

Table 62.
Grade 11 Science Performance Descriptors and Cut Scores

Basic	Proficient	Advanced
Concrete: respond to, reproduce Inquiry • Identify questions and concepts that guide scientific investigations • Design and conduct experiment (choosing proper equipment, safety equipment, use information from other sources outside the investigation) • Use technology and mathematics to improve investigations and communication (interpreting graphical information) • Formulate and revise scientific explanations and models using logic and evidence. • Communicate and defend a scientific argument Life Science • Adequacy and accuracy of information about life science • Predictions from data from life science • Scientific investigations in life science Earth Science • Adequacy and accuracy of information about Earth/space science • Predictions from data from Earth/space science • Scientific investigations in Earth/space science Physical Science • Adequacy and accuracy of information about physical science • Predictions from data from physical science • Scientific investigations in physical science	Representation: recall and apply Inquiry • Identify questions and concepts that guide scientific investigations • Design and conduct experiment (choosing proper equipment, safety equipment, use information from other sources outside the investigation) • Use technology and mathematics to improve investigations and communication (interpreting graphical information) • Formulate and revise scientific explanations and models using logic and evidence. • Communicate and defend a scientific argument Life Science • Adequacy and accuracy of information about life science • Predictions from data from life science • Scientific investigations in life science Earth Science • Adequacy and accuracy of information about Earth/space science • Predictions from data from Earth/space science • Scientific investigations in Earth/space science Physical Science • Adequacy and accuracy of information about physical science • Predictions from data from physical science • Scientific investigations in physical science	Abstract: analyze, problem solve, synthesis Inquiry • Identify questions and concepts that guide scientific investigations • Design and conduct experiment (choosing proper equipment, safety equipment, use information from other sources outside the investigation) • Use technology and mathematics to improve investigations and communication (interpreting graphical information) • Formulate and revise scientific explanations and models using logic and evidence. • Communicate and defend a scientific argument Life Science • Adequacy and accuracy of information about life science • Predictions from data from life science • Scientific investigations in life science Earth Science • Adequacy and accuracy of information about Earth/space science • Predictions from data from Earth/space science • Scientific investigations in Earth/space science Physical Science • Adequacy and accuracy of information about physical science • Predictions from data from physical science • Scientific investigations in physical science
0-50	51-79	80+

Distribution of Basic, Proficient, and Advanced Scores, 2005-2007

In this section, the percentage of students who were basic or proficient on the alternate achievement standards, from 2005-2007, is summarized. The body of evidence method is reflected in the 2005 distribution. The rating scale with supporting evidence is reflected in the 2006 and 2007 summaries.

Table 63.
Percentage of Students Scoring Basic or Proficient in Reading, 2005-2007

Grade	2005[1]		2006[2]		2007[2]	
	Basic	Proficient	Basic	Proficient	Basic	Proficient
3	Not Tested		47.9%	52.1%	22.1%	77.9%
4	21%	79%	48.4%	51.6%	30.9%	69.1%
5	Not Tested		44.8%	55.2%	29%	71%
6	Not Tested		43.7%	56.3%	28.6%	71.4%
7	Not Tested		49.2%	50.8%	36.9%	63.1%
8	18%	82%	56.3%	43.7%	39.4%	60.6%
11	14%	86%	50.2%	49.8%	47.1%	52.9%

[1]Body of Evidence Method, [2]Evidence-Based Rating Scale Method

Table 64.
Percentage of Students Scoring Basic or Proficient in Math, 2005-2007

Grade	2005[1]		2006[2]		2007[2]	
	Basic	Proficient	Basic	Proficient	Basic	Proficient
3	Not Tested		60.5%	39.5%	33.3%	66.7%
4	17%	83%	56.3%	43.7%	32.7%	67.3%
5	Not Tested		52%	48.0%	39%	61%
6	Not Tested		53.8%	46.2%	35%	65%
7	Not Tested		60.4%	39.6%	36.4%	63.6%
8	19%	81%	63.7%	36.3%	47.4%	52.6%
11	18%	82%	57.3%	42.7%	39.2%	60.8%

[1]Body of Evidence Method, [2]Evidence-Based Rating Scale Method

With the body of evidence method, about 20% of portfolios earned scores in the “basic” range, while about 80% of the portfolios earned scores in the “proficient” range. In 2006, when all items required supporting evidence, depending on grade level and content area, between about 45% and about 65% of students demonstrated performance in the basic range (with about 45% to 65% demonstrating proficient or higher performance). In 2007, when options for performance credited for mastered content were presented, depending on grade level and content area, between 22% and 47% of students earned basic scores, meaning that between 53% and 78% earned proficient scores. Additional data analyses are being conducted to correlate student profile data with performance scores as a means of validating the cut scores, and to examine

students not proficient in 2006 who were proficient and advanced in 2007. In addition, the numbers of students earning proficient or higher scores based primarily on “mastered” items (items that do not require supporting evidence) is being investigated, as is the extent to which students earning proficient or higher scores in 2007 based on mastered content were reported basic in 2006 based on all items needing supporting evidence. Based on a review of the data, policy decision around administration and scoring will be made for 2009-2010.

CHAPTER 8: ALIGNMENT

The item pool was aligned to the core content standards and benchmarks using a Webb Alignment procedure. The Webb Alignment procedure is an acceptable method for alignment. Iowa's participation in the Large Scale group of the Council of Chief State School Officers (CCSSO) provided information on the acceptability of the Webb alignment procedure. In addition, there is an emerging literature that the Webb framework can be used to judge alignment of alternate assessments (CCSSO, 2006; Roach, Elliott, and Huang).

In a Webb alignment study, expert panelists first rate the cognitive complexity of the Core Content Standards and Benchmarks. Depth of Knowledge for Students with Disabilities is represented on a continuum from: Stage 1-Responds to items, through Stage 6-demonstrates extended reasoning. The continuum used in the Iowa Alternate Assessment Webb Alignment Studies were: Stage 1-Responds to items, Stage 2-Reproduces, replicates, or copies materials, stage 3-Recalls information verbally or through selection, Stage 4—Procedures/ Applications of skills, stage 5—Problem Solving, stage 6—Extended Reasoning.

After judging the complexity of the Benchmarks at each grade span, each judge individually rates the primary and secondary benchmark to which each item aligns, and the cognitive complexity represented by the verbs or requirements to complete each item.

The Webb analysis provides seven pieces of information useful for judging adequacy alignment of one's test instrument to one's standards and benchmarks.

- Categorical Concurrence means that the content reflected in the standards and benchmarks is also reflected in the test items. In a Webb alignment study, Categorical Concurrence is reflected if 6 items are aligned with each standard.
- Depth-of-Knowledge Consistency means that the depth-of-knowledge (DOK) within the items is as demanding cognitively as the DOK represented by the benchmarks.
- Range of Knowledge means that at least 50% of the benchmarks under a given content standard have at least 1 item aligned with that benchmark.
- Balance of Representation extends range of knowledge to examine the extent to which items are distributed across benchmarks (beyond a more general range of knowledge index of how many benchmarks have at least 1 corresponding item?).
- Interclass correlation is an index of how well scorers agreed as a whole. Indices of 0.7 are considered adequate while indices of 0.8 are considered good. (CCSSO, 2006).
- Pairwise comparison is the average agreement in scoring across all combinations of pairs of scorers. Pairwise agreement of .6 is considered acceptable (CCSSO, 2006).
- Item alignment matrix summarizes the number of reviewers aligning an item to a benchmark, and the degree of match between the DOK of the item and the DOK of the benchmark.

Dr. Bradley Niebling of Iowa's Heartland Area Educational Agency, and Dr. Andrew Roach of Georgia State University, assisted with the alignment work. The initial alignment work (Table 65) was used to modify the item pool so that more acceptable levels were obtained of Categorical

Concurrence, Depth-of-Knowledge Consistency, Range of Knowledge, Balance of Representation, interclass correlations, and pairwise comparisons.

Table 65.
Initial Results from Alignment Institute

Grade Span	Content Area	Categorical Concurrence	Depth-of-Knowledge Consistency	Range of Knowledge	Balance of Representation	Interclass Correlation	Pairwise Comparison
3-5	Reading	Yes	No	Yes	No	.94	.60
3-5	Math	Yes-all standards	Yes on 3 of 4 standards (all but Standard A)	Yes-all standards	Yes-all standards	.94	.61
5	Science	Yes-all standards	No-all standards	Yes-all standards	Yes-all standards	.81	.58
6-8	Reading	Yes	Yes	Weak	Weak	.94	.59
6-8	Math	Yes-all standards	Standard A-No Standard B-Yes Standards C and D-Weak	Yes-all standards	Yes-all standards	.89	.52
8	Science	Standards A, B, and D-Yes Standard C-No	No-all standards	Yes-all standards	Yes-all standards	.59	.52
9-12	Reading	Yes	No	Yes	No	.93	.54
9-12	Math	Yes-all standards	No-All Standards	Yes-all standards	Yes-all standards	.90	.57
11	Science	Standards A, B, and D-Yes Standard C-No	No-all standards	Standards A, B, and D-Yes Standard C-No	Yes-all standards	.58	.51

The results of the initial alignment work were used to eliminate items impacting balance of representation, and to reword items to reflect increased depth-of-knowledge consistency with Iowa's Core Content Standards and Benchmarks.

Table 66.
Alignment Indices Obtained After Items were Eliminated

Grade Span	Content Area	Categorical Concurrence	Depth-of-Knowledge Consistency	Range of Knowledge	Balance of Representation	Interclass Correlation	Pairwise Comparison
3-5	Reading	Yes	Yes	Yes	Yes	.96	.73
3-5	Math	Yes-all standards	Yes-all standards	Yes-all standards	Yes-all standards	.95	.63
5	Science	Yes-all standards	Standards A and D-Yes Standard B-No Standard C-Weak	Yes-all standards	Yes-all standards	.95	.73
6-8	Reading	Yes	Yes	Yes	Yes	.96	.75
6-8	Math	Yes-all standards	Standard A-Weak Standards B, C, and D-Yes	Yes-all standards	Yes-all standards	.93	.62
8	Science	Yes-all standards	Standards A, B, and D-No Standard C-weak	Yes-all standards	Yes-all standards	.90	.70
9-12	Reading	Yes	Yes	Yes	Yes	.93	.64
9-12	Math	Standards A, B, and C-Yes Standard D-No	Standards A and C-No Standard B Yes Standard D-Weak	Yes-all standards	Yes-all standards	.94	.62
11	Science	Yes-all standards	Standard D-Yes Standards A, B, and C-Weak	Yes-all standards	Yes-all standards	.96	.89

In reading and math, the Webb alignment criteria are met in all areas. In science, some standards are better reflected in the item pool than others. The re-alignment process resulted in very acceptable levels of rater-agreement. Overall, the data suggest that the item pool of the rating scales are aligned to the Core Content Standards and Benchmarks.

As additional evidence of alignment, Performance Level Descriptors were also aligned to the Core Content Standards and Benchmarks, and panelists were asked, "do the item pools sufficiently approximate the performance levels to adequately measure the performance described?" Each content groups reported consensus that the item pools at each grade span adequately captured performance described at each grade level.

The Iowa Alternate Assessment rating scales are aligned, at each grade span, to corresponding grade-spanned benchmarks. The Iowa Alternate Assessment ratings scales were judged as sufficiently aligned to each grade level's performance level descriptors. The performance level descriptors were aligned to the Core Content Standards and Benchmarks.

CHAPTER 9:

Reliability

Data for reliability of the scale are available for 2 school years, FFY 2006 (2006-2007), and FFY 2007 (2007-2008).

Two indices of reliability are summarized. First, internal consistency reliability coefficients, average ratings, range of ratings, standard deviations, standard errors of measure, and conditional standard errors, are summarized by grade and content. Second, inter-scorer reliability and accuracy are summarized.

Internal Consistency Reliability

Internal consistency reliability coeffiecients are summarized for each of two years, FFY 2006 (2006-2007) and FFY 2007 (2007-2008), for Reading, Mathematics, and Science Rating Scales.

Table 67 summarizes internal consistency reliability data for reading FFY 2006 (2006-2007). Table 68 summarizes internal consistency reliability data for reading FFY 2007 (2007-2008).

Table 67.
Internal Consistency Reliability Coefficient for Reading by Grade [FFY 2006 (2006-2007)]

Grade	N	Internal consistency Reliability coefficient	Mean	Range	Standard Deviation	Standard Error	Conditional Standard Error*
3	204	.97	45.14	20-75 (105 possible)	16.85	1.15	.65
4	206	.97	47.41	25-75 (105 possible)	16.39	1.12	.90
5	161	.97	45.32	22-75 (105 possible)	17.48	1.20	1.00
6	191	.97	44.58	25-75 (90 possible)	15.51	1.12	.945
7	236	.98	44.15	25-75 (90 possible)	17.70	1.15	1.00
8	230	.98	41.77	25-75 (90 possible)	16.84	1.11	1.11
11	202	.97	40.03	4-66 (90 possible)	15.59	1.10	.81

*Standard Error based on ± 1 SD from the proficient cut score

Table 68.
Internal Consistency Reliability Coefficient for Reading by Grade [FFY 2007 (2007-2008)]

Grade	N	Internal consistency Reliability coefficient	Mean	Range	Standard Deviation	Standard Error	Conditional Standard Error*
3	193	.97	56.07	0-105 (105 possible)	29.686	4.14	1.87
4	196	.97	61.19	1-105 (105 possible)	30.18	3.87	1.56
5	193	.97	67.89	0-105 (105 possible)	28.88	3.79	1.72
6	168	.96	53.11	1-88 (90 possible)	24.66	3.91	1.51
7	191	.97	55.74	0-90 (90 possible)	25.84	3.58	1.38
8	190	.97	57.45	0-90 (90 possible)	24.77	4.19	1.31
11	171	.97	50.32	0-90 (90 possible)	28.15	3.87	1.66

*Standard Error based on ± 1 SD from the proficient cut score

For all grades and for both school years, in reading, internal consistency reliability coefficients exceeded .95.

Table 69 summarizes internal consistency reliability data for mathematics FFY 2006 (2006-2007). Table 70 summarizes internal consistency reliability data for mathematics FFY 2007 (2007-2008).

Table 69.
Internal Consistency Reliability Coefficient for Math by Grade [FFY 2006 (2006-2007)]

Grade	N	Internal consistency Reliability coefficient	Mean	Range	Standard Deviation	Standard Error	Conditional Standard Error*
3	208	.98	66.63	36-114 (135 possible)	24.95	1.66	.768
4	213	.97	70.45	35-114 (135 possible)	26.75	1.83	1.20
5	212	.98	68.66	37-114 (135 possible)	26.14	1.79	1.22
6	193	.98	67.37	39-117 (135 possible)	23.37	1.68	.94
7	229	.98	66.47	39-117 (135 possible)	25.51	1.69	.87
8	226	.98	64.31	34-117 (135 possible)	25.66	1.71	1.70
11	212	.98	70.52	36-117 (120 possible)	25.56	1.82	1.62

*Standard Error based on ± 1 SD from the proficient cut score

Table 70.
Internal Consistency Reliability Coefficient for Math by Grade [FFY 2007 (2007-2008)]

Grade	N	Internal consistency Reliability coefficient	Mean	Range	Standard Deviation	Standard Error	Conditional Standard Error*
3	208	.98	47.94	0-114 (135 possible)	36.42	5.15	2.20
4	213	.97	53.76	0-114 (135 possible)	36.32	6.29	2.05
5	212	.98	50.62	0-114 (135 possible)	38.38	5.29	2.27
6	193	.98	52.91	0-126 (135 possible)	37.38	5.28	2.50
7	229	.98	50.36	0-126 (135 possible)	40.54	7.12	2.30
8	226	.98	49.56	0-126 (135 possible)	40.85	7.01	2.26
11	212	.98	52.41	0-117 (120 possible)	37.65	5.32	2.41

*Standard Error based on ± 1 SD from the proficient cut score

For all grades and for both school years, in math, internal consistency reliability coefficients exceeded .95.

Table 71 summarizes internal consistency reliability data for science FFY 2006 (2006-2007). Table 72 summarizes internal consistency reliability data for science FFY 2007 (2007-2008).

Table 71.
Internal Consistency Reliability Coefficient for Science by Grade [FFY 2006 (2006-2007)]

Grade	N	Internal consistency Reliability coefficient	Mean	Range	Standard Deviation	Standard Error
5	92	.95	40	0-66	18.60	1.94
8	223	.98	13.60	0-60	18.04	2.55
11	188	.97	13.14	0-48	13.96	2.42

Table 72.
Internal Consistency Reliability Coefficient for Science by Grade [FFY 2007 (2007-2008)]

Grade	N	Internal consistency Reliability coefficient	Mean	Range	Standard Deviation	Standard Error	Conditional Standard Error*
5	178	.96	51.77	0-90	24.88	1.86	1.55
8	175	.96	58.63	0-104	31.55	2.39	2.36
11	169	.96	50.88	0-120	36.43	2.80	2.14

*Standard Error based on ± 1 SD from the proficient cut score

For all grades and for both school years, in science, internal consistency reliability coefficients exceeded .95.

Inter-scorer reliability[FFY 2006 (2006-2007)*]*

Inter-scorer reliability was assessed 3 ways: (a) judgment on sufficiency of evidence and rating, (b) judgment on proficiency and teacher ratings, and (c) inter-item rating agreement.

Judgment on sufficiency of evidence and rating. A panel of 8 expert judges was consulted to assess agreement between evidence provided and teacher rating, and to assess congruence between performance level achieved by the student based on score, and performance level as judged by the experts based on what was depicted in the student evidence under review. The judges were (a) teachers participating in the Teacher Cadre, had participated in the Webb alignment, and had knowledge and experience in alternate assessment, and (b) the State of Iowa Alternate Assessment Team.

The panel reviewed 105 rating scales and all supporting evidence used to rate students, and judged (a) number of items rated, (b) number of items linked to the student's IEP, (c) pieces of evidence used to rate students, (d) the number of evidences aligned with multiple items on the rating scale, (e) whether or not each item rated had evidence depicting a unique score for that item, (f) whether or not IEP aligned items had more evidence, (g) whether or not IEP aligned items had better evidence, (h) if the evidence appeared age appropriate, (i) if the evidence appeared academic, and (j) if the evidence appeared representative of the rated performance. Raters first rated cases together until all raters agreed on all ratings for 1 case. Raters then rated individually with no check for observer drift.

Letters (a) – (i) will be used in the discussion of validity.

Subpart (j), addressing whether evidence appeared representative of rated performance, will be used as beginning evidence of inter-rater reliability. Eighty-four percent of cases reviewed were judged "evidence appeared representative of the performance rated." Sixteen percent of the cases reviewed were judged "evidence was not representative of performance rated." The data suggest that (a) teachers in Iowa used evidence that was demonstrable of student performance, and that (b) performance was accurately rated by teachers. The agreement of 84% exceeds published standards of inter-rater reliability of 80% (Salvia & Ysseldyke, 2000).

Judgment on proficiency and teacher ratings. The same panel of 8 experts reviewed reading, math, and (as appropriate) science rating scales and all supporting evidence used in ratings, for 70 students and judged, (a) does each item rated appear to have supporting evidence? and (b) in examining the evidence, does the expert's global rating of proficiency match the teacher's rating of proficiency?

Results of these judgments are summarized in Table 73.

Table 73.
Percentage agreement on sufficiency of evidence and student proficiency given evidence*

Grade	Content	Number of cases reviewed	Percent of cases judged as having sufficient supporting evidence	Percent of cases judged as having a match between expert judgment and teacher judgment
5	Reading	19	89%	89%
8	Reading	24	79%	83%
11	Reading	27	85%	81%
	Reading Totals	70	84%	84%
5	Math	19	84%	95%
8	Math	24	88%	88%
	Math Totals	70	81%	89%
11	Math	27	84%	90%
5	Science	19	95%	89%
8	Science	24	92%	88%
11	Science	27	85%	89%
	Science Totals	70	90%	89%

*The same 19 students were reviewed in Grade 5 Reading, Grade 5 Math, and Grade 5 Science, the same 24 students for Grade 8 Reading, Math, and Science, and the same 27 students reviewed for Grade 11 Reading, Math, and Science. Hence, the total number of students reviewed for this index of inter-rater agreement is 70 out of 1700. These are students unique to this analysis.

The data in Table 73 suggest high levels of cases judged as having sufficient supporting evidence for each item reviewed, and high percentage of agreement between results of proficiency levels as a result of summed rating scores, and expert judges of proficiency given the data reflected in evidence submitted for review. One hundred percent of the agreement indices reported in table 48 meet or exceed agreements of 79%.

In*ter-item rating agreement.* A panel of 30 experts reviewed 195 rating scales and supporting evidence for approximately 70 students. The expert panelists examined each piece of evidence submitted, rated the student's performance on the rating scale given the evidence, and then matched their rating on each item with the teacher's rating on each item. Three case studies were used to train panelists to rate, and each panelist reached 100% agreement with the case studies prior to training individually. There was no check for rater drift.

Table 74 summarizes the percent agreement between ratings by the expert rater on an item given the evidence provided by the teacher, and the teacher's rating of performance on the actual rating scale.

Table 74.
Inter-rater agreement of item rating given evidence

Grade Span	Content	N	R_{xx}
3-5	Reading	44	.91
6-8	Reading	21	.84
11	Reading	10	.90
All	Reading	75	.89
3-5	Math	41	.93
6-8	Math	22	.91
11	Math	10	.91
All	Math	73	.92
5	Science	15	.92
8	Science	21	.87
11	Science	10	.92
All	Science	46	.90
Grand Total	Reading, Math, Science	194	.90

Results depicted in Table 74 suggest moderate-to-high levels (.84 or higher) of agreement between expert ratings of items given all evidence submitted for review, and teacher ratings of student performance.

The data as a whole suggest that (a) teachers supported ratings with evidence, and (b) a second person reviewing the evidence would agree with the teacher's ratings of items and of the overall score obtained by summing the items, at accepted levels of agreement (most indices at 80% agreement or higher).

Inter-Rater Agreement [FFY 2007 (2007-2008)]

Seven raters were asked to review evidence submitted for 323 cases selected at random (20% of cases). Teachers of students selected for review were asked to submit all evidence for 2 items in reading, 4 items in Math (1 for each Standard), and 2 items in Science (1 for Standard 1, 1 for a standard of the teachers' choice).

The seven raters were part of Iowa's Teacher Cadre, all experienced with Alternate Assessment, participants in the Alignment Institute, and Standard Setting efforts. The raters were asked to rate whether the evidence provided supported the rating of the student on that specific item. In addition, the raters were asked to judge, over all the items reviewed, if the construct was maintained, if sufficient data were present to accurately judge student performance, and if the performance in the evidence samples, on average, matched the ratings of the student on the items reviewed.

Data are summarized in Table 75. At least 80% agreement was desired, and on the items reviewed by the expert raters, agreement was reached to the criterion level. There were lower levels of agreement in Math on Standards 3 and 4, and the IDE hypothesized that teachers had more difficulty aligning instruction to more abstract items (like applying concepts to solve problems, and interpreting graphs and tables) as depicted in those Grade level Standards.

Table 75.
Inter-rater agreement of item rating given evidence

Item	Agreement with Rating of Teacher
Reading 1	96%
Reading 2	93%
Math 1	95%
Math 2	90%
Math 3	85%
Math 4	81%
Science 1	87%
Science 2	91%

CHAPTER 10: VALIDITY

Validity is the extent to which a test measures what it purports to measure. Validity is established dynamically, through thoughtful gathering of evidence about both the content of the measure, but also the consequences of test data.

Content Validity of the IAA

Content Validity has been established as described previously, through item development, alignment, and standard setting. Items were developed to reflect academic skills of reading, math, and science. Items were aligned to grade level standards and span grade level benchmarks. The alignment data corroborate that items are aligned to the core content standards and benchmarks. Performance level descriptors developed in standard setting were written to align with core content standards and benchmarks. The items in the item pool were judged by the panels to align with the performance level descriptors.

In 2006-2007, 105 rating scales were reviewed. The extent to which supporting evidence was academic in nature and age appropriate, was judged. Eighty-four percent of rating scales were judged as having supporting evidence that was academic in nature. The ratings on the scales would be considered valid, but a plan for providing additional support to teachers to craft instructional activities that philosophically were more age appropriate, was developed. However, the age appropriate nature of the tasks developed by teacher suggests that the IAA has content validity beyond the rating scale items. In addition, 87% of the rating scales reviewed were judged as having evidence that was academic in nature (not functional). A plan for improving these data was also developed, but this finding also supports content validity of the IAA process.

Construct Validity of the IAA

From an exploratory perspective, the data from 2006-2007 were factor analyzed by grade and by grade span. If the skills represented in the grade-spanned item pool factor analyze differently, then there is additional evidence of how performance changes as children move up the grade spectrum. Principal axis extraction with direct oblimin rotation (with eigenvalues of greater than 1), were used in the analysis, due to the likelihood that factors were highly correlated.

Table 76.
Results of Exploratory Factor Analysis in Reading

Grade	N	Factor 1 Eigenvalue	% variance	Factor 2 Eigenvalue	%variance	Factor 3 Eigenvalue	% variance
3	204	15.09	60%	1.62	6.49	1.46	5.86
4	206	14.29	57.14	1.74	6.97	1.44	5.78
5	161	14.18	56.71	1.88	7.51	1.46	5.83
6	188	14.17	56.66	2.73	10.91	1.78	7.11
7	228	16.56	66.21	1.93	7.71	1.24	4.96
8	226	15.47	91.88	1.65	6.58	1.37	5.49
11	194	14.32	65.09	1.57	7.12	1.22	5.56

For Grade 3 in Reading, a 3-factor structure accounted for 72.70% of the variance in reading. The 3 factors identified were: general reading competence, sequencing and prediction, and beginning comprehension (answering questions about text).

For Grade 4 in Reading, a 3-factor structure accounted for 69.89% of the variance in reading. The 3 factors identified were also general reading competence, sequencing and prediction, and beginning comprehension (answering questions about text). The factor loadings were higher in grade 4, suggesting a stronger relationship and clearer differentiation of items to factors than observed with students in Grade 3.

For Grade 5 in Reading, a 3-factor structure accounted for 70.05% of the variance in reading. A fourth factor achieved an eigenvalue of .99, but was not included because of the a priori assumptions used in the exploratory analyses. The 3 factors identified were general reading competence, reading application: plot inference and prediction, and answering questions about text. The second factor in this grade had more items and higher weightings than in other grades.

Grade 6 Reading required a principal components extraction with direct oblimin rotation. The correlation matrix used in principal axis extraction was not defined, hence a second, more liberal extraction was conducted. Three components accounting for 74.68% of the variance, were extracted. Components reflected overall reading competence, picture and word identification, and reading application/comprehension.

Grade 7 Reading required a principal components extraction with direct oblimin rotation. The correlation matrix used in principal axis extraction was not defined, hence a second, more liberal extraction was conducted. Three components accounting for 78.89% of the variance, were extracted. Components reflected overall reading competence, vocabulary development and beginning comprehension, and vocabulary building/beginning reading.

Grade 8 Reading required a principal components extraction with direct oblimin rotation. The correlation matrix used in principal axis extraction was not defined, hence a second, more liberal extraction was conducted. Three factors accounting for 73.98% of the variance, were extracted. Factor structure at Grade 8 was uninterpretable due to high item loadings across all factors. A second extraction was attempted with unweighted least squares extraction and varimax rotation. This extraction resulted in 3 components accounting for 73.95% of variance. The factor structure suggested general reading comprehension as the first component, followed by reading comprehension/answering questions about text, and functional application of word recognition.

Grade 11 Reading was analyzed using principal axis with oblimin rotation. Three factors accounting for 77.70% of the variance, were extracted. The factors reflected general reading competence, pre-reading/vocabulary development, and reading application.

Reading Factor Structure Summary. The factors found in the reading analysis suggest that the rating scales represent accepted constructs associated with reading. A one-factor comprehension factor, however, was not found. In addition, the data provide initial evidence of the sensitivity of the scales to more complex skills as children progress through school, because skills such as vocabulary and reading application accounted for variance in reading at later grades but not at earlier grades.

Table 77.
Results of Exploratory Factor Analysis in Math

Grade	N	Factor 1 Eigenvalue	% variance	Factor 2 Eigenvalue	%variance	Factor 3 Eigenvalue	% variance	Factor 4 Eigenvalue	% variance	Factor 5 Eigenvalue	% variance
3	200	21.72	57.14%	2.28	6.00	1.71	4.52	1.56	4.10	1.08	2.84
4	88	18.20	47.90	3.07	8.07	2.55	6.71	2.15	5.67	1.32	3.47
5	198	23.08	60.74	2.23	5.87	1.81	4.75	1.30	3.41	Na	Na
6	188	14.16	56.66	2.73	10.91	1.78	7.11	Na	Na	Na	Na
7	217	25.08	59.71	3.09	7.3	1.56	3.74	1.07	2.56	Na	na
8	209	14.16	56.66	2.73	10.91	1.78	7.12	Na	Na	NA	NA
11	187	21.81	57.40	2.46	6.47	1.65	4.35	1.17	3.07	1.01	2.66

For Grade 3 in Math, a 5-factor structure accounted for 74.62% of the variance in Math. The 5 factors identified were general math competence, number identification, data interpretation, estimation and rounding, and ordering & sequencing.

For Grade 4 in Math, a 6-factor structure accounted for 74.98%% of the variance in Math. The 6 factors identified were: general math competence, data interpretation, number identification, mathematical symbol identification, order & estimation, and beginning counting and correspondence.

For Grade 5 in Math, a 4-factor structure accounted for 74.77% of the variance in Math. The factors were: general math competence, number identification, data interpretation, and ordering & sequencing.

Grade 6 Math resulted in a 5-factor solution accounting for 74.68% of the variance in Math. The factors were: general math competence, data interpretation, beginning counting, estimation, and solving single operation problems.

Grade 7 Math resulted in a 4-factor solution accounting for 73.36% of the variance in Math. The factors were: general math competence, estimation, sorting, and data interpretation.

Grade 8 Math resulted in a 4-factor solution accounting for 74.49% of the variance in Math. The factors extracted were general math competence, data interpretation, beginning math, and sorting.

Grade 11 Math resulted in a 5-factor solution accounting for 73.95% of the variance in Math. The factors extracted were characteristic of: general math competence, data interpretation, applying methods of estimation, differentiating fractions and whole numbers, and solving math problems.

Math Factor Analysis Summary. In math, the data suggest reasonable factor structures, however, the factor structures do not correspond with the constructs in Iowa's Core Content Standards and Benchmarks. A confirmatory factor analysis is needed to better assess goodness-of-fit.

Table 78.
Results of Exploratory Factor Analysis in Science

Grade	N	Factor 1 Eigenvalue	% variance	Factor 2 Eigenvalue	%variance	Factor 3 Eigenvalue	% variance	Factor 4 Eigenvalue	% variance	Factor 5 Eigenvalue	% variance
5	92	11.09	50.41	2.60	11.83	1.54	7.01	1.35	6.13	Na	NA
8	214	15.08	71.82	1.38	6.56	Na	na	Na	Na	NA	NA
11	179	11.13	65.52	1.34	7.90	1.02	6.02	Na	Na	Na	NA

For Grade 5 in Science, a 4-factor structure accounted for 75.38% of the variance in Science. The 4 factors identified were using tools/measurement in science, physical science, scientific inquiry, and differentiation of 2 items.

For Grade 8 in Science, a 2-factor structure accounted for 78.38% of the variance in Science. The 2 factors identified were: answering questions about science in all areas, and labeling or identifying items associated with science.

For Grade 11 in Science, a 3-factor structure accounted for 79.43% of the variance in Science. The factors were: general science competence, scientific inquiry and experimentation, and using measurement tools associated with science.

Factor Analysis Summary. Factor analyses accounted for over 70% of the variance of each construct at each grade. As a whole, these data suggest that the rating scale structure, even though grade spanned, is sensitive to performance differences at each grade level, and that the performance depicted in the rating scales are academic in nature.

The factor structure and item means suggest that the item pool is accessible to severally impaired learners, yet is still sufficiently challenging for the least disabled students participating in alternate assessment.

The factor structures were most easily interpretable in math (and in some cases approximated the item clusters aligned to benchmarks), perhaps due to the benchmarks in math being distinct.

In reading, the factor structures were aligned with the literature base in reading: pre-reading skills and comprehension skills.

In science, the factor structures were more limited, but were statistically discernable. Science factors also tended to load on items of reduced cognitive complexity: identification or labeling, for example. Teachers reported that science in particular presents problems due to the cognitive complexity of the constructs. In addition, depending upon a district's curriculum, benchmarks may not be targeted at the grade level of a given student. Hence, there may not be sufficient variance in items due to curricular differences across the state rather than true differences in student performance that confounded the factor analysis. Nevertheless, all content areas at all grades, could be analyzed using factor analysis, and interpretable factors were obtained.

Construct Validation Work in 2007-2008

Seven raters were asked to review evidence submitted for 323 cases selected at random (20% of cases). Teachers of students selected for review were asked to submit all evidence for 2 items in reading, 4 items in Math (1 for each Standard), and 2 items in Science (1 for Standard 1, 1 for a standard of the teachers' choice).

The seven raters were part of Iowa's Teacher Cadre, all experienced with Alternate Assessment, participants in the Alignment Institute, and Standard Setting efforts. The raters were asked to rate whether the evidence provided supported the rating of the student on that specific item. In addition, the raters were asked to judge, over all the items reviewed, if the construct was maintained, if sufficient data were present to accurately judge student performance, and if the performance in the evidence samples, on average, matched the ratings of the student on the items reviewed.

After rating each of the items on which evidence was submitted, the rater was asked to rate (a) was the construct maintained in the evidence? (b) were 3 instructional trials evident in the data, and (c) did the performance in the evidence reflect the performance reported for the student on that item? Responses to the questions are summarized in Table 79.

Table 79.
Rater Responses on Construct Relevance, Instructional Sufficiency, and Performance Match

Area Reviewed	Percent of Cases Evidenced
Construct Maintained	90%
Instructional Sufficiency	74%
Performance Match	88%

The data in Table 79 suggested that too few instructional trials were used to report performance, and additional technical assistance was developed for 2008-2009. However, the data also suggest that the kinds of instructional activities generated by teachers maintained the construct being rated, and that teachers were accurate in how performance was reported on the rating scale.

Consequential Validity of the IAA

Consequential validity around fair and meaningful assessment practices was the lens through which Iowa examined validity of the Alternate Assessment. A series of questions was posed to

craft a research agenda against which evidence for validity is accumulated, and from which enhancements to the assessment process is made.

1. What is the purpose of the IAA? The purpose of the IAA is to ensure that students with the most significant cognitive disabilities are fully included in Iowa's accountability system and have access to challenging instruction, linked to grade level, state content standards.

2. How will the scores of the IAA be used? Determination of AYP of all school districts in Iowa.

3. What stakeholders are important to helping the state understand the consequences of the IAA? Students, teachers, administrators, AEA personnel, and parents, and National partners.

4. Intended Consequences:
- Creating high expectations of teachers
- Access to the general education curriculum
- Increased collaboration with general education teachers
- Increased awareness of the assessment by parents, school administrator, and the general public

5. Unintended Consequences:
- Narrowing of curriculum and instruction to focus only on academics
- Keeping IAA and IEP goals and instruction separate
- Administrators assigning students to IAA on the belief the assessment is easier
- Students who require a modified academic achievement assessment forced into the IAA

6. Research Questions:
- What benefits have accrued to students from the participation in the IAA? Better instruction evidenced by teacher videos, exemplars, and success stories.
- What is the extent to which students have accessed the general education curriculum? Using Rating Scale performance scores.
- What is the impact of the IAA on student's IEP development? Will sample student IEPs to determine if goals are more academic in nature.
- What is the relationship between student performance in IAA and post-school life outcomes? Will work with our Transition Consultant to collect these data.
- What student, teacher, and instructional variables influence parents' perceptions regarding the IAA? Use of Parent Focus Group data, Administrator phone calls, and teacher survey data.
- What benefits have accrued to teachers from their participation in the IAA? Teacher survey data.
- What is the extent to which the IAA is a part of daily classroom routine? Teacher survey data.
- What is the relationship between IAA scores and the amount of time spent working on the IAA? Teacher survey data.
- To what extent do teacher and instructional variables predict IAA scores?

- Which student, teacher and instructional variables influence teachers' perceptions regarding the IAA? Teacher survey data.
- What is the impact of the IAA on teachers' daily instruction? Teacher survey data.
- To what extent are students included in the accountability process? State data indicating participation rate, use of Student Profile data.

Consequential validity has been assessed annually since 2006-2007, using teacher surveys, classroom visits, parent surveys, and reviews of evidence. These data have been valuable to determine if and where enhancements are needed to improve the reliability of the data being reported and the supports needed by Iowa's teachers, principals, and AEA Contacts to better implement academic instruction for students with severe cognitive disabilities.

As was summarized in the section on content validity, the preponderance of evidence reviewed for the Iowa Alternate Assessment was (a) academic, and (b) used grade appropriate materials.

Teacher Feedback Quantitative: Survey. The State of Iowa Alternate Assessment Team developed a 25-item teacher survey. The items corresponded to purposes and characteristics deemed critical by the SIAAT for a successful alternate assessment.

In 2006-2007, between 55% - 60% of teachers with students in the Iowa Alternate Assessment responded to a 25-item survey on alternate assessment. In 2007-2008, about 30% of teachers responded.

For both years surveyed, most teachers had 1-3 students participating in the alternate assessment, and most teachers were relatively new (1-4 year's experience) with the alternate assessment process.

General findings in 2006-2007 were:

(a) alternate assessment is viewed as a separate process from everyday academic instruction
(b) the item scaling is between about right and too difficult
(c) teachers perceive the changes made this year as positive
(d) teachers perceive the alternate assessment is not meaningful for parents
(e) teachers perceive the alternate is amenable to being sensitive to growth
(f) teachers need support around adequacy of evidence and the link to age- and/or grade-appropriateness

General findings in 2007-2008 were:

(a) the assurance process significantly impacted review of alternate assessment data by building principals
(b) the process is viewed as more integrated into daily routines and as having more impact on IEPs
(c) teachers are viewing information generated as helpful in understanding what skills to teach

(d) alternate assessment is providing access to the general curriculum and is increasing expectations for students
(e) item scaling is about right or too difficult
(f) teachers perceive the information is understandable and has meaning for parents
(g) teachers perceptions about alternate assessment are neither more positive nor more negative than in 2006-2007
(h) teachers need support around adequacy of evidence and the link to age- and/or grade appropriateness
(i) teachers' comments are generally neutral, offering suggestions for improving the scaling of the assessment for more severe students, or asking for more support understanding how to make grade-appropriate academic content links and adaptations for students with severe cognitive disabilities
(j) teachers see the need for an assessment for students who are more moderate or less severally cognitively disabled
(k) teachers would like to see the process and timelines "ready-to-go" at the start of a school year and without any changes in the school year

Results of the teacher survey for both school years are provided in the tables that follow. In some instances, the table numeration is broken so that the continuity of discussion around teacher reports can be maintained. The first tables summarize general demographics of teachers in terms of numbers of participants and familiarity with assessment. The later tables summarize concepts related to consequential validity, and teacher reports on the impact alternate has had on desired outcomes.

Table 80.
Number of Students Participating in Alternate Assessment by Teacher

	2006-2007		2007-2008	
Number of students	Response	Percent	Response	Percent
0	1	0.32	2	0.80%
1	115	36.51	93	37.05%
2	69	21.90	53	21.12%
3	40	12.70	31	12.35%
4	26	8.25	34	13.55%
5	24	7.62	14	5.58%
6	20	6.35	8	3.19%
7	12	3.81	6	2.39%
8	4	1.27	2	0.80%
9	4	1.27	3	1.20%
10	0	0	2	0.80%
11	0	0	1	0.40%
12	0	0	1	0.40%
13	0	0	0	0
14	0	0	1	0.40%
Grand Total	315	100	251	100

Number of students participating in alternate assessment. In both 2006-2007 and in 2007-2008, the mode of numbers of students in the alternate assessment was 1 student (37% of teachers responding both years). Seventy percent of teachers had between 1 and 3 students in the alternate assessment. In 2007-2008, on average, there were fewer teachers reporting having 6 or more students in the alternate assessment.

Response Rate. In 2006-2007, there were 560 teachers who responded to the LCI. We estimate our response rate for the 2006-2007 survey was 57%. In 2007-2008, there were 715 teachers completing the Student Profile. We estimate the response rate for the 2007-2008 teacher survey at 30%.

Table 81.
Grades of Students for Teachers Surveyed

3	71	23%	15%
4	63	20%	14%
5	67	22%	14%
6	71	23%	12%
7	74	24%	15%
8	67	22%	14%
11	75	24%	16%
Totals	309	100%	

Table 82.
Years Engaged in Alternate Assessment

0	4	1.27	3	1.20%
1	77	24.52	54	21.51%
2	60	19.10	51	20.32%
3	41	13.06	42	16.73%
4	46	14.65		
			27	10.76%
5	50	15.92	31	12.35%
6	25	7.96	18	7.17%
7	8	2.55	12	4.78%
8	3	.96	8	3.19%
9	0	0	4	1.59%
10	0	0	1	0.40%
Totals	*314*	*100*		

Years Teachers Have Participated in Alternate Assessment. For both years surveyed, most teachers have participated in alternate assessment for 1 year (25% of responses in 2007-2007, 22% of responses in 2007-2008). The distribution in both years has the majority of teachers participating in alternate assessment between 1 year and 5 years.

