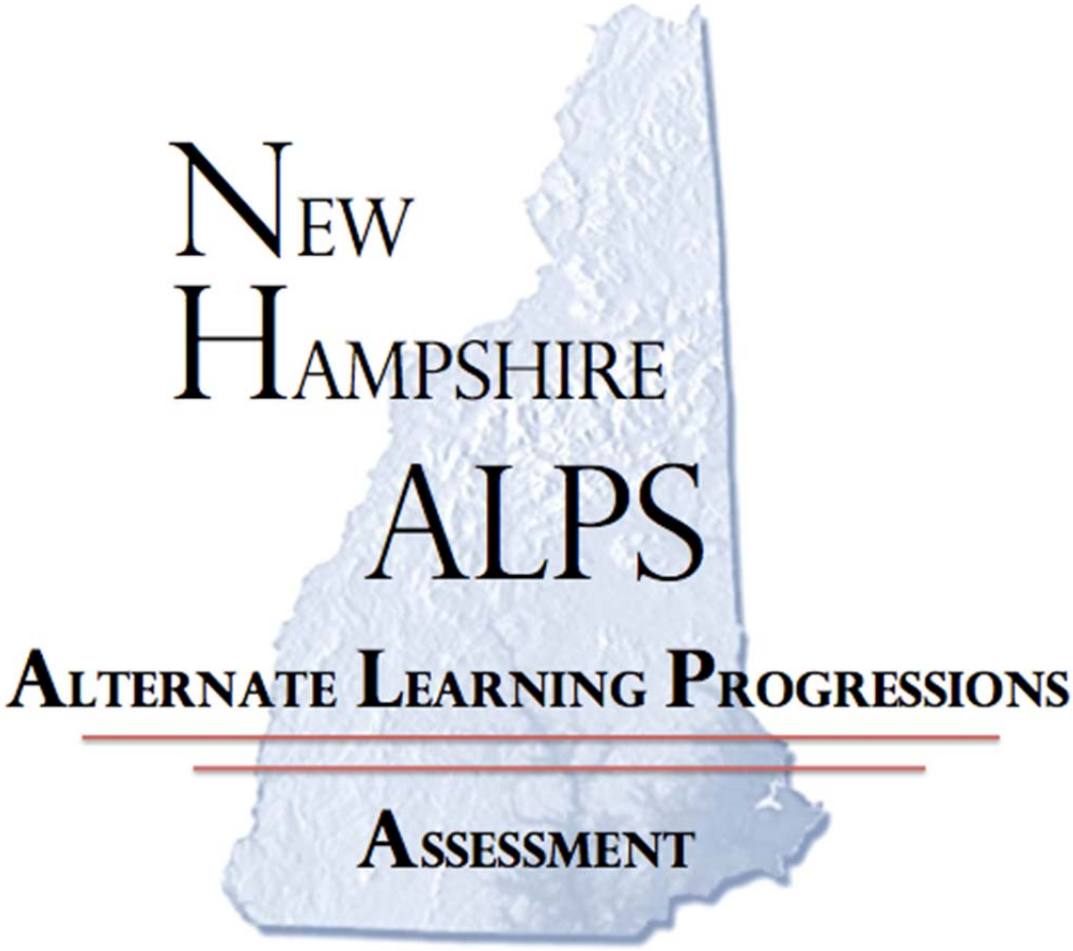

Test Report Interpretation Guide
2012-2013

(For Portfolios Submitted May 2013)

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CONTACT INFORMATION

If you or your staff has any questions regarding policy, assessment participation, SASC/Medical Exemption, reporting categories, reporting discrepancies or decisions, or school/district/parent concerns, please contact the New Hampshire Department of Education.

New Hampshire Department of Education
Santina Thibedeau
Bureau of Special Education
State Director of Special Education
101 Pleasant St.
Concord, NH 03301
(603) 271-6693

If you need assistance accessing your online reports or need to verify your username or password,
Please contact the **NH ALPs Service Line at 1-800-431-8901 ext: 2499**
Monday through Friday, 8:00 am to 4:00 pm.

REPORTS AVAILABLE

Public, non-confidential District and State level NH ALPs reports can be accessed through the NHDOE website homepage: http://www.education.nh.gov. Click on the "NH School District Profile" icon at the very bottom of the page.

Confidential Student Reports and Student level data files can be accessed using the following URL: http://iservices.measuredprogress.org. Principals and superintendents are able to access the confidential reports and files by selecting New Hampshire Alternate Learning Progressions from the drop down menu, clicking on the Reporting link, and entering their secure username and password.

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The Family Educational Rights and Privacy Act (FERPA) requires that access to individual student results, including those provided in the NH ALPs Student Report, be restricted to the student, the student's parents/guardians, and authorized school personnel. Superintendents and principals are responsible for maintaining the privacy and security of all student records. In accordance with this federal regulation, authorized school personnel shall have access to the records of students to whom they are providing services when such access is required in the performance of their official duties.

For more information about FERPA please visit the following website:
http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html

INTRODUCTION

The primary purpose of this document is to support educators and parents/guardians in their understanding of the 2012-2013 New Hampshire Alternate Learning Progressions (NH ALPs) Assessment, the scoring process, and the meaning of individual Student Reports.

The Individuals with Disabilities Education Improvement Act of 2004 and the No Child Left behind Act of 2001 federally mandate the participation of all students in a statewide assessment program.

The New Hampshire Alternate Learning Progressions (NH ALPs) is New Hampshire's statewide alternate assessment for students who meet the qualifying criteria for participation and who cannot meaningfully participate in the statewide general assessment even with accommodations. Students in this population are assessed on alternate academic achievement standards. All NH students are expected to learn academic content found within the NH Curriculum Frameworks. The NH ALPs assessment is based on a carefully reorganized and accessible set of incremental learning progressions that come directly from the NH Curriculum Frameworks in reading, writing, mathematics, and science. This assessment permits students to enter the learning progressions at personalized entry points, and is purposely structured to support, inform, and improve instruction for these students.

This assessment measures the knowledge, skills, and abilities a student can demonstrate within the NH Alternate Learning Progressions in reading, writing, mathematics, and science. Different content areas are tested at different grades (see chart below.)

2012-2013 NH ALPs
What content areas are assessed?

Grade	Reading	Math	Writing	Science
2	◊	◊		
3	◊	◊		
4	◊	◊	◊	◊
5	◊	◊		
6	◊	◊		
7	◊	◊	◊	
8				◊
10	◊	◊	◊	
11				◊

CHAPTER ONE

THE NH ALPS ASSESSMENT

ASSESSMENT PURPOSE

The highest purpose of the New Hampshire Alternate Learning Progressions Assessment is to establish clear observational evidence of student academic performance yielding valid and useful interpretations that can inform and support improvements in **instruction** and **student learning outcomes**. The NH ALPs Assessment must also support a fair summative measure of school and district educational program accountability.

GUIDING PRINCIPALS

1. All students can and do communicate if appropriately supported.
2. All students can and do learn academic concepts.
3. Communication always comes first. The cognition of a student cannot be determined - unless an effective communication system is in place.
4. Communication and academic achievement expectations must be high for each and every student. Scientific understanding of what students with apparently severe cognitive challenges can learn is still emerging. There is far too much that we do not yet know, to risk losing a child's opportunity to learn.
5. Students can and must demonstrate authorship of their own academic performance.
6. Students and parents have a right to know how students are progressing academically in relation to others across the school, district, and state. Participation in statewide assessment is a civil right.
7. Taxpayers also have a right to know how well our schools are educating our students.
8. The New Hampshire Department of Education supports the principles and application of "Access by Design" and "Universal Design for Learning" concepts and methods to enable all students to participate to the fullest extent possible in academic instruction and assessment. Assessment tasks can be made accessible to each student in an academically rigorous manner by addressing the student's identified sensory learning, communication and performance access needs profile.

