

LAA 1 ALTERNATIVE ACHIEVEMENT LEVEL DESCRIPTORS

Grade Span 3–4

English Language Arts

A student scoring at the *Exceeds Standard* level has demonstrated *expanded* academic knowledge and skills included in the grade-level Extended Standards.

Students scoring at this level generally exhibit the ability to:

- determine the meaning of a word that has a prefix or a suffix;
- identify the main character in a story;
- identify the main idea in texts;
- identify the sequence of events (i.e., beginning and end) of texts;
- locate specific information in texts when given more than five choices;
- identify the central idea and logical sequence of a written composition;
- identify the parts of an informal letter;
- identify a step in a given set of familiar two-step directions;
- respond to a question using two or more words; and
- determine the sequence of events on a daily schedule.

LAA 1 ALTERNATIVE ACHIEVEMENT LEVEL DESCRIPTORS

A student scoring at the *Meets Standard* level has demonstrated *fundamental* academic knowledge and skills included in the grade-level Extended Standards.

Students scoring at this level generally exhibit the ability to:

- identify two words that use the same prefix or suffix;
- identify two characters in a story;
- identify two ideas in texts;
- identify the beginning of a sequence of events in a text;
- locate specific information in texts when given five choices;
- construct a simple sentence or phrase with a central idea;
- identify an item in a list;
- identify a step in a set of familiar one-step directions;
- respond to a question with a one-word answer other than *yes* or *no*; and
- locate “Which comes next?” on a daily schedule.

LAA 1 ALTERNATIVE ACHIEVEMENT LEVEL DESCRIPTORS

A student scoring at the *Working Toward Standard* level has demonstrated *minimal* or *inconsistent* academic knowledge and skills included in the grade-level Extended Standards. However, the student may be developing introductory academic knowledge and skills that can be built upon to access the grade-level curriculum.

Students scoring at this level may exhibit the ability to:

- identify a word with a prefix or a suffix;
- identify one character in a story;
- identify one idea in texts;
- identify the end of a sequence of events in a text;
- locate specific information in texts when given three choices;
- identify the central idea in a simple sentence or phrase;
- identify the location for a signature;
- respond to a simple one-word command;
- respond to a simple *yes* or *no* question; and
- locate a single event on a daily schedule.

LAA 1 ALTERNATIVE ACHIEVEMENT LEVEL DESCRIPTORS

Grade Span 5-6 English Language Arts

A student scoring at the *Exceeds Standard* level has demonstrated *expanded* academic knowledge and skills included in the grade-level Extended Standards.

Students scoring at this level generally exhibit the ability to:

- identify a content-specific vocabulary word that best completes a simple sentence or phrase;
- identify a character trait of the main character in a story;
- identify the beginning, middle, and end of a text;
- identify what happened last and predict what will happen next in a text;
- identify a cause and an effect in a text;
- use an appropriate transition word (*first, then, next, or last*) to sequence events in a written composition;
- identify an evaluation of media (e.g., film, performance, field trip);
- identify a step in a set of three-step directions;
- respond to a question using three or more words; and
- answer a question about information on a calendar.

LAA 1 ALTERNATIVE ACHIEVEMENT LEVEL DESCRIPTORS

A student scoring at the ***Meets Standard*** level has demonstrated *fundamental* academic knowledge and skills included in the grade-level Extended Standards.

Students scoring at this level generally exhibit the ability to:

- identify content-specific vocabulary words;
- identify the main character and another character in a story;
- identify the middle of a text;
- predict what will happen next in a text;
- identify a cause or an effect in a text;
- use an appropriate transition word (*first, then, next*) in a short composition (one or two sentences);
- identify parts of an informal letter;
- identify a step in an unfamiliar set of two-step directions;
- respond to a question using two words; and
- locate information on a calendar.

LAA 1 ALTERNATIVE ACHIEVEMENT LEVEL DESCRIPTORS

A student scoring at the ***Working Toward Standard*** level has demonstrated *minimal* or *inconsistent* academic knowledge and skills included in the grade-level Extended Standards. However, the student may be developing introductory academic knowledge and skills that can be built upon to access the grade-level curriculum.

Students scoring at this level may exhibit the ability to:

- identify a content-specific vocabulary word;
- identify the main character in a story;
- identify the beginning and end of a text;
- predict what will happen last in a text;
- skim or scan a text to locate specific information;
- use the transition word *first* to correctly sequence two events in a composition;
- identify the item that best completes a list of two items;
- identify a step in a familiar set of two-step directions;
- respond to a question with a one-word answer; and
- identify a calendar from among similar items.