Table 83.
Teacher Agreement on Consequences of Alternate Assessment

	Year	Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion	Response Total
1. Ensures access to the general curriculum.	2006-2007	11% (34)	28.16% (87)	44.98% (139)	11.97% (37)	3.88% (12)	**309**
	2007-2008	9.49% (24)	22.92% (58)*	52.96% (134)*	11.46% (29)	3.16% (8)	**253**
2. Has raised my expectations of students.	2006-2007	15.81% (49)	38.71% (120)	32.26% (100)	9.35% (29)	3.87% (12)	**310**
	2007-2008	11.07% (28)	30.43% (77)*	36.76% (93)	16.60% (42)*	5.14% (13)	**253**
3. Has resulted in changes in instruction that challenges students.	2006-2007	15.21% (47)	40.13% (124)	30.42% (94)	11% (34)	3.24% (10)	**309**
	2007-2008	9.09% (23)*	27.67% (70)*	43.08% (109)*	14.23% (36)*	5.93% (15)	**253**
4. Helps with IEP development.	2006-2007	18.77% (58)	36.89% (114)	33.66% (104)	7.44% (23)	3.24% (10)	**309**
	2007-2008	16.21% (41)	37.55% (95)	43.08% (109)*	14.23% (36)*	2.77% (7)	**253**
5. Can be useful for assessing changes in academic performance over time.	2006-2007	18.89% (58)	25.08% (77)	43.32% (133)	7.82% (24)	4.89% (15)	**307**
	2007-2008	13.83% (35)*	21.74% (55)	49.01% (124)*	10.67% (27)	4.74% (12)	**253**
6. Produces evidence using lessons that were already planned.	2006-2007	18.51% (57)	29.87% (92)	39.29% (121)	11.36% (35)	0.97% (3)	**308**
	2007-2008	12.65% (32)*	27.27% (69)	46.64% (118)*	10.28% (26)	3.16% (8)	**253**
7. Produces evidence using lessons that were developed strictly for the alternate assessment.	2006-2007	6.14% (18)	11.95% (35)	51.54% (151)	27.99% (82)	2.39% (7)	**293**
	2007-2008	4.40% (11)	12.00% (30)	54.40% (136)	24.00% (60)	5.20% (13)	**250**

Green shading indicates the most frequent response for a given stem. Yellow shading indicates the second most frequent response for a given stem. * Indicates that in 2007-2008 there was a change (increase or decrease) of at least 5% from 2006-2007.

There may be a response bias in that teachers in 2006-2007 who disagreed with some of the items may not have responded in 2007-2008. While for many items teachers were more in agreement that alternate assessment increased access to the general curriculum and raised expectations, we cannot be certain that these data represent changes in perceptions of teachers. Nevertheless, the data for this cluster of items appear to indicate that teachers in 2007-2008 felt

that the alternate assessment: ensured access to the general curriculum, raised expectations, changed instruction, helped with IEP development, assessed growth over time, was generated using already existing classroom activities, and was completed using activities specifically designed for alternate assessment.

Interestingly, the teachers' #1 and #2 ranked responses switched for increased expectations, changed instruction, and helped with IEP development, with more teachers now agreeing that the alternate assessment impacted these areas rather than disagreeing that alternate assessment impacted these areas.

Table 83.
Teacher Agreement on Consequences of Alternate Assessment (Continued)

		Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion	Response Total
8. is easily adapted at grade- or age-level.	2006-2007	21.64% (66)	40.33% (123)	32.46% (99)	3.61% (11)	1.97% (6)	**305**
	2007-2008	22.62 % (57)	34.52% (87)*	31.75% (80)	6.35% (16)	4.76% (12)	**252**
9. Has academic content that is too difficult.	2006-2007	1.97% (6)	22.95% (70)	36.07% (110)	36.07% (110)	2.95% (9)	**305**
	2007-2008	3.57% (9)	21.83% (55)	32.54% (82)	34.52% (87)	7.54% (19)	**252**
10. Has academic content that is too easy.	2006-2007	16.5% (50)	43.56% (132)	26.07% (79)	9.57% (29)	4.29% (13)	**303**
	2007-2008	22.53% (57)*	49.80% (126)*	18.18% (46)*	5.53% (14)	3.95% (10)	**253**
11. Has academic content that is about right.	2006-2007	14.19% (43)	29.04% (88)	48.18% (146)	3.63% (11)	4.95% (15)	**303**
	2007-2008	17.06% (43)	25.40% (64)	45.63% (115)	6.35% (16)	5.56% (14)	**252**
12. Provides teachers with information about skills to be taught and mastery of skills.	2006-2007	16.83% (51)	27.06% (82)	44.55% (135)	7.92% (24)	3.63% (11)	**303**
	2007-2008	13.04% (33)	21.74% (55)*	51.78% (131)*	11.46% (29)	1.98% (5)	**253**
13. Provides parents with information that helps better understand their child's abilities and performance on academic tasks.	2006-2007	26.97% (82)	35.2% (107)	28.29% (86)	3.62% (11)	5.92% (18)	**304**
	2007-2008	19.76% (50)*	27.67% (70)*	37.55% (95)*	6.72% (17)	8.30% (21)	

Green shading indicates the most frequent response for a given stem. Yellow shading indicates the second most frequent response for a given stem. * Indicates that in 2007-2008 there was a change (increase or decrease) of at least 5% from 2006-2007.

There may be a response bias in that teachers in 2006-2007 who disagreed with some of the items may not have responded in 2007-2008. Nevertheless, the data for this cluster of items appear to indicate that teachers in 2007-2008 felt that the alternate assessment: was difficult for students but also agreed that the assessment was not easy, and was about right in difficulty level. Teachers agreed more, and disagreed less, that the assessment provided teachers with information about skill development and that the assessment provided parents with information to help parents understand their child's development.

Table 83.
Teacher Agreement on Consequences of Alternate Assessment (Continued)

		Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion	Response Total
14. Parents of students in my class have seen results of the Iowa Alternate Assessment.	2006-2007	9.33% (28)	27.67% (83)	41.33% (124)	9.67% (29)	12% (36)	**300**
	2007-2008	6.10% (15)	19.11% (47)*	55.69% (137)*	12.60% (31)	6.50% (16)*	**246**
15. Parents of students in my class understand results of the Iowa Alternate Assessment.	2006-2007	16.11% (48)	37.58% (112)	24.83% (74)	2.35% (7)	19.13% (57)	**298**
	2007-2008	9.39% (23)*	30.20% (74)*	39.18% (96)*	4.90% (12)	16.33% (40)	**245**
16. The principal of my building has seen results of the Iowa Alternate Assessment.	2006-2007	5.07% (15)	23.99% (71)	45.95% (136)	9.12% (27)	15.88% (47)	**296**
	2007-2008	2.45% (6)	8.16% (20)*	56.33% (138)*	27.35% (67)*	5.71% (14)*	**245**
17. Compared to last year, my perception of the Iowa Alternate Assessment has changed in a positive way (teachers new to alternate assessment use "no opinion")	2006-2007	12.33% (37)	18.33% (55)	30.33% (91)	11.33% (34)	27.67% (83)	**300**
	2007-2008	8.57% (21)	15.92% (39)	33.06% (81)	11.02% (27)	31.43% (77)	**245**

18. Compared to last year, my perception of the Iowa Alternate Assessment has changed in a negative way (teachers new to alternate assessment use "no opinion")	2006-2007	9.7% (29)	33.78% (101)	13.71% (41)	12.71% (38)	30.1% (90)	**299**
	2007-2008	11.07% (27)	38.11% (93)	11.48% (28)	4.92% (12)*	34.43% (84)	**244**
19. Compared to last year, my perception of the Iowa Alternate Assessment has not changed (teachers new to alternate assessment use "no opinion")	2006-2007	13.76% (41)	30.2% (90)	14.09% (42)	3.36% (10)	38.59% (115)	**298**
	2007-2008	8.30% (20)*	27.39% (66)	19.92% (48)*	3.32% (8)	41.08% (99)	**241**

Continuing with data summarized in tables above, it is evident that the building administrator assurance process resulted in most teachers reporting that their administrator had seen results of the alternate assessment. The enhancement in 2007-2008 of having administrators review the alternate assessment can be seen as significantly impacting an aspect of consequential validity.

In addition, teachers are reporting that parents are seeing and understanding results of the assessment more so than in 2006-2007.

Teacher perceptions of the alternate assessment have not changed substantially since 2006-2007. Most of the respondents did not have opinions on positive or negative perceptions of alternate assessment in 2007-2008 compared to 2007-2007, although a higher percentage of respondents disagreed that they were more negative about the process in 2007-2008 compared to 2006-2007.

Taken as a whole, the data suggest:

(a) alternate assessment is becoming more integrated into everyday academic routines but is still seen as a separate instructional activity
(b) the item scaling is between about right
(c) teachers are viewing the data as more useful in IEP planning
(d) teachers are viewing the data as more helpful to parents and that more parents are getting results of the assessment and are understanding results of the assessment
(e) building principles are seeing the results of the assessment
(f) teachers are still undecided on how they feel about the alternate assessment process, although 2007-2008 resulted in more teachers disagreeing that their perceptions had changed in a negative way.

Table 84.
Supports Reported by Teachers as Necessary for Improving Alternate Assessment

	Year	Strongly Disagree	Disagree	Agree	Strongly Agree	No Opinion	Response Total
20. developing curricular materials.	2006-2007	6.12% (18)	35.03% (103)	34.35% (101)	18.03% (53)	6.46% (19)	**294**
	2007-2008	3.67% (9)	28.16% (69)	45.71% (112)	16.73% (41)	5.71% (14)	**245**
21. structuring instructional activities.	2006-2007	6.78% (20)	46.44% (137)	28.81% (85)	12.54% (37)	5.42% (16)	**295**
	2007-2008	5.71% (14)	42.86% (105)	35.10% (86)	9.39% (23)	6.94% (17)	**245**
22. collecting evidence linked to rating scale items.	2006-2007	4.41% (13)	34.58% (102)	39.66% (117)	16.95% (50)	4.41% (13)	**295**
	2007-2008	4.90% (12)	36.73% (90)	41.63% (102)	11.43% (28)	5.32% (13)	**245**
23. collecting evidence that demonstrates student performance.	2006-2007	5.08% (15)	38.64% (114)	35.25% (104)	15.93% (47)	5.08% (15)	**295**
	2007-2008	4.90% (12)	39.59% (97)	39.18% (96)	11.02% (27)	5.31% (13)	**245**
24. collecting evidence that is age- or grade-appropriate (+/- 2 years)	2006-2007	4.42% (13)	23.47% (69)	36.73% (108)	30.95% (91)	4.42% (13)	**294**
	2007-2008	2.87% (7)	23.36% (57)	46.72% (114)	21.31% (52)	5.74% (14)	**244**
25. reporting results to parents.	2006-2007	9.22% (27)	48.81% (143)	26.28% (77)	5.46% (16)	10.24% (30)	**293**
	2007-2008	10.79% (26)	48.96% (118)	26.97% (65)	3.73% (9)	9.54% (23)	**241**

The green cells are cells in which “X” + “strongly X” > 50%.

For 2007-2008, the item with the highest degree of need is collecting evidence that is age- or grade-appropriate (+/- 2 years), with 67%of respondents selecting either agree or strongly agree, followed by developing curricular materials followed by collecting evidence. Teachers do not need support in reporting results to parents nor do teachers report needing support developing instructional activities. The needs for 2007-2008 are about the same as the needs reported in 2006-2007.

Teacher Comments:

In 2006-2007, teachers submitted over 4000 questions to the State of Iowa Alternate Assessment Team over the course of the school year. The majority of questions were about process, timelines, and quality of evidence.

In 2007-2008, teachers were given the opportunity to write comments about the alternate assessment process. One hundred fifty-five teachers chose to respond. For reporting purposes, comments were rated on 2 scales. First, comments were rated positive/neutral/negative. A positive comment is one in which teachers wrote something like, “the system was great this year.” A negative comment was one in which teachers wrote something like, “this assessment does not make sense for my students.” A neutral comment was any other.

Second, comments were categorized as depicted in Table 85.

Table 84.
Categories and Descriptors Used to Code Teacher Comments, 2007-2008

Category	Descriptor
Technology	On-line scoring and reporting
Participation	Including Students with Severe Disabilities on Large-Scale Tests
Content	Content or Format of the test or evidence including difficulty of items
Communication	How information was delivered to teachers
PLDs	Cut scores and performance descriptors
Technical Assistance	How supported teachers felt on getting questions answered about administration or scoring
Timelines	Dates materials were due
Time	The amount of time the assessment takes to complete

Table 85.
Summary of Teacher Comments, 2007-2008

Area	Negative	Neutral	Positive	Grand Total
Communication	2	6	1	9
Content	6	52	5	63
Participation	13	5	1	19
PLDs		1		1
Technical Assistance	2	28		30
Technology	1	6	1	8
Time	4	9		13
Timelines	5	6		11
Grand Total	33	113	8	154

The vast majority of comments were neutral, and primarily around wanting more options pertaining to item difficulty (different items for the most severe population) and more support (adapting materials, sharing examples and lessons). Teachers who were displeased expressed concern over the issues with technology, the content not being appropriate or fair to allow students to demonstrate what they can perform, the logic of testing students with severe disabilities on other than functional skills, the lack of technical assistance provided by the AEAs, the continued frustration at the time the assessment process takes, concern that communication continued after the assessment period was supposedly complete (and on the audit process), and on what teachers perceived was excessive or "cold" communication from the department. Most of the teachers simply wanted some support adapting materials or understanding how to adequately assess their students given the current format.

Table 86.
Representative Teacher Comments and Coding, FFY 2007 (2007-2008)

Comment	+/-	Area
It would be extremely helpful and time saving if directions were complete, clear and correct the first time they are given to the teachers.	Neutral	Communication
I don't have any suggestions for change, other than it will be nice next year when everything is up and running and due dates aren't being pushed back as the program is getting up and running. I would also like to say I really appreciated the support _____ and _____ of _____ gave me. Their assistance was invaluable. I also appreciated the periodic updates you (Steve) provided through e-mail. Since I was new to this process this year, the technical assistance I received made it a much more manageable and enjoyable experience.	Positive	Communication
One thing that I strongly encourage is that we are given the final product guidelines right away. This year I continued to get information even after I had already turned all of the evidence in. At that point it was way too late to go back and correct anything that should have been.	Neutral	Communication
When I have had a question, I get pre-determined answers; I don't get answers from the _____. You also have changed terms...is auditing the same as Assurance Forms? I think things were clearer last year.	Negative	Communication
Allow us to use the curriculum that we are already using with our students instead of having to make the gen ed curriculum fit the students. It is pointless and does not make any sense for my students.	Negative	Content
I think the rating scale is much easier to fill out his year. I like the fact that we do NOT need to have copies of all the adapted stories we use for comprehension activities. I love that students get credit for skills they already know! That was a major frustration in the past for many of us.	Positive	Content
This does not show growth of what the student is actually doing in relation to the IEP from year to year. We are not measuring apples to apples as the IEP process has us do.	Negative	Content
An alternate version for higher functioning students needs to be created, and it should be more of an actual test booklet like the ITEDS. Trying to make and collect materials/items to show evidence for 110 items (that can be vague) is cumbersome. Otherwise, the test needs to shortened to allow easier collection of items. It's getting better though.	Neutral	Content
Having tutorials or classes through AEA's to educate those who are new to the process. I figured it out, and maybe there were classes I just missed the memos. The AEA staff member I worked with also was unaware of the process so it was frustrating, especially since it is such an overwhelming process to collect and keep so much evidence on so many different things,	Negative	Content

plus try to keep up with what we already have going on each day.		
Don't have such a wide range of skill levels in the items on the rating scale. Stop changing how we do it so we can concentrate on making improvements to what we have and see results that are relevant.	Neutral	Content
I thought it was much more clear and easier to use and explain to parents and administration.	Neutral	Content
Adapt to the non-verbal severe and profound.	Neutral	Content
More on the rating scales that are for students that are the most severe.	Neutral	Content
The development of an assessment that would meet the needs of the LEVEL III population in regards to daily living skills, functional academics, vocational skills, and recreational skills.	Neutral	Content
I do like the rating scale as opposed to how AA was done several years ago. I feel it does give guidelines as to what to teach and does give ideas for IEP goals. I still feel that it takes up a lot of my time to come up with activities that can be used as evidence and I feel I never did come up with activities that truly showed evidence of items in certain math rating scale items. I wish we did not have to show evidence of items for each of the math rating scale items. Many of the items were very difficult for lower functioning students.	Neutral	Content
I think this assessment should be a shorter evaluation. If it is taking the place of taking the ITED, it shouldn't be something that needs to be done all of the school year. I also think there should be more materials prepared for teachers to use instead having to develop material ourselves.	Neutral	Content
It is a waste of time. The benchmarks are good. Why can't the DE get it right. It is very inconsistent. There are much better ways to teach severe/profound.	Negative	Participation
I think that the math portion of IAA is hard for students with significant disabilities but that doesn't mean that our students aren't getting math skills. Some of those skills just aren't as important to our students that can't move, talk, and can barely eye gaze. I think that IAA can tend to be just a measure of how creative a teacher can twist an activity. It doesn't mean that is what is best for the students. The older the students are, the more functional skills should be taught to our students in my opinion and most of the opinions of my parents.	Neutral	Participation
This has been a HUGE waste of time.	Negative	Participation
I appreciate the modifications that have made the process easier. The information going to parents is too dense and jargon-loaded, and we had to develop our own cover letter. At least in the portfolio years we could proudly point to the fact that all of our students reached proficiency. Now, our students will be relegated to the permanent status of non-proficient, and will be part of a permanent sub-group that keeps our school on The List, despite great instruction, and kids who make progress every year.	Negative	Participation
Students in a Level 2 Special Education Classroom that are Level 2 and Level 3 students will NEVER be at the same level as the general education population. That is why they are in Special Education Classroom. I feel it is much more important for my students to acquire Life Skills: understanding of money, of time, how to order food when eating out, how to pay, to leave a tip, learn about our community, how to find things in our community, how to use a phone book, time management-like getting to an appointment on time, taking care of themselves-bathroom, bathing, etc. and eventually living on their own. They also need Social Skills: getting along, friendship skills, problem solving skills, to be a self advocate, how to ask for help/assistance, how to be good citizens and to be a part of their community.	Negative	Participation

I teach students with profound mental and physical disabilities, who have no concept of math, reading or science. It is frustrating to try to link the few skills they have to academic subjects. Doing activities with full physical prompting does not measure proficiency. I don't know how to improve on an assessment for this level of student without almost making an entirely different one for them.	Negative	Participation
This is still testing the teachers ability to package a good assessment, not adequately assess students abilities. This test has not shown me what my MD Level II student knows and what she needs to learn to be successful and independent when she leaves high school.	Neutral	Participation
Some of the objectives that were taught for the alternate assessment were way too difficult for my students. I have a true Level III room, and my students are very low functioning. They do not even know which restroom to choose when given an option let alone time to the hour on an analog clock, be able to make a text to self connection, or identify a prime number. I think the accountability is important for teachers to make sure that their students have access to the general curriculum when appropriate, but not all of the topics on the rating scale were applicable to where my students are at in life. Also, I had to do this with a kindergarten and first grade student, as our district has assessments at all grade levels, and the rating scales were not very useful in that respect.	Negative	Participation
A training session to answer How do you take 8th thru 12th grade concepts such as fact & opinion, point of view, scientific process, drawing conclusions, conducting an experiment, respond to why questions, identify purpose, identify synonyms, antonyms, homophones, multi-meaning words, summarize data, time, estimate, rounding and teach these using manipulative that we can move hand over hand with someone with a 6-18 month mentality?	Neutral	Participation
To better assist teachers in completing the IAA, we need support. I like having one meeting the BEGINNING of the year so we can begin collecting data immediately. However, we need additional meetings or 68check-ins68 to answer questions, check progress, etc. I was doing many things wrong until I had assistance from an AEA staff member. I felt we were left to crumble on our own this year.	Negative	Technical Assistance
There needs to be additional training for items 21-24 of this survey. It would be helpful to meet monthly with consultants from the AEAs to discuss how to develop curricular materials. It would be helpful if a standardized test that could be developed for all students who take Alternate Assessment, so teachers did not have to create the materials and assess them as well.	Neutral	Technical Assistance
Sample evidence for rating scale items would be beneficial. Also a teacher direction booklet would be useful. In it, rating scales could be described in more detail to offer a better understanding of what the item is looking for in evidence.	Neutral	Technical Assistance
I think it would be great if 3 levels of difficulty were developed by teachers throughout the state. We really don't get input on our developed materials. It would be more standard if these levels were available from a single source.	Neutral	Technical Assistance
Make every thing you do a simple check, even with evidence. Have every form you fill out look like the content area rating scale.	Neutral	Technical Assistance
I would like to see more examples of what is good evidence. How teachers actually collect evidence from low functioning students. When audited, is there any way to know if the evidence is okay or how to improve?	Neutral	Technical assistance
At some point the state needs to develop the tasks/materials to be used in order to increase the validity and integrity of the assessments. Teachers are using such a wide variety of materials/lessons to provide evidence for the	Neutral	Technical Assistance

rating scales that the data has to be skewed in some way.		
I need help with curriculum that is +/- two grade levels, especially for science. I also need to label all the evidence as it is generated next year, not just done haphazardly.	Neutral	Technical Assistance
I am new to AA and I wish I had a mentor or someone that could have helped me more.	Neutral	Technical Assistance
Alternate Assessment does not guide education of students, TEACHERS do. Additional age appropriate curriculum in reading, math and science are required considering reading level/ability and functionality.	Neutral	Technical Assistance
Have created or developed material for all to use.	Neutral	Technical Assistance
Supporting and structuring activities and lessons by example.	Neutral	Technical Assistance
The state should supply teachers with a curriculum kit for the alternate assessment with material for each of the rating scale items. Reg ed teachers have a ITBS test booklets to assess with -- they don't have to take each item and find material to match it.	Neutral	Technical Assistance
Although it has gotten easier to do the Assessments - I feel it is still very difficult to access and link to regular education with the High School level -- classes at the High School level are so much higher in content then the severe and profound students. The regular education teachers are so busy it is hard to talk to them about linkages. Need more examples on the website to give me some ideas.	Neutral	Technical Assistance
Leave it exactly as it is this year so that people have a chance to plan and prepare to do it next year. When it changes from year to year it makes it hard to do a good job at it and to prepare for it.	Neutral	Timelines

Parent Input.

For 2006-2007, parent input about alternate assessment was obtained 2 ways. First, the State of Iowa Alternate Assessment Team met with the state Parent-Educator Connection (PEC). The PEC are parents of students with disabilities, who are employed by Iowa's Area Education Agencies to provide information on resources and "navigating the system," to parents of students newly identified as having disabilities. The meetings with the PEC suggested (a) parents of students with severe disabilities are not supportive of academic instruction for students with severe disabilities, and (b) even parents part of the state-wide network did not have access to reliable information on alternate assessment.

Second, the State of Iowa Alternate Assessment Team commissioned focus groups with parents of students with severe disabilities. Approximately eighty parents participated in 10 focus groups. Observations from the focus groups are summarized.

1. IEP and Alternate Assessment

There appears to be some confusion about how Alternate Assessment and a student's Individual Education Plan interface. Parents repeatedly stated that they saw great value in the IEP process for their children. It would strengthen the meaningfulness of Alternate Assessment for parents if the strong connection between the two can be established and practiced.

2. Parents with "No Expectations"

Serious consideration should be given to parents who shared that they have no academic expectations for their children. The question of whether these parents

are realistic in their expectations or simply do not realize their children's potential for learning, must be answered. This brings up the point about whether certain children should be waived from Alternate Assessment because their condition precludes "academic" learning.

3. Assessment Stress

It is apparent that great care must be taken in how Alternate Assessment is administered. These special children are particularly susceptible to situations where they feel under pressure or their daily routine is upset. It should be seriously considered whether children, who react in a violent manner to stress and change, should be included in Alternate Assessment. The safety of teachers and parents can be at risk.

4. Communication with Parents

It was evident from most of the focus groups that there are a significant number of parents who do not understand Alternate Assessment and some who had not even heard of it, despite their children being enrolled in the assessment process. There is a lot of work that should be done to better educate parents about what Alternate Assessment is all about, its purpose, its benefits, how it is administered, and how results are recorded and shared. The Department already has some useful tools developed that parents have found helpful, such as the General Information document, shown in Appendix H as Attachment III. The following is a list of suggestions for helping parents to be better informed about Alternate Assessment. These ideas will help to improve the connection between Department personnel, who are required to put Alternate Assessment in place, and the parents of students who participate in Alternate Assessment.

5. Encourage and Support Teachers

Obviously, teachers must not be left out of the parent education and support effort. So much of the parents' understanding and ease with Alternate Assessment is dependent upon the teachers who work directly with their children. If the teachers are uncomfortable with conducting the assessments, or if they are unconvinced that Alternate Assessment is an appropriate way to proceed, parents will be able to detect their hesitance or lack of commitment and this will influence whether or not they embrace Alternate Assessment. Strategies for encouraging teacher commitment to the instrument and process could include additional workshops to build knowledge and confidence, and to enlarge a toolbox of strategies and techniques for improving their role as administrators of Alternate Assessment.

Parents expressed concern about the amount of time teachers have to spend on paperwork. Every effort should be made to streamline the Alternate Assessment process to make it as efficient as possible for teachers.

6. Alternate Assessment Reports

Several parents mentioned that they had not seen an Alternate Assessment instrument or the results of their child's assessment. If parents are to understand Alternate Assessment and embrace its intent, then they must have access to the instrument the teacher is using and a copy of the results. It is important for not only teachers to track academic progress of the children in their care, but parents too. This sharing of the assessment instrument and results will help strengthen the teacher-parent partnership and enhance learning opportunities for each child.

In 2007-2008, additional parent input was sought. In addition, a telephone interview was conducted with building administrators to understand the extent to which administrators knew about the alternate assessment process.

In analyzing the responses parents gave to the nine questions posed, several major topics emerged as being of prime importance to parents regarding alternate assessment. These topics were:

- Knowledge of Alternate Assessment
- Defining Proficiency
- Alternate Assessment—Fair and Meaningful?
- Reporting Student Progress
- The Crucial Role of Teachers

Knowledge of Alternate Assessment

Knowledge about alternate assessment ranged from, "I don't have a clue" to "I see the need for having alternate assessment as a way to test or find out if your child has gone from point A to point B." About a third of the parents stated that they were unfamiliar with Iowa's Alternate Assessment system. They did not know that their child was being assessed in this manner. A few of the parents, not in a focus group last year, identified the No Child Left Behind (NCLB) legislation as the reason for alternate assessment. Measuring academic ability was mentioned on a couple of occasions but only one parent stated that the alternate assessment is tied to the standards and benchmarks for their child's grade level. "It has to be grade level appropriate for them, however modifications adapt to individual children."

Some misconceptions about alternate assessment were: "It's done during the Iowa Basic Skills time"; "Known about alternate assessment forever since preschool"; "Maybe to make the whole school's scores better…due to NCLB. Just to make the schools look better." and "One shot—to determine where you are at—I don't agree" referring to alternate assessment as being administered on one occasion only. One parent stated that, "Families may not be giving their opinion, due to not knowing or understanding alternate assessment."

Defining Proficiency

The term "proficiency" was difficult for some parents to understand in the context of their children's learning. When the words "mastered" or "doing well" were used, parents could grasp what they were being asked. As expected, the response to "What does being proficient in math and reading mean to you as a parent of a child in alternate assessment?" question brought a wide range of responses. However, for most parents, being proficient in math and reading for their children meant having sufficient skills to keep them safe and able to manage daily living appropriately. Examples of being proficient in math were: being able to recognize money and know how to make change, perhaps using a calculator; being able to tell time; recognizing number settings on a microwave; counting to a specific number; knowing that items in a store cost money; being able to play games involving numbers in order to socialize. One parent with a child of higher functioning skills said adding two digit numbers on a calculator would be an example of proficiency in math for her child.

Examples of reading skills parents shared were: being able to understand letters and sounds, and to recognize signs such as "Stop", "Danger", restrooms, their own name, and Mom and Dad. One parent whose child had a greater reading ability said, "I don't really see him picking up a book and reading it. I think he will read parts of the newspaper and letters that come to him. "My son reads very well, but doesn't understand what he reads." Another said her expectations for her child were to "Read the book and understand it." One parent stated, "For her to be proficient in math or reading is not something I see. She will never probably be able to brush her teeth on her own. I think her needs are to live another ten years." One parent said, we want our children to "not have to depend on you for everything."

"Meeting her where she is and finding out what she really knows and letting her know you know what she knows—at the level the child can comprehend—that's what being proficient means to me; it's not going by a guideline that the state or federal government is dictating." One parent said that her daughter's level of proficiency in reading is questioned at school by the teacher. "She reads all the time at home; she won't read at school because she doesn't understand it and it interferes with her social life." "My child's skill is under-tapped in reading." "Her reading has regressed because there hasn't been programming to help her since 3rd grade," stated another parent.

In answer to the question how parents feel when their child is assessed as not proficient on an item being rated, the parents in the groups did not respond specifically to that question. Instead, they shared how they felt whenever their child receives a poor performance report. "It makes me wonder where I went wrong." "I haven't gotten real concerned…I am more interested in whether they are making progress on their IEP goals." "You always want more; you never give up." "I don't like to hear that he is not proficient, focus on what he is proficient in." "Why focus on the negative?" "I don't see it as negative, but as an area we need to work on." "If it doesn't work, find another way of presenting it. What can we do to improve what we are doing?" These comments indicate various reactions to the reports about their children's level of proficiency.

One parent spoke with emotion: "I don't think you ever get beyond the pain each time you are told something your child can't do. You wish for their own benefit they could do more. Her teacher says she is now in high school, it is about time she grows up and I said if she was blind would you say she should see now. – The grieving process never stops."

Alternate Assessment— Fair and Meaningful

One parent's question captured the thinking of every parent involved in this project, "What does alternate assessment really do for my child?" Parents gave mixed responses to the questions about whether alternate assessment is both fair and meaningful. Some parents thought that an instrument that showed their child was progressing was an asset. "I asked my daughter's teacher. The teacher likes alternate assessment. At least you can show they are progressing in different areas. If the teacher is OK with it, so am I." Several parents mentioned that their expectations for their child had increased after seeing the alternate assessment results. "Children can do more than parents thought they could because of alternate assessment." Alternate assessment is "designed for success, not failure."

Several parents mentioned their children's difficulties with test taking. "Alternate assessment is not fair if children can sense they are being tested. When they take tests, they freak out." These comments may well indicate a misunderstanding about how alternate assessment is administered. However, alternate assessment is better than "setting an ITBS in front of them." "It's a benefit that they do it over a period of time."

Multiple parents stated that alternate assessment was not meaningful to them because their children had low functioning ability. Their concerns were more to do with their children's health, safety, and very survival. "I think it is a joke—No Child Left Behind is a joke for special ed. kids," stated one parent.

Several parents, in different focus groups, voiced their concern about the huge influence the teacher has on how each child is rated. "Teachers who are doing the testing try to get them on their best day. They are manipulating the test," said one parent. Another said, "There's still too much input from the teacher; the teacher has too much to do with how the outcome is determined. I think the teacher can still manipulate and be subjective about my child's abilities. So it is not meaningful." On the other hand, another parent stated that alternate assessment is a good way to find out what her child knows and consequently, to her, is meaningful.

A major concern for some parents was that alternate assessment does not take into account the huge range in individual differences of special education students. "Everyone tests differently. Alternate assessment allows schools to follow the rules but doesn't take in the scope of what the child does. There are other ways to demonstrate what a child can do."

Reporting Student Progress

Parents were almost unanimous in that their preferred way of gaining information about how well their child is doing is in face-to-face meetings. These sessions with the teacher could be informal, "drop-in" occasions or formal, organized Individual Educational Program (IEP) meetings. Some parents had almost daily contact with their child's teacher, whereas other parents had contact at annual IEPs and parent-teacher conferences only. Several parents mentioned their preference for written reports, because this gave them time to digest the information.

Parents, whose children are in the elementary grades, lauded the use of a daily log. This book records the students' activities, moods, behaviors etc. both at school and home and is sent every school day back and forth between the home and school. This tool, which parents find very effective, appears to be utilized widely at the elementary level but by the middle and high school years its use has declined. Throughout the focus groups, parents whose children were in the upper grades believed that less attention was given to their children as they aged in the education system. "As a child gets older, the group that comes to the IEP meeting is not quite as many people as it used to be. Where did all those staff go from the earlier IEPs that have been held? As my child gets older, why are there less people involved in her IEP meetings?"

One parent's perception was that, "Elementary level teachers really care; middle school teachers care a little less and high school teachers care even less." However, another parent stated that her child is doing very well in high school. "Middle school was a nightmare and a waste of time. She lost reading and math skills but gained socially because she wandered around a lot. In high school, when my daughter couldn't do something, the teacher said, "Let's find another way." One parent shared her concern that alternate assessment is given only once in high school and she feels that it should be done more frequently to help guide discussions in preparation for when her child graduates.

Some parents stated that teachers use email regularly to keep in touch and show their children's progress. This process is helpful to parents but does not allow for instant communication, which a phone call or meeting would provide. However, the parents realized the time factor that makes frequent phone and in-person meetings very difficult for teachers to do. "We keep the phone line open and if there is a problem, we call."

When parents responded to the question about assessing their child's progress over time, most of the focus group participants referred to the records they have from their child's IEP meetings. "I go back over his IEPs to see how they have changed in school. It does help to show progress—to me how much more he is involved and interacting with others." Another parent said, "If we've met the IEP goals, we are gaining ground." "I take the IEPs page by page and compare," said one parent. Some parents talked about more anecdotal ways of tracking progress over time. "We measure progress by increased independence at home; her lack of fear. We notice improvement in how she acts and reacts to people."

Parents appreciate reporting mechanisms that they can understand. Several participants mentioned the value of graphs and charts—visual forms of capturing their child's progress over time. Other parents stated that often times IEP meetings are confusing and overwhelming because of the amount of information that is shared, the number of people present and the short amount of time available to accomplish the task. "I wish the IEP and the document itself was more understandable for parents—it's so confusing." Another parent stated, "All parents in this group are having trouble understanding the IEP and its content—it needs to be more parent friendly." It is possible that parent knowledge about alternate assessment is impeded because of the complexity of the IEP meetings. Several other parents said reassuringly, "It gets easier to understand IEPs because I've been looking at them for many years."

The Crucial Role of Teachers

In every focus group, parents stressed the importance of the role teachers play in their children's lives. They believe their children's progress is very closely tied to the skills and abilities of their teachers. Their comments stressed the great importance of the teacher/parent/child relationship and the impact that has on the alternate assessment results. On the one hand, a parent implied that teachers believe parents would not be interested in the specifics of alternate assessment. "Teachers seem to think parents don't want to know about alternate assessment." On the other hand, a parent stated, "Families rely on teachers to know all about alternate assessment so they don't really learn about it." The general agreement overall, however, is that parents want to have access to the alternate assessment instrument, and their child's results. Many parents stated that they do not have the information they would like.

Parents believe the reasons teachers do not share information about alternative assessment with them is because teachers are too busy or do not realize that parents would like to know more about the assessment process and results. Parents in the focus groups, now know more about alternate assessment and according to some in the groups have a responsibility to ask their child's teacher for the information they would like. One parent voiced her concern that, "Teachers are stressed because they waited until the last minute (i.e. to do alternate assessment). I don't know how accurate the testing is under those conditions." Another parent stated, "The teacher needs to be working on these items all year long; it depends on the individual teacher as to whether or not they are great with alternate assessment."

One parent, who appears to have a unique relationship with her child's teacher, said, "My son's teacher asked for information from me to help with the assessment of him. I keep a notebook and photos and she had me bring it in. She asked permission to scan or make copies of part of it so she could use it. I gave permission. She said it is part of his alternate assessment. I was very happy." Overall, parents appear to believe that teachers do the best they can in difficult circumstances but, as with any work environment, there are good and not-so-good employees.

Parent Guide to Alternate Assessment

Very few parents in the focus groups had seen "The Parent Guide to Alternate Assessment," (See Attachment II) the document that the Department of Education had developed in response to the questions parents had asked in the first round of focus groups held during the 2006-2007 academic year. They were very pleased to receive a copy and thought it was a useful tool. In addition, even less parents had seen an alternate assessment rating scale document. Again, they were grateful to have the sheet that showed samples of items and rating scales for math, reading and science. (See Attachment III)

Parent Questions:

As a result of the focus groups, parents posed a series of questions. A sample of the questions follows:

- What assessments do the teachers do in an off-year (of alternate assessment)?
- What do you think of "training" parents in alternate assessment so that they know the questions to ask?
- What is the state doing with the alternate assessment data?
- How can we contribute to making alternate assessment better?
- Who is doing the teaching, if the teacher is working with a student on alternate assessment?
- Can I ask to see the alternate assessment?
- Why is my daughter sent home during ITBS time? This doesn't seem fair.
- Is there a grant available for a touch screen computer?
- What if there is more than 1% of students in your district on alternate assessment?

Ideas and Recommendations

As a result of this project, several ideas emerged that could contribute to improving the Iowa Alternate Assessment system from a parent perspective.

1. Organize a series of parent focus groups for the 2008-09 academic year to gauge what parents know and understand about alternate assessment. Compare the results of those focus groups to the results from the two previous years.
2. Consider a series of informational meetings about alternate assessment for parents across the state. Invite a parent, who is familiar with alternate assessment and has found it beneficial to his/her child's growth and development to participate. Utilize a staff member or consultant to accompany the parent to provide the state and No Child Left Behind perspectives.
3. Share this report with teachers. It is important for them to know what parents are thinking about alternate assessment. It might also be a suitable occasion to emphasize the value of the "Parent Guide to Alternate Assessment" as a rich resource for parents and they can help to disseminate copies.
4. Identify multiple means, beyond that suggested above, for getting the "Parent Guide to Alternate Assessment" in the hands of parents. The guide is an invaluable way for parents to receive accurate and understandable information about alternate assessment. It is a vital, but as yet, underutilized resource.
5. Respond to the questions that parents posed during the various focus groups. Some of these questions and answers might be suitable for inclusion in a revised Parent Guide. Ensure the answers to their questions reach parents.
6. Consider the advantages and disadvantages of various ways to gather information from parents. Undoubtedly, the best way to engage parents in discussion about alternate assessment is in group face-to-face meetings. This venue encourages keen interaction between each of the parents and with the facilitator. In addition, there is an opportunity to build a rapport in the group and parents make connections with other parents that can provide a source of information and support. In the meetings, the facilitator also has the opportunity to pick up cues from facial expressions and body language about parents' thoughts and feelings that are lacking in other information-gathering mechanisms.

   The second most successful tool for gathering parent input is the conference call. This medium should be considered where long distance traveling to a location, or adverse weather conditions make it very difficult for parents to participate. This approach was effectively used this year, even though facilitation was more challenging. A skilled recorder took meticulous notes of parent comments.

   The third means of gathering information was individual telephone interviews. This worked well when parents were unable to attend a focus group. Of course, the missing element in this approach is the lack of parent-to-parent interaction which parents find of such value and which stimulates more in-depth discussion.

   The least effective means of gathering parent input was through an online survey. Most of the responses gathered for this project were very brief with very little depth. There

was no opportunity to ask any probing questions for gathering further information and greater clarity of perceptions.

7. Consider methods for "recruiting" parents to the focus groups, in addition to the valuable assistance of the Parent Educator Connection Coordinators. Would it be feasible to contact the larger school districts, through the building administrators, to see if their teachers would "recruit" parents? This would also emphasize to teachers the important role that parents play in Iowa's Alternate Assessment I system.

Concluding Parent Comment

One parent stated that Iowa's Alternate Assessment system, "Sends out a message. No matter what the motive is, they are paying attention to that population, so it speaks a good message to me."

Building Administrator Knowledge of Alternate Assessment

The intended outcomes for this project were to: a) determine what school administrators know about alternate assessment; b) identify how school administrators believe alternate assessment has impacted instruction in the classroom and; c) identify school administrators' knowledge of alternate assessment support documents. In addition, the project provided an opportunity to record any questions the school administrators had about alternate assessment. Ideas that school administrators might have about how the Department of Education could offer additional support to them regarding alternate assessment were invited.