ASSESSMENT OVERVIEW

As early in the year as possible, a student's IEP team conducts an inventory of sensory and communication strengths and needs to create a personalized "Access to Learning & Communication Profile." The "Access Profile" lists the ways in which a student is or may be able to interact with academic materials. This information provides support to the student's learning and allows opportunities for the student to demonstrate what he or she knows. Students with effective communication and access supports show the highest level of control and authorship of their own academic learning and problem solving. These students demonstrate growth in ways that exceed conventional expectations.

The NH ALPs assessment begins after a period of instruction, when the teacher believes the student is demonstrating peak performance. Using video documentation, teachers are able to capture short clips of the student's best work on tasks built from the Learning Progressions. Video evidence captures how a student interacts with and tries to 'make sense' of academic content. Examples can include: how a student engages with text in order to read; how a student uses the tools of writing (or related communication form) to communicate for a specific purpose; how a student reasons about mathematical ideas such as numbers, quantity, equality, and patterns; and how a student explores, processes, and attempts to solve problems scientifically.

Most of the students who participate in this assessment have some form of communication difficulty. The use of video documentation to show academic performance provides a much more fair, realistic, and powerful picture of what students really understand. This assessment format allows students to utilize their individualized communication methods and tools to demonstrate their academic knowledge. Video documentation frees students from having to use conventional paper and pencil format assessments.

WHAT ARE LEARNING PROGRESSIONS

The NH Alternate Learning Progressions are a carefully reorganized and clarified set of the NH Curriculum Frameworks in reading, writing, mathematics, and science. The Learning Progressions contain the same content standards that every student in New Hampshire is expected to learn. For each content area, Learning Progressions show these content standards in clusters of related skills that tend to grow together over time. When used appropriately, Learning Progressions can help teachers to plan effective instruction matched to students' individual needs. Experts in these content areas and in accessibility and communication worked together to write the Learning Progressions in a way that preserves the original academic rigor while also opening up many options and alternate ways for students to show what they know and can do, when they are ready.

STAGES OF GROWTH FOR ALL CHILDREN TOWARD LEARNING MASTERY DESCRIBED AS CHALLENGE LEVELS

Successful readers, writers, mathematical thinkers, and scientific problem solvers develop their knowledge over time through a natural and continuous process of learning. Each child passes through a series of learning stages, described in this assessment as increasingly complex "Challenge Levels," and they do this in a roughly predictable order as they grow from having the most basic skills to more complex understandings of how to use words, numbers, and other concepts to communicate their ideas and needs with other people. Over time, children grow in the ways they wonder about the world around them. A child's natural wonder forms the very basis of early scientific reasoning. Challenge Level descriptors for each content area of the NH ALPs assessment are provided in Appendix A.

STUDENT AS AUTHOR: THE CRITICAL ROLE OF ACCESS TO LEARNING, COMMUNICATION & PERFORMANCE

SUPPORTIVE PROMPTS AND INDEPENDENT PERFORMANCE

Understanding that students with significant cognitive disabilities may have a variety of difficulties with motor control, communication, attention and sensory regulation, the concept of independent performance can mean something very different than just "doing a task completely on one's own."

Supports are often a necessary and appropriate part of life for students with disabilities and therefore should be available when taking assessments. Supports are meant to break through the barriers of the disability so that each student can participate and engage in academic problem solving activities without being given the answer. Supportive prompts can take many forms; augmentative communication for a student with limited verbal communication, a touch on the shoulder to stimulate movement to initiate the task for a student with attention and/or motor difficulties, or the choice from an array of answers for the student whose motor difficulties inhibit writing are all recognized as supportive prompts. In each case, these supports can assist a student in their ability to independently solve academic problems and demonstrate academic knowledge.

The supports should not hinder student authorship and genuine engagement with the academic problem solving process. Instead, supportive prompts should allow the student to meaningfully engage in the academic process using the access and communication skills she/he has available. Supportive prompts give the student the necessary tools to allow him/her to demonstrate knowledge – but nothing more. For example, reading glasses are an appropriate supportive prompt. Corrective lenses do not do our reading for us; <u>they permit us to do our own reading for ourselves</u>. That's what an appropriate supportive prompt should do and that's what independence looks like for someone who needs such a support during an academic test.

DIRECTIVE PROMPTS

Directive prompts violate the learning constructs of the assessment. Contrasted with supportive prompts, directive prompts lead a student to (or hints at) the correct answer rather than paving the way for a student to answer on his/her own. Directive prompts don't allow the student to demonstrate his/her knowledge in an independent manner. Examples of directive prompts are hand-over-hand assistance that leads the student to pressing the "right" button on an AAC device, or verbal prompts such as "The answer begins with T," or non-verbal gestures and cues that emphasize one answer choice over another. For example, a directive prompt would be providing a written model of a word for the student when taking a spelling test. Here the student only needs to copy the word and does not – really is not permitted to- demonstrate an ability to spell or use sound/symbol correspondence. This 'support' simply gives the student the answer. This would be a violation of the construct and considered a directive prompt.

Another example of a directive prompt would be providing a calculator when the student is being assessed on independent calculation of basic math facts; this would violate the construct. In this example, the only skill being measured is the ability to use the calculator correctly not the ability to demonstrate complete mathematical reasoning and accuracy in solving the problem. However, if the student had a well-designed communication board, he/she could indicate through the board the methods and procedures to use to solve the problem. With the appropriate non-directive communication support, the student could use their own 'scratch paper' system to figure out the answer for themselves.

Such intrusive and excessive supports get in the way of the student actually authoring their own solutions to academic problems and prevent the student from demonstrating what he/she really knows and can/could figure out for themselves with the appropriate accessibility or communication devices. This happens when the support provided doesn't allow demonstration of the skill being assessed.

Credit is given to all correct answers that include supportive prompts but credit is questionable and is not granted when directive prompts are used. When directive prompts are used it is usually clear that the student was not the author of the academic work. The goal of educating students with disabilities is to provide access to learn academic content and be given the supports needed for them to express that knowledge. Providing appropriately matched supports is vital to their success.

MATCHING ACCESS NEEDS AND SUPPORTS TO SPECIFIC CONTENT AREAS

If the assessment task presented to the student does not appropriately match the student's access needs the student may perform poorly due to issues of inadequate access to specific academic content and a communication system. Such performance is not a true reflection of a student's knowledge and skills in that academic domain. For an academic assessment to be a valid measurement of academic knowledge, the student must be able to effectively gain access to and communicate information of specific academic content

It is important to think about access skills and the specific kinds of supports needed in the context of each content area. Access supports the student needs to participate in the study of mathematics often differ from supports most useful for the study of reading. In mathematics and in science, it is very likely that some form of access to tactile manipulative materials may be needed to learn and to show a mathematical concept or scientific reasoning and performance. By contrast, in reading and writing, augmented or assistive forms of language communication may be necessary to appropriately support student learning without using physical manipulatives. Individual students will show different clusters of access needs.

COMMUNICATION MUST BE IN PLACE BEFORE ASSESSMENT CAN OCCUR

Students should always be able to demonstrate their knowledge and skills using communication and performance methods (access tools) that are appropriately matched to their individual academic access needs. If appropriate communication and performance methods have been identified and effectively supported, then students with unique communication needs are able to show what they know and can do in a variety of ways. However, assessment conditions must always faithfully and accurately represent the academic concepts and the related skills that are being tested.

A student with no effective communication system will have difficulty accessing academic content.
He/she will not be able to demonstrate what he/she knows and can do without a supportive communication system. Communication support must come first. Without communication - valid assessment simply cannot occur.