LAA 1 ALTERNATIVE ACHIEVEMENT LEVEL DESCRIPTORS

Grade Span 7-8 English Language Arts

A student scoring at the *Exceeds Standard* level has demonstrated *expanded* academic knowledge and skills included in the grade-level Extended Standards.

Students scoring at this level generally exhibit the ability to:

- determine the meaning of a noun or verb, which has a prefix or suffix, from its known root;
- identify changes in the setting within one or more stories;
- predict the outcome of a text;
- complete an “if...then” statement from information found within a given text;
- identify the main idea and the beginning, middle, and end of a composition;
- determine placement of information on an application;
- identify one step of a familiar four-step procedure or routine; and
- use information on a calendar.

LAA 1 ALTERNATIVE ACHIEVEMENT LEVEL DESCRIPTORS

A student scoring at the *Meets Standard* level has demonstrated *fundamental* academic knowledge and skills included in the grade-level Extended Standards.

Students scoring at this level generally exhibit the ability to:

- identify the change in meaning of nouns or verbs when a prefix or suffix is added;
- identify one setting in a story;
- identify the main idea of a text;
- identify a cause-and-effect relationship in a text;
- identify the main idea and some details in written phrases or sentences;
- determine placement of parts of a friendly letter;
- identify one step of an unfamiliar simple procedure or task; and
- identify changes in a daily schedule.

LAA 1 ALTERNATIVE ACHIEVEMENT LEVEL DESCRIPTORS

A student scoring at the *Working Toward Standard* level has demonstrated *minimal* or *inconsistent* academic knowledge and skills included in the grade-level Extended Standards. However, the student may be developing introductory academic knowledge and skills that can be built upon to access the grade-level curriculum.

Students scoring at this level may exhibit the ability to:

- identify the change in meaning of a noun or verb when a prefix or suffix is added;
- identify the main character and one of the character's traits;
- identify the sequence of events in a text;
- identify a cause or an effect in a text;
- identify the chronological or sequential order in written phrases or sentences;
- identify an evaluation of media (e.g., a television show, a radio broadcast, art);
- identify one step of a familiar, simple multistep procedure or routine; and
- identify the sequence of activities in a daily schedule.

LAA 1 ALTERNATIVE ACHIEVEMENT LEVEL DESCRIPTORS

Grade Span 9–10 English Language Arts

A student scoring at the *Exceeds Standard* level has demonstrated *expanded* academic knowledge and skills included in the grade-level Extended Standards.

Students scoring at this level generally exhibit the ability to:

- determine the meaning of a word with a prefix (dis-) or a suffix (-er, -est);
- identify the main idea in a passage;
- compare or contrast literary elements (e.g., character, character traits, setting) or ideas within a passage;
- differentiate fact from opinion in texts;
- identify the introduction, supporting details, and conclusion of a written composition;
- determine placement of information on a business letter;
- identify steps in a set of detailed instructions for a complex procedure or task; and
- identify the appropriate graphic organizer to use to locate specific information.

LAA 1 ALTERNATIVE ACHIEVEMENT LEVEL DESCRIPTORS

A student scoring at the *Meets Standard* level has demonstrated *fundamental* academic knowledge and skills included in the grade-level Extended Standards.

Students scoring at this level generally exhibit the ability to:

- identify a second word that uses the same prefix (dis-) or a suffix (-er, -est);
- identify details, events, or ideas in a passage;
- draw a conclusion from information in texts;
- identify an opinion in texts;
- identify the central idea and supporting details in a composition;
- determine placement of information on a letter of request;
- identify steps in a detailed set of instructions for an unfamiliar procedure or task; and
- respond to a question about information found on a timeline.

LAA 1 ALTERNATIVE ACHIEVEMENT LEVEL DESCRIPTORS

A student scoring at the *Working Toward Standard* level has demonstrated *minimal* or *inconsistent* academic knowledge and skills included in the grade-level Extended Standards. However, the student may be developing introductory academic knowledge and skills that can be built upon to access the grade-level curriculum.

Students scoring at this level may exhibit the ability to:

- identify a word that uses a prefix (dis-) or a suffix (-er, -est);
- describe the setting of a passage;
- draw an inference from texts;
- locate a fact in texts;
- identify a central idea in a composition;
- determine placement of information on a job application;
- identify steps in a detailed set of instructions for a familiar procedure or routine;
and
- locate specified information on a timeline.