Project Design

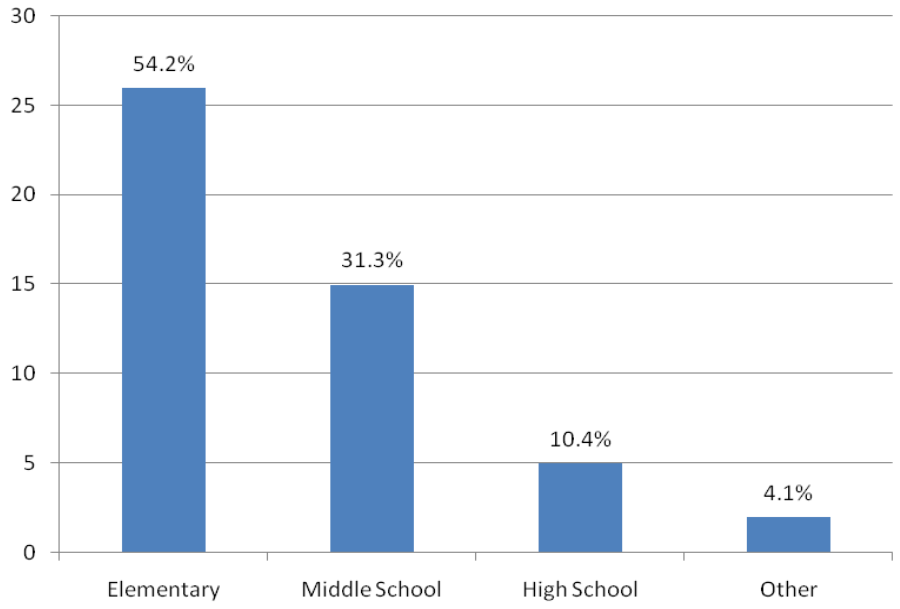
It was decided that the best method for obtaining information from building administrators across the state was to conduct telephone interviews using a series of narrowly focused questions. Recognizing how busy the lives of school administrators are with their myriad of responsibilities, it was anticipated that responding to the questions about alternate assessment should only take about ten to fifteen minutes of their precious time. The questions were as follows:

1. What do you know about Alternate Assessment?
2. Have you seen the "Iowa Alternate Assessment Administrator's Guide"?
3. Has/Have your special education teacher(s) talked to you about the building administrator's "Alternate Assessment Assurance Form"?
4. How has Alternate Assessment impacted instruction in the classroom?
5. What is the process used to ensure parents have access to the "Parent Guide to Alternate Assessment?"
6. What questions do you still have?
7. What additional support do you need from the Department of Education?

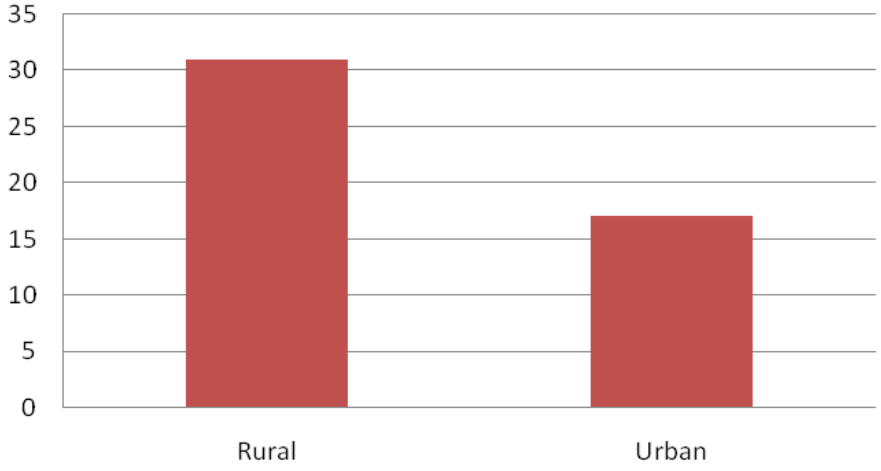
A list of Iowa elementary, middle and high school administrators in random order was printed. The name of the school administrator, his/her school, school district, telephone number and Area Education Agency were included on the list. The consultant began calls from the top of the list and made at least two attempts to contact each school administrator. In some cases, multiple attempts were made to reach the school administrator when the individual returned the consultant's calls.

Results

Of the forty eight school administrators who were interviewed, twenty six were administrators of elementary schools, fifteen of middle schools and five of high schools. Two school administrators fell into the "Other" category. One principal was an administrator of both a middle and a high school building. The second school administrator was the administrator of a kindergarten through twelfth grade building.



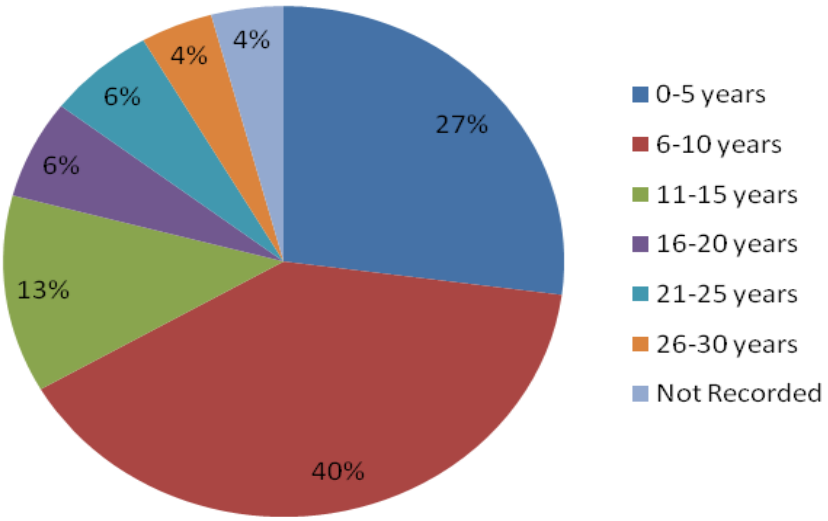
The schools of a majority of school administrators surveyed were identified as located in a rural area.



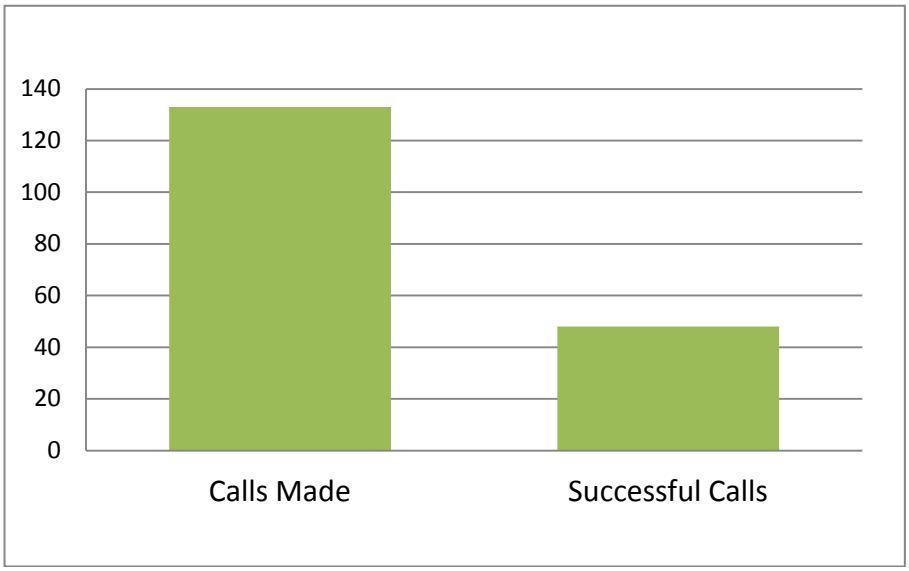
The number of years the respondents had been a building administrator ranged from one year to twenty seven years. Sixty seven percent of the administrators had been in their role for ten or less
years.

Number of Years	Number of Administrators
0-5 years	13
6-10 years	19
11-15 years	6
16-20 years	3
21-25 years	3
26-30 years	2
Not Recorded	2

Seventy eight percent had been in their current building less than ten years.



Of the 133 calls made to Iowa school administrators following down the random list of names, forty eight school administrators agreed to be interviewed. The few administrators who did not agree to an interview, stated that they were unable to commit sufficient time to respond to the questions because of a pressing engagement. Approximately two thirds of calls made resulted in the consultant leaving a message requesting that the administrator please return the call. As the data shows, the success rate of calls placed was about 36%.



What Building Administrators Know About Iowa Alternate Assessment I

Eight principals admitted that they knew nothing about alternate assessment. Three of these individuals appeared to be "out of the loop" on alternate assessment because they stated that someone else had that responsibility. This response occurred in larger school districts that had a special education director. The remaining principals identified that the number of students, who are in alternate assessment, is very small. The majority of them stated that alternate assessment was for special education students. As one principal said, "It is for a very small number of students who don't take the district-wide assessments." In addition, the respondents did recognize that alternate assessment was for special education students "who do not have the cognitive ability to take standardized tests to measure academics." Many responses appear to be based on the concept of making accommodations and not the Iowa Alternate Assessment I system.

Several principals queried the consultant's use of the term "alternate assessment." Clarification was requested in some cases about whether the discussion was on alternate assessment in its broadest sense or the specifics of Alternate Assessment, the new Iowa initiative.

Several administrators talked about students using other ways to take tests besides the pencil and paper approach of ITBS and ITEDS, such as using audio delivery. Also, administrators mentioned the use of portfolios to gather data on a regular basis to assess how well the student is doing. Another administrator stated that "Alternate assessment is looking at IEP goals and

finding an assessment that measures these goals that were set for the student in the IEP." After some clarification, several administrators could share more specific knowledge of the Iowa Alternate Assessment I system.

Four respondents did state that alternate assessment is tied to the standards and benchmarks in their district for the student's grade level. It was apparent from administrator respondents that they rely heavily on their special education teachers to deliver what is required for alternate assessment. Several administrators mentioned that their teachers had attended extensive training to prepare them for their alternative assessment work with students. Alternate assessment is "made up by the teacher" and "special education teachers design the assessment" appear to indicate a misunderstanding on the part of administrators about the specific role that teachers play. Alternate assessment does give teachers a great deal of flexibility to deliver the assessment to students through a medium that aligns with a student's best method for learning. However, the rating scales of the assessment are standardized.

Alternate assessment is "quite a challenge for teachers," said one administrator whose special education teacher had administered alternate assessment to a sixth grade, nonverbal student. " It was a real stretch," he stated. "Alternate assessment is very time consuming for the teacher," remarked one administrator. "We have to make sure the instructor knows what she is doing." On the other hand, an administrator stated that alternate assessment provides "safeguards for students to make sure teachers are doing what they are supposed to."

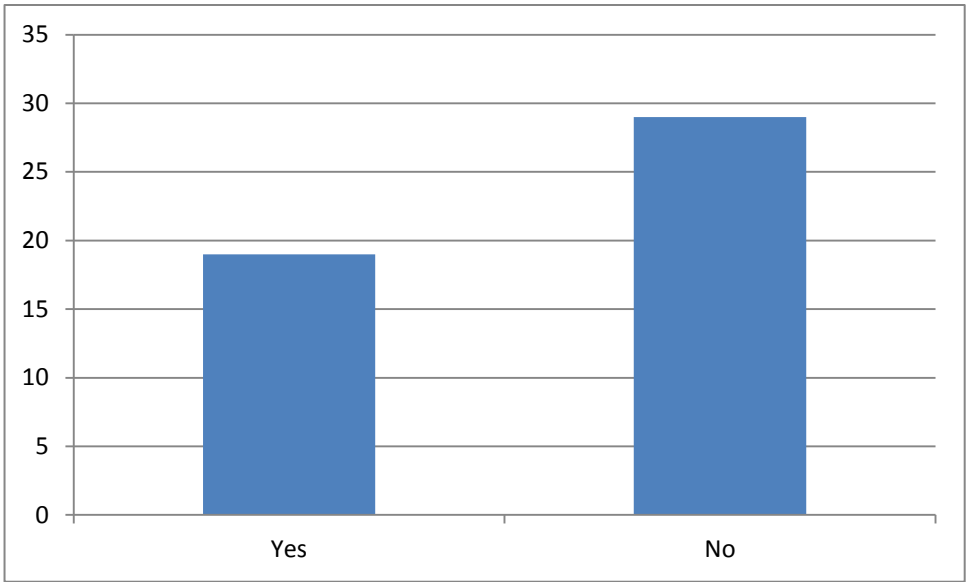
Mention was made multiple times of the key role the Area Education Agency consultants play in supporting teachers and schools in the administration of alternate assessment. "We are counting a lot on our AEA regional contact," "The AEA does a great job," and "The AEA is helpful in giving guidance" on alternate assessment are a sample of comments made about the positive contributions the AEA consultants provide to the alternate assessment process

Several administrators were very supportive of alternate assessment. As mentioned in the previous paragraph, alternate assessment from one administrator's perspective makes teachers accountable. One administrator stated, "Alternate assessment is very beneficial for the student. It is a chance for that student to be successful on their level. ITBS would be ludicrous." Another remarked, "Alternate assessment is more attuned to the development needs of students."

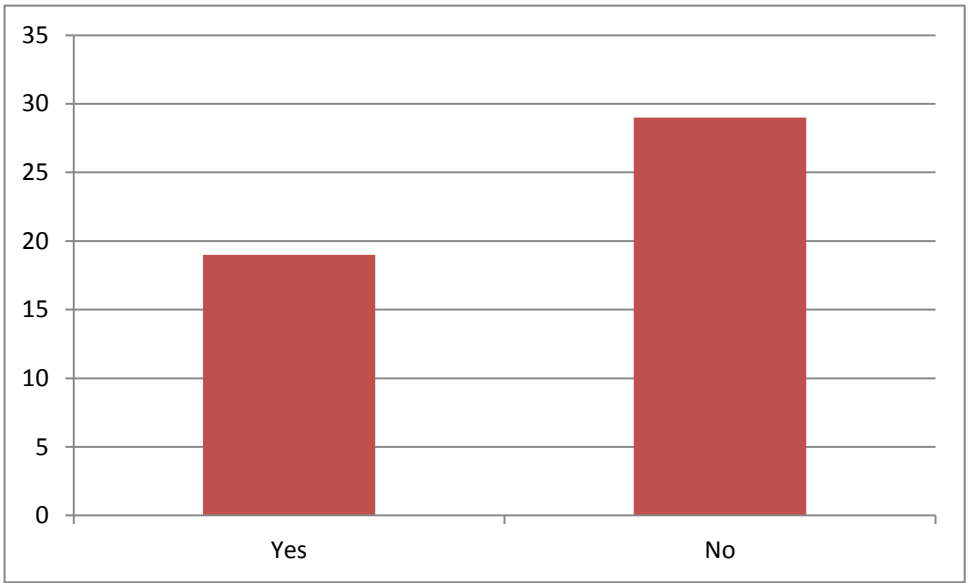
Iowa Alternate Assessment Documents for Administrators

From the data below, of the building administrators who were interviewed, it is evident that "The Iowa Alternate Assessment Administrator's Guide" and the "Alternate Assessment Assurance Form" have had moderate success in reaching their audience. Several administrators responded, "Maybe" as to whether they had seen either document. These responses were counted as "No," because a "Maybe" response implies that even though the administrators might have seen the document, they had not read it. Some administrators would not want to give the appearance of failing to read these important documents.

Iowa Alternate Assessment Administrator's Guide



The Alternate Assessment Assurance Form



An interesting, but not surprising observation about the Alternate Assessment Assurance Form occurred as the project progressed. In the early interviews during the first four months of the year, most building administrators responded "No" on this question. However, as the timeline for teachers to complete the alternate assessments approached, most of the administrators were familiar with the Alternate Assessment Assurance Form. (See Attachment II and Attachment III for administrator documents.)

Impact of Alternate Assessment on Instruction

The responses from building administrators about how Alternate Assessment has impacted instruction in the classroom fell into four main areas: 1) positive comments; 2) negative comments; 3) not much changed; and 4) don't know.

Positive Comments about the Impact on Instruction in the Classroom

- Made teachers think about how a severely handicapped child connects to the curriculum.
- Creates a closer parallel between what we are doing in special education with general education.
- Keeps academics to the forefront and not just testing on vocational areas.
- Anytime we can get kids feeling good about what they are doing, it is good.
- We can use alternate assessment as a diagnostic tool to get students to where they need to be.
- Our special needs classroom has changed dramatically with assessments tied to standards and benchmarks. Tying regular curriculum and special needs curriculum allows special education teachers to be on the same page as regular education and this is very advantageous to students.
- Allows the teacher not to feel such pressure. If special education students are very low functioning, the ITBS produces stress for teachers and students. It reduces the level of frustration and addresses the needs of students. It gives us the important information we need to know.
- I understand the need for alternate assessment. It's a realistic compromise. It seems reasonable. I taught special education for twenty five years. Alternate assessment is a formalized way of seeing if student needs are being met.
- Alternate assessment is a good deal for heavily weighted kids who are Level 3. I wish it was easier to use and get away from ITBS for higher functioning kids. We can link student's assessment to standards and benchmarks.
- It provides an overview of what has been mastered and also maybe what the student can't do. We can see how the curriculum aligns with the assessment tool. We can measure progress.
- Alternate assessment has been streamlined somewhat. It provides a direction for instruction and focuses on what the teacher should be doing.
- It makes us have higher expectations.
- It has helped the teacher think about how to meet the district's standards and benchmarks.
- Teachers are now accountable. A positive of alternate assessment is that every kid has to be assessed. We should know what all kids can do.
- For many years, most of the student emphasis was a watered down academic curriculum, then we went to an emphasis on functional skills. Now we are looking at benchmarks that we can set within academic areas. The jury is out about whether students will benefit. Some students will benefit more than others.
- Gives more focus and direction for teachers.
- Alternate assessment is a pretty true measure of what is being taught because there is more of a self design to it. It is a real measurement of what happened because it is designed around instruction of the student.

Negative Comments about the Impact on Instruction in the Classroom

- It is cumbersome. So many hours have been spent on this process. It is very time consuming. Teachers could be doing other things with students. We have to bring in substitutes so the teacher has time to work on the assessment. It takes many hours for one student. NCLB is good in theory, but in practice it doesn't work.
- It is worthless. A student who was nonverbal was rated as non proficient on a science experiment item as preparation for pre-algebra. The student can't toilet himself. It is a little unfair. We should be focusing more on how to develop his skills for feeding himself and staying on task, not useless activities.
- Alternate assessment takes a lot of time.
- Takes a lot of time for the teacher in documenting why the student is not taking ITDS.
- It's complicated, burdensome, and takes too long to prepare. It takes away from classroom instruction time.
- It's a waste of time and there are lots of hoops to jump through. It is cumbersome and there is lots of paperwork. If a child can have an assessment that guides instruction that is helpful but at some levels of disability where capability is limited, alternate assessment is not useful.
- It has no impact because the students are all homebound.

Not Much Changed Comments

- Instruction hasn't changed much. I don't believe the way of teaching has changed. We are still making accommodations.
- I don't think alternate assessment has impacted instruction.
- I don't think it has impacted curriculum.

Don't Know Comments

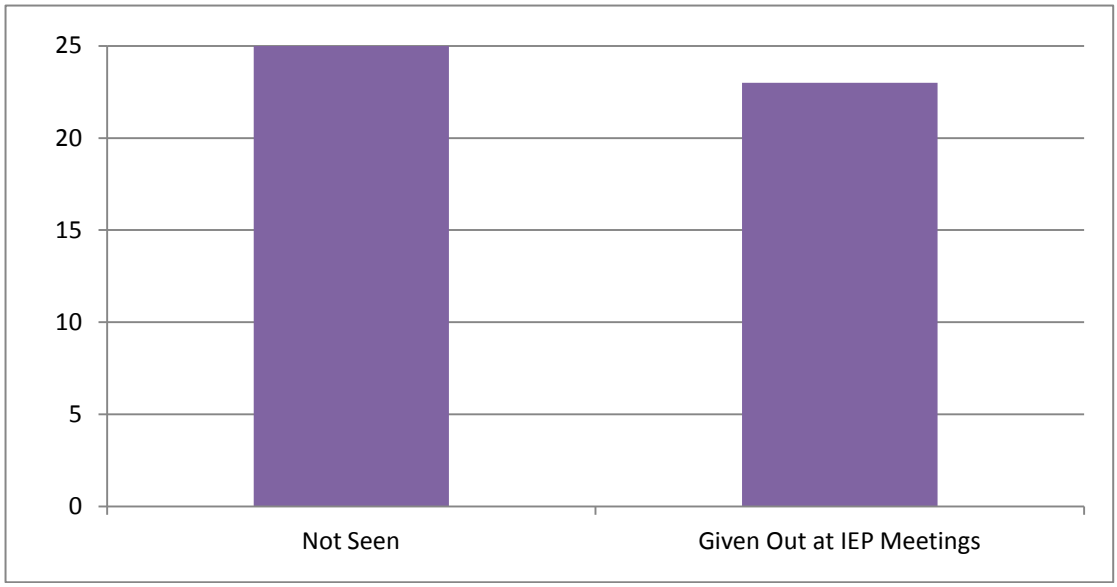
- I have no clear answer.
- I can't answer that.

Other Comments about the Impact of Alternate Assessment on Instruction

- We have used in-service time to develop alternate assessment for each student. It is very helpful. Teachers work together with the AEA consultant.
- I wish it was easier to get away from ITBS for higher level special education kids.
- I hope alternate assessment has been helpful, but I can't be sure it has been.
- Alternate Assessment has had no impact on instruction, but on the way of measuring instruction.

Parent Guide to Alternate Assessment

Building administrators were asked what process is in place to ensure parents have access to "The Parent Guide to Alternate Assessment." Principals stated that they had either not seen the document or that it is given to parents by teachers at student IEP meetings. The responses "given out at IEP meetings" in some cases may be true. However, the statement in many instances appeared to be based on what the building administrators hope is happening at the IEP meetings, rather than based on any concrete evidence. "Shared at IEP meetings with parents," "Given out with 'Rights and Responsibilities' document," and "Parents' have access to this at the IEP meeting." were typical comments



Final Administrator Comments and Questions

- Expand the percentage of students who can be tested on alternate assessment. For students who are not the lowest of low on the ITBS, it doesn't give a clear picture of progress made.
- Special education teachers find the process so time consuming. They cringe at the amount of time. It takes them away from other things.
- The regional facilitator does a good job of support. Offer different training for staff during the summer, so we don't have to pull teachers out of the classroom during the school year.
- The Department of Education does a good job of listening. The AEA has a good structure for funneling information. I understand it is difficult for the Department because of Federal requirements.
- _____ has been very responsive to our questions.
- I want to make sure I know the Assurance Form process.

- Do all states have this? It would make more sense to focus on higher functioning kids. One percent will never be proficient. It would have more impact on kids at the next level up. We want all kids to succeed. Why can't we just turn in IEP goals? We have plenty of support from the AEA contact who keeps us updated with information.
- Any support you can provide for brand new teachers would be very helpful.
- Put information into the School Administrators of Iowa newsletter and the "School Leader" section in the Department of Education website.
- I want to be knowledgeable. Point out what key things we should know. Come up with a summary or blitz to get us to look at the right material.
- Can this be implemented with fidelity and do we have the skills to do it?
- It would be good to include in SAI fall conference workshops.
- Streamline the information that we receive. The amount of information is overwhelming.
- Do you have models for IEP development? Put good models together because this saves us making mistakes.
- I would like to have more kids take alternate assessment that don't qualify now and tie the assessment back to the standards and benchmarks.
- The AEA trainings have been very helpful for our teachers.
- Would like to stick with something for awhile to see if it works. Teacher collected data to give to parents and then had to recreate it. This year, there's a different process. Information should be out in late spring/summer for special education teachers so they are ready in the fall.
- Going to the website for information is great.
- It depends on the special education teacher how much information an administrator gets. Some share and some don't. Administrators sometimes need a meeting so that they have the information they need. The Department of Education could perhaps visit a classroom to see what teachers are doing. Our building would be severely hindered in compliance if our special education teacher was not so good. I'm concerned about what happens when this teacher retires.
- There is sometimes some frustration with online connections relating to documentation. The teachers couldn't get the forms they needed because the system was down.
- Ensuring teachers are trained. Often one date is offered for training, and if the teacher can't go, it's difficult for them to get the training they need.
- My student, who is in alternate assessment, is so disabled that none of the ratings work for this child. Can only do blinking, eye gaze, head turn, and so for the range of skills being measured, it doesn't mirror reality.
- Continue the conversation.
- Some kids shouldn't be tested with ITEDS, but they don't qualify for alternate assessment. For example, non-readers or behind in reading. ITEDS doesn't show growth - what the child can do.

Recommendations for Impacting Administrators

1. Disseminate a copy of this report to the building administrators who participated in the survey accompanied by a letter of thanks.

2. Post the report on the Iowa Department of Education website, so that it is available to all building administrators. Identify a communication mechanism for directing administrators to the document on the web. In addition, encourage building administrators to view the "Iowa Alternate Assessment Administrator Guide", "Alternate Assessment Assurance Form" and "Parent Guide to Alternate Assessment" on-line.

3. Alternate Assessment is discussed as an optional assessment tool at a student's IEP. It would be helpful information to know in a future survey, about the level of involvement by the building administrator in IEP meetings.

Conclusion

Building administrators are an integral part of the Alternate Assessment I system in their oversight function. In partnership with teachers, Area Education Agency personnel and Department of Education consultants, building administrators help to ensure that every child, even those with the most significant cognitive disabilities are being assessed on academics, as is required by NCLB. However, of greater importance is the impact that alternate assessment has had on the growth and development of some children whose level of cognitive ability has far exceeded expectations.

As one administrator told the consultant, "A student last year thought she couldn't complete a certain item but she could. It opened up a lot of opportunities for her. She got to be with the other kids more. We should never assume these kids can't do something because they can surprise you."

Quality of Evidence

Additional evidence supporting validity of the IAA has been generate by having Iowa teachers provide samples of evidence generated by students. While qualitative in nature, evidence for 322 samples was rated in 2007-2008 for whether or not the evidence was representative of the item assessed, whether or not the adapted materials maintained the grade level benchmark being assessed, and whether or not sufficient observations were used to generate student ratings. Samples of the kinds of evidence reviewed by the Department of Education, have been included because the evidence depicts the academic nature (not functional) of the instruction evident through alternate assessment, and the kinds of student performances observed. Additional supports have been provided to Iowa's teachers using DVDs and Quick Time video links.

References

Salvia, J. & Ysseldyke, J. E. (2000). *Assessment* (8th Edition). Boston: Houghton Mifflin.

Ysseldyke, J.E., Thurlow, M.L., McGrew, K.S. & Shriner, J.G. (1994). *Recommendations for making decisions about the participation of students with disabilities in statewide assessment programs: A report on a working conference to develop guidelines for statewide assessments and students with disabilities (Synthesis Report 15).* Minneapolis: University of Minnesota, National Center on Educational Outcomes

Appendix A

IOWA ALTERNATE ASSESSMENT RATING SCALES

Iowa Alternate Assessment 2008-2009 **Reading Rating Scale** **Grades 3-5**		Check the box if the skill was already mastered (75% accurate or higher, not prompted) (no evidence needed)	Check the box if the skill was not taught (no evidence needed)	Check the box if full physical or full verbal prompts were used (the child was given the answer) (supporting evidence required)	Student Performance in Percent Accurate, minimum 4 trials. Record most recent performance (supporting evidence required)
Reading Standard: Students can comprehend what they read in a variety of literary and informational texts					
1. 1	Answers questions about text using "yes" and "no" through changes in affect, vocalization, gestures, signs, words, or symbols	☐	☐	☐	____ %
1. 2	Uses eye contact, eye gaze, blinking, reaching, head turn, or words, to identify pictures or objects mentioned in books being read to the student	☐	☐	☐	____ %
1. 3	Knows some letters of the alphabet, such as those in the student's own name	☐	☐	☐	____ %
1. 4	Identifies, matches, selects, or verbally produces initial sounds of high frequency words	☐	☐	☐	____ %
1. 5	Knows some familiar words in print, such as own first name	☐	☐	☐	____ %
1. 6	Identifies 10 words or symbols	☐	☐	☐	____ %
1. 7	Identifies 20 words or symbols	☐	☐	☐	____ %
1. 8	Identifies pictures/objects/symbols/print of *new* words	☐	☐	☐	____ %
1. 9	Knows familiar print in their environment (e.g., traffic signs, store logos)	☐	☐	☐	____ %
1. 10	Identifies pictures of important places or people in the school or home environment	☐	☐	☐	____ %
1. 11	Identifies warning labels	☐	☐	☐	____ %
1. 12	Sequencing: student follows steps depicted in a recipe	☐	☐	☐	____ %
1. 13	Identify a variety of grade-level vocabulary for day-to-day functional classroom tasks (reading logs, science journals, daily schedules, work tasks, etc.)	☐	☐	☐	____ %
1. 14	Understands grade-level appropriate reading vocabulary (e.g., synonyms, antonyms, homophones, multi-meaning words)	☐	☐	☐	____ %

Iowa Alternate Assessment 2008-2009 **Reading Rating Scale** **Grades 3-5**		Check the box if the skill was already mastered (75% accurate or higher, not prompted) (no evidence needed)	Check the box if the skill was not taught (no evidence needed)	Check the box if full physical or full verbal prompts were used (the child was given the answer) (supporting evidence required)	Student Performance in Percent Accurate, minimum 4 trials. Record most recent performance (supporting evidence required)
1. 15	Differentiates between reading materials designed to inform from materials designed for leisure	☐	☐	☐	____ %
1. 16	Identifies text as fiction or nonfiction	☐	☐	☐	____ %
1. 17	Describes the setting of the story	☐	☐	☐	____ %
1. 18	Student identifies characters in a story	☐	☐	☐	____ %
1. 19	Describe plot from story	☐	☐	☐	____ %
1. 20	Uses title of book, pictures, and text, to make predictions about what will happen next in a story	☐	☐	☐	____ %
1. 21	Student identifies events as occurring first-next	☐	☐	☐	____ %
1. 22	Student identifies events as occurring at the beginning, during the middle, or at the end	☐	☐	☐	____ %
1. 23	Identifies sequence of events or cause-and-effect	☐	☐	☐	____ %
1. 24	Student correctly responds to “who” questions	☐	☐	☐	____ %
1. 25	Student correctly responds to “what” questions	☐	☐	☐	____ %
1. 26	Student correctly responds to “where” questions	☐	☐	☐	____ %
1. 27	Student responds to “why” questions with reasonable answers	☐	☐	☐	____ %
1. 28	Identifies or describes relationships between characters depicted in grade-appropriate text	☐	☐	☐	____ %
1. 29	Student describes different characteristics of dissimilar characters found in age appropriate text	☐	☐	☐	____ %
1. 30	Student identifies the consequence of an action found in grade-appropriate text	☐	☐	☐	____ %
1. 31	Answers questions about content read (or read-to)	☐	☐	☐	____ %
1. 32	Identifies or repeats important information from the text	☐	☐	☐	____ %

Iowa Alternate Assessment 2008-2009 **Reading Rating Scale** **Grades 3-5**		Check the box if the skill was already mastered (75% accurate or higher, not prompted) (no evidence needed)	Check the box if the skill was not taught (no evidence needed)	Check the box if full physical or full verbal prompts were used (the child was given the answer) (supporting evidence required)	Student Performance in Percent Accurate, minimum 4 trials. Record most recent performance (supporting evidence required)
1. 33	Identify authors point of view (who is telling the story)	☐	☐	☐	____ %
1. 34	Relate details from the text to self (that reminds me of... that made me think of a time…)	☐	☐	☐	____ %
1. 35	Student writes or identifies period, question mark, and exclamation point	☐	☐	☐	____ %

Iowa Alternate Assessment 2008-2009 **Reading Rating Scale** **Grades 6-8**		Check the box if the skill was already mastered (75% accurate or higher, not prompted) (no evidence needed)	Check the box if the skill was not taught (no evidence needed)	Check the box if full physical or full verbal prompts were used (the child was given the answer) (supporting evidence required)	Student Performance in Percent Accurate, minimum 4 trials. Record most recent performance (supporting evidence required)
Reading Standard: Students can comprehend what they read in a variety of literary and informational texts					
1. 1	Knows some letters of the alphabet, such as those in the student's own name	☐	☐	☐	____ %
1. 2	Knows some words in print, such as first name	☐	☐	☐	____ %
1. 3	Identifies or matches 15 words or symbols	☐	☐	☐	____ %
1. 4	Knows familiar print in their environment (traffic signs, store logos)	☐	☐	☐	____ %
1. 5	Identifies pictures of important places or people in the school or home environment	☐	☐	☐	____ %
1. 6	Identifies warning labels	☐	☐	☐	____ %
1. 7	Student follows steps in a set of directions	☐	☐	☐	____ %
1. 8	Student orders small-to-large when given 3 same objects of different size (cups, books, etc).	☐	☐	☐	____ %
1. 9	Identifies purpose of reading (e.g. for information, for leisure, to understand a specific viewpoint)	☐	☐	☐	____ %
1. 10	In grade-appropriate text, understands vocabulary (e.g., synonyms, antonyms, homophones, multi-meaning words)	☐	☐	☐	____ %
1. 11	In grade-appropriate text, demonstrates understanding of idioms used in the text	☐	☐	☐	____ %
1. 12	Using grade-appropriate text, identifies the theme of the novel	☐	☐	☐	____ %
1. 13	Describes the setting of the novel	☐	☐	☐	____ %
1. 14	Student identifies characters in a novel	☐	☐	☐	____ %
1. 15	Uses title of book, pictures, and text, to make predictions about what will happen next in a novel	☐	☐	☐	____ %

Iowa Alternate Assessment 2008-2009 **Reading Rating Scale Grades 6-8**		Check the box if the skill was already mastered (75% accurate or higher, not prompted) (no evidence needed)	Check the box if the skill was not taught (no evidence needed)	Check the box if full physical or full verbal prompts were used (the child was given the answer) (supporting evidence required)	Student Performance in Percent Accurate, minimum 4 trials. Record most recent performance (supporting evidence required)
1. 16	In grade-appropriate text, student sequences 2 events (first-then)	☐	☐	☐	____ %
1. 17	In grade-appropriate text, student sequences 3 events (beginning, middle, end)	☐	☐	☐	____ %
1. 18	In grade-appropriate text, student sequences more than 3 events	☐	☐	☐	____ %
1. 19	Student correctly responds to “who” questions	☐	☐	☐	____ %
1. 20	Student correctly responds to “what” questions	☐	☐	☐	____ %
1. 21	Student correctly responds to “where” questions	☐	☐	☐	____ %
1. 22	Student responds to “why” questions with reasonable answers	☐	☐	☐	____ %
1. 23	Identifies or describes relationships between characters depicted in grade-appropriate text	☐	☐	☐	____ %
1. 24	Student describes different characteristics of dissimilar characters found in grade- appropriate text	☐	☐	☐	____ %
1. 25	Student identifies the consequence of an action found in grade- appropriate text	☐	☐	☐	____ %
1. 26	Identifies or repeats important information from the text	☐	☐	☐	____ %
1. 27	Answers questions about content read (or read-to)	☐	☐	☐	____ %
1. 28	Identify authors point of view (who is telling the story)	☐	☐	☐	____ %
1. 29	Separates fact from opinion	☐	☐	☐	____ %
1. 30	Student identifies sentences as exclamatory (exclamation point) when presented with written samples (which sentence is has an exclamation point?)or auditory samples (listen-is this sentence an exclamation?)	☐	☐	☐	____ %

Iowa Alternate Assessment 2008-2009 **Reading Rating Scale** **Grades 9-12**		Check the box if the skill was already mastered (75% accurate or higher, not prompted) (no evidence needed)	Check the box if the skill was not taught (no evidence needed)	Check the box if full physical or full verbal prompts were used (the child was given the answer) (supporting evidence required)	Student Performance in Percent Accurate, minimum 4 trials. Record most recent performance (supporting evidence required)
Reading Standard: Students can comprehend what they read in a variety of literary and informational texts					
1. 1	Knows some letters of the alphabet, as those in the student's own name	☐	☐	☐	____ %
1. 2	Identifies pictures of important places or people in the school or home environment	☐	☐	☐	____ %
1. 3	Identifies warning labels	☐	☐	☐	____ %
1. 4	Identifies or matches 20 words or symbols	☐	☐	☐	____ %
1. 5	Student differentiates small from large (which object is small? which object is large?)	☐	☐	☐	____ %
1. 6	Student orders small-to-large when given 3 same objects of different size found in grade-appropriate text (cups, books, etc).	☐	☐	☐	____ %
1. 7	Identifies purpose of reading (e.g., Why would I read this?- for information, for pleasure, to understand a specific viewpoint)	☐	☐	☐	____ %
1. 8	In grade appropriate text, understands vocabulary (e.g., synonyms, antonyms, homophones, multi-meaning words)	☐	☐	☐	____ %
1. 9	In grade-appropriate text, demonstrates understanding of idioms used in the text	☐	☐	☐	____ %
1. 10	Using grade-appropriate text, identifies the theme of the story	☐	☐	☐	____ %
1. 11	Describes the setting of the novel	☐	☐	☐	____ %
1. 12	Student identifies characters in a novel	☐	☐	☐	____ %
1. 13	Describes the plot from novel	☐	☐	☐	____ %
1. 14	In grade-appropriate text, student sequences 2 events (first-then)	☐	☐	☐	____ %

Iowa Alternate Assessment 2008-2009 **Reading Rating Scale** **Grades 9-12**		Check the box if the skill was already mastered (75% accurate or higher, not prompted) (no evidence needed)	Check the box if the skill was not taught (no evidence needed)	Check the box if full physical or full verbal prompts were used (the child was given the answer) (supporting evidence required)	Student Performance in Percent Accurate, minimum 4 trials. Record most recent performance (supporting evidence required)
1. 15	Identifies cause-and-effect in grade-appropriate text	☐	☐	☐	____ %
1. 16	Uses title of book, pictures, and text, to make predictions about what will happen next in a novel	☐	☐	☐	____ %
1. 17	In grade-appropriate text, student sequences 3 events (beginning, middle, end)	☐	☐	☐	____ %
1. 18	In grade-appropriate text, student sequences more than 3 events	☐	☐	☐	____ %
1. 19	Student correctly responds to “who” questions	☐	☐	☐	____ %
1. 20	Student correctly responds to “what” questions	☐	☐	☐	____ %
1. 21	Student correctly responds to “where” questions	☐	☐	☐	____ %
1. 22	Student responds to “why” questions with reasonable answers	☐	☐	☐	____ %
1. 23	Identifies or describes relationships between characters depicted in grade-appropriate text	☐	☐	☐	____ %
1. 24	Student describes different characteristics of characters found in grade-appropriate text	☐	☐	☐	____ %
1. 25	Student identifies common characteristics of dissimilar characters found in grade-appropriate text	☐	☐	☐	____ %
1. 26	Student identifies the consequence of an action found in grade-appropriate text	☐	☐	☐	____ %
1. 27	Identifies or repeats important information from the text	☐	☐	☐	____ %
1. 28	Answers questions about content read (or read-to)	☐	☐	☐	____ %
1. 29	Identify authors point of view (who is telling the story)	☐	☐	☐	____ %
1. 30	Separates fact from opinion	☐	☐	☐	____ %

Iowa Alternate Assessment 2008-2009 **Math Rating Scale** **Grades 3-5**		Check the box if the skill was already mastered (75% accurate or higher, not prompted) (no evidence needed)	Check the box if the skill was not taught (no evidence needed)	Check the box if full physical or full verbal prompts were used (the child was given the answer) (supporting evidence required)	Student Performance in Percent Accurate, minimum 4 trials. Record most recent performance (supporting evidence required)
Math Standard 1: Students can understand and apply a variety of math concepts					
1. 1	Interprets numerical answers on a calculator or computer display	☐	☐	☐	____ %
1. 2	Uses eye contact, eye gaze, blinking, reaching, head turn, or words, to identify symbols, shapes, or numbers	☐	☐	☐	____ %
1. 3	Matches items with similar attributes	☐	☐	☐	____ %
1. 4	Identifies odd numbers	☐	☐	☐	____ %
1. 5	Identifies or names multiples of 10 through 100	☐	☐	☐	____ %
1. 6	Identifies or finds number that is between two others (for example, 3, __, 5)	☐	☐	☐	____ %
1. 7	Uses multiples of 2 to solve a problem (for example, number of socks in a room)	☐	☐	☐	____ %
1. 8	Divides an object or set into 1/4ths	☐	☐	☐	____ %
1. 9	Applies concept of less than in real-life situations (for example, which team lost the game?)	☐	☐	☐	____ %
1. 10	Identifies or describes objects or sets by size (larger/smaller)	☐	☐	☐	____ %
1. 11	Solves an addition or subtraction story problem of whole numbers using objects, pictures, and/or symbols	☐	☐	☐	____ %
1. 12	Solves multiplication or division problems using objects, pictures, and/or symbols	☐	☐	☐	____ %
1. 13	Sort and classify objects by shape and color	☐	☐	☐	____ %
1. 14	Recognize equivalents using numbers and objects (i.e., 5 = ___ objects)	☐	☐	☐	____ %
1. 15	Identifies 1/2s	☐	☐	☐	____ %