Effective communication supports, if needed, must be established first.
Effective communication supports that do not violate the stated construct of the standard(s) being assessed will be honored and credit awarded as earned. The Access Guide to Learning, Communication & Performance; the NH ALPs Master Glossary; and clarification annotations within the learning progressions help to point out alternate ways students may access and demonstrate these constructs.

If you suspect that communication or access supports for a student could be improved, we recommend that you review the **NH ALPs Access to Learning, Communication & Performance Inventory** completed by the student's educational team as a required part of this assessment. The access inventory document takes the team through a series of decision-making steps that help to identify sensory modes of representation and engagement that offer the clearest, strongest paths of access to learning for a specific student. As the inventory continues, the team is provided an additional series of decision-making steps that help to document the most effective modes of receptive and expressive communication and performance for the student. This information is then presented in summary form to show the student's personal **Access to Communication & Performance Profile.** More information and a guide to using the access inventory profile during assessment are provided online at www.measuredprogress.org/NHALPs

CHAPTER TWO

UNDERSTANDING
NH ALPS ASSESSMENT SCORING APPROACH

UNDERSTANDING THE OVERALL SCORING APPROACH OF THE NH ALPS ASSESSMENT

The NH ALPs Assessment measures the knowledge, skills, and abilities a student is able to demonstrate within the NH Alternate Learning Progressions in reading, writing, mathematics, and science. Content areas assessed are based on grade level.

The overall scoring approach for this assessment involves two levels of review for each required task entry. This first level of review is the **Task Level Review**, in which content fidelity is reviewed. Content fidelity, while distinct to each content area, is defined as a sufficient match between the student's performance of the task and the academic content. Although points are not credited during this level of review, evidence of content fidelity is a required element. A student must demonstrate overall content knowledge before credit for demonstration of items can be considered.

The second level of review is the **Item Level Review**. An item is referred to as a **scorable unit** within a content standard. There may be one or multiple scorable units within a content standard. Each scorable unit is considered to be worth 1 point. One clear successful demonstration of a scorable unit and evidence of student authorship are required to receive credit. Success is defined by the student's demonstration of the required elements as they are written in the scorable unit(s) within the standard. Student authorship is evidenced by the student's independent performance of an item.

UNDERSTANDING THE SPECIFICITY OF THE READING PERFORMANCE SCORE

The NH ALPs Reading Assessment consists of **two (2)** complex reading performance tasks that show the full reading process as applied to **two (2)** types of text, Literary and Informational.

A student demonstrates application of academic standards to read a specified type of text, Literary and Informational. Scorers look for an active, engaged, multi-faceted, sense-making student performance activity as it relates to the text type. Scorers are looking for the demonstration of the integrated process of reading across all four (4) Learning Progressions. The student is seen using their whole box of reading tools (academic standards) taken from across, ideally, all the progressions as they read.

It is important to understand that in reading, the attempted Challenge Level or learning stage is determined by the text level chosen for the student to read. The text level chosen must be clearly identified for each task entry. **Without a clearly documented text level, the entry point at which the student is attempting to perform academic standards is not known.** If the entry point is not known, the associated content criteria cannot be assessed and therefore, the student's performance sample cannot be scored. If the entry point has been clearly identified, review of student's content knowledge can begin. Once the student's reading performance evidence is found to meet the content fidelity criterion, the student's reading performance evidence is observed and scored at the item level – one item (scorable unit) at a time at the attempted challenge level. Performance must be accurate (as defined by the specific wording of the attempted standard) and clearly authored by the student to be credited.

Thoroughness, though not a scored element, can be observed by noting the distribution of points credited across three (3) or more reading progressions within a text type showing integration of reading processes across connected and authentic text, rather than mere practice of separate and isolated skills.

Each reading progression sub-score is obtained from the total number of items successfully demonstrated for the specified challenge level, divided by the total scorable points possible in that challenge level within that reading progression. The score is then weighted by the level of text complexity attempted. The total overall reading content area score is an average of the scores earned across both Literary and Informational reading tasks. For the complete reading score computation, see Appendix B.

UNDERSTANDING THE SPECIFICITY OF THE WRITING PERFORMANCE SCORE

The NH ALPs Writing Assessment consists of **three (3)** complex writing performance tasks that show the full writing process as applied to three genres (types) of writing; Expressive, Informational and Response to Text.

A student demonstrates application of academic standards to create a sample of writing for a given purpose, specified by the writing genre or type, within the identified Challenge Level. Each student must provide performance samples of writing for three different purposes: one sample of Expressive Writing, one of Informational Writing, and one of Response to Text Writing. Scoring focus is primarily upon the three specified writing genre tasks. Within each of these performance tasks, the student is expected to demonstrate integrated application of skills from the Recognizing & Applying Structures of Language Progression.

It is important to understand that in writing, the Challenge Level must be clearly identified for each task entry. **Without a clearly documented Challenge Level, the entry point at which the student is attempting to perform academic standards is not known.** If the entry point is not known, the associated content criteria cannot be assessed and therefore, the student's performance sample cannot be scored. If the entry point has been clearly identified, review of student's content knowledge can begin. Scorers are looking for the demonstration of the integrated process of writing for a purpose across all sub-progressions and the Recognizing and Applying Structures of Language Progression. The student is seen using their whole box of writing tools (academic standards) taken from across, ideally, all the sub-progressions as they write. Once the student's writing performance evidence is deemed to meet the content fidelity criterion, the student's writing evidence is observed and scored at the item level. One item (scorable unit) is scored at a time at the attempted challenge level in each sub-progression across each writing type/genre: Expressive, Informational, and Response to Text genres. Performance must be accurate (as defined by the specific wording of attempted standard) and clearly authored by the student to be credited.

Thoroughness, though not a scored element, can be observed by noting the distribution of points credited across three (3) or more sub-progressions within a writing type/genre, showing integration of writing processes across the entire writing genre, rather than mere practice of separate and isolated skills. Writing evidence must clearly accomplish the communication purpose of the genre sampled. Thoroughness in the Recognizing and Applying Structures of Language progression is also demonstrated by distribution of points credited across three (3) or more of these sub-progressions. Another indicator of strength of writing performance can be observed by examining the points earned across all three (3) required writing genre sampled.

As evidence of each writing type/genre is scored, student's performance evidence is also scored on the standards demonstrated from the Recognizing & Applying Structures of Language Progression (mechanics, spelling, grammar; etc.). The overall Writing Content Area Score is a weighted average, calculated so that the three (3) writing genres (Expressive, Informational, and Response to Text) comprise three quarters of the total score and points earned in Recognizing & Applying Structures of Language comprise one quarter of the total score. For the complete writing score computation, see Appendix B.

UNDERSTANDING THE SPECIFICITY OF THE MATHEMATICS PERFORMANCE SCORE

The NH ALPs Mathematics Assessment consists of **four (4)** complex mathematics performance tasks. Each task requires the integrated application of several academic mathematics standards to solve problems.

It is important to understand that in Mathematics the Challenge Level and the sub-level must be clearly identified for each task entry. **Without a clearly documented Challenge Level and sub-level, the entry point at which the student is attempting to perform academic standards is not known.** If the entry point is not known, the associated content criteria cannot be assessed and therefore, the student's performance sample cannot be scored. If the entry point has been clearly identified, review of student's content knowledge can begin.

Scorers are looking for the student to demonstrate the integrated process of mathematics to make sense of the progressions. The student is ideally seen using their whole box of mathematics tools (academic standards) as they engage in the sense-making process of math through the lens of the specific progression. Once the student's performance evidence is deemed to meet the content fidelity criterion, the student's mathematics problem solving performance evidence is observed and scored at the item level – one item (scorable unit) at a time at the attempted challenge sub-level. Each challenge sub-level within a mathematics progression operates as a task unit representing several related constructs/standards. Performance must be accurate (as defined by specific wording of construct standard) and clearly authored by the student to be credited.

Thoroughness, though not a scored element, can be observed by noting the distribution of scorable unit points credited within each mathematics progression task showing integration of mathematical reasoning and problem solving processes across related constructs rather than mere practice of separate and isolated skills. Another indicator of strength of mathematics performance can be observed by examining the points earned across all four (4) required mathematics progressions.

Each Mathematics Progression sub-score is obtained from the total items successfully demonstrated for the specified mathematics challenge sub-level, divided by total scorable points possible in that challenge sub-level. The score is then weighted by the difficulty of the challenge sub-level attempted. The final overall Mathematics Content Area Score is an average of the scores earned on all four (4) Mathematics Progressions. For the complete mathematics score computation, see Appendix B.

UNDERSTANDING THE SPECIFICITY OF THE SCIENCE PERFORMANCE SCORE

The NH ALPs Science Assessment consists of **two (2)** complex Science performance tasks that show the application of Science Process Skills to address selected Science Content Problems at each grade level tested.

It is important to understand that in science, the Challenge Level, sub-level, and column must be clearly identified for each task entry. **Without a clearly documented Challenge Level, Sub-level, and Column, the entry point at which the student is attempting to perform academic standards is not known.** If the entry point is not known, the associated content criteria cannot be assessed and therefore, the student's performance sample cannot be scored. If the entry point has been clearly identified, review of student's content knowledge can begin.

The scorer should see demonstration of a student conducting scientific inquiry by using two standards from the **Science Process Skills** and applying these process skills to directly address, explore, or solve a chosen content standard within the Content Progression. The student is ideally seen using relevant science process skills as they engage in making sense of science at the specified identified Challenge Level through the lens of that specific science content standard. Scorers are looking for the student to produce observable work product(s) resulting from the identified science process skills and applied to the content standard chosen.

Once the student's science performance evidence is deemed to meet the content fidelity criterion, the student's science reasoning and problem solving performance evidence is observed and scored at the item level – one item (scorable unit) at a time at the attempted challenge level. Performance must be accurate (as defined by specific wording of construct standard) and clearly authored by the student to be credited.

Thoroughness, though not a scored element, can be observed by noting the distribution of scorable unit points credited across the content progression and across the two (2) process skills progressions for both performance tasks. High scores that are well distributed show consistent and integrated application of scientific reasoning and problem solving processes to specific content problems rather than mere practice of separate and isolated skills.

Each Science Content Progression sub-score is obtained from the total items successfully demonstrated for the specified science content progression challenge sub-level, divided by total scorable points possible in that content progression challenge sub-level . The science Process Skill sub-score is obtained from the total items successfully demonstrated for the Process Skill progression, divided by the total scorable points possible in that Process Skill. The science content progression score and the two (2) Process Skill scores are equally weighted. The score is also weighted by adding the difficulty of the challenge level attempted. The total overall science content area score is an average of the scores earned across both required science performance tasks. For the complete science score computation, see Appendix B.

Further details of the NH ALPs Test Blueprint can be reviewed at
www.measuredprogress.org/NHALPs

CHAPTER THREE

UNDERSTANDING
NH ALPs Assessment Reporting

NH ALPs Challenge Levels and Accountability Achievement Level Descriptions

The NH Alternate Learning Progressions Assessment results describe student performance in two ways. Student performance is summarized by Challenge Level and Achievement Level descriptions. These descriptions of student performance serve **different purposes** when interpreting a student's test score. It is important to understand the meaning behind each description.

Challenge Levels are Descriptions of Observed Stages in Cognitive Development

Learning is a personal journey. All successful readers, writers, mathematical problem solvers, and scientific thinkers develop their skills and understandings over time through a continuous process, a kind of journey that can be analogous with the natural cognitive stages of reading development, writing development, mathematics development, and scientific reasoning development. Although the learning process can be divided into general stages that occur along the path that all children travel on their way to reaching high achievement in a content area, it is important to note that not every child reaches a particular stage of academic knowledge at a particular time, and that some students take useful detours on their journey. This is normal human variation. In the NH ALPs system, we call the general stages of cognitive academic development, **"Challenge Levels".** Challenge Levels are simply estimates of a student's approximate location along the path to becoming a successful reader, writer, mathematical problem solver, or scientific thinker.

Challenge Levels are never used as judgments of what is or is not 'good enough'. The Challenge Levels serve only as simple descriptive mileposts of what we observe at different points in time - landmarks in the journey to help us understand where the student is now, where they have come from, and what may be coming next along his or her learning pathway. Challenge Levels help us to gain perspective on the journey and to plan our travel. That is their sole purpose. This is what assessment is designed to do.

In each content area tested in the NH ALPs Assessment, the Learning Progressions have been divided up into five vertical chunks called the Challenge Levels. In each content area tested, reading, writing, mathematics, and science, the approximate set of academic standards that are contained in each level have been identified: the Emergent, Beginning, Transitional, Intermediate, and Advanced Challenge Levels of academic development.

In general, Emergent Challenge Level academic standards cover the earliest standards usually taught in the early primary school years. Beginning Challenge Level standards tend to cover standards taught typically in the upper elementary school years. Transitional Challenge Level standards cover early middle school, and Intermediate Challenge Level standards cover upper middle school and early high school concepts. Advanced Challenge Level standards cover academic material typically taught in the high school years. However, students who qualify for participation in the NH ALPs Assessment are not "typical" learners.

From the performance data gathered in this assessment, you may see that your student has very significant areas of strength with performance success scattering up into higher challenge levels on some Learning Progressions, and this may be mixed with performance scores on other progressions showing development at a lower Challenge Level. This performance data taken as a whole creates a unique learning profile pattern for each student that can help the team to sort out questions that can inform educational planning and instruction going forward.

TOOLS FOR CHARTING & TRACKING STUDENT PERFORMANCE PATTERNS AND GROWTH

The comparison of scores across years requires consideration and caution. In general, the evaluation of any score differences should always be interpreted within the larger context of what occurred that may have impacted the performance of the student, school, district, or other group between administrations. **The New Hampshire Department of Education does not encourage or promote comparisons among individual students.**

Student Performance Charts can be used as a classroom tool to review existing patterns of performance, and to explore possible growth over time. These charts can be used to track and document the Challenge Levels and even specific standards that the student is successfully performing at multiple time intervals: year to year, mid-year, or even quarterly on a formal, or in a more informal formative assessment basis. To chart the most basic pattern of academic performance that exists now, or may be emerging over time, use the 2012-2013 student report to obtain all the available scores for a student. The student report includes sub-scores for 2011-2012 and 2012-2013 assessment years and overall content scorers for the 2013 assessment year. Use contrasting colors to chart each year. You will see a profile of growth emerge as you compare the performance patterns represented by the two colors. As successive performance observations are charted each year, add a new color for each new observation date. Create an interpretation key for your chart showing the performance observation dates associated with each notation on the chart. An example and all content charting tools are available at www.measuredprogress.org/NHALPs

ACHIEVEMENT LEVELS ARE JUDGMENTS FOR MAKING GROUP-BASED ACCOUNTABILITY DECISIONS

Federal and state education laws carry with them associated accountability requirements, under which states, districts and schools must assess all students each year in certain grades to help determine whether or not groups of students in state educational programs are making Adequate Yearly Progress (AYP). This group-based, large-scale accountability process helps to inform all stakeholders including parents, the community, and local taxpayers about how well our publicly funded educational programs are working for our children collectively.