Iowa Alternate Assessment 2008-2009 **Math Rating Scale Grades 3-5**		Check the box if the skill was already mastered (75% accurate or higher, not prompted) (no evidence needed)	Check the box if the skill was not taught (no evidence needed)	Check the box if full physical or full verbal prompts were used (the child was given the answer) (supporting evidence required)	Student Performance in Percent Accurate, minimum 4 trials. Record most recent performance (supporting evidence required)
1. 16	Identifies time using "today"	☐	☐	☐	____ %
1. 17	Identifies time using "yesterday"	☐	☐	☐	____ %
1. 18	Identifies time to the hour on an analog clock	☐	☐	☐	____ %
1. 19	Identifies time to the hour using a digital clock	☐	☐	☐	____ %
1. 20	Identifies "penny"	☐	☐	☐	____ %
1. 21	Identifies "dime"	☐	☐	☐	____ %
1. 22	Identifies that the value of a quarter is twenty-five cents	☐	☐	☐	____ %
Math Standard 2: Students can understand and apply methods of estimation					
2. 23	Identifies 1 of 2 items as "nearer" or "closer"	☐	☐	☐	____ %
2. 24	Estimates quantities through 20	☐	☐	☐	____ %
2. 25	Rounds up or down through 50	☐	☐	☐	____ %
2. 26	Estimates length to nearest unit of measure	☐	☐	☐	____ %
2. 27	Identifies numerals 0-5	☐	☐	☐	____ %
2. 28	Identifies numerals 40-50	☐	☐	☐	____ %
2. 29	Identifies numerals 50-100	☐	☐	☐	____ %
2. 30	Identifies or labels orders of first, second, and third	☐	☐	☐	____ %
2. 31	Identifies or labels orders of fifth, sixth, and seventh	☐	☐	☐	____ %
2. 32	When provided with costs like "$1.75," the student identifies that the next dollar is "$2.00"	☐	☐	☐	____ %

Iowa Alternate Assessment 2008-2009 **Math Rating Scale** **Grades 3-5**		Check the box if the skill was already mastered (75% accurate or higher, not prompted) (no evidence needed)	Check the box if the skill was not taught (no evidence needed)	Check the box if full physical or full verbal prompts were used (the child was given the answer) (supporting evidence required)	Student Performance in Percent Accurate, minimum 4 trials. Record most recent performance (supporting evidence required)
Math Standard 3: Students can solve a variety of math problems					
3. 33	Demonstrates 1 to 1 correspondence between objects	☐	☐	☐	____ %
3. 34	Counts up to 3 objects	☐	☐	☐	____ %
3. 35	Identifies, labels, or matches mathematical symbols of +, -, x, and ÷	☐	☐	☐	____ %
3. 36	Builds and extends patterns	☐	☐	☐	____ %
3. 37	Counts sets of dimes to $.50	☐	☐	☐	____ %
3. 38	Counts sets of quarters to $1.00	☐	☐	☐	____ %
3. 39	Rounds numbers up to the next "10" through 50	☐	☐	☐	____ %
3. 40	Uses number lines to solve problems	☐	☐	☐	____ %
Math Standard 4: Students can interpret data presented in a variety of ways					
4. 41	Identifies or answers questions about "most" summarized in a table	☐	☐	☐	____ %
4. 42	Identifies or answers questions about "least" summarized in a table	☐	☐	☐	____ %
4. 43	Identifies or labels bars in bar graphs as "longest" and "shortest"	☐	☐	☐	____ %
4. 44	Identifies or answers questions about "most" presented in a graph	☐	☐	☐	____ %
4. 45	Identifies or answers questions about "least" presented in a graph	☐	☐	☐	____ %

Iowa Alternate Assessment 2008-2009 **Math Rating Scale** **Grades 6-8**		Check the box if the skill was already mastered (75% accurate or higher, not prompted) (no evidence needed)	Check the box if the skill was not taught (no evidence needed)	Check the box if full physical or full verbal prompts were used (the child was given the answer) (supporting evidence required)	Student Performance in Percent Accurate, minimum 4 trials. Record most recent performance (supporting evidence required)
Math Standard 1: Students can understand and apply a variety of math concepts					
1. 1	Uses eye contact, eye gaze, blinking, reaching, head turn, or words to identify symbols, shapes, or numbers	☐	☐	☐	____ %
1. 2	Demonstrates 1 to 1 correspondence between objects	☐	☐	☐	____ %
1. 3	Counts up to 3 objects	☐	☐	☐	____ %
1. 4	Identifies “one more” than	☐	☐	☐	____ %
1. 5	Identifies numerals 0-10	☐	☐	☐	____ %
1. 6	Solves story problems using single-digit addition	☐	☐	☐	____ %
1. 7	Solves double-digit subtraction problems	☐	☐	☐	____ %
1. 8	Identifies or finds number that is between two others (for example, 3, __, 5)	☐	☐	☐	____ %
1. 9	Uses number lines to solve problems	☐	☐	☐	____ %
1. 10	Add or subtract whole numbers using objects, pictures, or symbols	☐	☐	☐	____ %
1. 11	Builds and extends basic patterns of linear functions (Now I have this, next I have this. How do I get from now to next?)	☐	☐	☐	____ %
1. 12	Matches items with similar attributes	☐	☐	☐	____ %
1. 13	Matches shape to like shape	☐	☐	☐	____ %
1. 14	Identifies or labels the shape, “circle”	☐	☐	☐	____ %
1. 15	Identifies or labels parallel lines	☐	☐	☐	____ %
1. 16	Differentiates 2-dimensional objects from 3-dimensional objects	☐	☐	☐	____ %

Iowa Alternate Assessment 2008-2009 **Math Rating Scale Grades 6-8**		Check the box if the skill was already mastered (75% accurate or higher, not prompted) (no evidence needed)	Check the box if the skill was not taught (no evidence needed)	Check the box if full physical or full verbal prompts were used (the child was given the answer) (supporting evidence required)	Student Performance in Percent Accurate, minimum 4 trials. Record most recent performance (supporting evidence required)
1. 17	Identifies perimeter of geometric shapes using grids and manipulatives	☐	☐	☐	____ %
1. 18	Identifies area of geometric shapes using grids and manipulatives	☐	☐	☐	____ %
1. 19	Sorts objects by size	☐	☐	☐	____ %
1. 20	Identifies time using “next year”	☐	☐	☐	____ %
1. 21	Identifies time using “last month”	☐	☐	☐	____ %
1. 22	Identifies time to the half-hour on an analog clock	☐	☐	☐	____ %
1. 23	Identifies time to the half-hour on a digital clock	☐	☐	☐	____ %
1. 24	Identifies or labels “penny”	☐	☐	☐	____ %
1. 25	Identifies or labels “ten-dollar bill”	☐	☐	☐	____ %
1. 26	Identifies values of coin combinations through $.50	☐	☐	☐	____ %
1. 27	Identifies coin and bill combinations through $15.00	☐	☐	☐	____ %
1. 28	Identifies 1/4s	☐	☐	☐	____ %
Math Standard 2: Students can understand and apply methods of estimation					
2. 29	Estimates quantities through 20	☐	☐	☐	____ %
2. 30	Rounds up or down through 50	☐	☐	☐	____ %
2. 31	When provided with costs like “$1.75,” the student identifies that the next dollar is “$2.00”	☐	☐	☐	____ %
2. 32	Estimates length to the nearest unit of measure (centimeter, inch, etc.)	☐	☐	☐	____ %
2. 33	Estimates answers to problems	☐	☐	☐	____ %
2. 34	Identify appropriate measurement tool	☐	☐	☐	____ %

Iowa Alternate Assessment 2008-2009 **Math Rating Scale Grades 6-8**		Check the box if the skill was already mastered (75% accurate or higher, not prompted) (no evidence needed)	Check the box if the skill was not taught (no evidence needed)	Check the box if full physical or full verbal prompts were used (the child was given the answer) (supporting evidence required)	Student Performance in Percent Accurate, minimum 4 trials. Record most recent performance (supporting evidence required)
2. 35	Identify appropriate unit of measurement (tsp, cup, gallon)	☐	☐	☐	____ %
2. 36	Apply measurement concepts to solve real-life problems (cooking, construction, maps)	☐	☐	☐	____ %
Math Standard 3: Students can solve a variety of math problems					
3. 37	Orders items first, second, and third	☐	☐	☐	____ %
3. 38	Recognizes item placement as first and last	☐	☐	☐	____ %
3. 39	Counts sets of dimes to $1.00	☐	☐	☐	____ %
3. 40	Interpret information using X and Y axes of a bar or line graph	☐	☐	☐	____ %
3. 41	Identifies or labels: bar graph, circle graph, histogram	☐	☐	☐	____ %
Math Standard 4: Students can interpret data presented in a variety of ways					
4. 42	Identifies or answers questions about “mode” presented in a graph	☐	☐	☐	____ %
4. 43	Uses or selects tally marks to summarize data	☐	☐	☐	____ %
4. 44	Identifies or answers question about “least” summarized in a table	☐	☐	☐	____ %
4. 45	Identifies or labels trends as increasing or decreasing when provided with a line graph	☐	☐	☐	____ %

Iowa Alternate Assessment 2008-2009 **Math Rating Scale** **Grades 9-12**		Check the box if the skill was already mastered (75% accurate or higher, not prompted) (no evidence needed)	Check the box if the skill was not taught (no evidence needed)	Check the box if full physical or full verbal prompts were used (the child was given the answer) (supporting evidence required)	Student Performance in Percent Accurate, minimum 4 trials. Record most recent performance (supporting evidence required)
Math Standard 1: Students can understand and apply a variety of math concepts					
1. 1	Counts up to 3 objects	☐	☐	☐	____ %
1. 2	Identifies numerals 0-10	☐	☐	☐	____ %
1. 3	Divides an object or set into 1/4s	☐	☐	☐	____ %
1. 4	Orders items as 1st, 2nd, and 3rd	☐	☐	☐	____ %
1. 5	Recognizes items as 1st or last	☐	☐	☐	____ %
1. 6	Differentiates whole numbers from decimals	☐	☐	☐	____ %
1. 7	Differentiates fractions from decimals	☐	☐	☐	____ %
1. 8	Solves single-digit story problems using addition	☐	☐	☐	____ %
1. 9	Solves double-digit subtraction problems	☐	☐	☐	____ %
1. 10	Answers questions using multiplication facts through 9	☐	☐	☐	____ %
1. 11	Identifies correct operation to solve story problems	☐	☐	☐	____ %
1.12	Identifies or finds number that is between two others (for example, 3, __, 5)	☐	☐	☐	____ %
1.13	Uses number lines to solve problems	☐	☐	☐	____ %
1. 14	Add or subtract whole numbers, objects, pictures, or symbols	☐	☐	☐	____ %
1. 15	Builds and extends basic patterns of linear functions (now I have this, next I have this. How do I get from now to next?)	☐	☐	☐	____ %
1. 16	Identifies time using "next year"	☐	☐	☐	____ %
1. 17	Identifies time using "last month"	☐	☐	☐	____ %
1. 18	Identifies time to the half-hour on an analog clock	☐	☐	☐	____ %

Iowa Alternate Assessment 2008-2009 **Math Rating Scale** **Grades 9-12**		Check the box if the skill was already mastered (75% accurate or higher, not prompted) (no evidence needed)	Check the box if the skill was not taught (no evidence needed)	Check the box if full physical or full verbal prompts were used (the child was given the answer) (supporting evidence required)	Student Performance in Percent Accurate, minimum 4 trials. Record most recent performance (supporting evidence required)
1. 19	Identifies time to the quarter-hour using a digital clock	☐	☐	☐	____ %
1. 20	Identifies or labels “one-dollar bill”	☐	☐	☐	____ %
1. 21	Identifies or labels “twenty-dollar bill”	☐	☐	☐	____ %
1. 22	Identify and explain the relationship between coins and dollars (i.e., 10 dimes = $1.00)	☐	☐	☐	____ %
1. 23	Identifies values of coin combinations through $1.00	☐	☐	☐	____ %
1. 24	Demonstrates coin and bill combinations through $20.00 using real-life situations	☐	☐	☐	____ %
1. 25	Identifies or labels the shape, “circle”	☐	☐	☐	____ %
1. 26	Identifies or labels parallel lines	☐	☐	☐	____ %
1. 27	Differentiates 2-dimensional objects from 3-dimensional objects	☐	☐	☐	____ %
1. 28	Estimates length to the nearest centimeter	☐	☐	☐	____ %
1. 29	Uses manipulatives or objects to identify circumference of circles	☐	☐	☐	____ %
1. 30	Identifies area of geometric shapes using grids and manipulatives	☐	☐	☐	____ %
Math Standard 2: Students can understand and apply methods of estimation					
2. 31	Rounds up or down through 50	☐	☐	☐	____ %
2. 32	When provided with costs like "$1.75," the student identifies that the next dollar is "$2.00"	☐	☐	☐	____ %
2. 33	Estimates answers to problems	☐	☐	☐	____ %

Iowa Alternate Assessment 2008-2009 **Math Rating Scale** **Grades 9-12**		Check the box if the skill was already mastered (75% accurate or higher, not prompted) (no evidence needed)	Check the box if the skill was not taught (no evidence needed)	Check the box if full physical or full verbal prompts were used (the child was given the answer) (supporting evidence required)	Student Performance in Percent Accurate, minimum 4 trials. Record most recent performance (supporting evidence required)
Math Standard 3: Students can solve a variety of math problems					
3. 34	Create and solve a real world problem involving an unknown using appropriate tools (number strips, manipulatives, calculator, mental math, etc.)	☐	☐	☐	____ %
3. 35	Understands the commutative property (2 things in different orders equals the same outcome)	☐	☐	☐	____ %
3. 36	Understands if the student has sufficient money to purchase a preferred item	☐	☐	☐	____ %
Math Standard 4: Students can interpret data presented in a variety of ways					
4. 37	Identifies or answers questions about "mode" presented in a graph	☐	☐	☐	____ %
4. 38	Collect data and create a graph. Interpret the results	☐	☐	☐	____ %
4. 39	Collect data and create 2 different types of graphs	☐	☐	☐	____ %
4. 40	Identifies or answers questions about "least" summarized in a table	☐	☐	☐	____ %

Iowa Alternate Assessment 2008-2009 **Science Rating Scale** **Grade 5**		Check the box if the skill was already mastered (75% accurate or higher, not prompted) (no evidence needed)	Check the box if the skill was not taught (no evidence needed)	Check the box if full physical or full verbal prompts were used (the child was given the answer) (supporting evidence required)	Student Performance in Percent Accurate, minimum 4 trials. Record most recent performance (supporting evidence required)
Science Standard 1: Students can understand and apply skills used in scientific inquiry					
1. 1	Identifies or states purpose of an experiment being conducted in class	☐	☐	☐	____ %
1. 2	Uses scientific tools for measurement of length (ruler)	☐	☐	☐	____ %
1. 3	Uses scientific tools for measurement of mass (scale)	☐	☐	☐	____ %
1. 4	Uses scientific tools for measurement of volume (teaspoons, measuring cups, beakers)	☐	☐	☐	____ %
1. 5	Identifies safe behaviors at home, at play and at school	☐	☐	☐	____ %
1. 6	Draws conclusions from observations	☐	☐	☐	____ %
1. 7	Identifies or describes (using words or pictures) what happened during an experiment	☐	☐	☐	____ %
Science Standard 2: Students can understand concepts and relationships in life science					
2. 8	Identifies parts of the human body like head, nose, arms, legs, hands, feet	☐	☐	☐	____ %
2. 9	Categorizes plants based on size (small, medium, large)	☐	☐	☐	____ %
2. 10	Categories animals that live on land and those that live in water	☐	☐	☐	____ %
2. 11	Identifies family members across 2 generations	☐	☐	☐	____ %
2. 12	Selects appropriate clothes for different weather conditions	☐	☐	☐	____ %
2. 13	Follows safety rules at school	☐	☐	☐	____ %
2. 14	Follows health rules at school (hand washing, use of tissues)	☐	☐	☐	____ %
2. 15	Demonstrates basic hygiene skills	☐	☐	☐	____ %

Iowa Alternate Assessment 2008-2009 **Science Rating Scale** **Grade 5**		Check the box if the skill was already mastered (75% accurate or higher, not prompted) (no evidence needed)	Check the box if the skill was not taught (no evidence needed)	Check the box if full physical or full verbal prompts were used (the child was given the answer) (supporting evidence required)	Student Performance in Percent Accurate, minimum 4 trials. Record most recent performance (supporting evidence required)
Science Standard 3: Students can understand concepts and relationships in Earth/space sciences					
3.16	Identifies and discriminates a variety of earth materials (e.g., rocks, pebbles, and sand)	☐	☐	☐	____ %
3 .17	Uses appropriate qualitative labels to describe properties of earth materials (wet, hard, etc.)	☐	☐	☐	____ %
3. 18	Classify earth materials as soil, water, sand, or rock	☐	☐	☐	____ %
3. 19	Draws or identifies pictures of earth objects like land, plants, animals, people, clouds, the sun, stars, bodies of water, mountains.	☐	☐	☐	____ %
3. 20	Classifies objects based on states of matter (ice, liquid, and steam)	☐	☐	☐	____ %
3. 21	Compares and makes conclusions about mixture v. solutions	☐	☐	☐	____ %
3. 22	Indicates that stars are visible at night.	☐	☐	☐	____ %
3 .23	Labels or identifies: “sun,” “earth,” and “moon”	☐	☐	☐	____ %
Science Standard 4: Students can understand concepts and relationships in physical science					
4 .24	Identifies the concept of “force”	☐	☐	☐	____ %
4 .25	Draws conclusions that objects move *at different speeds* based on the amount of force applied	☐	☐	☐	____ %
4 .26	Form conclusions that different forms of energy are experienced through the senses (heat, sound, light, mechanical)	☐	☐	☐	____ %
4 .27	Recognizes that when a ball is pushed, it moves	☐	☐	☐	____ %
4 .28	Identifies fire as a source of heat	☐	☐	☐	____ %
4 .29	Given 2 liquids of different viscosity, the child appropriately identifies one as “more” viscous and the other as “less” viscous	☐	☐	☐	____ %
4 .30	Classify the speed of moving objects as fast or slow	☐	☐	☐	____ %

Iowa Alternate Assessment 2008-2009 **Science Rating Scale** **Grade 8**		Check the box if the skill was already mastered (75% accurate or higher, not prompted) (no evidence needed)	Check the box if the skill was not taught (no evidence needed)	Check the box if full physical or full verbal prompts were used (the child was given the answer) (supporting evidence required)	Student Performance in Percent Accurate, minimum 4 trials. Record most recent performance (supporting evidence required)
Science Standard 1: Students can understand and apply skills used in scientific inquiry					
1.1	Identifies or states purpose of an experiment being conducted in class	☐	☐	☐	____ %
1. 2	Compares and makes conclusions about objects to determine differences in size (shorter/longer)	☐	☐	☐	____ %
1. 3	Compares and makes conclusions about objects of different weights to determine which is heavier/lighter	☐	☐	☐	____ %
1. 4	Observe items and draw conclusions as to texture (rough/smooth)	☐	☐	☐	____ %
1. 5	Observe items and draw conclusions as to the viscosity of different liquids	☐	☐	☐	____ %
1. 6	Observe items and draw conclusions about temperature (warmer/colder)	☐	☐	☐	____ %
1. 7	Labels the steps of the scientific process	☐	☐	☐	____ %
1. 8	Uses scientific tools for measurement of length (ruler)	☐	☐	☐	____ %
1. 9	Uses scientific tools of measurement of mass (scale)	☐	☐	☐	____ %
1. 10	Uses scientific tools of measurement of volume (teaspoons, measuring cups, beakers)	☐	☐	☐	____ %
1. 11	Draws conclusions from observations	☐	☐	☐	____ %
1. 12	Describes results and draws conclusions after an investigation	☐	☐	☐	____ %

Iowa Alternate Assessment 2008-2009 **Science Rating Scale** **Grade 8**		Check the box if the skill was already mastered (75% accurate or higher, not prompted) (no evidence needed)	Check the box if the skill was not taught (no evidence needed)	Check the box if full physical or full verbal prompts were used (the child was given the answer) (supporting evidence required)	Student Performance in Percent Accurate, minimum 4 trials. Record most recent performance (supporting evidence required)
Science Standard 2: Students can understand concepts and relationships in life science					
2. 13	Given a variety of animals, identifies appropriate food sources	☐	☐	☐	____ %
2. 14	Identify and categorize types of fossils	☐	☐	☐	____ %
2. 15	Recognize that organisms not provided with food or water will die	☐	☐	☐	____ %
2. 16	Classifies the parts of a food chain (animals (including humans), plants, decomposers)	☐	☐	☐	____ %
2. 17	Identifies or produces a “complete” food chain (includes sun, producer, consumer)	☐	☐	☐	____ %
2. 18	Form conclusions about what happens when an area becomes overpopulated (for example, the deer population) (natural resources become less available)	☐	☐	☐	____ %
Science Standard 3: Students can understand concepts and relationships in Earth/space sciences					
3. 19	Differentiates solid rocks from soils	☐	☐	☐	____ %
3. 20	Classify earth materials as soil, water, sand, or rock	☐	☐	☐	____ %
3. 21	Identify earth materials that may appear in different land forms	☐	☐	☐	____ %
3. 22	Identify distinctive land forms (water, river, lake, beach, mountain, valley)	☐	☐	☐	____ %
3. 23	Recognizes that the surface of the earth changes by different processes and/or natural events (earthquakes, volcanoes, floods, erosion)	☐	☐	☐	____ %
3. 24	Labels, points to, or describes characteristics of clouds (color, shape)	☐	☐	☐	____ %
3. 25	Identify the sun, moon, and stars	☐	☐	☐	____ %
3. 26	Investigate the effect of sunlight on living things	☐	☐	☐	____ %
3. 27	Labels phases of the moon	☐	☐	☐	____ %

Iowa Alternate Assessment 2008-2009 **Science Rating Scale** **Grade 8**		Check the box if the skill was already mastered (75% accurate or higher, not prompted) (no evidence needed)	Check the box if the skill was not taught (no evidence needed)	Check the box if full physical or full verbal prompts were used (the child was given the answer) (supporting evidence required)	Student Performance in Percent Accurate, minimum 4 trials. Record most recent performance (supporting evidence required)
Science Standard 4: Students can understand concepts and relationships in physical science.					
4. 28	Understands when balls are pushed, they roll	☐	☐	☐	____ %
4. 29	Understands when objects are dropped, they fall to the ground	☐	☐	☐	____ %
4. 30	Observe and draw conclusions that objects can move at different speeds	☐	☐	☐	____ %
4. 31	Observe and draw conclusions that objects can move at different speeds based on the amount of force applied	☐	☐	☐	____ %
4. 32	Explain what happens when mixing oil and water	☐	☐	☐	____ %
4. 33	Answers questions about changes in color of liquids that occur when food color is added to liquids	☐	☐	☐	____ %
4. 34	Describes what happens to water at different temperatures (liquid/ice)	☐	☐	☐	____ %
4. 35	Answers questions demonstrating knowledge that one characteristic of the sun is heat	☐	☐	☐	____ %

Iowa Alternate Assessment 2008-2009 **Science Rating Scale** **Grade 11**		Check the box if the skill was already mastered (75% accurate or higher, not prompted) (no evidence needed)	Check the box if the skill was not taught (no evidence needed)	Check the box if full physical or full verbal prompts were used (the child was given the answer) (supporting evidence required)	Student Performance in Percent Accurate, minimum 4 trials. Record most recent performance (supporting evidence required)
Science Standard 1: Students can understand and apply skills used in scientific inquiry					
1.1	Identifies or states purpose of an experiment being conducted in class	☐	☐	☐	____ %
1.2	Compares and makes conclusions about objects to determine differences in size (shorter/longer)	☐	☐	☐	____ %
1.3	Compares and makes conclusions about objects to determine differences in weight (heavier/lighter)	☐	☐	☐	____ %
1. 4	Observe and draw conclusions as to texture (rough/smooth)	☐	☐	☐	____ %
1. 5	Observe and draw conclusions about viscosity of different liquids	☐	☐	☐	____ %
1. 6	Observe and draw conclusions about temperature (warmer/colder)	☐	☐	☐	____ %
1. 7	Answers question about the scientific process	☐	☐	☐	____ %
1. 8	Draws conclusions in an experiment	☐	☐	☐	____ %
1. 9	Selects and uses scientific tools for measurement (length)	☐	☐	☐	____ %
1. 10	Selects and uses scientific tools for measurement of mass (scale)	☐	☐	☐	____ %
1. 11	Selects and uses scientific tools for measurement of volume (teaspoons, measuring cups, beakers)	☐	☐	☐	____ %
1. 12	Classify items, organize the data, and represent in a chart, table, or graph	☐	☐	☐	____ %
1. 13	Identify, investigate, and form conclusions about patterns and trends (order sequence)	☐	☐	☐	____ %
1. 14	Demonstrates safe techniques for investigation	☐	☐	☐	____ %

Iowa Alternate Assessment 2008-2009 **Science Rating Scale** **Grade 11**		Check the box if the skill was already mastered (75% accurate or higher, not prompted) (no evidence needed)	Check the box if the skill was not taught (no evidence needed)	Check the box if full physical or full verbal prompts were used (the child was given the answer) (supporting evidence required)	Student Performance in Percent Accurate, minimum 4 trials. Record most recent performance (supporting evidence required)
Science Standard 2: Students can understand concepts and relationships in life science					
2. 15	Identifies and discriminates a variety of species: wild animals, plants, and humans	☐	☐	☐	____ %
2. 16	Identifies or characterizes some animals as predators to other animals	☐	☐	☐	____ %
2. 17	Conduct an investigation, analyze data, and form a conclusion to demonstrate that variations in data exist (differences in height, eye color, variations between leaves, etc.)	☐	☐	☐	____ %
2. 18	Conduct and analyze an investigation with a plant to determine how the environment effects its growth	☐	☐	☐	____ %
2. 19	Classify the parts of a food chain (animals (including humans), plants, humans, decomposers)	☐	☐	☐	____ %
2. 20	Specify and explain the relationships between the steps of a food chain (sun, producers, consumers)	☐	☐	☐	____ %
2. 21	Identify that food sources come from the environment (bread comes from wheat)	☐	☐	☐	____ %
Science Standard 3: Students can understand concepts and relationships in Earth/space sciences					
3. 22	Form conclusions about how land forms were created	☐	☐	☐	____ %
3. 23	Identify differences in rocks (color, texture, composition)	☐	☐	☐	____ %
3. 24	Identify weather through observation (clouds, temperature, wind, rain, and snow)	☐	☐	☐	____ %
3. 25	Organize and graph qualitative observations about weather (clouds, temperature, wind, rain, snow)	☐	☐	☐	____ %
3. 26	Identify materials/clothing/recreation/ transportation appropriate to the weather	☐	☐	☐	____ %

Iowa Alternate Assessment 2008-2009 **Science Rating Scale Grade 11**		Check the box if the skill was already mastered (75% accurate or higher, not prompted) (no evidence needed)	Check the box if the skill was not taught (no evidence needed)	Check the box if full physical or full verbal prompts were used (the child was given the answer) (supporting evidence required)	Student Performance in Percent Accurate, minimum 4 trials. Record most recent performance (supporting evidence required)
3. 27	Recognize and identify states of water (solid, liquid, gas)	☐	☐	☐	____ %
3. 28	Form a conclusion based on precipitation (snow, hail, rain)	☐	☐	☐	____ %
3. 29	Identify uses of water (bathing, drinking, cooking, recreation, etc.)	☐	☐	☐	____ %
3. 30	Recognize and identify ways to conserve water	☐	☐	☐	____ %
3. 31	Analyze effects of the water cycle on living organisms (precipitation, evaporation, condensation)	☐	☐	☐	____ %
Science Standard 4: Students can understand concepts and relationships in physical science					
4. 32	Accurately predicts how far a ball will roll if pushed (acceleration and velocity)	☐	☐	☐	____ %
4. 33	Draws conclusions whether magnets will repel (separate) or attract (come together)	☐	☐	☐	____ %
4. 34	Make comparisons between different types and quantities of batteries	☐	☐	☐	____ %
4. 35	Classify mixtures as homogeneous and heterogeneous (salt water is homogeneous and chocolate chip cookie batter is heterogeneous)	☐	☐	☐	____ %
4. 36	Graph objects based on physical properties (textures, living vs. nonliving, type of object)	☐	☐	☐	____ %
4. 37	Investigate how different things can be made from the same materials (wood=furniture, paper, etc.)	☐	☐	☐	____ %
4. 38	Investigate how combining two or more materials may result in a product that has different properties than original materials (home-made ice cream, pottery, etc.)	☐	☐	☐	____ %
4. 39	Analyze and evaluate given data to determine states of matter of an object (solid, liquid, gas)	☐	☐	☐	____ %
4. 40	Observe and draw conclusions that objects can move at different speeds based on the amount of force applied	☐	☐	☐	____ %

Appendix B

Framework of Low-to-Moderate Difficulty Skills

[Aligned with Grade Level Content for Reading (Math and Science content were not formatted in ways to be included in this manual]

Grade	GL Benchmark	Skill
1	Answers literal questions about independently read text	Responds to simple questions about a book's content
1	Answers literal questions about independently read texts	Responds to simple questions about a story's content
1	Compares and/or contrasts books about the same topic or concept	Uses prior knowledge and experience and new information to compare and/or contrast books
1	Compares and/or contrasts one story to another	Uses prior knowledge and experience to compare and/or contrast stories
1	Draws conclusions	Responds to questions asking the reader to use text information to come to a decision about a story element (such as a character's motive, trait, or action, the setting, etc.)
1	Knows stories have a problem and a solution	Determines the solution to the problem of a read aloud story
1	Knows stories have a problem and a solution	Recognizes the problem of a story that has been read aloud
1	Knows stories have a theme, characters, a setting, and important events	Discusses characters, setting, and events of a story after listening to a read aloud
1	Knows stories have a theme, characters, a setting, and important events	Identifies characters, setting, and events of a story
1	Knows stories have a theme, characters, a setting, and important events	Identifies the theme in some stories
1	Knows stories have a theme, characters, a setting, and important events	Responds to questions about the traits, feelings, and actions of characters in a story
1	Knows the difference between fiction and informational text	Categorizes a group of print materials into fiction and informational text based on defined characteristics
1	Knows the difference between fiction and informational text	Compares fiction text to informational text, noting similarities and differences
1	Knows the difference between fiction and nonfiction	Categorizes a group of books into fiction and nonfiction based on defined characteristics
1	Knows the difference between fiction and nonfiction	Compares fiction text to nonfiction text, noting similarities and differences
1	Knows the parts of an informational book	Identifies parts of informational books
1	Knows the parts of an informational book	States purpose for parts of informational books
1	Knows the parts of an informational book	Uses parts of informational books to extend meaning
1	Knows the purpose of informational text is to inform	Completes this stem: "I learned ...."
1	Knows the purpose of informational text is to inform	Identifies the purpose for an informational text in oral discussion and/or written response
1	Learns new vocabulary	Collects new words
1	Learns new vocabulary	Engages in word play
1	Learns new vocabulary	Learns new words from talk, read aloud books, and independently read books
1	Learns new vocabulary	Notices words they don't know when they are read to, talked with, or read themselves and guesses what the words might mean
1	Learns new vocabulary	Talks about new words and their meanings as they are encountered in books and conversation
1	Learns new vocabulary	Uses new words in discussion, conversation, and written response
1	Makes predictions and/or draws conclusions based on picture clues, text information, and prior knowledge and experience about the topic or concept	Uses picture clues, text content, and/or prior knowledge to draw conclusions about text information
1	Makes predictions and/or draws conclusions based on picture clues, text information, and prior knowledge and experience about the topic or concept	Uses picture clues, text content, and/or prior knowledge to make predictions about what the text is going to be about
1	Makes simple predictions	Supports predictions using text clues and/or prior knowledge and experience
1	Makes simple predictions	Uses picture clues, story content, and/or prior knowledge to make predictions about what is going to happen and/or happen next in a story
1	Monitors whether the story is making sense to them when listening to stories read aloud and when reading independently	Answers questions about the story
1	Monitors whether the story is making sense to them when listening to stories read aloud and when reading independently	Asks questions about the story
1	Monitors whether the story is making sense to them when listening to stories read aloud and when reading independently	Makes connections to the story using prior knowledge and experience
1	Monitors whether the story is making sense to them when listening to stories read aloud and when reading independently	Makes statements about the story that reflect understanding
1	Monitors whether the text is making sense when listening to text read aloud	Answers questions about the text
1	Monitors whether the text is making sense when listening to text read aloud	Asks questions about the text

1	Monitors whether the text is making sense when listening to text read aloud	Makes statements about the text that reflect understanding
1	Monitors whether the text is making sense when reading independently	Locates the main idea of a paragraph
1	Monitors whether the text is making sense when reading independently	Mentally states the main idea
1	Monitors whether the text is making sense when reading independently	Questions the text while reading
1	Monitors whether the text is making sense when reading independently	Uses background knowledge and experience to understand new information
1	Monitors whether the text is making sense when reading independently	Uses rereading strategies
1	Recalls information from a story by sequencing events	Sequences events in a story
1	Recalls information from a story by sequencing events	Uses the beginning, middle, and end of a story to locate/recall information
1	Recalls information from the text	States facts about the topic or concept after reading text
1	Recalls information from the text	States the big ideas
1	Recognizes a variety of informational text such as magazines	Identifies a particular type of informational text
1	Recognizes a variety of informational text such as magazines	Listens to a variety of informational text
1	Recognizes a variety of informational text such as magazines	Participates in discussions about characteristics of informational texts
1	Recognizes a variety of informational text such as magazines	Participates in discussions comparing informational texts
1	Recognizes a variety of informational text such as magazines	Participates in shared reading experiences of informational text
1	Recognizes a variety of informational text such as magazines	Reads a variety of informational text
1	Recognizes a variety of informational text such as magazines, newspapers, dictionaries, and topic-specific text	Distinguishes between a variety of informational text
1	Recognizes a variety of literary texts	Listens to a variety of literary texts
1	Recognizes a variety of literary texts	Participates in discussions about the characteristics of literary texts
1	Recognizes a variety of literary texts	Participates in discussions comparing literary texts
1	Recognizes a variety of literary texts	Participates in shared reading experiences
1	Responds to literature using oral, written, visual, and/or kinesthetic means	Acts out stories
1	Responds to literature using oral, written, visual, and/or kinesthetic means	Asks for books to be read aloud
1	Responds to literature using oral, written, visual, and/or kinesthetic means	Chooses to read during free time
1	Responds to literature using oral, written, visual, and/or kinesthetic means	Identifies favorite books and stories
1	Responds to literature using oral, written, visual, and/or kinesthetic means	Makes connections to the story using prior knowledge and experience
1	Responds to literature using oral, written, visual, and/or kinesthetic means	States opinion about or evaluates what was read
1	Responds to literature using oral, written, visual, and/or kinesthetic means	Talks about books with a partner
1	Responds to literature using oral, written, visual, and/or kinesthetic means	Writes or draws to express understanding of story
1	Responds to text using oral, written, visual, and/or kinesthetic means	Asks for informational text to be read aloud
1	Responds to text using oral, written, visual, and/or kinesthetic means	Chooses to read informational text during free time
1	Responds to text using oral, written, visual, and/or kinesthetic means	Identifies favorite informational books and topics
1	Responds to text using oral, written, visual, and/or kinesthetic means	Makes connections to informational text using prior knowledge and personal experience
1	Responds to text using oral, written, visual, and/or kinesthetic means	Relates new information that has been learned about a topic
1	Responds to text using oral, written, visual, and/or kinesthetic means	Responds to questions about informational text
1	Responds to text using oral, written, visual, and/or kinesthetic means	Talks about informational text with a partner
1	Responds to text using oral, written, visual, and/or kinesthetic means	Writes or draws to express understanding of text
1	Retells story in own words	Acts out a story including predetermined elements
1	Retells story in own words	Retells a story in own words and includes predetermined elements
1	Summarizes and/or paraphrases main ideas from	Makes connections about topic to self or other text

	informational text	
1	Summarizes and/or paraphrases main ideas from informational text	States the big ideas in own words and includes supporting details
1	Understands patterns exist in a variety of literary texts	Listens to a variety of patterned texts
1	Understands patterns exist in a variety of literary texts	Listens to a variety of patterned texts
1	Understands patterns exist in a variety of literary texts	Participates in discussions that compare text that contain patterns
1	Understands patterns exist in a variety of literary texts	Participates in discussions that compare text that contain patterns
1	Understands patterns exist in a variety of literary texts	Participates in discussions that identify themes
1	Understands patterns exist in a variety of literary texts	Participates in discussions that identify themes
1	Understands patterns exist in a variety of literary texts	Participates in shared reading of patterned text
1	Understands patterns exist in a variety of literary texts	Participates in shared reading of patterned text
1	Understands patterns exist in a variety of literary texts	Rereads patterned text to a partner
1	Understands patterns exist in a variety of literary texts	Rereads patterned text to a partner
1	Understands story events follow a sequence	Demonstrates understanding of story sequence through retellings
1	Understands story events follow a sequence	Demonstrates understanding of story sequence through sequencing activities, such as putting pictorial events from a story in the correct sequence or drawing story boxes showing sequence
1	Understands story events follow a sequence	Draws a conclusion based on story events
1	Understands story events follow a sequence	Makes a prediction based on story events
1	Understands the difference between fantasy and realistic fiction	Categorizes a group of books into fantasy and realistic fiction based on defined characteristics
1	Understands the difference between fantasy and realistic fiction	Compares fantasy to realistic fiction, noting similarities and differences
1	Understands the difference between fantasy and realistic fiction	Listens to a variety of fantasy and realistic text
1	Understands the difference between fantasy and realistic fiction	Selects a balance of fantasy stories and realistic fiction to read
1	Uses new vocabulary learned from text in oral discussions and/or written responses about the topic or concept	Collects new words
1	Uses new vocabulary learned from text in oral discussions and/or written responses about the topic or concept	Learns new words from talk, read aloud books, and independently read books
1	Uses new vocabulary learned from text in oral discussions and/or written responses about the topic or concept	Notices words they don't know when they are read to, talked with, or read themselves, and guesses what the words might mean
1	Uses new vocabulary learned from text in oral discussions and/or written responses about the topic or concept	Talks about new words and their meanings as they are encountered in books and conversation
1	Uses new vocabulary learned from text in oral discussions and/or written responses about the topic or concept	Uses new words in discussion, conversation, and written response
1	Uses pictures, titles, headings, charts, diagrams, graphs, and labels to gain meaning from text	Identifies text features and their purpose
1	Uses pictures, titles, headings, charts, diagrams, graphs, and labels to gain meaning from text	Uses text features to support oral and written responses regarding the topic or concept (e.g., predictions, conclusions, inferences, summarizations, etc.)
1	Visualizes the story	
1	Visualizes the topic of the text	Demonstrates visualization by drawing pictures about the topic or concept, discussing images from the text, or dictating simple information learned from the text
1	Converts written word to spoken word	Breaks words into chunks ready to be blended
1	Converts written word to spoken word	Extracts chunks of several letters (e.g., ing, est, ight, ought)
1	Converts written word to spoken word	Reads simple texts containing letter-sound correspondences and high-frequency words
1	Converts written word to spoken word	Reads the same word in the same way across contexts
1	Converts written word to spoken word	Recognizes by sight a minimum of 100 high-frequency words
1	Converts written word to spoken word	Recognizes word families and chunks of familiar words when they are present in a new word
1	Converts written word to spoken word	Uses familiar word patterns to decode unknown words
1	Converts written word to spoken word	
1	Converts written word to spoken word	Uses knowledge of vowels (short, long, vowel teams, r-controlled) to figure out unfamiliar words
1	Converts written word to spoken word	Uses onsets and rimes to create new words that include blends and diagraphs
1	Knows by sight a minimum of 100 high-frequency words	Reads instantly many four- and five-letter words
1	Knows the correspondences between speech sounds and the letters or letter combinations that represent these sounds	Blends onsets and rimes to form words by blending separately spoken phonemes to make a meaningful one-syllable word