In this large-scale accountability process, results are reported showing how clusters of students in various population sub-groups are performing in the content areas assessed in those grades. For example, accountability results are reported separately for various groups of students who are considered to be "educationally disadvantaged" in one way or another, such as: economically disadvantaged students, students with disabilities, or students who are just learning the English language. Results for each of these groups of students are reported separately. Results are also reported for schools and districts as a whole (with all student sub-groups combined). Using these many points of view into student academic achievement, we are learning a good deal about the strengths and needs of our educational systems and some of the ways we must improve in meeting the needs of certain student populations.

ACHIEVEMENT LEVEL STANDARDS

To determine whether or not a group of students served by an educational program is making adequate yearly progress we must have a standard by which we can compare student performance between these groups. These standards are called "achievement level standards" and they are applied to individual student test scores and then collected up into student group accountability judgment decisions. It is schools and districts that make adequate yearly progress (AYP). It is never an individual student who makes AYP, yet we are required by law to report the proficiency/achievement level on the individual student report. AYP only refers to the adequacy of the educational programs serving groups of students– never to individual students.

For an individual student, achievement level standards serve the purpose of judging whether or not a student's achieved test score is "good enough" to identify that student's performance as being in the group of students deemed "Proficient". "Proficient" student performance is the standard of quality we expect our publicly funded educational programs to achieve with the majority of our students. Each time the student's grade-level rises, our expectations also rise for his or her academic performance.

ALTERNATE ACHIEVEMENT LEVEL STANDARDS

For students with the most significant cognitive disabilities, who qualify for participation in alternate assessment based on alternate achievement standards, we accept that academic performance will be shown at lower levels of depth and complexity and may rise more slowly as grade-levels rise. For this reason, the alternate achievement level standards at each grade are adjusted downward significantly to less complex expectations than the achievement levels standards of performance that we expect to see in students who do not take the alternate assessment. The achievement level standards applied to this assessment population are alternate achievement level standards, which are significantly reduced from those held for students who take the general NECAP assessment at grade level. However, alternate achievement level standards must be truly academic, must be rigorous, and must rise with increasing grade levels - just as they do for all other children.

For all students there are four achievement levels in statewide assessment. Whether assessed by either "general" or "alternate" achievement standards, test scores lower than those within the proficient (good enough) range are considered to be either "partially proficient" or "substantially below proficient". In a similar way student scores that are much higher than "good enough" are called: "proficient with distinction".

PUTTING ACHIEVEMENT LEVEL ACCOUNTABILITY JUDGMENTS INTO PERSPECTIVE

Not all students will score within the proficient range. Natural variation in human performance is not well represented in any form of group-based accountability system. For some students, less than proficient test performance may represent huge growth from prior years, and a personal victory, despite the fact that the test score does not yet reach the standard deemed "proficient" for that group. For other students, a "proficient" score may represent an under-performance - if the student is actually capable of showing the much stronger performance that would have been called "proficient with distinction" - if this student had performed up to his or her true potential. Either way, it is possible for any given student's reported achievement level to be a reasonable judgment from the **point of view of the group** - the overall school program in general, but still place a rather harsh burden of judgment upon the individual student.

However, when accountability judgments are collected across a whole group of students, the public can in fact begin to see how one educational program compares to another educational program serving the same group of students – so long as the context is fully understood.

Large-scale achievement level (accountability) judgments are very difficult to make and are not perfect. In fact, in the first year of any new assessment, achievement scores tend to be unusually low due to the fact that everyone is still learning to conduct a very new assessment process. This 'first year' experience is shared across almost all new assessment systems. Because the achievement level standard-setting process is so difficult, and includes this expected first year transitional drop in scores, we rely on the help of teams of experienced and certified local educators to help set the achievement standards for every academic test we give. On the whole, these judgments tend to be sound – and especially so at the group level. The Achievement Level descriptions for the NH ALPs assessment are provided in Appendix C.

MOVING TOWARDS GROWTH-BASED ACHIEVEMENT STANDARDS

Over time, as this assessment system matures and settles it is our plan to reset the achievement level standards based on what our teachers in the field have learned over the first few years of this assessment. It is the Department's intention to move from the current achievement standard system that, under the today's federal law, requires us to judge based on a single snapshot of student performance status, to a new model of achievement standards and accountability based on individual student growth from year to year. We believe that a growth-based accountability model fits the learning characteristics of students who qualify for alternate assessment based on alternate achievement standards much better than our current "status" model. As the governing federal laws are reauthorized and revised in the next few years, we hope to be able to move in this direction with the NH Alternate Learning Progressions Assessment. Our planned future move toward growth-based accountability is the reason we currently have TWO levels of student performance description. When we are permitted to make the transition to growth-based accountability judgments, we will describe student performance as growing along the challenge levels of learning progressions from one location in the content standards to another. Growth measures will not solve all the concerns about group-based accountability judgments, but they will make more sense to most of us. The key to understanding accountability (achievement level) judgments is to deeply understand the information behind those judgments and the purpose for making them.

WHAT SCORES DO NOT AND CANNOT SHOW

The NH ALPs Assessment samples student performance ONLY at those Challenge Levels specified by the educational team as the 'highest and best' performance level this student has shown in this school year. Video data of student performance provides a powerfully compelling picture of what a student is currently able to do academically. However, these performance samples come only from within the Challenge Level specified in the current work sample. Students typically have various gaps in academic knowledge below current apparent functioning levels. These knowledge gaps or holes can play a critical part in preventing a child from developing a new concept if that new concept requires the knowledge not yet gained. You cannot generalize from any limited current performance sample to the assumption that the child knows everything prior to that point in the progression. Do not make this error. It is critically important for every team to be aware of this issue of knowledge gaps and to continue to search throughout the year to determine where such learning gaps may exist and need to be remedied. The more observational data you have that converge on the same conclusion, the stronger your conclusion is likely to be. It is wise to periodically recheck critical pre-requisite skills in the Learning Progressions as the child's knowledge grows to ensure that he or she has a strong base to grow from.

UNDERSTANDING THE NH ALPS STUDENT REPORT

The section below discusses the NH ALPs Student Report, which provides parents/legal guardians, schools, and districts with information about individual student performance.

Schools will receive one color copy of the NH ALPs Student Report. Each student's individual color report is contained in its own sealed envelope with a large window to easily view student name. This envelope containing the student's individual color copy is for distribution to the parents/legal guardians. It should be delivered to the parents/legal guardians sealed.

Student reports contain important information for parents/legal guardians and for teams to review and discuss together. This information is also time sensitive and must be distributed in a timely manner. The Department requires that all student-level assessment reports be delivered to parents/legal guardians as soon as possible after receipt by the school. It is expected that all student reports shall be distributed to parents/legal guardians within one month of receipt by the school, or in any case, no later than November 1, 2013.

See Appendix D for an important memorandum from the New Hampshire Department of Education regarding timely distribution of student reports to parents/legal guardians.

SECTIONS OF THE NH ALPS STUDENT REPORT

Details about the NH ALPs assessment and achievement levels are provided on the cover of the NH ALPs Student Report. Details about the student's performance on the NH ALPs Assessment are included on the inside of the report, which is explained in detail below. Parents/legal guardians are encouraged to contact the student's school and educational team for more information on their child's overall achievement.

The NH ALPs Student Report is divided into three sections. The first two sections include a Challenge Level Report and a Performance Graph for each content area assessed. The third section of the report is an Achievement Level Report. This section includes the student's overall content scores and the associated Achievement Level descriptions.

THE CHALLENGE LEVEL REPORT

This report identifies the Challenge Level, entry point into the NH Learning Progressions that was selected by the educational team in which the student attempted to demonstrate academic knowledge. The Challenge Level Report summarizes the standards the student may have been exposed to during their individual performance task.

THE PERFORMANCE GRAPH

This graph identifies the student's sub-scores for each required Learning Progression in each performance task assessed. Scores have been charted for the 2011-2012 and the 2012-2013 assessment years. The yellow shading on the graph indicates the Challenge Level in which the student **attempted** to demonstrate academic knowledge and skills during the 2012-2013 assessment year. The sub-scores for each required performance task is charted on the graph indicating the Challenge Level in which the student has successfully demonstrated academic knowledge and skills.

UNDERSTANDING SYMBOLS ON THE GRAPH

Content fidelity, while distinct to each content area, is defined as a sufficient match between the student's performance of the task and the academic content. Although points are not credited during this level of review, evidence of content fidelity is a required element. A student must demonstrate overall content knowledge before credit for demonstration of items can be considered.

The symbol ** means that this section of the content area was tested but performance evidence was found by the scorer to be "non-comparable." Non-comparable means that evidence submitted for this part of the test did not match the content standard that this part of the test was intended to measure, or accessibility information required for scoring was not available. For one of these reasons it could not be scored. This means that the student did not demonstrate any content knowledge or understanding within the required performance task. There was no evidence of content fidelity. This symbol may also mean that the school did not provide access and communication information, a required assessment element with submission, providing the scorer with valuable information as to how the student communicates his/her responses. If access and communication information is not provided, a scorer cannot fully understand or evaluate the student's response or student authorship.

The symbol * means that this section of the content area was tested, but performance evidence was found by the scorer to be "not demonstrated." This symbol means that the student demonstrated overall content knowledge and understanding within the performance task but did not successfully demonstrate the required standards within the Learning Progression, as written, within the identified Challenge Level. An item is referred to as a scorable unit within a content standard. There may be one or multiple scorable units within a content standard. Each scorable unit is considered to be worth 1 point. One clear successful demonstration of a scorable unit and evidence of student authorship are required to receive credit. Success is defined by the student's demonstration of the required elements as they are written in the scorable unit(s) within the standard. Student authorship is evidenced by the student's independent performance of an item.

The symbol ^ means that required evidence was not submitted for this part of the test or that video performance evidence could not be opened or viewed. For one of these reasons it could not be scored.

THE ACHIEVEMENT LEVEL REPORT

This report identifies the student's overall content score, his/her probable range of scores, and the associated Achievement Level description for each content area assessed.

Overall content area score is a weighted composite obtained from the total number of standards-based points successfully demonstrated for each progression (each sub-score), divided by total scorable points possible at the challenge level attempted. Score weighting factor is added and increases as the complexity of the challenge level successfully demonstrated increases. The probable range of scores, or standard error, reflects the range of scores that the student might have obtained had he/she taken the test multiple times without additional learning. Appendix E includes a chart outlining Achievement Level categories and the Index point levels that apply when Adequate Yearly Progress accountability (AYP) is calculated for each content area.

School Access to the Confidential Student Reports and Student Level Data File

NH ALPs Student Report-School Version

The school's version of each student report is available to download from Measured Progress's secure reporting site. The school version of the student report is slightly different from the parents'/legal guardians' version and contains important assessment and feedback information for the school, district, and educators that is not included in the parents'/legal guardians' version. All schools and districts received a memo addressed to the Principal or Superintendent, from Measured Progress, at the beginning of September 2013 containing a secure username and password to access the 2012-2013 NH ALPs Assessment and NECAP Science student reports and Student Level Data files (csv). Please visit https://iservices.measuredprogress.org to obtain your school version of the 2012-2013 NH ALPs student reports and student level data file. Please note that **all individual student reports (school version), all grades, are contained within one file and are ordered alphabetically.** See Appendix F for samples of the student report-school version.

Note: For school access, only Principals are given secure usernames and passwords per NH Department of Education policy. The Principals are responsible for granting secure data access only to those specific employees that have the right to view confidential student information. Remember, the **Family Educational Rights and Privacy** Act (FERPA) requires that access to individual student results be restricted to the student, the student's parents/guardians, and authorized school personnel.

Assessment Review Comments

The NH Department of Education developed a pre-identified list of comment codes that scorers could select when applicable. These comment codes were developed in an effort to provide the school and educators with crucial feedback to help understand scores for each performance task and support professional development for future assessment years. These comment codes may also help facilitate conversations with the educational team, including parents/legal guardians. For a complete list of comment codes, see Appendix G.

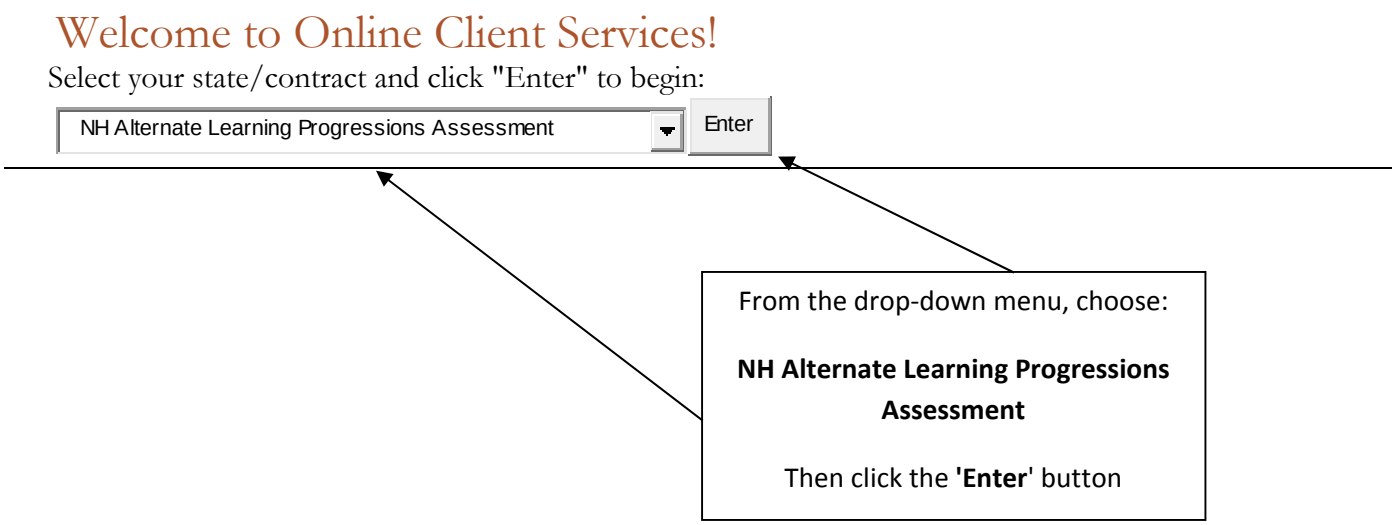
NH ALPs Student Level Data File

The student level data file lists students alphabetically within each school that contains the overall content score, achievement level, all subscores, comment codes, participation status, and all demographic information that was provided by the state for each student. This file provides schools the option and flexibility of grouping data into additional categories (for example, data by challenge level, specific entry type, or comment code). The file layout of the student level data file lists all of the field names, variable information, and valid values for each field and populates with the student level data file. Also, see Appendix H.