1	Knows the correspondences between speech sounds and the letters or letter combinations that represent these sounds	Distinguishes between short vowels and long vowels using the "rule of silent e"
1	Knows the correspondences between speech sounds and the letters or letter combinations that represent these sounds	Identifies and separates the sounds of single-syllable words (the onset and rime) by saying each sound aloud
1	Knows the correspondences between speech sounds and the letters or letter combinations that represent these sounds	Identifies initial and final consonants
1	Knows the correspondences between speech sounds and the letters or letter combinations that represent these sounds	Matches combinations of speech sound (e.g., blends) with letter combinations
1	Knows the correspondences between speech sounds and the letters or letter combinations that represent these sounds	Matches single letter vowel (long and short) sounds with the individual letter symbols
1	Knows the correspondences between speech sounds and the letters or letter combinations that represent these sounds	Matches some consonant sounds with the most common combinations of two-letter symbols (digraphs)
1	Knows the correspondences between speech sounds and the letters or letter combinations that represent these sounds	Recognizes and pronounces r-controlled vowels and matches them to their letter combinations
1	Knows the correspondences between speech sounds and the letters or letter combinations that represent these sounds	Recognizes and pronounces some combinations of vowels (vowel teams) and matches them to their letter combinations
1	Knows the correspondences between speech sounds and the letters or letter combinations that represent these sounds	Recognizes rhyming
1	Knows the names of the letters of the alphabet and can identify them by name in any context	Identifies or writes any letter(s) in any order without an alphabet chart
1	Knows the names of the letters of the alphabet and can identify them by name in any context	Recognizes and names all upper and lower case letters in any context, in isolation, and in common fonts or handwriting, other than cursive
1	Knows the names of the letters of the alphabet and can identify them by name in any context	Recognizes and says the common sounds of all letters and writes a letter that goes with a spoken sound
1	Knows the names of the letters of the alphabet and can identify them by name in any context	Uses knowledge of sounds and letters to write phonetically, representing consonant sounds with single letters in the correct sequence
1	Knows the parts of a book	Identifies the parts of a book
1	Knows the parts of a book	Shows a specific part of a book when asked
1	Knows the parts of a book	States what the parts of a book can be used for
1	Knows the structural features of written text	Uses the structural features of written text to locate information
1	Makes and supports predictions	Supports predictions using text evidence and prior experience and knowledge
1	Makes and supports predictions	Uses pictures to make predictions about a story
1	Makes and supports predictions	Uses text clues to make predictions about a story
1	Reads aloud independently at a minimum Level I by the end of first grade (books previewed for them, using intonation, pauses and emphasis that signal the structure of the sentence and the meaning of the text)	Recreates the words of the text with fluent intonation and phrasing
1	Reads aloud independently at a minimum Level I by the end of first grade (books previewed for them, using intonation, pauses and emphasis that signal the structure of the sentence and the meaning of the text)	Retells the gist of the print material read
1	Reads aloud independently at a minimum Level I by using intonation, pauses and emphasis that signal the the end of first grade (books previewed for them, structure of the sentence and the meaning of the text)	Reads independently a wide variety of print materials (e.g., trade books, magazines, newspapers, etc.) with fluency and expression
1	Reads grade appropriate books--at a minimum, Level I (books they have not seen before, but have been previewed for them, with 90% or better accuracy of word recognition--self-correction allowed)	Gets most of the words correct
1	Reads grade appropriate books--at a minimum, Level I (books they have not seen before, but have been previewed for them, with 90% or better accuracy of word recognition--self-correction allowed)	Reads words in sequence
1	Reads grade appropriate books--at a minimum, Level I (books they have not seen before, but have been previewed for them, with 90% or better accuracy of word recognition--self-correction allowed)	Recognizes the story pattern
1	Responds to stories in a variety of ways (oral, written, kinesthetic) to show comprehension	Answers simple questions about the text's content
1	Responds to stories in a variety of ways (oral, written, kinesthetic) to show comprehension	Describes in their own words what new information they gained from the text
1	Responds to stories in a variety of ways (oral, written, kinesthetic) to show comprehension	Describes the causes and effects of specific events
1	Responds to stories in a variety of ways (oral, written,	Describes the motives of characters

	kinesthetic) to show comprehension	
1	Responds to stories in a variety of ways (oral, written, kinesthetic) to show comprehension	Extends the story
1	Responds to stories in a variety of ways (oral, written, kinesthetic) to show comprehension	Supports answers to questions about the text using text information and prior knowledge and experience
1	Responds to stories in a variety of ways (oral, written, kinesthetic) to show comprehension	Uses oral or physical means (acting, singing, dancing, etc.) to show comprehension
1	Responds to stories in a variety of ways (oral, written, kinesthetic) to show comprehension	Uses pictures to aid comprehension
1	Responds to stories in a variety of ways (oral, written, kinesthetic) to show comprehension	Creates artwork or a written response to show comprehension
1	Retells stories, parts of stories, or books in own words	Distinguishes between fiction and nonfiction when talking about books
1	Retells stories, parts of stories, or books in own words	Provides an evaluation or opinion of a story
1	Retells stories, parts of stories, or books in own words	Provides support for answers to questions
1	Retells stories, parts of stories, or books in own words	Relates story or topic to personal experiences and/or prior knoweldge
1	Retells stories, parts of stories, or books in own words	Responds to simple questions about a book's content
1	Retells stories, parts of stories, or books in own words	Retells story including information about the characters and setting
1	Retells stories, parts of stories, or books in own words	Retells story referring to most characters by name
1	Retells stories, parts of stories, or books in own words	Retells story using a literal interpretation
1	Retells stories, parts of stories, or books in own words	Retells story putting most events in the correct sequence (beginning, middle, end)
1	Summarizes what a story or book is about	Summarizes a story or topic using only main ideas and important details, the gist
1	Uses prior knowledge or experience with the story or the topic to monitor meaning	Uses knowledge of or experience with the topic to decode new words and check meaning
1	Uses prior knowledge or experience with the story or the topic to monitor meaning	Uses knowledge of or experience with the story to decode new words and check meaning
1	Uses self-monitoring and self-correcting strategies when reading familiar and unfamiliar material	Checks their solution to a difficult word against their knowledge of print-sound correspondences and the meaning of the text
1	Uses self-monitoring and self-correcting strategies when reading familiar and unfamiliar material	Notices when sentences don't make sense
1	Uses self-monitoring and self-correcting strategies when reading familiar and unfamiliar material	Notices whether the words make sense in context
1	Uses self-monitoring and self-correcting strategies when reading familiar and unfamiliar material	Notices whether the words sound right, given their spelling
1	Uses self-monitoring and self-correcting strategies when reading familiar and unfamiliar material	Solves and corrects reading problems by comparing pronounced sounds to printed letters
1	Uses self-monitoring and self-correcting strategies when reading familiar and unfamiliar material	Solves and corrects reading problems by deriving new words by analogy to know words and word parts (i.e., using "tree" and "my" to get "try")
1	Uses self-monitoring and self-correcting strategies when reading familiar and unfamiliar material	Solves and corrects reading problems by gathering context clues from surrounding sentences or pictures
1	Uses self-monitoring and self-correcting strategies when reading familiar and unfamiliar material	Solves and corrects reading problems using syntax and word-meaning clues
1	Uses self-monitoring and self-correcting strategies when reading familiar and unfamiliar material	Uses the concepts of print
1	Uses text clues (e.g., pictures, sentence structure, compound words, contractions) and contextual cues to check meaning	
1	Uses the cues of punctuation (including commas, periods, question marks, and quotation marks) to guide them in getting meaning and in fluently reading aloud	States what the punctuation mark is and what it stands for
1	Uses the cues of punctuation (including commas, periods, question marks, and quotation marks) to guide them in getting meaning and in fluently reading aloud	Uses punctuation in text to guide rhythm of speech when reading aloud
1	Uses the cues of punctuation (including commas, periods, question marks, and quotation marks) to guide them in getting meaning and in fluently reading aloud	Uses the concepts of print
2	Answers literal questions about independently read text	Creates and uses simple graphic organizers to demonstrate comprehension
2	Answers literal questions about independently read text	Responds to simple questions about a book's content
2	Answers literal questions about independently read text	Supports answers to questions using text information
2	Answers literal questions about independently read texts	Responds to questions about a story's content
2	Answers literal questions about independently read texts	Supports answers with details or information from the text
2	Compares and/or contrasts books about the same topic or	Creates and uses simple graphic organizers to demonstrate

	concept	comprehension
2	Compares and/or contrasts books about the same topic or concept	Uses prior knowledge and experience and new information to compare and/or contrast books
2	Compares and/or contrasts one story to another	Uses prior knowledge and experience to compare and/or contrast stories
2	Draws conclusions	Responds to questions asking the reader to use text information to come to a decision about a story element (such as a character's motive, trait, or action, the setting, etc.)
2	Knows stories have a problem and a solution	Determines the solution to the problem of a read aloud story
2	Knows stories have a problem and a solution	Recognizes the problem of a story read aloud
2	Knows stories have a theme, characters, a setting, and important events	Identifies characters, setting, and events of a story
2	Knows stories have a theme, characters, a setting, and important events	Discusses characters, setting, and events of a story after listening to a read aloud
2	Knows stories have a theme, characters, a setting, and important events	Draws simple conclusions regarding story events, characters, and outcomes
2	Knows stories have a theme, characters, a setting, and important events	Identifies the theme in some stories
2	Knows stories have a theme, characters, a setting, and important events	Makes predictions about story events, characters, and possible outcomes
2	Knows stories have a theme, characters, a setting, and important events	Responds to questions about the traits, feelings, and actions of characters in a story
2	Knows the difference between fiction and informational text	Categorizes a group of print materials into fiction and informational text based on defined characteristics
2	Knows the difference between fiction and informational text	Compares fiction text to informational text, noting similarities and differences
2	Knows the difference between fiction and nonfiction	Categorizes a group of books into fiction and nonfiction based on defined characteristics
2	Knows the difference between fiction and nonfiction	Compares fiction text to nonfiction text, noting similarities and differences
2	Knows the parts of an informational book	States purpose for parts of informational books
2	Knows the parts of an informational book	Identifies parts of informational books
2	Knows the parts of an informational book	Uses parts of informational books to extend meaning
2	Knows the purpose of informational text is to inform	Completes this stem: "I learned ....."
2	Knows the purpose of informational text is to inform	Identifies the purpose for an informational text in oral discussion and/or written response
2	Learns new vocabulary	Collects new words
2	Learns new vocabulary	Engages in word play
2	Learns new vocabulary	Learns new words from talk, read aloud books, and independently read books
2	Learns new vocabulary	Notices words they don't know when they are read to, talked with, or read themselves and guesses what the words might mean
2	Learns new vocabulary	Recognizes words they don't know the meaning of and use a variety of strategies for making sense of how it is used in the passage
2	Learns new vocabulary	Talks about new words and their meanings as they are encountered in books and conversation
2	Learns new vocabulary	Talks about the function, features, and categories of nouns
2	Learns new vocabulary	Uses new words in discussion, conversation, and written response
2	Makes predictions	Supports predictions using text clues and/or prior knowledge and experience
2	Makes predictions	Uses picture clues, story content, and/or prior knowledge to make predictions about what is going to happen and/or happen next in a story
2	Makes predictions and/or draws conclusions based on picture clues, text information, and prior knowledge and experience about the topic or concept	Creates and uses simple graphic organizers to demonstrate comprehension
2	Makes predictions and/or draws conclusions based on picture clues, text information, and prior knowledge and experience about the topic or concept	Uses picture clues, text content, and/or prior knowledge to draw conclusions about text information
2	Makes predictions and/or draws conclusions based on picture clues, text information, and prior knowledge and experience about the topic or concept	Uses picture clues, text content, and/or prior knowledge to make predictions about what the text is going to be about
2	Monitors whether the story is making sense to them when listening to stories read aloud and when reading independently	Answers questions about the story
2	Monitors whether the story is making sense to them when listening to stories read aloud and when reading independently	Asks questions about the story

2	Monitors whether the story is making sense to them when listening to stories read aloud and when reading independently	Makes connections to the story using prior knowledge and experience
2	Monitors whether the story is making sense to them when listening to stories read aloud and when reading independently	Makes statements about the story that reflect understanding
2	Monitors whether the story is making sense to them when listening to stories read aloud and when reading independently	Uses a variety of reading strategies to make sense of familiar and unfamiliar text (includes decoding)
2	Monitors whether the text is making sense when listening to text read aloud	Answers questions about the text
2	Monitors whether the text is making sense when listening to text read aloud	Asks questions about the text
2	Monitors whether the text is making sense when listening to text read aloud	Makes statements about the text that reflect understanding
2	Monitors whether the text is making sense when reading independently	Locates the main idea of a paragraph
2	Monitors whether the text is making sense when reading independently	Mentally states the main idea
2	Monitors whether the text is making sense when reading independently	Questions the text while reading
2	Monitors whether the text is making sense when reading independently	Uses background knowledge and experience to understand new information
2	Monitors whether the text is making sense when reading independently	Uses rereading strategies
2	Recalls information from a story by sequencing events	Sequences events in a story
2	Recalls information from a story by sequencing events	Uses the beginning, middle, and end of a story to locate/recall information
2	Recalls information from the text	Creates and uses simple graphic organizers to demonstrate comprehension
2	Recalls information from the text	States facts about the topic or concept after reading text
2	Recalls information from the text	States the big ideas
2	Recognizes a variety of informational text such as magazines, newspapers, dictionaries, and topic specific text	Distinguishes between a variety of informational text
2	Recognizes a variety of informational text such as magazines, newspapers, dictionaries, and topic specific text	Identifies a particular type of informational text
2	Recognizes a variety of informational text such as magazines, newspapers, dictionaries, and topic specific text	Listens to a variety of informational text
2	Recognizes a variety of informational text such as magazines, newspapers, dictionaries, and topic specific text	Participates in discussions about the characteristics of informational texts
2	Recognizes a variety of informational text such as magazines, newspapers, dictionaries, and topic specific text	Participates in discussions comparing informational texts
2	Recognizes a variety of informational text such as magazines, newspapers, dictionaries, and topic specific text	Participates in shared reading experiences of informational text
2	Recognizes a variety of informational text such as magazines, newspapers, dictionaries, and topic specific text	Reads a variety of informational text
2	Recognizes a variety of literary texts	Listens to a variety of literary texts
2	Recognizes a variety of literary texts	Participate in discussions about the characteristics of literary texts
2	Recognizes a variety of literary texts	Participates in discussions comparing literary texts
2	Recognizes a variety of literary texts	Participates in shared reading experiences
2	Recognizes a variety of literary texts	Reads narrative text for a specific purpose
2	Recognizes a variety of literary texts	Uses specific criteria to select independent reading materials
2	Responds to literature using oral, written, visual, and/or kinesthetic means	Acts out stories
2	Responds to literature using oral, written, visual, and/or kinesthetic means	Chooses to read during free time
2	Responds to literature using oral, written, visual, and/or kinesthetic means	Discusses similarities and differences between books by the same author
2	Responds to literature using oral, written, visual, and/or kinesthetic means	Identifies favorite books, stories, and authors
2	Responds to literature using oral, written, visual, and/or kinesthetic means	Makes connections to the story using prior knowledge and experience
2	Responds to literature using oral, written, visual, and/or kinesthetic means	Reads good children's literature everyday
2	Responds to literature using oral, written, visual, and/or kinesthetic means	States opinion about or evaluates what was read
2	Responds to literature using oral, written, visual, and/or kinesthetic means	Talks about books read aloud
2	Responds to literature using oral, written, visual, and/or	Talks about books with a partner or a small group

	kinesthetic means	
2	Responds to literature using oral, written, visual, and/or kinesthetic means	Writes or draws to express understanding of story
2	Responds to text using oral, written, visual, and/or kinesthetic means	Asks for informational text to be read aloud
2	Responds to text using oral, written, visual, and/or kinesthetic means	Chooses to read informational text during free time
2	Responds to text using oral, written, visual, and/or kinesthetic means	Identifies favorite informational books and topics
2	Responds to text using oral, written, visual, and/or kinesthetic means	Makes connections to informational text using prior knowledge and personal experience
2	Responds to text using oral, written, visual, and/or kinesthetic means	Relates new information learned about a topic
2	Responds to text using oral, written, visual, and/or kinesthetic means	Responds to questions about informational text -- how, why, what if
2	Responds to text using oral, written, visual, and/or kinesthetic means	Talks about informational text with a partner or a group
2	Responds to text using oral, written, visual, and/or kinesthetic means	Writes or draws to express understanding of text
2	Retells or summarizes a story in own words	Acts out a story including predetermined elements
2	Retells or summarizes a story in own words	Retells a story in own words and includes predetermined elements
2	Retells or summarizes a story in own words	Writes or tells the summary of a story or passage giving only the main points
2	Summarizes and/or paraphrases main ideas from informational text	Creates and uses simple graphic organizers to demonstrate comprehension
2	Summarizes and/or paraphrases main ideas from informational text	Makes connections about topic to self or other text
2	Summarizes and/or paraphrases main ideas from informational text	States the big ideas in own words and includes supporting details
2	Understands patterns exist in a variety of literary texts	Listens to a variety of patterned texts
2	Understands patterns exist in a variety of literary texts	Participates in discussions comparing text that contains patterns
2	Understands patterns exist in a variety of literary texts	Participates in discussions that identify themes
2	Understands patterns exist in a variety of literary texts	Participates in shared reading of patterned text
2	Understands patterns exist in a variety of literary texts	Rereads patterned text to a partner
2	Understands story events follow a sequence	Demonstrates understanding of story sequence through retellings
2	Understands story events follow a sequence	Demonstrates understanding of story sequence through sequencing activities, such as putting pictorial events from a story in the correct sequence or drawing story boxes showing sequence
2	Understands story events follow a sequence	Draws a conclusion based on story events
2	Understands story events follow a sequence	Makes a prediction based on story events
2	Understands the difference between fantasy and realistic fiction	Categorizes a group of books into fantasy and realistic fiction based on defined characteristics
2	Understands the difference between fantasy and realistic fiction	Compares fantasy to realistic fiction, noting similarities and differences
2	Understands the difference between fantasy and realistic fiction	Listens to a variety of fantasy and realistic text
2	Understands the difference between fantasy and realistic fiction	Selects a balance of fantasy stories and realistic fiction to read
2	Uses new vocabulary learned from text in oral discussions and/or written responses about the topic of concept	Collects new words
2	Uses new vocabulary learned from text in oral discussions and/or written responses about the topic of concept	Creates and uses simple graphic organizers to demonstrate comprehension
2	Uses new vocabulary learned from text in oral discussions and/or written responses about the topic of concept	Learns new words from talk, read aloud books, and independently read books
2	Uses new vocabulary learned from text in oral discussions and/or written responses about the topic of concept	Notices words they don't know when they are read to, talked with, or read themselves, and guesses what the words might mean
2	Uses new vocabulary learned from text in oral discussions and/or written responses about the topic of concept	Talks about new words and their meanings as they are encountered in books and conversation
2	Uses new vocabulary learned from text in oral discussions and/or written responses about the topic of concept	Uses new words in discussion, conversation, and written response
2	Uses pictures, titles, headings, charts, diagrams, graphs, and labels to gain meaning from text	Identifies text features and their purpose
2	Uses pictures, titles, headings, charts, diagrams, graphs, and labels to gain meaning from text	Uses text features to support oral and written responses regarding the topic or concept (e.g., predictions, conclusions, inferences, summarizations, etc.)
2	Visualizes the story	Demonstrates visualization by drawing pictures, discussing images

		in the story, or writing simple descriptions
2	Visualizes the topic of the text	Creates and uses simple graphic organizers to demonstrate comprehension
2	Visualizes the topic of the text	Demonstrates visualization by drawing pictures about the topic or concept, discussing images from the text, or dictating simple information learned from the text
2	: Knows the structural features of written text	Uses text features to locate information
2	: Knows the structural features of written text	Uses the structural features of written text to locate information
2	Converts written word to spoken word	Breaks words into chunks ready to be blended
2	Converts written word to spoken word	Extracts chunks of several letters (e.g., ing, est, ight, ought)
2	Converts written word to spoken word	Reads simple texts containing letter-sound correspondences and high-frequency words
2	Converts written word to spoken word	Reads the same word in the same way across contexts
2	Converts written word to spoken word	Recognizes by sight a minimum of 200 high-frequency words
2	Converts written word to spoken word	Recognizes word families and chunks of familiar words when they are present in a new word
2	Converts written word to spoken word	Uses familiar word patterns to decode unknown words
2	Converts written word to spoken word	Uses knowledge of digraphs, blends, and consonant clusters to decode unfamiliar words
2	Converts written word to spoken word	Uses knowledge of letter-sound correspondences to figure out regularly spelled, one- and two-syllable words
2	Converts written word to spoken word	Uses knowledge of letter-sound correspondences to read regularly spelled one- and two-syllable words automatically
2	Converts written word to spoken word	Uses knowledge of vowels (short, long, vowel teams, r-controlled) to figure out unfamiliar words
2	Converts written word to spoken word	Uses onsets and rimes to create new words that include blends, digraphs, and consonant clusters
2	Draws and supports conclusions	Supports conclusions using text evidence and prior experience and knowledge
2	Draws and supports conclusions	Uses prior experience and knowledge to help in drawing conclusions
2	Draws and supports conclusions	Uses text information to draw conclusions or form an opinion about an event or actions in a story or passage
2	Knows by sight a minimum of 200 high-frequency words	Reads instantly many four- and five-letter words
2	Knows the correspondences between speech sounds and the letters or letter combinations that represent these sounds	Distinguishes between short vowels and long vowels using the "rule of silent e"
2	Knows the correspondences between speech sounds and the letters or letter combinations that represent these sounds	Matches combinations of speech sounds (e.g., blends, consonant clusters) with letter combinations
2	Knows the correspondences between speech sounds and the letters or letter combinations that represent these sounds	Matches consonant sounds with the most common combinations of two-letter symbols (digraphs)
2	Knows the correspondences between speech sounds and the letters or letter combinations that represent these sounds	Matches single letter vowel (long and short) sound with the individual letter symbols
2	Knows the correspondences between speech sounds and the letters or letter combinations that represent these sounds	Recognizes and pronounces combinations of vowels (vowel teams) and matches them to their letter combinations
2	Knows the correspondences between speech sounds and the letters or letter combinations that represent these sounds	Recognizes and pronounces r-controlled vowels and matches them to their letter combinations
2	Knows the parts of a book	Identifies the parts of a book
2	Knows the parts of a book	Shows a specific part of a book when asked
2	Knows the parts of a book	States what the parts of a book can be used for
2	Makes and supports predictions	Supports predictions using text evidence and prior experience and knowledge
2	Makes and supports predictions	Uses pictures to make predictions about a story
2	Makes and supports predictions	Uses text clues to make predictions about a story
2	Reads aloud independently by the end of second grade (at a minimum) unfamiliar Level L books (they have previewed themselves, using intonation, pauses, and emphasis that signal the structure of the sentence and the meaning of the text)	Reads independently a wide variety of print materials (e.g., trade books, magazines, newspapers, etc.) with fluency and expression
2	Reads aloud independently by the end of second grade (at a minimum) unfamiliar Level L books (they have previewed themselves, using intonation, pauses, and emphasis that signal the structure of the sentence and the meaning of the text)	Recreates the words of the text with fluent intonation and phrasing
2	Reads aloud independently by the end of second grade (at a minimum) unfamiliar Level L books (they have previewed themselves, using intonation, pauses, and emphasis that signal the structure of the sentence and the meaning of the text)	Retells the gist of the print material read

2	Reads independently by the end of second grade (at a minimum) unfamiliar Level L books -- with 90% or better accuracy of word recognition (self-correction allowed)	Gets most of the words correct
2	Reads independently by the end of second grade (at a minimum) unfamiliar Level L books -- with 90% or better accuracy of word recognition (self-correction allowed)	Reads words in sequence
2	Reads independently by the end of second grade (at a minimum) unfamiliar Level L books -- with 90% or better accuracy of word recognition (self-correction allowed)	Recognizes the story pattern
2	Responds to stories in a variety of ways (oral, written, kinesthetic) to show comprehension	Answers questions about the text's content -- how, why, and what-if
2	Responds to stories in a variety of ways (oral, written, kinesthetic) to show comprehension	Creates artwork or a written response to show comprehension
2	Responds to stories in a variety of ways (oral, written, kinesthetic) to show comprehension	Describes changes in the characters and the plot from beginning to end
2	Responds to stories in a variety of ways (oral, written, kinesthetic) to show comprehension	Describes in their own words what new information they gained from the text
2	Responds to stories in a variety of ways (oral, written, kinesthetic) to show comprehension	Describes the motives and traits of characters
2	Responds to stories in a variety of ways (oral, written, kinesthetic) to show comprehension	Describes/discusses the causes and effects of specific events
2	Responds to stories in a variety of ways (oral, written, kinesthetic) to show comprehension	Discusses/writes about the theme of a book or story
2	Responds to stories in a variety of ways (oral, written, kinesthetic) to show comprehension	Examines the relationship of different parts of a story/book (relates later parts to earlier part)
2	Responds to stories in a variety of ways (oral, written, kinesthetic) to show comprehension	Extends the story
2	Responds to stories in a variety of ways (oral, written, kinesthetic) to show comprehension	Infers cause and effect relationships not stated explicitly
2	Responds to stories in a variety of ways (oral, written, kinesthetic) to show comprehension	Makes comparisons between text and their own knowledge and experience
2	Responds to stories in a variety of ways (oral, written, kinesthetic) to show comprehension	Supports answers to questions about the text using text information and prior knowledge and experience
2	Responds to stories in a variety of ways (oral, written, kinesthetic) to show comprehension	Uses oral or physical means (acting, singing, dancing, etc.) to show comprehension
2	Responds to stories in a variety of ways (oral, written, kinesthetic) to show comprehension	Uses pictures to aid comprehension
2	Retells stories, parts of stories, or books in own words	Distinguishes between fiction and nonfiction when talking about books
2	Retells stories, parts of stories, or books in own words	Provides an evaluation or opinion of a story
2	Retells stories, parts of stories, or books in own words	Provides support for answers to questions
2	Retells stories, parts of stories, or books in own words	Relates later parts of a story to earlier parts
2	Retells stories, parts of stories, or books in own words	Relates story or topic to personal experiences and/or prior knowledge
2	Retells stories, parts of stories, or books in own words	Responds to questions about a book's content
2	Retells stories, parts of stories, or books in own words	Retells capturing the substance of the story or information
2	Retells stories, parts of stories, or books in own words	Retells including information about the characters and setting
2	Retells stories, parts of stories, or books in own words	Retells putting important events/facts in the correct sequence (beginning, middle, end)
2	Retells stories, parts of stories, or books in own words	Retells referring to most characters by name
2	Retells stories, parts of stories, or books in own words	Retells using background knowledge to make an interpretation
2	Summarizes what a story or book is about	Summarizes a story or topic using only main ideas or themes and important details, the gist
2	Uses prior knowledge or experience with the story or the topic to monitor meaning	Uses knowledge of or experience with the story to decode new words and check meaning
2	Uses prior knowledge or experience with the story or the topic to monitor meaning	Uses knowledge of or experience with the topic to decode new words and check meaning
2	Uses self-monitoring and self-correcting strategies	Asks questions to clarify meaning
2	Uses self-monitoring and self-correcting strategies	Checks to see if the word they are saying is the one to which they are pointing
2	Uses self-monitoring and self-correcting strategies	Checks to see if they are on the right page
2	Uses self-monitoring and self-correcting strategies	Checks to see if what they are reading makes sense
2	Uses self-monitoring and self-correcting strategies when reading familiar and unfamiliar material	Checks solution of a difficult word against knowledge of print-sound correspondences and meaning of the text (i.e., uses basic elements of phonetic analysis and syllabication to decode words)
2	Uses self-monitoring and self-correcting strategies when	Examines the relationship between earlier and later parts of a text to

	reading familiar and unfamiliar material	figure out how all parts make sense together
2	Uses self-monitoring and self-correcting strategies when reading familiar and unfamiliar material	Notices when sentences don't make sense
2	Uses self-monitoring and self-correcting strategies when reading familiar and unfamiliar material	Notices whether the words make sense in context
2	Uses self-monitoring and self-correcting strategies when reading familiar and unfamiliar material	Notices whether the words sound right, given their spelling
2	Uses self-monitoring and self-correcting strategies when reading familiar and unfamiliar material	Solves and corrects reading problems using a variety of strategies
2	Uses self-monitoring and self-correcting strategies when reading familiar and unfamiliar material	Uses text punctuation to make sense of a story or passage
2	Uses text/print clues (e.g., pictures, sentence structure, compound words, contractions, suffixes, prefixes) and contextual cues to check meaning	Asks questions about the text's content
2	Uses text/print clues (e.g., pictures, sentence structure, compound words, contractions, suffixes, prefixes) and contextual cues to check meaning	Differentiates between reading and speaking
2	Uses text/print clues (e.g., pictures, sentence structure, compound words, contractions, suffixes, prefixes) and contextual cues to check meaning	Reads before or reads on to decode word and sentence meaning
2	Uses text/print clues (e.g., pictures, sentence structure, compound words, contractions, suffixes, prefixes) and contextual cues to check meaning	Uses compound words and contractions to determine meaning
2	Uses text/print clues (e.g., pictures, sentence structure, compound words, contractions, suffixes, prefixes) and contextual cues to check meaning	Uses familiar words to decode word and sentence meaning
2	Uses text/print clues (e.g., pictures, sentence structure, compound words, contractions, suffixes, prefixes) and contextual cues to check meaning	Uses picture clues to check meaning in text
2	Uses text/print clues (e.g., pictures, sentence structure, compound words, contractions, suffixes, prefixes) and contextual cues to check meaning	Uses plurals and possessives to determine meaning
2	Uses text/print clues (e.g., pictures, sentence structure, compound words, contractions, suffixes, prefixes) and contextual cues to check meaning	Uses sentence structure to decode word and sentence meaning
2	Uses text/print clues (e.g., pictures, sentence structure, compound words, contractions, suffixes, prefixes) and contextual cues to check meaning	Uses suffixes and prefixes to decode words and determine meaning
2	Uses text/print clues (e.g., pictures, sentence structure, compound words, contractions, suffixes, prefixes) and contextual cues to check meaning	Uses text/print clues as a source of meaning
2	Uses the cues of punctuation (including commas, periods, question marks, and quotations marks) as a guide in getting meaning and in fluently reading aloud	States what the punctuation mark is and what it stands for
2	Uses the cues of punctuation (including commas, periods, question marks, and quotations marks) as a guide in getting meaning and in fluently reading aloud	Uses punctuation in text to guide rhythm of speech when reading aloud
2	Uses the cues of punctuation (including commas, periods, question marks, and quotations marks) as a guide in getting meaning and in fluently reading aloud	Uses punctuation marks to enhance text meaning
3	: Interprets information that has been paraphrased or reworded	Reads a variety of expository text
3	: Interprets information that has been paraphrased or reworded	Uses information from the article to explain actions, events, and concepts (ITBS)
3	: Interprets information that has been paraphrased or reworded	Uses the appropriate skills and strategies for reading informational text
3	: Recognizes the defining characteristics of a folktale or legend	Determines characteristics of a folktale based on textual information (origin, lesson, characters, etc.) (ITBS)
3	: Recognizes the defining characteristics of a folktale or legend	Reads a variety of folktales from many cultures
3	Determines word meaning using context of passage	Uses text structure to determine word meaning (pictures, captions, etc.) (ITBS)
3	Determines word meaning using context of passage	Uses the context of a passage and/or a page to determine word meaning (ITBS)
3	Determines word meaning using the context of a passage	Monitors comprehension of new word meaning by using the appropriate reading strategies (reading on or look back)
3	Distinguishes relevant information from irrelevant information	Recognizes the important details that answer direct questions (ITBS)
3	Draws conclusions about literary text using both implicit and	Draws conclusions about a character's feelings, actions, thoughts, or

	stated information	motives using text information (ITBS)
3	Draws conclusions about literary text using both implicit and stated information	Supports conclusions with textual evidence
3	Draws conclusions based on stated and implied text information	Extends ideas and information beyond what is stated in a text (ITBS)
3	Draws conclusions based on stated and implied text information	Knows how to support a conclusion with information from a text
3	Identifies main ideas of paragraphs or passages	Supports main ideas with textual evidence
3	Identifies main ideas of paragraphs or passages	Uses characteristics of story structure (character, plot, and event) to determine a main idea (ITBS)
3	Identifies main ideas or topics of paragraphs or passages	Determines the gist or main idea of an informational passage (ITBS)
3	Identifies main ideas or topics of paragraphs or passages	Identifies topics and themes of informational material (ITBS)
3	Identifies main ideas or topics of paragraphs or passages	Supports main ideas with relevant details
3	Knows that themes can recur across literary works	Determines a common theme based on text information, prior knowledge and experience
3	Knows that themes can recur across literary works	Reads a variety of literary genre to compare for themes
3	Knows that themes can recur across literary works	Supports the common theme with text evidence
3	Makes an interpretation by translating stated information into another context	Compares a visual to information found in a passage (ITBS)
3	Makes an interpretation by translating stated information into another context	Uses stated information to explain an event or actions of a main subject (ITBS)
3	Makes an interpretation by translating stated information to another context	Determines meaning in poetry using personification (ITBS)
3	Makes an interpretation by translating stated information to another context	Makes comparisons using similes in poetry (ITBS)
3	Makes inferences about a character's traits, motives, actions, or feelings using both implicit and explicit text information	Makes inferences regarding a character's behavior, actions, and feelings using information in text (ITBS)
3	Makes inferences about a character's traits, motives, actions, or feelings using both implicit and explicit text information	Makes inferences regarding events and possible outcomes from information in text (ITBS)
3	Makes inferences about a character's traits, motives, actions, or feelings using both implicit and explicit text information	Supports inferences using text information and/or prior experiences or knowledge
3	Makes inferences based on implicit and explicit text information	Makes inferences about text information based on stated text and prior knowledge
3	Makes inferences based on implicit and explicit text information	Supports inferences that have been made with textual evidence
3	Recognizes important details from text that have been paraphrased or reworded	Uses information from the text to identify cause and effect (ITBS)
3	Recognizes important details from text that have been paraphrased or reworded	Uses information from the text to identify character actions (ITBS)
3	Recognizes important details from text that have been paraphrased or reworded	Uses information from the text to identify elements of story structure (ITBS)
3	Recognizes the characteristics of a poem	Reads many types of poems
3	Recognizes the characteristics of a poem	Uses knowledge of figurative language to create visual images (ITBS)
3	Recognizes the characteristics of a poem	Uses knowledge of figurative language to interpret poetic meaning (simile, personification)(ITBS)
3	Recognizes the defining characteristics of a variety of informational text	Recognizes the appropriate resource for finding specific information
3	Recognizes the defining characteristics of a variety of informational text	Recognizes the structures of a variety of reference materials
3	Recognizes the defining characteristics of a variety of informational text	Uses a dictionary to look up specific information about words
3	Recognizes the defining characteristics of a variety of informational text	Uses a thesaurus to select an appropriate synonym or antonym
3	Recognizes the defining characteristics of a variety of informational text	Uses an encyclopedia to look up general information about a variety of concepts
3	Recognizes the text organizers found in informational text, such as glossary, table of contents, etc.	Uses text organizers found in informational text to locate specific information
3	Recognizes the text organizers found in informational text, such as glossary, table of contents, etc.	Uses text organizers to navigate informational text quickly
3	Responds to literature through oral, written, visual, and/or kinesthetic means	Provides support for the responses given to the prompts
3	Responds to literature through oral, written, visual, and/or kinesthetic means	Responds to prompts through a variety of means
3	Summarizes or paraphrases information in text	Monitors summaries to determine that only main ideas and supporting details are evident

3	Summarizes or paraphrases information in text	Summarizes important information from a passage to demonstrate comprehension
3	Understands basic story elements, such as character, setting, plot, and theme	Determines sequence of events in a story
3	Understands basic story elements, such as character, setting, plot, and theme	Determines the main character
3	Understands basic story elements, such as character, setting, plot, and theme	Recognizes basic story elements
3	Understands that one of the purposes of writing is to inform	Uses the appropriate resource to find specific information
3	Understands the author's use of figurative language to create images	Interprets meaning of literary text using non-literal language (simile, metaphor, personification) (ITBS)
3	Understands the author's use of figurative language to create images	Recognizes metaphors and their use in literature (ITBS)
3	Understands the author's use of figurative language to create images	Recognizes that similes create comparisons (ITBS)
3	Understands the similarities of sound in words and rhythmic patterns	Reads a variety of literary genre, including poetry
3	Understands the similarities of sound in words and rhythmic patterns	Recognizes rhythmic patterns that create mood and image
3	Uses prior knowledge and experience to understand and respond to new information	Makes connections between personal experiences and new information
3	Uses prior knowledge and experience to understand and respond to new information	Makes connections between prior knowledge and new information
3	Uses text format to locate information (sentences, paragraphs, etc.)	Uses the language of text format to search for specific information (ITBS)
3	Draws and supports conclusions	Supports and justifies the actions or decisions of a character (ITBS)
3	Draws and supports conclusions	Supports and justifies the thoughts of a character (ITBS)
3	Draws and supports conclusions	Tells why something happens (ITBS)
3	Establishes a purpose for reading	Identifies the author's intent or purpose of the passage
3	Establishes a purpose for reading	Monitors understanding by adjusting speed to fit the purpose, by skimming or scanning, or by reading on or looking back
3	Locates important information in text	Tells what a character does when something happens(ITBS)
3	Locates important information in text	Tells what happens when an event occurs (ITBS)
3	Locates important information in text	Uses clues to identify restated information (TBS)
3	Makes and supports simple inferences or predictions	Explains why a character behaves in a certain way (ITBS)
3	Makes and supports simple inferences or predictions	Explains why a character feels as he/she does (ITBS)
3	Makes and supports simple inferences or predictions	Explains why the character responds in a certain way (ITBS)
3	Makes and supports simple inferences or predictions	Supports inferences made from the text (ITBS)
3	Makes and supports simple predictions	Accesses prior knowledge when previewing the material
3	Makes and supports simple predictions	Previews text or the passage prior to reading
3	Makes and supports simple predictions	Uses pictures in the text to make predictions about the passage
3	Makes and supports simple predictions	Uses text features to understand the passage
3	Makes and supports simple predictions	Uses the cover of a book to make a prediction about the text
3	Masters regular word patterns	Uses basic word patterns (rhyming) or word families to decode words
3	Masters regular word patterns	Uses regular vowel patterns to decode words
3	Reads aloud unfamiliar grade level text with 90% or better accuracy	Reads with 90% accuracy level at instructional level
3	Recognizes three hundred high frequency sight words	Practices word recognition
3	Recognizes three hundred high frequency sight words	Uses word walls as external mediators for word recognition
3	Understands that alphabetizing is useful for finding words in a dictionary and other work reference materials	Alphabetizes words to the third or fourth letter
3	Understands that one of the purposes of writing is to inform	Identifies text that is written to provide information (ITBS)
3	Understands that one of the purposes of writing is to inform	Identifies facts and opinions
3	Uses a variety of personal criteria to select reading materials	Asks peers and adults for recommendations of books or authors
3	Uses a variety of personal criteria to select reading materials	Identifies whether a reading selection is at an appropriate level of difficulty
3	Uses a variety of personal criteria to select reading materials	Provides reasons for selecting particular books, authors, and genre
3	Uses a variety of personal criteria to select reading materials	Selects text based on a purpose
3	Uses context clues to decode unknown words	Determines new words by reading back or reading ahead
3	Uses context clues to decode unknown words	Uses context clues to identify new words
3	Uses dictionary to learn the meaning and other features of	Uses reference materials to assist in determine meaning and other

	unfamiliar words	information about words
3	Uses irregular spelling patterns to decode new words	Uses combinations of letters for decoding purposes
3	Uses knowledge of story elements to aid comprehension	Identifies what happens at different times in the passage (ITBS)
3	Uses knowledge of story elements to aid comprehension	Explains why characters behave in a certain way (ITBS)
3	Uses knowledge of story elements to aid comprehension	Identifies what the character does at the beginning, middle or end of the passage or text (ITBS)
3	Uses knowledge of story elements to aid comprehension	Tells what a character can do as a result of an event (ITBS)
3	Uses knowledge of story elements to aid comprehension	Uses details from the passage to identify an event (ITBS)
3	Uses knowledge of word structure to decode new words	Chunks words based on roots, prefixes, and suffixes
3	Uses knowledge of word structure to decode new words	Uses knowledge of compound words to decode new words
3	Uses knowledge of word structure to decode new words	Uses the structure of words to determine meaning
3	Uses major points from fiction or nonfiction to make a generalization	Makes a generalization about the main idea of a selection or passage (ITBS)
3	Uses major points from fiction or nonfiction to make a generalization	Tells what the story explains (ITBS)
3	Uses text structure to locate information	Determines what a word means by the context clues (ITBS)
3	Uses text structure to locate information	Identifies the main point of a passage (ITBS)
3	Uses text structure to locate information	Uses context of the passage to determine the meaning of a word (ITBS)
3	Uses the cues of punctuation to read fluently	Uses punctuation to determine meaning
3	Uses the cues of punctuation to read fluently	Uses text format to determine meaning
4	Determines word meaning using context of passage	Uses the appropriate strategies such as read on, reread, and using context clues to determine meaning of new words (ITBS)
4	Determines word meaning using context of passage	Uses the context of a passage to determine a new word's meaning (ITBS)
4	Determines word meaning using context of passage	Uses the strategy of reading on to determine a new word's meaning (ITBS)
4	Determines word meaning using context of passage	Uses the strategy of rereading to determine a new word's meaning (ITBS)
4	Distinguishes between relevant information and irrelevant information	Creates a graphic organizer to demonstrate understanding of important information
4	Distinguishes between relevant information and irrelevant information	Determines the important information in an informational passage (ITBS)
4	Identifies main ideas or themes of paragraphs or passages	Creates graphic organizers to show understanding of main ideas
4	Identifies main ideas or themes of paragraphs or passages	Determines theme using text clues and prior knowledge or experience
4	Identifies main ideas or themes of paragraphs or passages	Recognizes main events in a passage or story (ITBS)
4	Interprets information that has been paraphrased or reworded	Locates information from a passage or subject to answer a specific question (ITBS)
4	Interprets information that has been paraphrased or reworded	Reads directions to locate specific information (ITBS)
4	Interprets information that has been paraphrased or reworded	Uses information from the story to answer direct questions about story elements (ITBS)
4	Interprets information that has been paraphrased or reworded	Uses information from the story to identify the actions, feelings, or motives of a character (ITBS)
4	Interprets stated information and implicit information to draw a conclusion	Draws conclusions about what has been read using text clues (ITBS)
4	Interprets stated information and implicit information to draw a conclusion	Makes predictions using an awareness of vocabulary, story elements, and text clues (ITBS)
4	Interprets stated information and implicit information to draw a conclusion	Supports conclusions using textual clues (ITBS)
4	Interprets stated information and implicit information to draw a conclusion	Supports predictions using an awareness of vocabulary, story elements, and text clues (ITBS)
4	Recognizes that themes can occur across literary works	Determines the theme of a story or a passage using text clues and prior experience or knowledge
4	Recognizes that themes can occur across literary works	States the theme in three or fewer words
4	Recognizes that themes can occur across literary works	Supports the theme with evidence
4	Recognizes the characteristics of a poem	Determines the author's meaning of a personification in a particular portion of a poem (ITBS)
4	Recognizes the characteristics of a poem	Determines the main idea of a poem (ITBS)
4	Recognizes the characteristics of a poem	Recognizes the comparison being made by a simile (ITBS)
4	Recognizes the characteristics of a poem	Recognizes the writer's use of personification (ITBS)
4	Recognizes the defining characteristics of a folktale or legend	Determines origin of a folktale using text clues and the author's description (ITBS)

4	Recognizes the defining characteristics of a folktale or legend	Uses text clues to determine motives of characters (ITBS)
4	Responds to literature using oral, written, visual, and kinesthetic means	Uses a variety of ways to show comprehension and understanding of text
4	Responds to literature using oral, written, visual, and kinesthetic means	Uses text clues and prior knowledge or experience to respond to literature
4	Summarizes and paraphrases information in texts	Summarizes short informational passages to show understanding of main ideas (orally or written)
4	Synthesizes text information and prior knowledge or experience to draw a conclusion	Supports conclusions with text evidence and personal observations
4	Synthesizes text information and prior knowledge or experience to draw a conclusion	Uses text information and prior experience or knowledge to draw a conclusion about a person's actions (ITBS)
4	Synthesizes text information and prior knowledge or experience to draw a conclusion	Uses text information and prior experience or knowledge to draw a conclusion about an object's use (ITBS)
4	Translates stated information to another context to make an interpretation	Matches a printed description to a visual or picture (ITBS)
4	Translates stated information to another context to make an interpretation	Recognizes a variety of visuals and their components (pictures, graphs, diagrams, etc.)
4	Translates stated information to another context to make an interpretation	Uses a picture and text clues to identify an idea or concept (ITBS)
4	Translates stated information to another context to make an interpretation	Uses visuals to support understanding
4	Understands basic story elements, such as character, plot, setting, and theme	Creates graphic organizers to demonstrate understanding of basic story elements
4	Understands basic story elements, such as character, plot, setting, and theme	Describes a character's motives, feelings, traits, and actions using text clues and reader's prior knowledge and experience
4	Understands basic story elements, such as character, plot, setting, and theme	Describes the setting using text clues
4	Understands sensory words used in literature and their effects on a reader	Identifies words an author uses to enhance written descriptions
4	Understands sensory words used in literature and their effects on a reader	Relates the feelings or senses that are affected by specific words in text
4	Understands that different literary forms and genres have different characteristics	Compares events in historical fiction to show understanding of fact and imagination
4	Understands that different literary forms and genres have different characteristics	Recognizes the elements of fiction in a variety of genre
4	Understands that different literary forms and genres have different characteristics	Responds to prompts about historical fiction to demonstrate understanding of the genre
4	Understands that different literary forms and genres have different characteristics	Supports responses to historical fiction with textual evidence
4	Understands that informational resources are used to locate specific information	Selects the appropriate informational resource to locate specific information
4	Understands that informational resources are used to locate specific information	Uses the appropriate informational resource to locate specific information
4	Understands that one of the purposes for writing is to explain	Identifies author's purpose for writing text (ITBS)
4	Understands that one of the purposes for writing is to explain	Identifies passages from text that provide an explanation (ITBS)
4	Understands that one of the purposes for writing is to explain	Reads to find specific information
4	Understands the format for written directions	Identifies steps in written directions (ITBS)
4	Understands the format for written directions	Reads directions for an explanation of how to do something (ITBS)
4	Understands the format for written directions	Reads directions to determine answers to specific questions (ITBS)
4	Understands the format for written directions	Recognizes the format for written directions (ITBS)
4	Understands the writer's use of figurative language to create images	Determines the comparison being made by a simile (ITBS)
4	Understands the writer's use of figurative language to create images	Determines what seems to be happening in a poem using the concept of personification (ITBS)
4	Understands the writer's use of figurative language to create images	Identifies the author's use of personification (ITBS)
4	Understands the writer's use of figurative language to create images	Identifies the author's use of simile (ITBS)
4	Uses stated and implicit information to make comparisons between concepts	Uses a graphic organizer to compare and contrast information
4	Uses stated and implicit information to make comparisons between concepts	Uses text clues to determine differences between objects or ideas (ITBS)
4	Uses stated and implicit information to make comparisons between concepts	Uses text clues to determine how things are alike (ITBS)
4	Uses stated information and implicit information to make inferences about a character's motives, traits, actions, or	Determines a character's motives, feelings, actions, or traits from story clues (ITBS)

	feelings	
4	Uses stated information and implicit information to make inferences about a character's motives, traits, actions, or feelings	Supports inferences with textual evidence and own prior experiences and knowledge (ITBS)
4	Draws and supports conclusions using implicit and explicit information	Concludes where a passage originated based on the genre (ITBS)
4	Draws and supports conclusions using implicit and explicit information	Justifies why something is useful according to the text (ITBS)
4	Draws and supports conclusions using implicit and explicit information	Matches a statement from the passage to a visual (ITBS)
4	Draws and supports conclusions using implicit and explicit information	Uses stated information to determine a character's actions (ITBS)
4	Establishes a purpose for reading	Monitors understanding by adjusting speed to fit the purpose
4	Establishes a purpose for reading	Uses skimming and scanning
4	Knows a variety of grade-appropriate word forms and reading vocabulary	Substitutes appropriate homonyms, synonyms, and/or antonyms for stated words
4	Knows a variety of grade-appropriate word forms and reading vocabulary	Uses root words and affixes to determine meaning
4	Locates relevant information	Explains clearly events or ideas in sequential order (ITBS)
4	Locates relevant information	Uses the text to tell how a character behaves (ITBS)
4	Locates relevant information	Uses visuals to find information in a passage (ITBS)
4	Makes and supports inferences using implicit and explicit information	Uses text clues to make inferences about a character's motives, feelings, or traits (ITBS)
4	Makes and supports inferences using implicit and explicit information	Uses text clues to make inferences about ideas or meanings (ITBS)
4	Makes and supports predictions	Predicts actions of the character based on text clues (ITBS)
4	Makes and supports predictions	Predicts story content based on contextual clues
4	Understands author's purpose	Identifies the author's purpose for writing a particular text
4	Understands author's purpose	Supports the reason for identifying the purpose
4	Uses a glossary and a thesaurus to determine meaning of words and text	Uses a book's glossary to determine meaning of content specific
4	Uses a glossary and a thesaurus to determine meaning of words and text	Uses a thesaurus to locate synonyms and/or antonyms for a particular word
4	Uses knowledge of story elements	Determines a character's motives, feelings, and other traits based on experience and text clues (ITBS)
4	Uses knowledge of story elements	Uses knowledge of story elements to make meaning from literary works
4	Uses major points from fiction or nonfiction text to make and clarify generalizations	Determines the main idea of a paragraph (ITBS)
4	Uses major points from fiction or nonfiction text to make and clarify generalizations	Determines the main idea of an informational article (ITBS)
4	Uses major points from fiction or nonfiction text to make and clarify generalizations	Determines the themes of a story (ITBS)
4	Uses major points from fiction or nonfiction text to make and clarify generalizations	Makes a generalization about the main idea of a selection or passage (ITBS)
4	Uses major points from fiction or nonfiction text to make and clarify generalizations	Tells what the story explains (ITBS)
4	Uses structural analysis and syntax to determine word meaning	Identifies common root words and affixes
4	Uses structural analysis and syntax to determine word meaning	Identifies pronouns and their word referents
4	Uses structural analysis and syntax to determine word meaning	Uses context clues to establish appropriate meaning of words having multiple meanings
4	Uses text format and text clues to understand print materials	Reads fluently at instructional level with 90% accuracy
4	Uses text organization, such as compare and contrast and sequencing	Determines whether things are alike or different (ITBS)
4	Uses text organization, such as compare and contrast and sequencing	Identifies similes and explains the meaning (ITBS)
4	Uses text organization, such as compare and contrast and sequencing	Sequences events and/or steps
4	Uses text structure to locate information	Determines word meaning using picture clues and contextual clues (ITBS)
4	Uses text structure to locate information	Identifies characteristics that are personified (ITBS)
4	Uses text structure to locate information	Locates information in text using clue words, e.g. paragraph, sentence, underlined, boldface(ITBS)

5	: Interprets explicit and implicit information to draw a conclusion	Provides proof or evidence to justify a conclusion that has been drawn
5	: Interprets explicit and implicit information to draw a conclusion	Uses text clues and prior knowledge and experiences to draw a conclusion (ITBS)
5	Determines word meaning using context of passage	Demonstrates the strategies to be used while reading to determine word meaning
5	Determines word meaning using context of passage	Selects the meaning of a particular word in a passage using contextual strategies (ITBS)
5	Determines word meaning using context of passage	States the strategies to be used while reading to determine word meaning
5	Determines word meaning using context of passage	Uses the appropriate strategies while reading to determine word meaning (ITBS)
5	Distinguishes relevant information from irrelevant information	Ignores information that has no relevance to the main idea, theme, or topic (ITBS)
5	Distinguishes relevant information from irrelevant information	Selects key information from text (ITBS)
5	Examines the meaning of an author's words using text clues	Uses text clues to determine a particular word's meaning (ITBS)
5	Examines the meaning of an author's words using text clues	Uses text clues to determine the meaning of an author's words
5	Identifies main ideas or themes of paragraphs or passages	Identifies details that support an identified main idea
5	Identifies main ideas or themes of paragraphs or passages	Uses stated and implied information to determine the main idea or message (ITBS)
5	Identifies main ideas or themes of paragraphs or passages	Uses text format clues such as paragraph to identify a section of text (ITBS)
5	Identifies main ideas or topics of paragraphs or passages	Supports the main idea with relevant details
5	Identifies main ideas or topics of paragraphs or passages	Identifies main ideas in informational text (ITBS)
5	Identifies main ideas or topics of paragraphs or passages	Uses graphic organizers to demonstrate understanding of main idea
5	Identifies statements of fact in informational text	Selects a statement of fact based on comprehension of text information (ITBS)
5	Identifies statements of fact in informational text	Uses a graphic organizer to demonstrate understanding of fact and opinion
5	Interprets information that has been paraphrased or reworded	Compares similar ideas that have been reworded or paraphrased to identify likenesses (ITBS)
5	Interprets information that has been paraphrased or reworded	Matches reworded or paraphrased text to the original text to answer a direct question (ITBS)
5	Interprets information that has been paraphrased or reworded	Paraphrases or rewords the writer's ideas without changing the meaning
5	Interprets information that has been paraphrased or reworded	Searches for text clues to answer specific questions (that are in a multiple choice format) about characters, events, and other elements of a story (ITBS)
5	Interprets information that has been paraphrased or reworded	Supports answers with text clues and other evidence or proof
5	Knows prior knowledge and experiences are important in understanding new information	Establishes connections between text and prior knowledge and experience prior to and while reading
5	Knows prior knowledge and experiences are important in understanding new information	Makes, states, and supports text-to-self connections
5	Knows prior knowledge and experiences are important in understanding new information	Makes, states, and supports text-to-text connections
5	Knows prior knowledge and experiences are important in understanding new information	Makes, states, and supports text-to-world connections
5	Knows prior knowledge and experiences are important in understanding new information	Surveys text prior to reading and states the knowledge and experience he/she can connect to the topic
5	Knows the defining characteristics and functions of a variety of informational texts	Compares one informational text to another using a graphic organizer to demonstrate understanding of characteristics and function
5	Knows the defining characteristics and functions of a variety of informational texts	Monitors comprehension by adjusting speed to fit the purpose or by using such strategies as skimming, scanning, surveying, reading on, looking back, or summarizing what has been read
5	Knows the defining characteristics and functions of a variety of informational texts	Reads a variety of informational text beyond a textbook
5	Knows the defining characteristics and functions of a variety of informational texts	Responds in meaningful and purposeful ways to a variety of informational text
5	Knows the defining characteristics and functions of a variety of informational texts	Selects the appropriate informational text based on reading purpose
5	Knows the defining characteristics and functions of a variety of informational texts	Uses terms narrative and expository to describe the texts they are reading
5	Recognizes an author's viewpoint	Reads a variety of informational text specifically for the purpose of identifying the author's viewpoint

5	Recognizes an author's viewpoint	Recognizes and describes an author's viewpoint, and supporting the description with textual evidence
5	Recognizes characteristics of a poem	Selects descriptive words from the poem to describe particular objects (ITBS)
5	Recognizes characteristics of a poem	Uses the language of a poem to determine the main idea (ITBS)
5	Recognizes characteristics of a poem	Uses the language of the poem to make an inference about feelings or relationships (ITBS)
5	Responds to literature using oral, written, visual, and/or kinesthetic means	Responds to a prompt using pre-determined criteria
5	Responds to literature using oral, written, visual, and/or kinesthetic means	Responds to literature using a variety of formats
5	Responds to literature using oral, written, visual, and/or kinesthetic means	Supports ideas with text clues and other evidence or proof
5	Synthesizes text information, prior knowledge, or experience to draw a conclusion	Supports conclusions with textual evidence and knowledge or experience
5	Synthesizes text information, prior knowledge, or experience to draw a conclusion	Uses text information and prior experience and knowledge to draw conclusions in order to answer a direct question about a concept in the passage (ITBS)
5	Translates stated information to another context to make an interpretation	Compares a concept found in one context to the same concept found in another context (ITBS)
5	Translates stated information to another context to make an interpretation	Matches a picture to stated information (ITBS)
5	Translates stated information to another context to make an interpretation	Selects a visual that represents information from the passage (ITBS)
5	Translates stated information to another context to make an interpretation	Uses visuals to aid comprehension
5	Understands basic story elements, such as character, setting, plot, and theme	Responds to prompts to demonstrate understanding of story elements (such as theme, dialogue, conflict, or problem, resolution or solution, and cause-and-effect relationships)
5	Understands basic story elements, such as character, setting, plot, and theme	Supports responses with text evidence and experiential evidence
5	Understands basic story elements, such as character, setting, plot, and theme	Uses a graphic organizer to demonstrate knowledge of a story's element
5	Understands how an author's choice of language and style contribute to the overall quality and enjoyment of a literary work	Recognizes different styles of writing
5	Understands how an author's choice of language and style contribute to the overall quality and enjoyment of a literary work	Recognizes the language and word choices used by an author that contribute to a reader's visual and sensory images and enjoyment
5	Understands that different literary forms and genres have different characteristics	Compares texts based on the characteristics of a literary form or genre
5	Understands that different literary forms and genres have different characteristics	Matches a particular story to its literary form or genre based on that story's unique characteristics
5	Understands that different literary forms and genres have different characteristics	Reads a variety of literary forms or genre
5	Understands that one of the purposes for writing is to explain or to inform	Compares two or more texts as to the writer's purpose and supports the comparison with textual evidence
5	Understands that one of the purposes for writing is to explain or to inform	reads a variety of informational text to become familiar with different purposes
5	Understands that one of the purposes for writing is to explain or to inform	Recognizes the author's purpose for writing an information article, passage, or text (ITBS)
5	Understands that themes can recur across literary forms and genre	Identifies the theme of a story using the author's text clues and own prior experiences and knowledge
5	Understands that themes can recur across literary forms and genre	States the theme of a story in one, two, or three words
5	Understands that themes can recur across literary forms and genre	Supports choice of theme using textual evidence and experiential knowledge
5	Understands the format for written directions	Answers literal questions to demonstrate comprehension of written directions (ITBS)
5	Understands the format for written directions	Follows written directions
5	Understands the format for written directions	Writes directions for a process or procedure
5	Understands the writer's use of figurative language to create images	Determines the meaning of non-literal language based on an awareness of that particular type's definition (ITBS)
5	Understands the writer's use of figurative language to create images	Recognizes types of figurative language such as a metaphor, a simile, and/or a personification
5	Uses a variety of strategies to summarize or paraphrase information in texts	Uses a graphic organizer to organize information for a written summary

5	Uses a variety of strategies to summarize or paraphrase information in texts	Uses summarizing as a way to monitor own comprehension (stops occasionally to mentally, orally, or write a short summary of what has been read to that point)
5	Uses a variety of strategies to summarize or paraphrase information in texts	Writes a summary of a text that reflects the main ideas, significant details, and its underlying meaning or message
5	Uses an author's words to better understand cause and effect relationships in informational text	Identifies why (the cause of) an event happens (ITBS)
5	Uses an author's words to better understand cause and effect relationships in informational text	Recognizes clue words that signal cause and effect (after, before, etc.)
5	Uses an author's words to better understand cause and effect relationships in informational text	Separates cause from effect when asked to analyze a group of events
5	Uses explicit and implicit information to make inferences about a character's motives, traits, actions, or feelings	Justifies inferences with references to text clues and references to prior knowledge and experience
5	Uses explicit and implicit information to make inferences about a character's motives, traits, actions, or feelings	Makes inferences about a character's actions using explicit and implicit text information and prior experience and knowledge (ITBS)
5	Uses explicit and implicit information to make inferences about a character's motives, traits, actions, or feelings	Makes inferences about a character's feelings using explicit and implicit text information and prior experience and knowledge (ITBS)
5	Uses explicit and implicit information to make inferences about a character's motives, traits, actions, or feelings	Makes inferences about a character's motives using explicit and implicit text information and prior experience and knowledge (ITBS)
5	Uses explicit and implicit information to make inferences about a character's motives, traits, actions, or feelings	Makes inferences about a character's traits using explicit and implicit text information and prior experience and knowledge (ITBS)
5	Uses stated and implicit information to make comparisons between concepts	Supports the comparison using text information, implied, and stated
5	Uses stated and implicit information to make comparisons between concepts	Uses text information to select a person, place, or thing that is most like what was described in the text (ITBS)
5	Uses text features, structures, and format found in informational text to locate information for specific purposes	States functions, purposes, and characteristics of a variety of text features, format, and structures found in informational text
5	Uses text features, structures, and format found in informational text to locate information for specific purposes	Uses text features, structures, and format to aid comprehension
5	Draws and supports conclusions using implicit and explicit information	Determines a character's actions using stated information (ITBS)
5	Draws and supports conclusions using implicit and explicit information	Determines a character's traits using stated information (ITBS)
5	Draws and supports conclusions using implicit and explicit information	Supports or justifies conclusions
5	Establishes a purpose for reading	Uses reading skills and strategies appropriate to the purpose for reading and the difficulty of the text
5	Establishes a purpose for reading	Uses self-monitoring strategies appropriate to purpose for reading and difficulty of text
5	Locates relevant information	Determines word meaning based on context clues (ITBS)
5	Locates relevant information	Explains clearly events or ideas in sequential order (ITBS)
5	Locates relevant information	Locates information to answer direct questions (ITBS)
5	Locates relevant information	Uses visuals to find information (ITBS)
5	Makes and supports inferences using implicit and explicit information	Determines a character's motives, feelings, or traits based on text clues, prior experience and knowledge (ITBS)
5	Makes and supports inferences using implicit and explicit information	Uses implied information in poetry to make an inference about a particular concept (ITBS)
5	Makes and supports inferences using implicit and explicit information	Uses text clues, prior knowledge, and experience to make and support inferences
5	Makes and supports predictions	Identifies what actions a character plans to take (ITBS)
5	Makes and supports predictions	Uses text clues, prior knowledge, and experiences to make predictions and supports those predictions
5	Understands that figurative language enhances the meaning of text	Identifies personification, metaphors, and similes in text
5	Understands that figurative language enhances the meaning of text	Uses knowledge of figurative language to understand text
5	Understands two purposes for writing can be to explain or to inform	Identifies the purpose or reason that an author wrote a text (ITBS)
5	Understands two purposes for writing can be to explain or to inform	Selects the appropriate text based on the purpose for reading
5	Uses a glossary, dictionary, and/or a thesaurus to determine word meaning	Identifies the appropriate meaning when a dictionary, glossary, or thesaurus entry has multiple meanings
5	Uses a glossary, dictionary, and/or a thesaurus to determine	Uses a dictionary appropriately

	word meaning	
5	Uses a glossary, dictionary, and/or a thesaurus to determine word meaning	Uses a glossary appropriately
5	Uses a glossary, dictionary, and/or a thesaurus to determine word meaning	Uses a thesaurus appropriately
5	Uses knowledge of story elements	Determines that a character's motives, feelings, and other traits based on experience and text clues (ITBS)
5	Uses knowledge of story elements	Uses knowledge of story elements to make meaning from a variety of literary works
5	Uses major points from fiction or nonfiction text to make and clarify generalizations	Determines the main idea of a paragraph (ITBS)
5	Uses major points from fiction or nonfiction text to make and clarify generalizations	Determines the main idea of an informational article (ITBS)
5	Uses major points from fiction or nonfiction text to make and clarify generalizations	Determines the theme of a story (ITBS)
5	Uses major points from fiction or nonfiction text to make and clarify generalizations	Makes a generalization about the main idea of a selection or passage (ITBS)
5	Uses major points from fiction or nonfiction text to make and clarify generalizations	Tells what the story explains (ITBS)
5	Uses structural analysis and syntax to determine word pronunciation and meaning	Uses knowledge of structure and syntax to read with fluency and understanding
5	Uses text format and conventions of print to read fluently and accurately	Applies understanding of text format and conventions of print to read with fluency and accuracy at instructional level (90% accuracy)
5	Uses text organization such as compare and contrast, cause and effect, fact and opinion, and sequencing	Determines how objects are alike (ITBS)
5	Uses text organization such as compare and contrast, cause and effect, fact and opinion, and sequencing	Determines how one object is different from the other (ITBS)
5	Uses text organization such as compare and contrast, cause and effect, fact and opinion, and sequencing	Determines sequence in written directions (ITBS)
5	Uses text organization such as compare and contrast, cause and effect, fact and opinion, and sequencing	Recognizes a simile and its comparison (ITBS)
5	Uses text structure to locate information	Determines word meaning using picture clues and contextual clues (ITBS)
5	Uses text structure to locate information	Locates information in text using stated clue words, e.g. paragraph, sentence, underline, boldface (ITBS)
6	Analyzes author's style and text structure to determine meaning and affect on the reader	Considers the reason for the text and describes the writing techniques used to produce the hoped for reader response
6	Analyzes author's style and text structure to determine meaning and affect on the reader	Defines why the author write text
6	Analyzes author's style and text structure to determine meaning and affect on the reader	Describes the response the author hopes to elicit from the reader
6	Connects text to his/her own life by using prior knowledge, personal experience, and text clues to evaluate and respond to literature (written, visual, oral and kinesthetic)	Creates an alternate ending to a story using own personal experiences and knowledge
6	Connects text to his/her own life by using prior knowledge, personal experience, and text clues to evaluate and respond to literature (written, visual, oral and kinesthetic)	Makes and supports inferences
6	Connects text to his/her own life by using prior knowledge, personal experience, and text clues to evaluate and respond to literature (written, visual, oral and kinesthetic)	Makes and supports judgments about text with prior knowledge, personal experiences, and text clues
6	Determines author's purpose or viewpoint through interpretation of the style, structure, mood, or tone of the text	Determines what action or response the author wants to elicit from the reader
6	Determines author's purpose or viewpoint through interpretation of the style, structure, mood, or tone of the text	Identifies author's purpose for writing text (ITBS)
6	Determines author's purpose or viewpoint through interpretation of the style, structure, mood, or tone of the text	Identifies author's viewpoint by recognizing the mood or tone of text (ITBS)
6	Determines author's purpose or viewpoint through interpretation of the style, structure, mood, or tone of the text	Makes critical comparisons across texts, noting author's style as well as literal and implied content of text
6	Determines main idea	Determines main idea of a paragraph or passage (ITBS)
6	Determines main idea	Explains how authors and illustrators use text and art to express their ideas
6	Determines main idea	Interprets information from tables, maps, charts, etc., to enhance understanding of text
6	Determines main idea	Selects a graphic organizer to demonstrate understanding of main ideas and supporting details
6	Determines main ideas	Uses graphic organizers to illustrate the main idea

6	Determines main ideas	Uses stated and implied ideas to summarize text (ITBS)
6	Interprets non-literal language to understand the author's viewpoint	Determines the author's viewpoint using prior knowledge and experiences to interpret non-literal language
6	Interprets non-literal language to understand the author's viewpoint	Differentiates between the character's point of view and the author's point of view
6	Makes an inference or draws a conclusion about a character's actions, feelings, motives, traits, or relationships using implicit and explicit information	Describes how the main character has changed and why those changes happened
6	Makes an inference or draws a conclusion about a character's actions, feelings, motives, traits, or relationships using implicit and explicit information	Examines the character's response to the story's conflict and supports the analysis with evidence
6	Makes an inference or draws a conclusion about a character's actions, feelings, motives, traits, or relationships using implicit and explicit information	Makes inferences about different aspects relating to the character (ITBS)
6	Makes an inference or draws a conclusion about a character's actions, feelings, motives, traits, or relationships using implicit and explicit information	Makes inferences, draws conclusions, and makes connections: text-to-text, text-to-self, and text-to-world
6	Makes an inference or draws a conclusion about a character's actions, feelings, motives, traits, or relationships using implicit and explicit information	Predicts how the story might be different if the author changed certain literary elements or writing techniques (ITBS)
6	Makes an inference or draws a conclusion about a character's actions, feelings, motives, traits, or relationships using implicit and explicit information	Supports inferences with textual and experiential evidence and knowledge
6	Makes connections between main ideas of a text and other sources and related topics	Identifies texts that have similar themes and ideas to the current text
6	Reads a variety of literary texts and genres to apply reading strategies and skills	Identifies similarities and differences between literary forms and genre
6	Recalls stated information	Recalls specific facts from text to answer literal questions (ITBS)
6	Recalls stated information	Retells story in own words
6	Recognizes point of view as a writing technique	Determines point of view supported by examples from the text
6	Recognizes story is defined by a particular structure and the subsequent relationship between story elements (i.e., character, setting, plot, events, theme, conflict, etc.)	Analyzes and evaluates literary elements to determine their importance to the story
6	Recognizes story is defined by a particular structure and the subsequent relationship between story elements (i.e., character, setting, plot, events, theme, conflict, etc.)	Analyzes characterization through a character's thoughts, words, actions, and narrator's description
6	Recognizes story is defined by a particular structure and the subsequent relationship between story elements (i.e., character, setting, plot, events, theme, conflict, etc.)	Describes the relationships between story elements
6	Recognizes the difference between fact and opinion	Determines if the author is writing from his/her field of expertise
6	Recognizes the difference between fact and opinion	Determines why an author may not present the facts to a reader
6	Recognizes the difference between fact and opinion	Distinguishes fact from opinion with examples from the text
6	Recognizes the use of literary devices in a variety of literary works	Describes how literary devices were used to enhance the text
6	Summarizes and paraphrases text using implicit and explicit information to draw conclusions or make inferences	Explains the organization of ideas from different texts to draw conclusions
6	Summarizes and paraphrases text using implicit and explicit information to draw conclusions or make inferences	Makes predictions and/or hypothesizes about concepts using text information
6	Summarizes and paraphrases text using implicit and explicit information to draw conclusions or make inferences	Recalls and summarizes content using implicit and explicit information (ITBS)
6	Summarizes and paraphrases text using implicit and explicit information to draw conclusions or make inferences	Supports conclusions, inferences, predictions, and/or hypotheses with text evidence
6	Summarizes and paraphrases text using implicit and explicit information to draw conclusions or make inferences	Uses restated or paraphrased text to draw conclusions and make inferences (ITBS)
6	Summarizes and paraphrases text using implicit and explicit information to draw conclusions or make inferences	Uses text features and graphics to organize, analyze, and make inferences about text to demonstrate comprehension
6	Translates text into new context	Answers literal, inferential, evaluative, and synthesizing questions to demonstrate comprehension of printed texts (ITBS)
6	Translates text into new context	Makes comparisons between a new concept and familiar ones (ITBS)
6	Understands each literary form and genre has its own unique characteristics	Identifies a specific passage, story, or book using the characteristics of that particular literary form or genre
6	Understands each literary form and genre has its own unique characteristics	Uses a graphic organizer to show understanding of particular literary form or genre
6	Understands words in context	Applies knowledge of connotation and denotation to understand the meaning of words (ITBS)
6	Understands words in context	Determines pronunciations, meanings, and alternative word choices

		through use of the dictionary, thesaurus, and/or electronic tools
6	Understands words in context	Determines the meaning of unfamiliar words by applying knowledge of root words and affixes
6	Understands words in context	Identifies how a word is used to determine meaning
6	Understands words in context	Uses a book's glossary to define unfamiliar words
6	Understands words in context	Uses a variety of strategies to define and extend understanding of word meaning
6	Understands words in context	Uses context or dictionary to find the meaning of unfamiliar words
6	Understands words in context	Uses contextual clues to determine meaning of new words (ITBS)
6	Uses a variety of reference materials	Identifies the purposes for and characteristics of a variety of reference materials
6	Uses a variety of reference materials	Uses a variety of reference materials to produce a summary of ideas about a particular topic
6	Uses comparison and contrast, sequencing, and cause and effect to determine meaning	Compares and contrasts textual information
6	Uses comparison and contrast, sequencing, and cause and effect to determine meaning	Describes a series of events in the order in which they happened
6	Uses comparison and contrast, sequencing, and cause and effect to determine meaning	Identifies cause and effect relationships in text
6	Uses comparison and contrast, sequencing, and cause and effect to determine meaning	Uses graphic organizers to demonstrate understanding of text organization
6	Uses implicit and explicit information to draw a conclusion	Draws a conclusion based on literal and implied information (ITBS)
6	Uses print information to identify ideas or concepts relevant to text meaning	Applies reading skills and strategies to informational text
6	Uses print information to identify ideas or concepts relevant to text meaning	Monitors own comprehension and makes modifications when understanding breaks down by rereading and using text features and contextual information
6	Uses print information to identify ideas or concepts relevant to text meaning	Scans passage to determine relevant information and skims the text to locate specific information (ITBS)
6	Uses print information to identify ideas or concepts relevant to text meaning	Selects, creates, and uses graphic organizers to interpret textual information
6	Uses print information to identify ideas or concepts relevant to text meaning	Uses text features to identify key concepts and ideas (ITBS)
6	Uses print information to identify ideas or concepts relevant to text meaning	Utilizes text features to help recall and summarize content (ITBS)
6	Uses restated or paraphrased text to identify a concept	Identifies key concepts using restatements or paraphrases (ITBS)
6	Uses restated or paraphrased text to identify a concept	Restates main concepts of story in own words
6	Uses strategies to evaluate the accuracy of conclusions and inferences	Uses details and evidence from the text to draw conclusions and make inferences
6	Uses strategies to evaluate the accuracy of conclusions and inferences	Uses subtleties within the text to draw conclusions and make inferences
6	Uses strategies to evaluate the accuracy, validity, and reliability of information	
6	Uses the defining characteristics of informational texts to determine meaning	Outlines the techniques of persuasion used in a text to better understand the argument
6	Uses the defining characteristics of informational texts to determine meaning	Summarizes the information in texts, recognizing important ideas, and supporting details while noting gaps and contradictions
6	Uses the defining characteristics of informational texts to determine meaning	Uses a graphic organizer to highlight the main events of a person's life
6	Distinguishes between relevant and irrelevant information	Identifies a fact from the author's text to answer literal questions (ITBS)
6	Distinguishes between relevant and irrelevant information	Paraphrases text to eliminate irrelevant material (ITBS)
6	Recognizes authors write for a variety of purposes, such as to explain, inform, persuade, etc.	Identifies the persuasive techniques used by the author
6	Recognizes authors write for a variety of purposes, such as to explain, inform, persuade, etc.	Paraphrases, summarizes, and synthesizes information from a variety of texts and genre to compare authors' purposes
6	Recognizes authors write for a variety of purposes, such as to explain, inform, persuade, etc.	Recognizes different genres are written for different purposes
6	Restates or paraphrases information to synthesize information	Lists questions and searches for answers within the text to construct meaning (ITBS)
6	Restates or paraphrases information to synthesize information	Restates the ending to show understanding of the information (ITBS)
6	Restates or paraphrases information to synthesize information	Rewords or paraphrases to identify major concepts in text (ITBS)
6	Uses contextual clues to determine meanings of words or phrases	Describes a variety of strategies to define and extend understanding of word meaning
6	Uses contextual clues to determine meanings of words or	Identifies how a word is used in a sentence to clarify meaning

	phrases	
6	Uses contextual clues to determine meanings of words or phrases	Locates meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources
6	Uses contextual clues to determine meanings of words or phrases	Uses context clues and text structures to determine the meaning of new vocabulary (ITBS)
6	Uses discussion, note taking, and writing to synthesize thoughts to aid reading comprehension	Composes notes while reading a text to clarify the main points
6	Uses discussion, note taking, and writing to synthesize thoughts to aid reading comprehension	Discusses what has been read with a partner
6	Uses knowledge of organizational features (such as sequencing, cause and effect, compare and contrast, story grammar, fact and opinion) to aid comprehension of a variety of text formats	Compares and contrasts specific ideas in text (ITBS)
6	Uses knowledge of organizational features (such as sequencing, cause and effect, compare and contrast, story grammar, fact and opinion) to aid comprehension of a variety of text formats	Establishes and adjusts purpose for reading a particular text including reading to find out, to understand, to interpret, to enjoy, and to solve problems to aid comprehension
6	Uses knowledge of organizational features (such as sequencing, cause and effect, compare and contrast, story grammar, fact and opinion) to aid comprehension of a variety of text formats	Lists sequence of events in order from a text (ITBS)
6	Uses knowledge of organizational features (such as sequencing, cause and effect, compare and contrast, story grammar, fact and opinion) to aid comprehension of a variety of text formats	Makes comparisons between a new concept and a familiar concept (ITBS)
6	Uses knowledge of the use of figurative language or word choice to aid comprehension	Infers word meaning through identification and analysis of analogies and other word relationships (ITBS)
6	Uses knowledge of the use of figurative language or word choice to aid comprehension	Interprets figurative language by examining author's word choice (ITBS)
6	Uses knowledge of the use of figurative language or word choice to aid comprehension	Uses prior knowledge to examine meaning of the author's words in context
6	Uses text information to determine main idea	Clarifies the main idea by asking and responding to a variety of questions related to the text (ITBS)
6	Uses text information to determine main idea	Rewords or paraphrases the text to identify the main idea (ITBS)
6	Uses text information to draw conclusions or make inferences	Gives a personal interpretation of the material in the text
6	Uses text information to draw conclusions or make inferences	Makes inferences about a particular concept, and then draws a conclusion about that concept (ITBS)
6	Uses text information to draw conclusions or make inferences	Uses the author's words to make inferences about the impact an event had on the author's life and a subject's feelings or actions (ITBS)
7	Analyzes text structure to derive meaning	Makes use of previous reading to compare text structures
7	Analyzes text structure to derive meaning	Predicts the ending of the text while reading
7	Analyzes text structure to derive meaning	Summarizes text to determine meaning
7	Analyzes text structure to derive meaning	Uses text structure clues to locate information (ITBS)
7	Analyzes the author's choice of words used to achieve an effect on the reader	Identifies and analyzes words used by authors to elicit reader response
7	Analyzes the author's choice of words used to achieve an effect on the reader	Interprets the effect of the author's choice of words on the reader
7	Analyzes the author's style of writing to derive meaning	Analyzes author's style and motives for writing the text
7	Analyzes the author's style of writing to derive meaning	Makes a critical comparison of several of the same author's texts
7	Analyzes the author's style of writing to derive meaning	Recognizes the use of specific literary devices used and their effects on the meaning of text (ITBS)
7	Connects text to his/her own life using prior knowledge, personal experience, and text clues to evaluate and respond to literature (written, visual, oral and kinesthetic)	Makes connections to real-world situations or related text before and during reading of text
7	Connects text to his/her own life using prior knowledge, personal experience, and text clues to evaluate and respond to literature (written, visual, oral and kinesthetic)	Predicts outcome while reading using personal experiences to support predictions
7	Determines main idea	Explain how main ideas connect to each others
7	Determines main idea	Identifies and understands recurring themes across literary works
7	Determines main idea	Interprets implicit and explicit information to identify main idea (ITBS)
7	Determines main idea	Locates specific details to determine the main idea of text (ITBS)
7	Determines main idea	Uses text features to skim and scan for main ideas (ITBS)
7	Determines main ideas and supporting details in texts	Identifies the main idea of a text from paraphrased or reworded samples (ITBS)