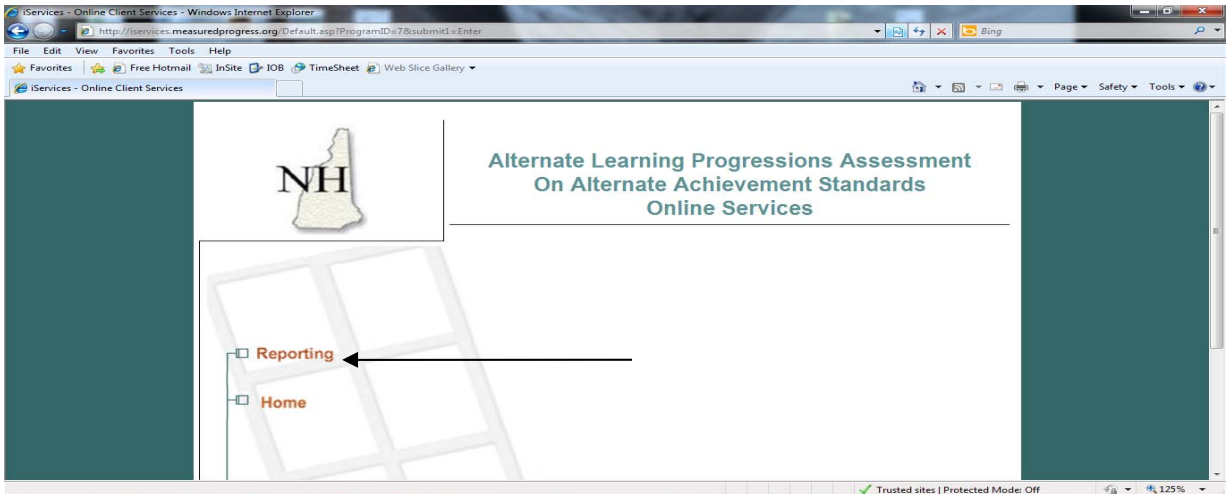
Note: Many reports on this site are compressed (zipped) and saved in Portable Document Format (.pdf). You will need a decompression utility and Adobe Acrobat Reader to open reports. When saving files, please be sure to save them to a secure location on your network.

Step 1.

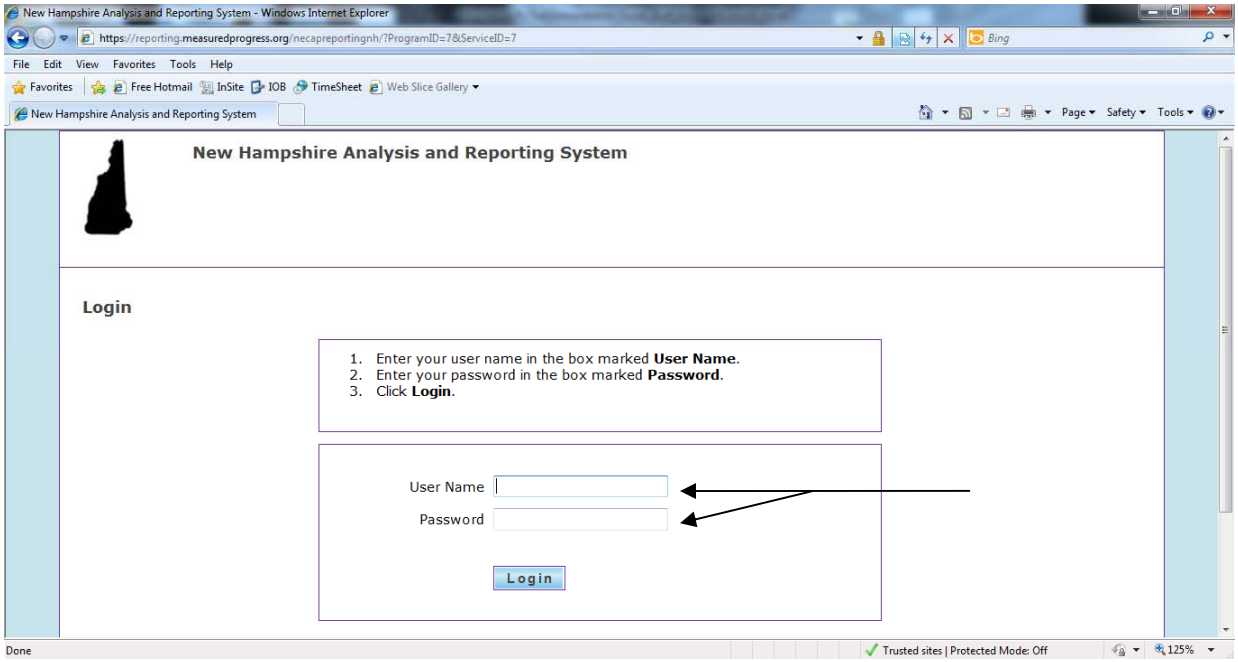
Enter the following address into an Internet Explorer or Firefox address bar. Entering the address into a Google© or Bing© search engine will not bring you to the correct location.
http://iservices.measuredprogress.org .



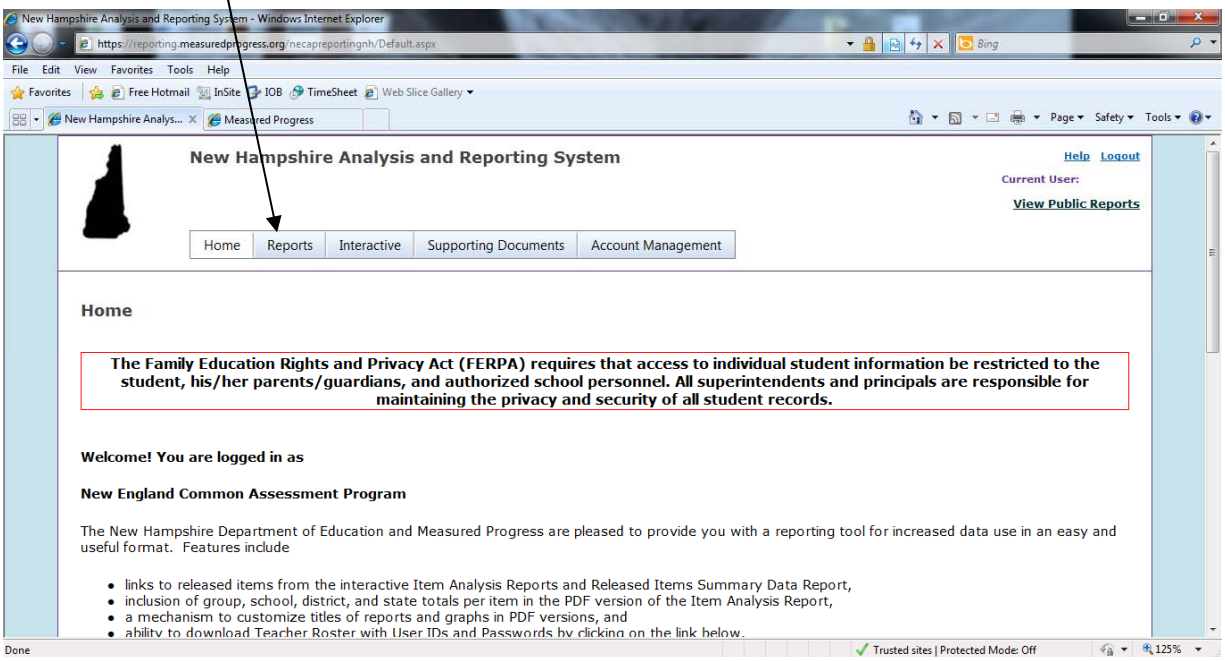
Step 2. Click on the **Reporting** link on left side of page.