7	Determines main ideas and supporting details in texts	Reads to gather necessary information for assigned tasks
7	Determines main ideas and supporting details in texts	Selects graphic organizers to aid in finding the main idea
7	Determines main ideas and supporting details in texts	Uses information from text to form, explain, and support questions and predictions about the main ideas
7	Determines the speaker in a passage	Determines and supports the effect of the point of view on the text
7	Determines the speaker in a passage	Identifies and traces the development of an author's point of view
7	Determines the speaker in a passage	Identifies the speaker in the text (ITBS)
7	Determines the speaker in a passage	Names the speaker and gives specific examples from the text
7	Draws a conclusion based upon text information	Restates essential ideas to form a conclusion
7	Draws a conclusion based upon text information	Summarizes main points and draws a conclusion from text (ITBS)
7	Draws a conclusion based upon text information	Synthesizes key points and supporting details to form conclusions (ITBS)
7	Draws a conclusion based upon text information	Uses a graphic organizer to illustrate plot elements and draw a conclusion from these elements
7	Identifies author's purpose by interpreting the mood or tone of the text	Explains how an author's mood appeals to an audience
7	Identifies author's purpose by interpreting the mood or tone of the text	Identifies author's tone by determining the author's purpose for writing (ITBS)
7	Infers traits, motives, actions, or feelings of a character	Describes how character traits affect text
7	Infers traits, motives, actions, or feelings of a character	Evaluates character responses to the conflict and its resolution (ITBS)
7	Infers traits, motives, actions, or feelings of a character	Uses text to give specific examples of character traits, motives, actions, and feelings
7	Interprets information in new contexts	Compares and contrasts new ideas with prior knowledge of concept presented
7	Interprets information in new contexts	Defines and analyzes information needed to carry out a procedure
7	Interprets information in new contexts	Finds and rewords the sequence of steps in a technical publication
7	Interprets information in new contexts	Follows written directions in technical reading to execute plan
7	Interprets information in new contexts	Makes predictions using new information about text and connecting it to prior information (ITBS)
7	Interprets information in new contexts	Sequences information needed to carry out a procedure
7	Interprets non-literal (figurative) language to derive meaning	Examines how figurative language and literary devices contribute to the meaning of the text
7	Interprets non-literal (figurative) language to derive meaning	Explains how figurative language expresses ideas and conveys mood in text (ITBS)
7	Knows the difference between fact and opinion in informational text	Distinguishes statements of fact from opinion and give examples from text
7	Knows the difference between fact and opinion in informational text	Evaluates types of informational text that tends to include statements of opinions
7	Knows the difference between fact and opinion in informational text	Identifies types of informational text that tend to include factual information
7	Reads a variety of literary texts and genres to apply reading strategies and skills	Analyzes various genres and forms to identify distinct characteristics and purposes
7	Reads a variety of literary texts and genres to apply reading strategies and skills	Establishes and adjusts purposes for reading including to find out, to understand, to interpret, to enjoy, and to solve problems
7	Reads a variety of literary texts and genres to apply reading strategies and skills	Identifies similarities and differences between various literary forms and genre
7	Recalls stated information	Locates specific details in text to answer questions (ITBS
7	Recognizes a story is defined by a particular structure and the relationships among story elements (i.e., character, setting, plot, events, theme, conflict, etc.)	Analyzes characters through their thoughts, words, speech patterns, and actions; the narrator's description; and what other characters think, say, and do with the character
7	Recognizes a story is defined by a particular structure and the relationships among story elements (i.e., character, setting, plot, events, theme, conflict, etc.)	Analyzes interactions between characters in literary text and how the interactions affect the plot
7	Recognizes a story is defined by a particular structure and the relationships among story elements (i.e., character, setting, plot, events, theme, conflict, etc.)	Analyzes the importance of setting
7	Recognizes a story is defined by a particular structure and the relationships among story elements (i.e., character, setting, plot, events, theme, conflict, etc.)	Describes and analyzes the effect of characters' traits on the plot and resolution of the conflict
7	Recognizes a story is defined by a particular structure and the relationships among story elements (i.e., character, setting, plot, events, theme, conflict, etc.)	Explains and analyzes how the context of setting and the author's choice of point of view impact a literary text
7	Recognizes a story is defined by a particular structure and the relationships among story elements (i.e., character, setting,	Identifies and analyzes recurring themes in a variety of text

	plot, events, theme, conflict, etc.)	
7	Recognizes a story is defined by a particular structure and the relationships among story elements (i.e., character, setting, plot, events, theme, conflict, etc.)	Identifies events that advance plot and determines how each event explains past or present actions or foreshadows future actions
7	Recognizes a story is defined by a particular structure and the relationships among story elements (i.e., character, setting, plot, events, theme, conflict, etc.)	Identifies the elements of plot and establishes a connection between an element and a future event
7	Recognizes a story is defined by a particular structure and the relationships among story elements (i.e., character, setting, plot, events, theme, conflict, etc.)	Makes inferences regarding the motives of characters and consequences of their actions by citing text
7	Recognizes a story is defined by a particular structure and the relationships among story elements (i.e., character, setting, plot, events, theme, conflict, etc.)	Summarizes ideas from text to make and defend accurate inferences about character traits and motivations
7	Recognizes history and culture influence an author's perspective	Identifies examples from text to make connections between text and an author's cultural and historical perspective of the world
7	Recognizes history and culture influence an author's perspective	Investigates how attitudes toward a situation or problem change in different periods of history or in different cultures
7	Recognizes history and culture influence an author's perspective	Recognizes a given literary work in its historical, cultural, or social context to understand its relationship to historical events
7	Recognizes how the author's choice of words influences the reader	Evaluates author's word choice to elicit reader response (ITBS)
7	Recognizes how the author's choice of words influences the reader	Identifies specialized vocabulary and analyzes its effect on the reader
7	Recognizes point of view as a writing device	Describes the point of view of the text and gives examples from the text
7	Recognizes techniques used to convey viewpoint	Evaluates author's word choice to convey viewpoint
7	Recognizes techniques used to convey viewpoint	Knows how to identify viewpoint in text. Identifies and traces the development of an author's argument, point of view, or perspective in text
7	Recognizes the different literary forms and their characteristics	Compares several short stories to establish like characteristics
7	Recognizes the different literary forms and their characteristics	Predicts how the story might be different if the author changed the ending
7	Understands the meaning of a word in context	Applies knowledge of roots and affixes to understand content area vocabulary
7	Understands the meaning of a word in context	Identifies and uses multiple meanings of a word
7	Understands the meaning of a word in context	Infers word meaning by use of context clues and knowledge of words (ITBS)
7	Understands the meaning of a word in context	Uses knowledge of word origins and derivation to determine the meaning of unknown words
7	Understands the meaning of a word in context	Uses multiple resources to enhance comprehension of vocabulary
7	Understands words in context	Applies knowledge of roots and affixes to understand unfamiliar words
7	Understands words in context	Determines meaning of unfamiliar words in text using contextual clues and knowledge of word structure (ITBS)
7	Understands words in context	Recognizes the influences of other languages on English language
7	Uses a variety of reference materials appropriately	Analyzes the differences among various categories of informational material in terms of their structure and purpose
7	Uses a variety of reference materials appropriately	Selects the appropriate reference book for a given task
7	Uses a variety of reference materials appropriately	Verifies information from one source by consulting other sources
7	Uses comparison and contrast, sequencing, and cause and effect to determine meaning	
7	Uses implicit and explicit information to draw a conclusion or make an inference	Demonstrates an accurate understanding of important information in the text by focusing on the key ideas presented explicitly or implicitly
7	Uses implicit and explicit information to draw a conclusion or make an inference	Evaluates new information and hypothesizes by comparing to known information and ideas
7	Uses implicit and explicit information to draw a conclusion or make an inference	Infers ideas and draws conclusions about text (ITBS)
7	Uses implicit and explicit information to draw a conclusion or make an inference	Makes reasonable inferences from information that is implied, but not directly stated
7	Uses implicit and explicit information to draw a conclusion or make an inference	Supports conclusions and inferences with literal and implied evidence
7	Uses restated or paraphrased text to identify a concept	Summarizes the information in text to identify key concepts (ITBS)
7	Uses strategies to evaluate the accuracy, validity, and reliability of information	Clarifies accuracy of text by creating outlines, logical notes, and summaries across content areas

7	Uses strategies to evaluate the accuracy, validity, and reliability of information	Describes why inaccurate evidence or reasoning would change the purpose of the text
7	Uses strategies to evaluate the accuracy, validity, and reliability of information	Identifies persuasive techniques used by the author
7	Uses text organization to analyze the author's style of writing	Demonstrates understanding of text features through use of graphic organizers or outlining to identify key points
7	Uses text organization to analyze the author's style of writing	Identifies author's reason for writing
7	Uses text organization to analyze the author's style of writing	Previews text and makes predictions of what the text will present
7	Uses text organization to analyze the author's style of writing	Uses structural organizers to aid comprehension (ITBS)
7	Uses visual features of texts to aid in comprehension	Draws conclusions based on information found in visual information and text
7	Uses visual features of texts to aid in comprehension	Explains how visual information and data support written text
7	Uses visual features of texts to aid in comprehension	Explains why some points are illustrated
7	Uses visual features of texts to aid in comprehension	Recognizes how illustrations reflect, interpret, and enhance the text
7	Uses visual features of texts to aid in comprehension	Scans passage to determine relevant information and skims the text to locate specific information
7	Uses visual features of texts to aid in comprehension	Uses text information to interpret tables, maps, visual aids, or charts
7	Utilizes stated, restated, or paraphrased information to aid comprehension	Determines the extent to which a summary accurately reflects the main idea, critical details, and underlying meaning of original text (ITBS)
7	Utilizes stated, restated, or paraphrased information to aid comprehension	Monitors comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text
7	Utilizes stated, restated, or paraphrased information to aid comprehension	Selects, creates, and uses graphic organizers to interpret text
7	Utilizes stated, restated, or paraphrased information to aid comprehension	Summarizes and paraphrases complex information from text to aid in comprehension
7	Applies knowledge of figurative language to aid comprehension	Represents abstract information as explicit mental pictures (ITBS)
7	Applies knowledge of figurative language to aid comprehension	Uses information to interpret unusual word choice (ITBS)
7	Applies knowledge of organizational features (such as sequencing, cause and effect, compare and contrast, story grammar, fact and opinion) to aid comprehension of a variety of text formats	Identifies main characters of a text and describes the relationships to each other (ITBS)
7	Applies knowledge of organizational features (such as sequencing, cause and effect, compare and contrast, story grammar, fact and opinion) to aid comprehension of a variety of text formats	Identifies the beginning, middle, and end of a text to better locate specific information (ITBS)
7	Applies knowledge of organizational features (such as sequencing, cause and effect, compare and contrast, story grammar, fact and opinion) to aid comprehension of a variety of text formats	States the theme and tells how it is addressed throughout the story
7	Applies knowledge of organizational features (such as sequencing, cause and effect, compare and contrast, story grammar, fact and opinion) to aid comprehension of a variety of text formats	Uses graphic organizers to identify elements of plot
7	Determines main ideas	Scans to locate specific details about main idea
7	Determines main ideas	Skims to identify main idea of a selection
7	Determines main ideas	Uses information from story to determine main idea (ITBS)
7	Determines main ideas	Uses paraphrasing to restate the main idea retaining the original meaning
7	Draws and supports conclusions about text using implicit and explicit information	Determines a purpose for reading and uses a range of reading comprehension strategies to better understand text
7	Draws and supports conclusions about text using implicit and explicit information	Reflects on what has been learned after reading and draws a conclusion (ITBS)
7	Draws and supports conclusions about text using implicit and explicit information	Summarizes and restates important information from text (ITBS)
7	Makes and supports inferences based upon implicit and explicit text information	Makes an inference about the main ideas of the text (ITBS)
7	Makes and supports inferences based upon implicit and explicit text information	Supports influences with text clues and prior knowledge and experience
7	Recognizes specific devices that an author uses to accomplish his/her purpose	Identifies the author's bias and gives examples from the text to support the conclusion
7	Recognizes specific devices that an author uses to accomplish his/her purpose	Lists words that show bias and explains bias connected to word choice

7	Recognizes that authors write for a variety of purposes, such as to explain, inform, persuade, etc.	Explains why the author wrote the text
7	Recognizes that authors write for a variety of purposes, such as to explain, inform, persuade, etc.	Identifies author's purpose for writing the text
7	Recognizes that authors write for a variety of purposes, such as to explain, inform, persuade, etc.	Identifies the audience for whom the author is writing
7	Uses contextual clues to determine meaning of words or phrases	Recognizes and interprets words with multiple meanings and selects correct meaning for use in context
7	Uses contextual clues to determine meaning of words or phrases	Uses contextual clues and knowledge of words to define words in context (ITBS)
7	Uses contextual clues to determine meaning of words or phrases	Uses knowledge of root words and affixes to determine meanings of complex words
7	Uses contextual clues to determine meaning of words or phrases	Uses word origin to aid in defining words in context
7	Uses text to distinguish between relevant and irrelevant information to aid understanding	Answers literal, inferential/interpretive, and critical questions to demonstrate comprehension of text (ITBS)
7	Uses text to distinguish between relevant and irrelevant information to aid understanding	Eliminates extraneous information to determine main idea (ITBS)
7	Uses text to distinguish between relevant and irrelevant information to aid understanding	Evaluates information for relevance and accuracy
8	Analyzes the author's choice of words used to achieve an effect	Analyzes the author's choice of words to develop a character (ITBS)
8	Analyzes the author's style of writing to determine meaning	Analyzes use of a genre to express a theme or topic
8	Analyzes the author's style of writing to determine meaning	Compares and contrasts literary works by the same author
8	Analyzes the author's style of writing to determine meaning	Makes connections between a character's motives and story events and the reader's own life to make meaning from text
8	Analyzes the author's style of writing to determine meaning	Recognizes the author's style and its impact on the text meaning (ITBS)
8	Analyzes the author's writing style to understand the text	Explains an author's style by identifying valid and invalid textual information (ITBS)
8	Analyzes the author's writing style to understand the text	Explains how authors use textual information to achieve their purpose and reach a specific audience
8	Connects concepts that are presented to new contexts	Compares and contrasts biographies and autobiographies with textbook accounts
8	Connects concepts that are presented to new contexts	Reads and follows multi-step directions to complete a task and to identify the sequence prescribed
8	Connects concepts that are presented to new contexts	Uses background knowledge of subject and text structures to make connections to other text (ITBS)
8	Defines a word from the text's context	Defines a word by the author's use in text (ITBS)
8	Defines a word from the text's context	Generates how, why, and what if questions in interpreting text
8	Defines a word from the text's context	Responds to generalizations about word choice and usage in text
8	Defines a word from the text's context	Uses word meanings within the appropriate context and shows ability to verify those meanings by definition, restatement, examples, comparison or contrast
8	Determines main ideas	Clarifies and connects main ideas and concepts to identify their relationship to other sources and related topics
8	Determines main ideas	Compares main ideas from a variety of like genres
8	Determines main ideas	Determines the main ideas of passages and paragraphs (ITBS)
8	Determines main ideas	Identifies a main idea's supporting details
8	Determines main ideas	Identifies main ideas in text (ITBS)
8	Determines main ideas	Responds to a variety of literary text to determine main ideas
8	Determines the speaker of a passage and the point of view	Determines the author's point of view and purpose for writing (ITBS)
8	Determines the speaker of a passage and the point of view	Identifies the qualities of a speaker in a variety of texts
8	Draws conclusions or makes inferences using implicit and explicit text clues	Differentiates fact from opinion in editorial text (ITBS)
8	Draws conclusions or makes inferences using implicit and explicit text clues	Draws conclusions about text elements based on explicit and implicit information (ITBS)
8	Draws conclusions or makes inferences using implicit and explicit text clues	Makes an inference about a subject's qualities in text (ITBS)
8	Draws conclusions or makes inferences using implicit and explicit text clues	Makes predictions based on implicit and explicit text
8	Draws conclusions using implicit and explicit text	Draws conclusions to make comparisons about story grammar (ITBS)
8	Draws conclusions using implicit and explicit text	Evaluates structural elements of plot, the plot's development, and the way in which conflicts are or are not addressed and resolved

8	Draws conclusions using implicit and explicit text	Identifies structural elements of plot and explains how an author develops conflicts and plot to pace the events in the story
8	Draws conclusions using implicit and explicit text	Locates evidence that supports conclusions drawn from text
8	Identifies author's purpose by interpreting the mood or tone of the text	Analyzes an author's purpose and offers a critical opinion of the effectiveness of the text in meeting that purpose (ITBS)
8	Identifies author's purpose by interpreting the mood or tone of the text	Explains and analyzes how an author appeals to an audience and develops an argument or point of view
8	Identifies author's purpose by interpreting the mood or tone of the text	Explains author's use of words and language to convey point of view
8	Identifies differences between fact and opinion in informational texts	Differentiates fact from opinion and gives examples from text
8	Infers traits, feelings, motives, or view point of a character in a literary text	Analyzes a character's feelings, traits, motives, or viewpoints and gives supporting evidence from the text
8	Infers traits, feelings, motives, or view point of a character in a literary text	Analyzes interactions between characters and how the interactions affect the plot
8	Infers traits, feelings, motives, or view point of a character in a literary text	Contrasts characters' viewpoints in text and explains how they affect overall theme of the text
8	Infers traits, feelings, motives, or view point of a character in a literary text	Makes inferences about the development of a character (ITBS)
8	Interprets non-literal (figurative) language to derive meaning	Analyzes and evaluates how figurative language and literary devices contribute to the meaning of texts
8	Interprets non-literal (figurative) language to derive meaning	Differentiates between figurative and literal language to derive meaning
8	Interprets non-literal (figurative) language to derive meaning	Infers word meanings by use of relationships such as analogies, similes, and metaphors (ITBS)
8	Interprets non-literal (figurative) language to derive meaning	Interprets non-literal or figurative language to give meaning to text (ITBS)
8	Interprets non-literal (figurative) language to derive meaning	Uses new information to adjust and extend personal knowledge
8	Interprets text using specific literary devices	Identifies and responds to the author's use of literary devices such as foreshadowing and flashback
8	Reads a variety of informational text including functional texts	Establishes and adjusts purposes for reading such as to find out, understand, interpret, enjoy, or solve problems
8	Reads a variety of informational text including functional texts	Identifies purpose for reading various texts
8	Reads a variety of informational text including functional texts	Uses reading skills and strategies to aid in comprehension of informational texts
8	Reads a variety of literary texts and genres to apply reading strategies and skills	Compares ways in which different kinds of literature are organized
8	Reads a variety of literary texts and genres to apply reading strategies and skills	Identifies authors associated with various literary forms
8	Reads a variety of literary texts and genres to apply reading strategies and skills	Identifies details that reveal the genre
8	Reads a variety of literary texts and genres to apply reading strategies and skills	Reads a wide range of fiction
8	Recalls stated information or restates or paraphrases text to identify a concept	Locates, interprets, organizes, and synthesizes information from text to answer specific questions, support ideas, and summarize information
8	Recalls stated information or restates or paraphrases text to identify a concept	Provides answers to questions about text with evidence from the story
8	Recognizes common historical, cultural, and social themes and issues and how the author reflects his/her own heritage, traditions, attitudes, and beliefs	Analyzes text showing how it reflects the heritage, traditions, attitudes, and beliefs of its author
8	Recognizes common historical, cultural, and social themes and issues and how the author reflects his/her own heritage, traditions, attitudes, and beliefs	Compares and contrasts how different texts reflect historical and cultural ideas as experienced by different authors
8	Recognizes common historical, cultural, and social themes and issues and how the author reflects his/her own heritage, traditions, attitudes, and beliefs	Identifies and understands recurring themes across texts
8	Recognizes common historical, cultural, and social themes and issues and how the author reflects his/her own heritage, traditions, attitudes, and beliefs	Identifies the historical, cultural, or social context the author was describing
8	Recognizes prior knowledge and experience brings more meaning to text	Restates and summarizes information or ideas from a text and connects new information or ideas to prior knowledge and experience
8	Recognizes that an author's purpose is to inform or explain	Generates questions, takes notes, and summarizes information from author's text
8	Recognizes that an author's purpose is to inform or explain	Identifies the author's purpose for writing the text (ITBS)

8	Recognizes that literary themes recur in literary texts	
8	Recognizes the different literary forms and their characteristics	
8	Recognizes the elements of plot development	
8	Understands devices used to develop characters in literary text	
8	Understands different treatment, scope, and organization of ideas in a variety of texts	Finds similarities and differences between texts in the treatment, scope, or organization of ideas
8	Understands that story is defined by a particular structure (i.e., character, setting, plot, events, theme, conflict, etc.)	
8	Understands the relationships among story elements (i.e., character, setting, plot, events, theme, conflict, etc.)	
8	Understands words in context	Identifies and applies appropriate word analysis and vocabulary strategies to identify unfamiliar words
8	Understands words in context	Uses contextual clues such as restating examples, comparing and contrasting to determine meaning
8	Uses comparison and contrast, sequencing, and cause and effect to determine meaning	Demonstrates comprehension of print by responding to questions
8	Uses comparison and contrast, sequencing, and cause and effect to determine meaning	Uses a Venn diagram to compare and contrast
8	Uses comparison and contrast, sequencing, and cause and effect to determine meaning	Uses graphic organizers to demonstrate understanding of cause and effect
8	Uses comparison and contrast, sequencing, and cause and effect to determine meaning	Uses graphic organizers to show sequencing
8	Uses knowledge of a particular text structure to derive meaning	Analyzes the style and structure of the passage
8	Uses knowledge of a particular text structure to derive meaning	Identifies organizational elements and graphic features of text
8	Uses knowledge of a particular text structure to derive meaning	Locates and recalls information by using text structures (ITBS)
8	Uses knowledge of a particular text structure to derive meaning	Uses critical thinking skills to determine meaning and purpose
8	Uses prior knowledge, personal experience, and text clues to evaluate and respond to literature (written, visual, oral and kinesthetic) and connect text to his/her own life	Compares and contrasts reading to present day life
8	Uses prior knowledge, personal experience, and text clues to evaluate and respond to literature (written, visual, oral and kinesthetic) and connect text to his/her own life	Connects and clarifies main ideas and concepts by identifying their relationship to other sources and topics
8	Uses prior knowledge, personal experience, and text clues to evaluate and respond to literature (written, visual, oral and kinesthetic) and connect text to his/her own life	Connects themes to personal experiences, experiences of others, and other texts
8	Uses prior knowledge, personal experience, and text clues to evaluate and respond to literature (written, visual, oral and kinesthetic) and connect text to his/her own life	Evaluates new information and hypotheses by comparing them to know information and ideas
8	Uses prior knowledge, personal experience, and text clues to evaluate and respond to literature (written, visual, oral and kinesthetic) and connect text to his/her own life	Locates evidence from texts to support or illustrate connections
8	Uses prior knowledge, personal experience, and text clues to evaluate and respond to literature (written, visual, oral and kinesthetic) and connect text to his/her own life	Makes inferences, draws conclusions, and makes connections using the connecting strategies of text-to-text, text-to-self, and text-to-world
8	Uses prior knowledge, personal experience, and text clues to evaluate and respond to literature (written, visual, oral and kinesthetic) and connect text to his/her own life	Responds critically to choices made by characters as if they were real people
8	Uses stated, restated, or paraphrased information from the text to aid comprehension	Compares the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning
8	Uses stated, restated, or paraphrased information from the text to aid comprehension	Determines relevant information to answer literal questions about the text
8	Uses stated, restated, or paraphrased information from the text to aid comprehension	Identifies and writes events in order of occurrence in text
8	Uses stated, restated, or paraphrased information from the text to aid comprehension	Recalls reworded and paraphrased information to determine main points of text (ITBS)
8	Uses strategies to evaluate the accuracy, validity, and reliability of information	Evaluates the adequacy, accuracy, and appropriateness of author's evidence
8	Uses strategies to evaluate the accuracy, validity, and reliability of information	Traces development of author's argument, point of view, or perspective
8	Uses text structure to determine meaning	Clarifies understanding of text by creating outlines, logical notes, and summaries across content areas

8	Uses text structure to determine meaning	Follows written directions in technical reading
8	Uses text structure to determine meaning	Scans passage for relevant information
8	Uses text structure to determine meaning	Skims text to locate specific information
8	Uses text structure to determine meaning	Uses a variety of informational texts to clarify meaning and extend understanding
8	Uses text structure to determine meaning	Uses texts' structural organizers within a selection to aid comprehension
8	Applies knowledge of organizational features (such as sequencing, cause and effect, compare and contrast, story grammar, fact and opinion) to aid comprehension of a variety of text formats	Compares and contrasts specific ideas in texts (ITBS)
8	Applies knowledge of organizational features (such as sequencing, cause and effect, compare and contrast, story grammar, fact and opinion) to aid comprehension of a variety of text formats	Draws conclusions and makes comparisons based on a special text and prompt (ITBS)
8	Applies knowledge of organizational features (such as sequencing, cause and effect, compare and contrast, story grammar, fact and opinion) to aid comprehension of a variety of text formats	Recognizes sequence of events in a text (ITBS)
8	Applies knowledge of organizational features (such as sequencing, cause and effect, compare and contrast, story grammar, fact and opinion) to aid comprehension of a variety of text formats	Separates fact from opinion
8	Applies knowledge of organizational features (such as sequencing, cause and effect, compare and contrast, story grammar, fact and opinion) to aid comprehension of a variety of text formats	Uses knowledge of literary structure to determine the main idea
8	Determines main ideas	Determines main ideas of passages or paragraphs (ITBS)
8	Determines main ideas	Rewords or paraphrases the main points of text
8	Determines main ideas	Uses graphic organizers to demonstrate comprehension of main idea
8	Determines meaning of unfamiliar words and phrases using context clues	Applies knowledge of roots and affixes to determine meanings of complex words and subject
8	Determines meaning of unfamiliar words and phrases using context clues	Defines a word using context clues from text (ITBS)
8	Determines meaning of unfamiliar words and phrases using context clues	Recognizes and interprets words with multiple meanings
8	Determines meaning of unfamiliar words and phrases using context clues	States appropriate strategies to be used to determine the meaning of unfamiliar words and phrases such as dictionaries, glossaries, etc.
8	Determines meaning of unfamiliar words and phrases using context clues	Uses word meanings within the appropriate context and shows ability to verify those meanings by definition, restatement, example, comparison or contrast
8	Distinguishes between relevant and irrelevant information in written text to aid comprehension	Answers a literal question using relevant information
8	Distinguishes between relevant and irrelevant information in written text to aid comprehension	Identifies reworded or paraphrased information (ITBS)
8	Draws and supports conclusions using explicit and implicit text information	Draws a conclusion and makes comparisons based on specific prompt (ITBS)
8	Interprets text to new or literal situations	Uses figurative or non-literal language to make an interpretation from text (ITBS)
8	Makes and supports inferences using explicit and implicit information	Makes inferences using explicit and implicit information (ITBS)
8	Makes and supports inferences using explicit and implicit information	Supports inferences with text clues and experiential clues
8	Recognizes authors write for a variety of purposes	Identifies the audience the author was writing for the purpose he/she wrote the text
8	Recognizes authors write for a variety of purposes	Responds to an author's purpose for writing particular text
8	Recognizes prior knowledge and experience brings more meaning to text	Draws on prior knowledge, experiences, and interactions to formulate questions and interpret text
8	Recognizes prior knowledge and experience brings more meaning to text	Makes connections to real-world situations or related topics before and during reading
8	Recognizes specific devices that an author uses to accomplish his/her purpose	Explains and analyzes how an author appeals to an audience and develops an argument or viewpoint in text
8	Recognizes specific devices that an author uses to accomplish his/her purpose	Identifies the author's intent
8	Use idioms, analogies, similes, and metaphors to infer literal and figurative meanings of words	Identifies idioms, analogies, similes, and metaphors in text
8	Use idioms, analogies, similes, and metaphors to infer literal	Infers meaning from idioms, analogies, similes, and metaphors in

	and figurative meanings of words	text
8	Uses strategies to preview material for purpose and structure	Asks questions about text before reading
8	Uses strategies to preview material for purpose and structure	Identifies text features that aid in previewing
8	Uses strategies to preview material for purpose and structure	Monitors own comprehension and makes modifications when understanding break downs
9	Analyzes aspects of structure, style, mood, or tone to infer author's meaning	Supports inferences using textual evidence including the structure, style, mood, or tone of the literary work
9	Analyzes aspects of structure, style, mood, or tone to infer author's meaning	Uses the structure, style, mood, or tone of the text to make inferences about a character's feelings or other literary elements (ITED)
9	Determines relevant information from text	Uses the reading strategy of rereading to determine relevant information (ITED)
9	Determines the literal meaning of a specific word or phrase	Defines new or unfamiliar words using the context of the passage (ITED)
9	Determines the literal meaning of a specific word or phrase	Uses the appropriate reading strategies to determine word meaning of new or unfamiliar words or phrases in informational text (ITED)
9	Determines the meanings of words or phrases using context clues and prior knowledge	Defines words in context (ITED)
9	Distinguishes between relevant and irrelevant information to aid comprehension	Uses the words from the question as a guide in determining the relevant information needed to answer the question (ITED
9	Distinguishes relevant information from irrelevant information to derive meaning	Uses relevant information from the text to answer literal questions (ITED)
9	Draws conclusions based on text information	Draws conclusions about text to answer a direct question (ITED)
9	Draws conclusions based on text information	Uses text evidence and prior knowledge and experience to support reasoning
9	Evaluates aspects of style or structure in literary text	Recognizes literary elements (such as time) are part of the structure of the text (ITED)
9	Evaluates aspects of style or structure in literary text	Uses textual clues to determine the relationship of one literary element to another (ITED)
9	Identifies author's viewpoint or purpose	Identifies the author's purpose and/or viewpoint for writing a particular informational passage (ITED)
9	Identifies author's viewpoint or purpose	Supports one's identification with text and experiential evidence
9	Identifies main ideas or major points from text	Identifies main ideas or major points in text (ITED)
9	Identifies main ideas or major points from text	Recognizes the details that support the main ideas
9	Identifies main ideas or major points from text	Uses graphic organizers to document the identified main ideas or major points
9	Knows the defining characteristics and organizational structures of a variety of literary forms and genres	Reads frequently
9	Knows the defining characteristics and organizational structures of a variety of literary forms and genres	Reads many kinds of literary forms and genre
9	Knows the defining characteristics and organizational structures of a variety of literary forms and genres	Responds meaningfully and purposefully to text orally and in written form
9	Knows the defining characteristics and uses of a variety of informational texts	Identifies and defines the type of informational text being read
9	Knows the defining characteristics and uses of a variety of informational texts	Supports the identification and definition with textual evidence and prior knowledge
9	Locates factual information to support literal understanding	Locates factual information to answer specific questions about text to support literal understanding (ITED)
9	Locates factual information to support literal understanding	Uses the appropriate reading strategies and skills to locate factual information that answers specific questions about text to support literal understanding (ITED)
9	Makes explanatory inferences about text based on explicit and implicit information	Supports explanatory inferences with textual evidence and prior knowledge and experiences
9	Makes explanatory inferences about text based on explicit and implicit information	Uses explicit and implicit information to make inferences that explain relationships, occurrences, etc., in informational text (ITED)
9	Makes inferences that explain a character's actions, feelings, motives, viewpoints, or words based on text information (stated and implied)	Makes and supports inferences about literary characters based on text evidence and prior knowledge experience (ITED)
9	Summarizes and paraphrases the context of informational text	Recognizes paraphrased information
9	Summarizes and paraphrases the context of informational text	Summarizes a passage or short article (ITED)
9	Understands the effectiveness of techniques used to convey viewpoint	Identifies the author's viewpoint in an informational text and describes the impact on the reader
9	Understands a variety of influences on literary works	Identifies what has influenced the author of a particular literary work
9	Understands a variety of influences on literary works	Supports the identification using textual evidence, knowledge of the author, and own personal experience

9	Understands connections among literary works based on theme	Identifies major themes in American literature
9	Understands connections among literary works based on theme	Identifies themes in literary works
9	Understands connections among literary works based on theme	Makes text-to-text connections based on literary themes
9	Understands connections among literary works based on theme	Uses a graphic organizer to classify literary themes across cultures
9	Understands connections among literary works based on theme	Uses a graphic organizer to compare the themes among various literary works
9	Understands how literature relates to his or her own life	Writes responses to a literary work that compare the author's purpose for writing to the author's own life
9	Understands how literature relates to his or her own life	Writes responses to a literary work that reflect events or situations on a personal level
9	Understands simple and complex relationships	Responds to direct and complex questions about characters' roles, types, motivations, conflicts, and /or relationships in a literary work
9	Understands simple and complex relationships	Supports responses with textual and experiential evidence
9	Understands that text-to-self, text-to-text, and text-to-world connections can be made to respond to literary works	Makes connections to a literary work based on self, text, and world
9	Understands that text-to-self, text-to-text, and text-to-world connections can be made to respond to literary works	Supports connections using textual experiential evidence
9	Understands the effectiveness of complex elements of plot	Responds to direct and complex questions about the elements of plot
9	Understands the effectiveness of complex elements of plot	Supports responses with textual and experiential evidence
9	Understands the effectiveness of complex elements of plot	Uses graphic organizers to demonstrate understanding of plot
9	Understands the effects of complex literary devices and techniques on author's purpose and the overall quality of a work	Defines the characteristics of specific literary devices and techniques
9	Understands the effects of complex literary devices and techniques on author's purpose and the overall quality of a work	Evaluates the affect specific literary devices and techniques have on the overall quality of the literary work
9	Understands the effects of complex literary devices and techniques on author's purpose and the overall quality of a work	Identifies specific complex literary devices and techniques
9	Understands the effects of complex literary devices and techniques on author's purpose and the overall quality of a work	Responds to direct and complex questions about specific literary devices and their affect on the author's purpose
9	Understands the effects of complex literary devices and techniques on author's purpose and the overall quality of a work	Supports responses with textual and experiential evidence
9	Understands the effects of complex literary devices and techniques on author's purpose and the overall quality of a work	Supports the evaluation with textual and experiential evidence
9	Understands the organizational structures in informational texts	Describes and defines the organizational structure used in an informational textbook
9	Understands the organizational structures in informational texts	Supports one's descriptions and definitions of a text's organizational structure with textual evidence and prior knowledge
9	Understands the use of archetypes and symbols across literary works	Categorizes characters and symbols as to specific types
9	Understands the use of archetypes and symbols across literary works	Makes text-to-text connections between literary characters and symbols
9	Understands the use of propaganda and persuasive techniques in informational texts	Describes the author's use of propaganda or persuasion in an informational text and the effects of the techniques on the reader
9	Uses a variety of criteria to evaluate the clarity, accuracy, and reliability of primary and secondary source information	Compares primary sources to secondary sources with a graphic organizer
9	Uses a variety of criteria to evaluate the clarity, accuracy, and reliability of primary and secondary source information	Evaluates primary sources for clarity, accuracy, and reliability
9	Uses a variety of criteria to evaluate the clarity, accuracy, and reliability of primary and secondary source information	Evaluates secondary sources for clarity, accuracy, and reliability
9	Uses a variety of criteria to evaluate the clarity, accuracy, and reliability of primary and secondary source information	Justifies the evaluation with text evidence and prior knowledge
9	Uses a variety of criteria to evaluate the clarity, accuracy, and reliability of primary and secondary source information	Justifies the evaluation with text evidence and prior knowledge
9	Uses a variety of strategies to interpret and evaluate literature	Responds to structured prompts using a variety of comprehension strategies to interpret and evaluate literature
9	Uses a variety of strategies to interpret and evaluate literature	Supports responses with textual and experiential evidence
9	Uses a variety of strategies to interpret and evaluate literature	Uses a variety of comprehension strategies to demonstrate

		understanding of literary works
9	Uses graphic organizers to document key ideas and supporting details	Uses graphic organizers to demonstrate understanding of key ideas and supporting details
9	Uses knowledge of non-literal language to make interpretations	Identifies figurative language in literary works (ITED)
9	Uses knowledge of non-literal language to make interpretations	Uses knowledge of figurative language to make interpretations of text (ITED)
9	Uses major points from text to make generalizations	Makes generalizations about literary characters based on one or two major reference points (ITED)
9	Uses new information from texts or other written material to clarify or refine understanding of academic concepts	Connects new information to prior knowledge about the concept using a graphic organizer
9	Uses organizational structures of informational text to make meaning	Describes and defines the organizational structure used in an informational textbook
9	Uses organizational structures of informational text to make meaning	Supports descriptions and definitions of a text's organizational structure with textual evidence and prior knowledge
9	Uses reading skills and strategies to understand a variety of literary passages and written materials	Reads frequently for extended periods of time
9	Uses reading skills and strategies to understand a variety of literary passages and written materials	Reads many kinds of genre, literary passages, and written materials
9	Uses reading skills and strategies to understand a variety of literary passages and written materials	Responds to text in meaningful and purposeful ways
9	Uses structural features of text to locate relevant information within a text	Practices using structural features of informational text to locate relevant information
9	Utilizes major points from text to make generalizations	Uses main ideas or major points from text to make generalizations about the text (ITED)
9	Utilizes major points from text to make generalizations	Uses main ideas or major points from text to write a broad statement that reflects the content of the passage
9	Locates relevant information to support understanding	Provides facts and details found in text in oral and written responses (ITED)
9	Understands influences on a reader's response to a text	Makes perceptive and well-developed text-to-self connections responding to a text
9	Understands the effectiveness of writing techniques in accomplishing an author's purpose	Describes the writing techniques and types of language used by a particular author
9	Understands the effectiveness of writing techniques in accomplishing an author's purpose	Evaluates the effectiveness of an author's writing techniques in a written response
9	Understands the philosophical assumptions, basic beliefs, and perspectives underlying an author's work	Makes and supports warranted and responsible assertions about underlying perspectives, beliefs, and philosophical assumptions of an author's work through written and oral responses
9	Uses contextual clues to define unfamiliar words and phrases	Defines new or unfamiliar words using print information
9	Uses knowledge of organizational features (such as sequencing, cause and effect, compare and contrast, fact and opinion, etc.) to aid comprehension of a variety of text formats and genre	Uses organizational features of text to respond to structured prompts (ITED)
9	Uses stated, reworded, or paraphrased text information to derive meaning from a variety of text formats	Answers literal questions about text using stated, reworded, or paraphrased information (ITED)
9	Uses text information to draw and support conclusions	Draws and supports conclusions regarding text based on text information using oral or written means (ITED)
9	Uses text information to make and support inferences	Makes inferences about elements of text in response to structured prompts (ITED)
9	Uses text information to make and support inferences	Supports inferences through reference to text, other texts, or personal knowledge or experiences
10	Analyzes aspects of structure, style, mood, or tone to infer author's meaning	Supports inferences using textual evidence including the structure, style, mood, or tone of the literary work
10	Analyzes aspects of structure, style, mood, or tone to infer author's meaning	Uses the structure, style, mood, or tone of the text to make inferences about a character's feelings or other literary elements (ITED)
10	Determines relevant information from text	Uses the reading strategy of rereading to determine relevant information (ITED)
10	Determines the literal meaning of a specific word or phrase	Defines new or unfamiliar words using the context of the passage (ITED)
10	Determines the literal meaning of a specific word or phrase	Uses the appropriate reading strategies to determine word meaning of new or unfamiliar words or phrases in informational text (ITED)
10	Determines the meanings of words or phrases using context clues and prior knowledge	Defines words in context (ITED)
10	Distinguishes between relevant and irrelevant information to aid comprehension	Uses the words from the question as a guide in determining the relevant information needed to answer the question (ITED)
10	Distinguishes relevant information from irrelevant information to derive meaning	Uses relevant information from the text to answer literal questions (ITED)

10	Draws conclusions based on text information	Draws conclusions about text to answer a direct question (ITED)
10	Draws conclusions based on text information	Uses text evidence and prior knowledge and experience to support reasoning
10	Evaluates aspects of style or structure in literary text	Recognizes literary elements (such as time) are part of the structure of the text (ITED)
10	Evaluates aspects of style or structure in literary text	Uses textual clues to determine the relationship of one literary element to another (ITED)
10	Identifies author's viewpoint or purpose	Identifies the author's purpose and/or viewpoint for writing a particular informational passage (ITED)
10	Identifies author's viewpoint or purpose	Supports one's identification with text and experiential evidence
10	Identifies main ideas or major points from text	Identifies main ideas or major points in text (ITED)
10	Identifies main ideas or major points from text	Recognizes the details that support the main ideas
10	Identifies main ideas or major points from text	Uses graphic organizers to document the identified main ideas or major points
10	Knows the defining characteristics and organizational structures of a variety of literary forms and genres	Reads frequently
10	Knows the defining characteristics and organizational structures of a variety of literary forms and genres	Reads many kinds of literary forms and genre
10	Knows the defining characteristics and organizational structures of a variety of literary forms and genres	Responds meaningfully and purposefully to text orally and in written form
10	Knows the defining characteristics and uses of a variety of informational texts	Identifies and defines the type of informational text being read
10	Knows the defining characteristics and uses of a variety of informational texts	Supports the identification and definition with textual evidence and prior knowledge
10	Locates factual information to support literal understanding	Locates factual information to answer specific questions about text to support literal understanding (ITED)
10	Locates factual information to support literal understanding	Uses the appropriate reading strategies and skills to locate factual information that answers specific questions about text to support literal understanding (ITED)
10	Makes explanatory inferences about text based on explicit and implicit information	Supports explanatory inferences with textual evidence and prior knowledge and experiences
10	Makes explanatory inferences about text based on explicit and implicit information	Uses explicit and implicit information to make inferences that explain relationships, occurrences, etc., in informational text (ITED)
10	Makes inferences that explain a character's actions, feelings, motives, viewpoints, or words based on text information (stated and implied)	Makes and supports inferences about literary characters based on text evidence and prior knowledge experience (ITED)
10	Summarizes and paraphrases the context of informational text	Recognizes paraphrased information
10	Summarizes and paraphrases the context of informational text	Summarizes a passage or short article (ITED)
10	Understands the effectiveness of techniques used to convey viewpoint	Identifies the author's viewpoint in an informational text and describes the impact on the reader
10	Understands a variety of influences on literary works	Identifies what has influenced the author of a particular literary work
10	Understands a variety of influences on literary works	Supports the identification using textual evidence, knowledge of the author, and own personal experience
10	Understands connections among literary works based on theme	Identifies major themes in American literature
10	Understands connections among literary works based on theme	Identifies themes in literary works
10	Understands connections among literary works based on theme	Makes text-to-text connections based on literary themes
10	Understands connections among literary works based on theme	Uses a graphic organizer to classify literary themes across cultures
10	Understands connections among literary works based on theme	Uses a graphic organizer to compare the themes among various literary works
10	Understands how literature relates to his or her own life	Writes responses to a literary work that compare the author's purpose for writing to the author's own life
10	Understands how literature relates to his or her own life	Writes responses to a literary work that reflect events or situations on a personal level
10	Understands simple and complex relationships	Responds to direct and complex questions about characters' roles, types, motivations, conflicts, and /or relationships in a literary work
10	Understands simple and complex relationships	Supports responses with textual and experiential evidence
10	Understands that text-to-self, text-to-text, and text-to-world connections can be made to respond to literary works	Makes connections to a literary work based on self, text, and world
10	Understands that text-to-self, text-to-text, and text-to-world connections can be made to respond to literary works	Supports connections using textual experiential evidence
10	Understands the effectiveness of complex elements of plot	Responds to direct and complex questions about the elements of plot

10	Understands the effectiveness of complex elements of plot	Supports responses with textual and experiential evidence
10	Understands the effectiveness of complex elements of plot	Uses graphic organizers to demonstrate understanding of plot
10	Understands the effects of complex literary devices and techniques on author's purpose and the overall quality of a work	Defines the characteristics of specific literary devices and techniques
10	Understands the effects of complex literary devices and techniques on author's purpose and the overall quality of a work	Evaluates the affect specific literary devices and techniques have on the overall quality of the literary work
10	Understands the effects of complex literary devices and techniques on author's purpose and the overall quality of a work	Identifies specific complex literary devices and techniques
10	Understands the effects of complex literary devices and techniques on author's purpose and the overall quality of a work	Responds to direct and complex questions about specific literary devices and their affect on the author's purpose
10	Understands the effects of complex literary devices and techniques on author's purpose and the overall quality of a work	Supports responses with textual and experiential evidence
10	Understands the effects of complex literary devices and techniques on author's purpose and the overall quality of a work	Supports the evaluation with textual and experiential evidence
10	Understands the organizational structures in informational texts	Describes and defines the organizational structure used in an informational textbook
10	Understands the organizational structures in informational texts	Supports one's descriptions and definitions of a text's organizational structure with textual evidence and prior knowledge
10	Understands the use of archetypes and symbols across literary works	Categorizes characters and symbols as to specific types
10	Understands the use of archetypes and symbols across literary works	Makes text-to-text connections between literary characters and symbols
10	Understands the use of propaganda and persuasive techniques in informational texts	Describes the author's use of propaganda or persuasion in an informational text and the effects of the techniques on the reader
10	Uses a variety of criteria to evaluate the clarity, accuracy, and reliability of primary and secondary source information	Compares primary sources to secondary sources with a graphic organizer
10	Uses a variety of criteria to evaluate the clarity, accuracy, and reliability of primary and secondary source information	Evaluates primary sources for clarity, accuracy, and reliability
10	Uses a variety of criteria to evaluate the clarity, accuracy, and reliability of primary and secondary source information	Evaluates secondary sources for clarity, accuracy, and reliability
10	Uses a variety of criteria to evaluate the clarity, accuracy, and reliability of primary and secondary source information	Justifies the evaluation with text evidence and prior knowledge
10	Uses a variety of criteria to evaluate the clarity, accuracy, and reliability of primary and secondary source information	Justifies the evaluation with text evidence and prior knowledge
10	Uses a variety of strategies to interpret and evaluate literature	Responds to structured prompts using a variety of comprehension strategies to interpret and evaluate literature
10	Uses a variety of strategies to interpret and evaluate literature	Supports responses with textual and experiential evidence
10	Uses a variety of strategies to interpret and evaluate literature	Uses a variety of comprehension strategies to demonstrate understanding of literary works
10	Uses graphic organizers to document key ideas and supporting details	Uses graphic organizers to demonstrate understanding of key ideas and supporting details
10	Uses knowledge of non-literal language to make interpretations	Identifies figurative language in literary works (ITED)
10	Uses knowledge of non-literal language to make interpretations	Uses knowledge of figurative language to make interpretations of text (ITED)
10	Uses major points from text to make generalizations	Makes generalizations about literary characters based on one or two major reference points (ITED)
10	Uses new information from texts or other written material to clarify or refine understanding of academic concepts	Connects new information to prior knowledge about the concept using a graphic organizer
10	Uses organizational structures of informational text to make meaning	Describes and defines the organizational structure used in an informational textbook
10	Uses organizational structures of informational text to make meaning	Supports descriptions and definitions of a text's organizational structure with textual evidence and prior knowledge
10	Uses reading skills and strategies to understand a variety of literary passages and written materials	Reads frequently for extended periods of time
10	Uses reading skills and strategies to understand a variety of literary passages and written materials	Reads many kinds of genre, literary passages, and written materials
10	Uses reading skills and strategies to understand a variety of literary passages and written materials	Responds to text in meaningful and purposeful ways
10	Uses structural features of text to locate relevant information within a text	Practices using structural features of informational text to locate relevant information

10	Utilizes major points from text to make generalizations	Uses main ideas or major points from text to make generalizations about the text (ITED)
10	Utilizes major points from text to make generalizations	Uses main ideas or major points from text to write a broad statement that reflects the content of the passage
10	Locates relevant information to support understanding	Provides facts and details found in text in oral and written responses (ITED)
10	Understands influences on a reader's response to a text	Makes perceptive and well-developed text-to-self connections responding to a text
10	Understands the effectiveness of writing techniques in accomplishing an author's purpose	Describes the writing techniques and types of language used by a particular author
10	Understands the effectiveness of writing techniques in accomplishing an author's purpose	Evaluates the effectiveness of an author's writing techniques in a written response
10	Understands the philosophical assumptions, basic beliefs, and perspectives underlying an author's work	Makes and supports warranted and responsible assertions about underlying perspectives, beliefs, and philosophical assumptions of an author's work through written and oral responses
10	Uses contextual clues to define unfamiliar words and phrases	Defines new or unfamiliar words using print information
10	Uses knowledge of organizational features (such as sequencing, cause and effect, compare and contrast, fact and opinion, etc.) to aid comprehension of a variety of text formats and genre	Uses organizational features of text to respond to structured prompts (ITED)
10	Uses stated, reworded, or paraphrased text information to derive meaning from a variety of text formats	Answers literal questions about text using stated, reworded, or paraphrased information (ITED)
10	Uses text information to draw and support conclusions	Draws and supports conclusions regarding text based on text information using oral or written means (ITED)
10	Uses text information to make and support inferences	Makes inferences about elements of text in response to structured prompts (ITED)
10	Uses text information to make and support inferences	Supports inferences through reference to text, other texts, or personal knowledge or experiences
11	Analyzes aspects of structure, style, mood, or tone to infer author's meaning	Supports inferences using textual evidence including the structure, style, mood, or tone of the literary work
11	Analyzes aspects of structure, style, mood, or tone to infer author's meaning	Uses the structure, style, mood, or tone of the text to make inferences about a character's feelings or other literary elements (ITED)
11	Determines relevant information from text	Uses the reading strategy of rereading to determine relevant information (ITED)
11	Determines the literal meaning of a specific word or phrase	Defines new or unfamiliar words using the context of the passage (ITED)
11	Determines the literal meaning of a specific word or phrase	Uses the appropriate reading strategies to determine word meaning of new or unfamiliar words or phrases in informational text (ITED)
11	Determines the meanings of words or phrases using context clues and prior knowledge	Defines words in context (ITED)
11	Distinguishes between relevant and irrelevant information to aid comprehension	Uses the words from the question as a guide in determining the relevant information needed to answer the question (ITED)
11	Distinguishes relevant information from irrelevant information to derive meaning	Uses relevant information from the text to answer literal questions (ITED)
11	Draws conclusions based on text information	Draws conclusions about text to answer a direct question (ITED)
11	Draws conclusions based on text information	Uses text evidence and prior knowledge and experience to support reasoning
11	Evaluates aspects of style or structure in literary text	Recognizes literary elements (such as time) are part of the structure of the text (ITED)
11	Evaluates aspects of style or structure in literary text	Uses textual clues to determine the relationship of one literary element to another (ITED)
11	Identifies author's viewpoint or purpose	Identifies the author's purpose and/or viewpoint for writing a particular informational passage (ITED)
11	Identifies author's viewpoint or purpose	Supports one's identification with text and experiential evidence
11	Identifies main ideas or major points from text	Identifies main ideas or major points in text (ITED)
11	Identifies main ideas or major points from text	Recognizes the details that support the main ideas
11	Identifies main ideas or major points from text	Uses graphic organizers to document the identified main ideas or major points
11	Knows the defining characteristics and uses of a variety of informational texts	Identifies and defines the type of informational text being read
11	Knows the defining characteristics and uses of a variety of informational texts	Supports the identification and definition with textual evidence and prior knowledge
11	Locates factual information to support literal understanding	Locates factual information to answer specific questions about text to support literal understanding (ITED)
11	Locates factual information to support literal understanding	Uses the appropriate reading strategies and skills to locate factual information that answers specific questions about text to support

		literal understanding (ITED)
11	Makes explanatory inferences about text based on explicit and implicit information	Supports explanatory inferences with textual evidence and prior knowledge and experiences
11	Makes explanatory inferences about text based on explicit and implicit information	Uses explicit and implicit information to make inferences that explain relationships, occurrences, etc., in informational text (ITED)
11	Makes inferences that explain a character's actions, feelings, motives, viewpoints, or words based on text information (stated and implied)	Makes and supports inferences about literary characters based on text evidence and prior knowledge experience (ITED)
11	None	Reads frequently
11	None	Reads many kinds of literary forms and genre
11	None	Responds meaningfully and purposefully to text orally and in written form
11	Summarizes and paraphrases the context of informational text	Recognizes paraphrased information
11	Summarizes and paraphrases the context of informational text	Summarizes a passage or short article (ITED)
11	Understands the effectiveness of techniques used to convey viewpoint	Identifies the author's viewpoint in an informational text and describes the impact on the reader
11	Understands a variety of influences on literary works	Identifies what has influenced the author of a particular literary work
11	Understands a variety of influences on literary works	Supports the identification using textual evidence, knowledge of the author, and own personal experience
11	Understands connections among literary works based on theme	Identifies major themes in American literature
11	Understands connections among literary works based on theme	Identifies themes in literary works
11	Understands connections among literary works based on theme	Makes text-to-text connections based on literary themes
11	Understands connections among literary works based on theme	Uses a graphic organizer to classify literary themes across cultures
11	Understands connections among literary works based on theme	Uses a graphic organizer to compare the themes among various literary works
11	Understands how literature relates to his or her own life	Writes responses to a literary work that compare the author's purpose for writing to the author's own life
11	Understands how literature relates to his or her own life	Writes responses to a literary work that reflect events or situations on a personal level
11	Understands simple and complex relationships	Responds to direct and complex questions about characters' roles, types, motivations, conflicts, and /or relationships in a literary work
11	Understands simple and complex relationships	Supports responses with textual and experiential evidence
11	Understands that text-to-self, text-to-text, and text-to-world connections can be made to respond to literary works	Makes connections to a literary work based on self, text, and world
11	Understands that text-to-self, text-to-text, and text-to-world connections can be made to respond to literary works	Supports connections using textual experiential evidence
11	Understands the effectiveness of complex elements of plot	Responds to direct and complex questions about the elements of plot
11	Understands the effectiveness of complex elements of plot	Supports responses with textual and experiential evidence
11	Understands the effectiveness of complex elements of plot	Uses graphic organizers to demonstrate understanding of plot
11	Understands the effects of complex literary devices and techniques on author's purpose and the overall quality of a work	Defines the characteristics of specific literary devices and techniques
11	Understands the effects of complex literary devices and techniques on author's purpose and the overall quality of a work	Evaluates the affect specific literary devices and techniques have on the overall quality of the literary work
11	Understands the effects of complex literary devices and techniques on author's purpose and the overall quality of a work	Identifies specific complex literary devices and techniques
11	Understands the effects of complex literary devices and techniques on author's purpose and the overall quality of a work	Responds to direct and complex questions about specific literary devices and their affect on the author's purpose
11	Understands the effects of complex literary devices and techniques on author's purpose and the overall quality of a work	Supports responses with textual and experiential evidence
11	Understands the effects of complex literary devices and techniques on author's purpose and the overall quality of a work	Supports the evaluation with textual and experiential evidence
11	Understands the organizational structures in informational texts	Describes and defines the organizational structure used in an informational textbook
11	Understands the organizational structures in informational	Supports one's descriptions and definitions of a text's organizational

	texts	structure with textual evidence and prior
11	Understands the use of archetypes and symbols across literary works	Categorizes characters and symbols as to specific types
11	Understands the use of archetypes and symbols across literary works	Makes text-to-text connections between literary characters and symbols
11	Understands the use of propaganda and persuasive techniques in informational texts	Describes the author's use of propaganda or persuasion in an informational text and the effects of the techniques on the reader
11	Uses a variety of criteria to evaluate the clarity, accuracy, and reliability of primary and secondary source information	Compares primary sources to secondary sources with a graphic organizer
11	Uses a variety of criteria to evaluate the clarity, accuracy, and reliability of primary and secondary source information	Evaluates primary sources for clarity, accuracy, and reliability
11	Uses a variety of criteria to evaluate the clarity, accuracy, and reliability of primary and secondary source information	Evaluates secondary sources for clarity, accuracy, and reliability
11	Uses a variety of criteria to evaluate the clarity, accuracy, and reliability of primary and secondary source information	Justifies the evaluation with text evidence and prior knowledge
11	Uses a variety of criteria to evaluate the clarity, accuracy, and reliability of primary and secondary source information	Justifies the evaluation with text evidence and prior knowledge
11	Uses a variety of strategies to interpret and evaluate literature how to identify the use of bias and propaganda in a literary work	Responds to structured prompts using a variety of comprehension strategies to interpret and evaluate literature
11	Uses a variety of strategies to interpret and evaluate literature how to identify the use of bias and propaganda in a literary work	Supports responses with textual and experiential evidence
11	Uses a variety of strategies to interpret and evaluate literature how to identify the use of bias and propaganda in a literary work	Uses a variety of comprehension strategies to demonstrate understanding of literary works
11	Uses graphic organizers to document key ideas and supporting details	Uses graphic organizers to demonstrate understanding of key ideas and supporting details
11	Uses knowledge of non-literal language to make interpretations	Identifies figurative language in literary works (ITED)
11	Uses knowledge of non-literal language to make interpretations	Uses knowledge of figurative language to make interpretations of text (ITED)
11	Uses major points from text to make generalizations	Makes generalizations about literary characters based on one or two major reference points (ITED)
11	Uses new information from texts or other written material to clarify or refine understanding of academic concepts	Connects new information to prior knowledge about the concept using a graphic organizer
11	Uses organizational structures of informational text to make meaning	Describes and defines the organizational structure used in an informational textbook
11	Uses organizational structures of informational text to make meaning	Supports descriptions and definitions of a text's organizational structure with textual evidence and prior knowledge
11	Uses reading skills and strategies to understand a variety of literary passages and written materials	Reads frequently for extended periods of time
11	Uses reading skills and strategies to understand a variety of literary passages and written materials	Reads many kinds of genre, literary passages, and written materials
11	Uses reading skills and strategies to understand a variety of literary passages and written materials	Responds to text in meaningful and purposeful ways
11	Uses structural features of text to locate relevant information within a text	Practices using structural features of informational text to locate relevant information
11	Utilizes major points from text to make generalizations	Uses main ideas or major points from text to make generalizations about the text (ITED)
11	Utilizes major points from text to make generalizations	Uses main ideas or major points from text to write a broad statement that reflects the content of the passage
11	Locates relevant information to support understanding	Provides facts and details found in text in oral and written responses (ITED)
11	Understands influences on a reader's response to a text	Makes perceptive and well-developed text-to-self connections responding to a text
11	Understands the effectiveness of writing techniques in accomplishing an author's purpose	Describes the writing techniques and types of language used by a particular author
11	Understands the effectiveness of writing techniques in accomplishing an author's purpose	Evaluates the effectiveness of an author's writing techniques in a written response
11	Understands the philosophical assumptions, basic beliefs, and perspectives underlying an author's work	Makes and supports warranted and responsible assertions about underlying perspectives, beliefs, and philosophical assumptions of an author's work through written and oral responses
11	Uses contextual clues to define unfamiliar words and phrases	Defines new or unfamiliar words using print information
11	Uses knowledge of organizational features (such as sequencing, cause and effect, compare and contrast, fact and opinion, etc.) to aid comprehension of a variety of text formats and genre	Uses organizational features of text to respond to structured prompts (ITED)

11	Uses stated, reworded, or paraphrased text information to derive meaning from a variety of text	Answers literal questions about text using stated, reworded, or paraphrased information (ITED)
11	Uses text information to draw and support conclusions	Draws and supports conclusions regarding text based on text information using oral or written means (ITED)
11	Uses text information to make and support inferences	Makes inferences about elements of text in response to structured prompts (ITED)
11	Uses text information to make and support inferences	Supports inferences through reference to text, other texts, or personal knowledge or experiences
12	Analyzes aspects of structure, style, mood, or tone to infer author's meaning	Supports inferences using textual evidence including the structure, style, mood, or tone of the literary work
12	Analyzes aspects of structure, style, mood, or tone to infer author's meaning	Uses the structure, style, mood, or tone of the text to make inferences about a character's feelings or other literary elements
12	Determines relevant information from text	Uses the reading strategy of rereading to determine relevant information
12	Determines the literal meaning of a specific word or phrase	Defines new or unfamiliar words using the context of the passage (ITED)
12	Determines the literal meaning of a specific word or phrase	Uses the appropriate reading strategies to determine word meaning of new or unfamiliar words or phrases in informational text
12	Determines the meanings of words or phrases using context clues and prior knowledge	Defines words in context
12	Distinguishes between relevant and irrelevant information to aid comprehension	Uses the words from the question as a guide in determining the relevant information needed to answer the question
12	Distinguishes relevant information from irrelevant information to derive meaning	Uses relevant information from the text to answer literal questions (ITED)
12	Draws conclusions based on text information	Draws conclusions about text to answer a direct question (ITED)
12	Draws conclusions based on text information	Uses text evidence and prior knowledge and experience to support reasoning
12	Evaluates aspects of style or structure in literary text	Recognizes literary elements (such as time) are part of the structure of the text (ITED)
12	Evaluates aspects of style or structure in literary text	Uses textual clues to determine the relationship of one literary element to another (ITED)
12	Identifies author's viewpoint or purpose	Identifies the author's purpose and/or viewpoint for writing a particular informational passage (ITED)
12	Identifies author's viewpoint or purpose	Supports one's identification with text and experiential evidence
12	Identifies main ideas or major points from text	Identifies main ideas or major points in text (ITED)
12	Identifies main ideas or major points from text	Recognizes the details that support the main ideas
12	Identifies main ideas or major points from text	Uses graphic organizers to document the identified main ideas or major points
12	Knows the defining characteristics and organizational structures of a variety of literary forms and genres	Reads frequently
12	Knows the defining characteristics and organizational structures of a variety of literary forms and genres	Reads many kinds of literary forms and genre
12	Knows the defining characteristics and organizational structures of a variety of literary forms and genres	Responds meaningfully and purposefully to text orally and in written form
12	Knows the defining characteristics and uses of a variety of informational texts	Identifies and defines the type of informational text being read
12	Knows the defining characteristics and uses of a variety of informational texts	Supports the identification and definition with textual evidence and prior knowledge
12	Locates factual information to support literal understanding	Locates factual information to answer specific questions about text to support literal understanding (ITED)
12	Locates factual information to support literal understanding	Uses the appropriate reading strategies and skills to locate factual information that answers specific questions about text to support literal understanding (ITED)
12	Makes explanatory inferences about text based on explicit and implicit information	Supports explanatory inferences with textual evidence and prior knowledge and experiences
12	Makes explanatory inferences about text based on explicit and implicit information	Uses explicit and implicit information to make inferences that explain relationships, occurrences, etc., in informational text (ITED)
12	Summarizes and paraphrases the context of informational text	Recognizes paraphrased information
12	Summarizes and paraphrases the context of informational text	Summarizes a passage or short article (ITED)
12	Understands the effectiveness of techniques used to convey viewpoint	Identifies the author's viewpoint in an informational text and describes the impact on the reader
12	Understands a variety of influences on literary works	Identifies what has influenced the author of a particular literary work
12	Understands a variety of influences on literary works	Supports the identification using textual evidence, knowledge of the author, and own personal experience
12	Understands connections among literary works based on	Identifies major themes in American literature

	theme	
12	Understands connections among literary works based on theme	Identifies themes in literary works
12	Understands connections among literary works based on theme	Makes text-to-text connections based on literary themes
12	Understands connections among literary works based on theme	Uses a graphic organizer to classify literary themes across cultures
12	Understands connections among literary works based on theme	Uses a graphic organizer to compare the themes among various literary works
12	Understands how literature relates to his or her own life	Writes responses to a literary work that compare the author's purpose for writing to the author's own life
12	Understands how literature relates to his or her own life	Writes responses to a literary work that reflect events or situations on a personal level
12	Understands simple and complex relationships	Responds to direct and complex questions about characters' roles, types, motivations, conflicts, and /or relationships in a literary work
12	Understands simple and complex relationships	Supports responses with textual and experiential evidence
12	Understands that text-to-self, text-to-text, and text-to-world connections can be made to respond to literary works	Makes connections to a literary work based on self, text, and world
12	Understands that text-to-self, text-to-text, and text-to-world connections can be made to respond to literary works	Supports connections using textual experiential evidence
12	Understands the effectiveness of complex elements of plot	Responds to direct and complex questions about the elements of plot
12	Understands the effectiveness of complex elements of plot	Supports responses with textual and experiential evidence
12	Understands the effectiveness of complex elements of plot	Uses graphic organizers to demonstrate understanding of plot
12	Understands the effects of complex literary devices and techniques on author's purpose and the overall quality of a work	Defines the characteristics of specific literary devices and techniques
12	Understands the effects of complex literary devices and techniques on author's purpose and the overall quality of a work	Evaluates the affect specific literary devices and techniques have on the overall quality of the literary work
12	Understands the effects of complex literary devices and techniques on author's purpose and the overall quality of a work	Identifies specific complex literary devices and techniques
12	Understands the effects of complex literary devices and techniques on author's purpose and the overall quality of a work	Responds to direct and complex questions about specific literary devices and their affect on the author's purpose
12	Understands the effects of complex literary devices and techniques on author's purpose and the overall quality of a work	Supports responses with textual and experiential evidence
12	Understands the effects of complex literary devices and techniques on author's purpose and the overall quality of a work	Supports the evaluation with textual and experiential evidence
12	Understands the organizational structures in informational texts	Describes and defines the organizational structure used in an informational textbook
12	Understands the organizational structures in informational texts	Supports one's descriptions and definitions of a text's organizational structure with textual evidence and prior knowledge
12	Understands the use of archetypes and symbols across literary works	Categorizes characters and symbols as to specific types
12	Understands the use of archetypes and symbols across literary works	Makes text-to-text connections between literary characters and symbols
12	Understands the use of propaganda and persuasive techniques in informational texts	Describes the author's use of propaganda or persuasion in an informational text and the effects of the techniques on the reader
12	Uses a variety of criteria to evaluate the clarity, accuracy, and reliability of primary and secondary source information	Compares primary sources to secondary sources with a graphic organizer
12	Uses a variety of criteria to evaluate the clarity, accuracy, and reliability of primary and secondary source information	Evaluates primary sources for clarity, accuracy, and reliability
12	Uses a variety of criteria to evaluate the clarity, accuracy, and reliability of primary and secondary source information	Evaluates secondary sources for clarity, accuracy, and reliability
12	Uses a variety of criteria to evaluate the clarity, accuracy, and reliability of primary and secondary source information	Justifies the evaluation with text evidence and prior knowledge
12	Uses a variety of criteria to evaluate the clarity, accuracy, and reliability of primary and secondary source information	Justifies the evaluation with text evidence and prior knowledge
12	Uses a variety of strategies to interpret and evaluate literature	Responds to structured prompts using a variety of comprehension strategies to interpret and evaluate literature
12	Uses a variety of strategies to interpret and evaluate literature	Supports responses with textual and experiential evidence
12	Uses a variety of strategies to interpret and evaluate literature	Uses a variety of comprehension strategies to demonstrate understanding of literary works

12	Uses graphic organizers to document key ideas and supporting details	Uses graphic organizers to demonstrate understanding of key ideas and supporting details
12	Uses knowledge of non-literal language to make interpretations	Identifies figurative language in literary works
12	Uses knowledge of non-literal language to make interpretations	Uses knowledge of figurative language to make interpretations of text
12	Uses major points from text to make generalizations	Makes generalizations about literary characters based on one or two major reference points
12	Uses new information from texts or other written material to clarify or refine understanding of academic concepts	Connects new information to prior knowledge about the concept using a graphic organizer
12	Uses organizational structures of informational text to make meaning	Describes and defines the organizational structure used in an informational textbook
12	Uses organizational structures of informational text to make meaning	Supports descriptions and definitions of a text's organizational structure with textual evidence and prior knowledge
12	Uses reading skills and strategies to understand a variety of literary passages and written materials	Reads frequently for extended periods of time
12	Uses reading skills and strategies to understand a variety of literary passages and written materials	Reads many kinds of genre, literary passages, and written materials
12	Uses structural features of text to locate relevant information within a text	Practices using structural features of informational text to locate relevant information
12	Utilizes major points from text to make generalizations	Uses main ideas or major points from text to make generalizations about the text (ITED)
12	Utilizes major points from text to make generalizations	Uses main ideas or major points from text to write a broad statement that reflects the content of the passage
12	Locates relevant information to support understanding	Provides facts and details found in text in oral and written responses
12	Understands influences on a reader's response to a text	Makes perceptive and well-developed text-to-self connections responding to a text
12	Understands the effectiveness of writing techniques in accomplishing an author's purpose	Describes the writing techniques and types of language used by a particular author
12	Understands the effectiveness of writing techniques in accomplishing an author's purpose	Evaluates the effectiveness of an author's writing techniques in a written response
12	Understands the philosophical assumptions, perspectives, and basic beliefs underlying an author's work	Makes and supports warranted and responsible assertions about underlying perspectives, beliefs, and philosophical assumptions of an author's work through written and oral responses
12	Uses contextual clues to define unfamiliar words and phrases	Defines new or unfamiliar words using print information
12	Uses knowledge of organizational features (such as sequencing, cause and effect, compare and contrast, fact and opinion, etc.) to aid comprehension of a variety of text formats and genre	Uses organizational features of text to respond to structured prompts
12	Uses stated, reworded, or paraphrased text information to derive meaning from a variety of text formats	Answers literal questions about text using stated, reworded, or paraphrased information
12	Uses text information to draw and support conclusions	Draws and supports conclusions regarding text based on text information using oral or written means
12	Uses text information to make and support inferences	Makes inferences about elements of text in response to structured
12	Uses text information to make and support inferences	Supports inferences through reference to text, other texts, or personal knowledge or experiences
K	Answers literal questions about orally read text	Responds to simple questions about a book's content
K	Answers literal questions about orally read texts	Responds to simple questions about a story's content
K	Compares books about the same topic or concept	Uses prior knowledge and experience and new information to compare books
K	Compares one story to another	Uses prior knowledge and experience to compare stories
K	Knows stories have a problem and a solution	Determines the solution to the problem of a read aloud story
K	Knows stories have a problem and a solution	Recognizes the problem of a story that has been read aloud
K	Knows stories have characters, a setting, and important events	Discusses characters, setting, and events of a story after listening to a read aloud
K	Knows stories have characters, a setting, and important events	Identifies characters, setting, and events of a story
K	Knows the difference between fiction and informational text	Categorizes a group of print materials into fiction and informational text based on defined characteristics
K	Knows the difference between fiction and informational text	Compares fiction text to informational text, noting similarities and differences
K	Knows the difference between fiction and nonfiction	Categorizes a group of books into fiction and nonfiction based on defined characteristics
K	Knows the difference between fiction and nonfiction	Compares fiction text to nonfiction text, noting similarities and differences
K	Knows the purpose of informational text is to inform	Completes this stem: "I learned ....."

K	Knows the purpose of informational text is to inform	Identifies the purpose for an informational text in oral discussion
K	Learns new vocabulary	Collects new words
K	Learns new vocabulary	Engages in word play
K	Learns new vocabulary	Learns new words from talking and books read aloud
K	Learns new vocabulary	Notices words they don't know when they are read to and talked with and guesses what the words might mean
K	Learns new vocabulary	Talks about new words and their meanings as they are encountered in books and conversation
K	Learns new vocabulary	Uses new words in discussion and conversation
K	Makes simple predictions	Uses picture clues, story content, and/or prior knowledge to make predictions about what is going to happen and/or happen next in a story
K	Makes simple predictions based on picture clues and prior knowledge about the topic or concept	Uses picture clues, story content, and/or prior knowledge to make predictions about what the text is going to be about
K	Monitors whether the story is making sense to them when listening to stories read aloud	Answers questions about the story
K	Monitors whether the story is making sense to them when listening to stories read aloud	Asks questions about the story
K	Monitors whether the story is making sense to them when listening to stories read aloud	Makes statements about the story that reflect understanding
K	Monitors whether the text is making sense when listening to text read aloud	Answers questions about the text
K	Monitors whether the text is making sense when listening to text read aloud	Asks questions about the text
K	Monitors whether the text is making sense when listening to text read aloud	Makes statements about the text that reflect understanding
K	Recalls information from a story by sequencing pictures and events	Sequences pictures and/or events in a story
K	Recalls information from the text	States facts about the topic or concept after participating in a read aloud
K	Recognizes a variety of informational text such as magazines, newspapers, dictionaries, and topic specific text	Distinguishes between a variety of informational text
K	Recognizes a variety of informational text such as magazines, newspapers, dictionaries, and topic specific text	Identifies a particular type of informational text
K	Recognizes a variety of informational text such as magazines, newspapers, dictionaries, and topic specific text	Listens to a variety of informational text read aloud
K	Recognizes a variety of informational text such as magazines, newspapers, dictionaries, and topic specific text	Participates in discussions about the characteristics of informational texts
K	Recognizes a variety of informational text such as magazines, newspapers, dictionaries, and topic specific text	Participates in discussions comparing informational texts
K	Recognizes a variety of informational text such as magazines, newspapers, dictionaries, and topic specific text	Participates in shared reading experiences of informational text
K	Recognizes a variety of informational text such as magazines, newspapers, dictionaries, and topic specific text	Reads a variety of informational text
K	Recognizes a variety of literary texts	Listens to a variety of literary texts
K	Recognizes a variety of literary texts	Participates in discussions about the characteristics of literary texts
K	Recognizes a variety of literary texts	Participates in discussions comparing literary texts
K	Recognizes a variety of literary texts	Participates in shared reading experiences
K	Responds to literature using oral, written, visual, and/or kinesthetic means	Acts out stories
K	Responds to literature using oral, written, visual, and/or kinesthetic means	Asks for books to be read aloud
K	Responds to literature using oral, written, visual, and/or kinesthetic means	Chooses to read during free time
K	Responds to literature using oral, written, visual, and/or kinesthetic means	Identifies favorite books and stories
K	Responds to literature using oral, written, visual, and/or kinesthetic means	Talks about books with a partner
K	Responds to literature using oral, written, visual, and/or kinesthetic means	Writes or draws to express understanding of story
K	Responds to text using oral, written, visual, and/or kinesthetic means	Asks for informational text to be read aloud
K	Responds to text using oral, written, visual, and/or kinesthetic means	Chooses to read informational text during free time
K	Responds to text using oral, written, visual, and/or kinesthetic	Identifies favorite informational books and topics

	means	
K	Responds to text using oral, written, visual, and/or kinesthetic means	Talks about informational text with a partner
K	Responds to text using oral, written, visual, and/or kinesthetic means	Writes or draws to express understanding of text
K	Retells story in own words	Acts out a story including predetermined elements
K	Retells story in own words	Retells a story in own words and includes predetermined elements
K	Self-monitors and self-corrects when rereading a familiar book	Points at the words using left-to-right directionality
K	Self-monitors and self-corrects when rereading a familiar book	Points at the words using one-to-one correspondence
K	Self-monitors and self-corrects when rereading a familiar book	Reads from top to bottom
K	Self-monitors and self-corrects when rereading a familiar book	Reads story to a partner
K	Self-monitors and self-corrects when rereading a familiar book	Sweeps at the end of the line
K	Self-monitors and self-corrects when rereading a familiar book	Points at the words using left-to-right directionality
K	Self-monitors and self-corrects when rereading a familiar book	Points at the words using one-to-one correspondence
K	Self-monitors and self-corrects when rereading a familiar book	Reads from top to bottom
K	Self-monitors and self-corrects when rereading a familiar book	Reads text to a partner
K	Self-monitors and self-corrects when rereading a familiar book	Sweeps at the end of the line
K	States and supports with details a main idea about topic or concept	States the big ideas in own words and includes supporting details
K	Understands story events follow a sequence	Demonstrates understanding of story sequence through retellings
K	Understands story events follow a sequence	Demonstrates understanding of story sequence through sequencing activities, such as putting pictorial events from a story in the correct sequence or drawing story boxes showing sequence
K	Understands that patterns exist in a variety of literary texts	Listens to a variety of patterned text
K	Understands that patterns exist in a variety of literary texts	Listens to a variety of patterned text
K	Understands that patterns exist in a variety of literary texts	Participates in discussions that compare text containing patterns
K	Understands that patterns exist in a variety of literary texts	Participates in shared reading of patterned text
K	Understands that patterns exist in a variety of literary texts	Rereads patterned text to a partner
K	Understands the difference between fantasy and realistic fiction	Categorizes a group of books into fantasy and realistic fiction based on defined characteristics
K	Understands the difference between fantasy and realistic fiction	Compares fantasy to realistic fiction, noting similarities and differences
K	Understands the difference between fantasy and realistic fiction	Listens to a variety of fantasy and realistic text
K	Understands the difference between fantasy and realistic fiction	Selects a balance of fantasy stories and realistic fiction to read
K	Uses new vocabulary learned from text in oral discussions about the topic or concept	Collects new words
K	Uses new vocabulary learned from text in oral discussions about the topic or concept	Learns new words from talking and read aloud books
K	Uses new vocabulary learned from text in oral discussions about the topic or concept	Notices words they don't know when they are read to and talked with and guesses what the words might mean
K	Uses new vocabulary learned from text in oral discussions about the topic or concept	Talks about new words and their meanings as they are encountered in books and conversation
K	Uses new vocabulary learned from text in oral discussions about the topic or concept	Uses new words in discussion and conversation
K	Uses pictures and labels to gain meaning from text	Uses pictures and labels to support any oral responses regarding the topic of concept (e.g., predictions, conclusions, inferences, summarizations, etc.)
K	Visualizes the story	Demonstrates visualization by drawing pictures, discussing images in the story, or dictating simple descriptions
K	Visualizes the topic of the text	Demonstrates visualization by drawing pictures about the topic or concept, discussing images from the text, or dictating simple information learned from the text
K	Converts written word to spoken word (reads words)	Breaks words into chunks ready to be blended

K	Converts written word to spoken word (reads words)	Extracts chunks of several letters (e.g., ing, est, ight, ought)
K	Converts written word to spoken word (reads words)	Reads simple texts containing letter-sound correspondences and high-frequency words
K	Converts written word to spoken word (reads words)	Reads the same word in the same way across contexts
K	Converts written word to spoken word (reads words)	Recognizes a word in any context as long as the way the word is written does not differ greatly from the way it was written the last time the child saw it
K	Converts written word to spoken word (reads words)	Recognizes by sight a minimum of 20 high-frequency words
K	Converts written word to spoken word (reads words)	Recognizes chunks of familiar words when they are present in a new word
K	Converts written word to spoken word (reads words)	Recognizes word families
K	Converts written word to spoken word (reads words)	Scans words from left to right
K	Converts written word to spoken word (reads words)	Uses knowledge of letter sounds to figure out a few simple, regularly spelled, single-syllable words (c-v-c)
K	Knows by sight a minimum of 20 high-frequency words	Reads instantly many four- and five-letter words
K	Knows the basic conventions of reading (e.g., purpose, parts, elements, and procedures)	Asks questions about the text's content
K	Knows the basic conventions of reading (e.g., purpose, parts, elements, and procedures)	Differentiates between print and non-print and between different print characters
K	Knows the basic conventions of reading (e.g., purpose, parts, elements, and procedures)	Differentiates between print and pictures and the way they describe objects
K	Knows the basic conventions of reading (e.g., purpose, parts, elements, and procedures)	Differentiates between reading and speaking
K	Knows the basic conventions of reading (e.g., purpose, parts, elements, and procedures)	Distinguishes between print and pictures
K	Knows the basic conventions of reading (e.g., purpose, parts, elements, and procedures)	Holds a book correctly to read it
K	Knows the basic conventions of reading (e.g., purpose, parts, elements, and procedures)	Identifies different printed characters (letters, numbers)
K	Knows the basic conventions of reading (e.g., purpose, parts, elements, and procedures)	Identifies the front and the back of the book
K	Knows the basic conventions of reading (e.g., purpose, parts, elements, and procedures)	Identifies where to start reading on a page
K	Knows the basic conventions of reading (e.g., purpose, parts, elements, and procedures)	Matches words letter by letter
K	Knows the basic conventions of reading (e.g., purpose, parts, elements, and procedures)	Points to the beginning of a story
K	Knows the basic conventions of reading (e.g., purpose, parts, elements, and procedures)	Points to the first word on the line
K	Knows the basic conventions of reading (e.g., purpose, parts, elements, and procedures)	Reads from left to right, pointing at the words
K	Knows the basic conventions of reading (e.g., purpose, parts, elements, and procedures)	Reads from top to bottom, pointing to lines of print
K	Knows the basic conventions of reading (e.g., purpose, parts, elements, and procedures)	Sequences elements of print
K	Knows the basic conventions of reading (e.g., purpose, parts, elements, and procedures)	States the purpose of books and other printed materials
K	Knows the basic conventions of reading (e.g., purpose, parts, elements, and procedures)	Sweeps at the end of a line of print
K	Knows the basic conventions of reading (e.g., purpose, parts, elements, and procedures)	Takes meaning from texts
K	Knows the basic conventions of reading (e.g., purpose, parts, elements, and procedures)	Uses text as a source of meaning
K	Knows the correspondences between speech sounds and the letters or letter combinations that represent these sounds (phonemic awareness)	Blends onsets and rimes to form words by blending separately spoken phonemes to make a meaningful one-syllable word
K	Knows the correspondences between speech sounds and the letters or letter combinations that represent these sounds (phonemic awareness)	Identifies and separates the sounds of single-syllable words (the onset and rime) by saying each sound aloud
K	Knows the correspondences between speech sounds and the letters or letter combinations that represent these sounds (phonemic awareness)	Isolates initial consonants in single-syllable words
K	Knows the correspondences between speech sounds and the letters or letter combinations that represent these sounds (phonemic awareness)	Matches all consonant sounds with the individual letter symbols
K	Knows the correspondences between speech sounds and the	Matches combinations of speech sounds (e.g., blends) with letter

	letters or letter combinations that represent these sounds (phonemic awareness)	combinations
K	Knows the correspondences between speech sounds and the letters or letter combinations that represent these sounds (phonemic awareness)	Matches most vowel sounds with the individual letter symbols
K	Knows the correspondences between speech sounds and the letters or letter combinations that represent these sounds (phonemic awareness)	Matches some consonant sounds with the most common combinations of two-letter symbols (digraphs)
K	Knows the correspondences between speech sounds and the letters or letter combinations that represent these sounds (phonemic awareness)	Produces rhyming words and recognizes pairs of rhyming words
K	Knows the names of the letters of the alphabet and can identify them by name in any context (letter recognition)	Identifies or writes any letter(s) in any order without an alphabet chart
K	Knows the names of the letters of the alphabet and can identify them by name in any context (letter recognition)	Produces a letter name or letter sound for all letters
K	Knows the names of the letters of the alphabet and can identify them by name in any context (letter recognition)	Recognizes and names all upper and lower case letters in any context and in isolation
K	Knows the names of the letters of the alphabet and can identify them by name in any context (letter recognition)	Recognizes and says the common sounds of most letters
K	Knows the names of the letters of the alphabet and can identify them by name in any context (letter recognition)	Recognizes letters in any common font or handwriting, other than cursive
K	Knows the names of the letters of the alphabet and can identify them by name in any context (letter recognition)	Uses knowledge of sounds and letters to write phonetically, representing consonant sounds with single letters in the correct sequence
K	Knows the parts of a book	Identifies the parts of a book
K	Knows the parts of a book	Shows a specific part of a book when asked
K	Makes and supports predictions	Supports predictions using text evidence and prior experience and knowledge
K	Makes and supports predictions	Uses pictures to make predictions about a story
K	Makes and supports predictions	Uses text clues to make predictions about a story
K	Reads "emergently" ("rereads" a favorite story, recreating the words of the text with fluent intonation and phrasing and showing through verbal statements or occasional pointing that they understand the print on the page controls what is said)	Indicates by pointing or through verbal statements that the print has a message
K	Reads "emergently" ("rereads" a favorite story, recreating the words of the text with fluent intonation and phrasing and showing through verbal statements or occasional pointing that they understand the print on the page controls what is said)	Recreates the words of the text with fluent intonation and phrasing
K	Reads grade appropriate books--Level B (that they have not seen before, but have been previewed for them, attending to each word in sequence and getting most of them correct)	Gets most of the words correct
K	Reads grade appropriate books--Level B (that they have not seen before, but have been previewed for them, attending to each word in sequence and getting most of them correct)	Reads words in sequence
K	Reads grade appropriate books--Level B (that they have not seen before, but have been previewed for them, attending to each word in sequence and getting most of them correct)	Recognizes the story pattern
K	Responds to stories in a variety of ways (oral, written, kinesthetic) to show comprehension	Answers simple questions about the text's content
K	Responds to stories in a variety of ways (oral, written, kinesthetic) to show comprehension	Creates artwork or a written response to show comprehension
K	Responds to stories in a variety of ways (oral, written, kinesthetic) to show comprehension	Supports answers to questions about the text using text information and prior knowledge and experience
K	Responds to stories in a variety of ways (oral, written, kinesthetic) to show comprehension	Uses pictures to aid comprehension
K	Retells stories or parts of stories (orally and through pictures)	Provides support for answers to questions
K	Retells stories or parts of stories (orally and through pictures)	Responds to simple questions about a book's content
K	Retells stories or parts of stories (orally and through pictures)	Retells story putting events in the correct sequence
K	Understands the basic concepts of print (e.g., word, sentence)	Identifies a separate sentence in a text, using punctuation marks and upper case letters
K	Understands the basic concepts of print (e.g., word, sentence)	Identifies separate letters in printed words by pointing to each letter
K	Understands the basic concepts of print (e.g., word, sentence)	Identifies separate words by pointing to each word
K	Understands the basic concepts of print (e.g., word, sentence)	Matches two words letter by letter in any context
K	Uses pictures in familiar text to talk about the content	Uses pictures to find information about the elements of a story
K	Uses self-monitoring and self-correcting strategies	Asks questions to clarify meaning

K	Uses self-monitoring and self-correcting strategies	Checks to see if the word they are saying is the one they are pointing to
K	Uses self-monitoring and self-correcting strategies	Checks to see if they are on the right page
K	Uses self-monitoring and self-correcting strategies	Checks to see if what they are reading makes sense