Step 3. Enter your Principal **username** and **password** assigned by Measured Progress.
Note: the username and password are the same for both NH ALPs and NECAP Science confidential reports

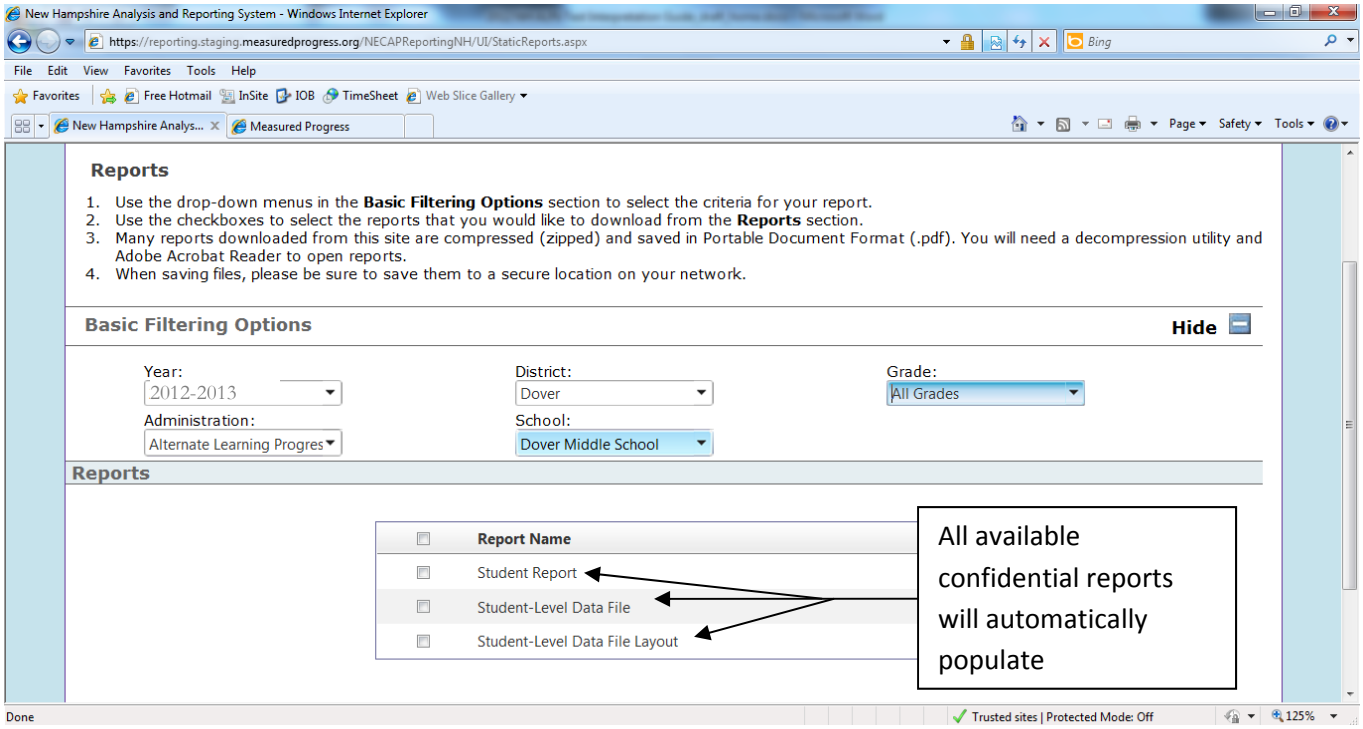


Step 4. Click on the **Reports** tab at the top of the page.



Step 5. Basic Filtering Options

Year=2012-2013
Administration= Alternate Learning Progressions
District=your district's name will automatically populate
School=your school's name will automatically populate
Grade= **ALL Grades** will automatically populate



District Access to the Confidential District Student Level Data File, the Out of District Report, and Student Reports

Districts have access to the district student level data file and disaggregated reports. The district student level data file includes all students within the district. The file layout of the student level data file lists all of the field names, variable information, and valid values for each field and populates with the student level data file. Also, see Appendix H. The disaggregated reports can be selected by content area containing all grades or can be selected by content area broken down by specific grade level. Districts also have access to an Out of District Report. If applicable, this report is one file that lists all student reports in alphabetical order of any student(s) placed out of district and that participated in the 2012-2013 NH ALPs assessment. In addition, districts are able to access student reports of the schools within their district. They are the exact same student reports that the school has access to. Districts are also able to access each school's student level data file within their district.

Note: For district access, only Superintendents are given secure usernames and passwords per NH Department of Education policy. The Superintendents are responsible for granting secure data access only to those specific employees that have the right to view confidential student information. Remember, the **Family Educational Rights and Privacy Act** (FERPA) requires that access to individual student results be restricted to the student, the student's parents/guardians, and authorized school personnel.

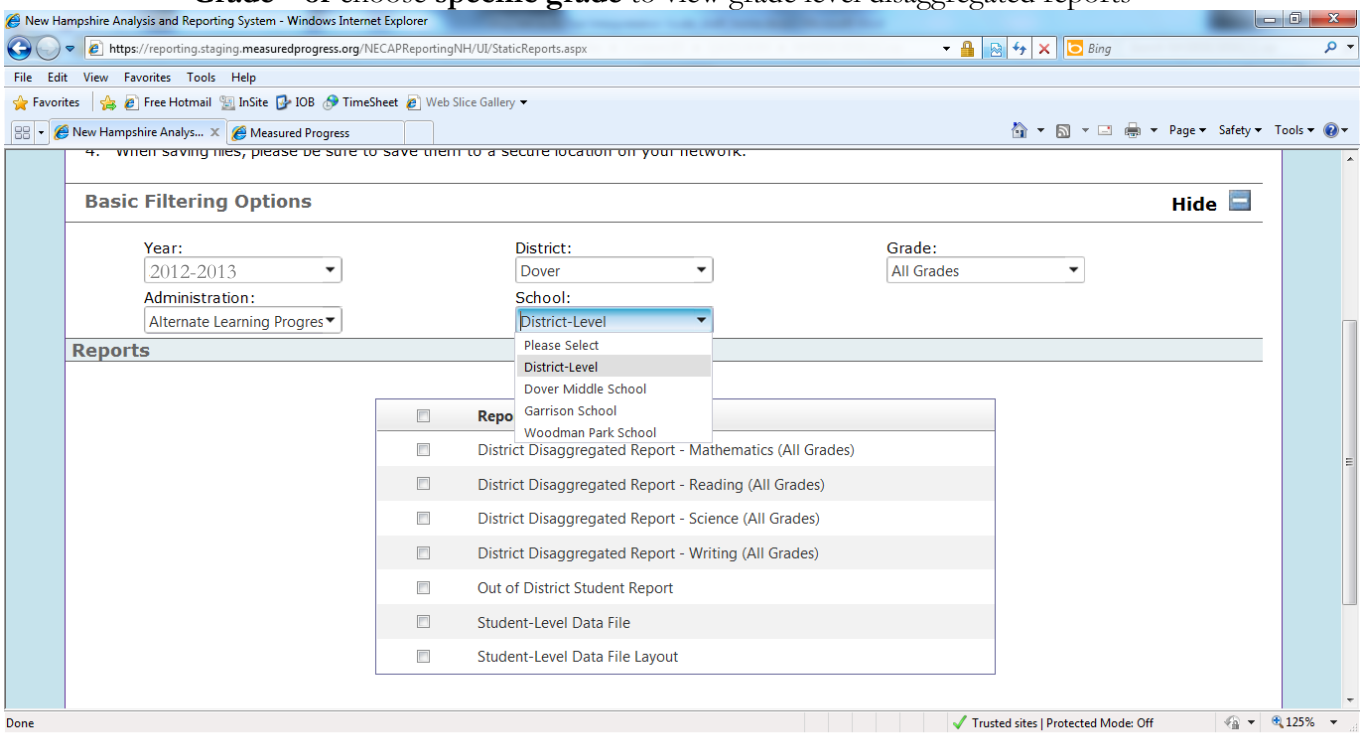
Steps 1-4 as outlined above to access available reports.

Step 5. Basic Filtering Options

Year=2012-2013
Administration= Alternate Learning Progressions
District=your district's name will automatically populate
School=choose **District-Level**
Grade= **All Grades** to view all district

- Disaggregated Reports (all grades)
- Out of District Reports (if applicable)
- District Student Level data file (all district students)
- District Student Level data file layout

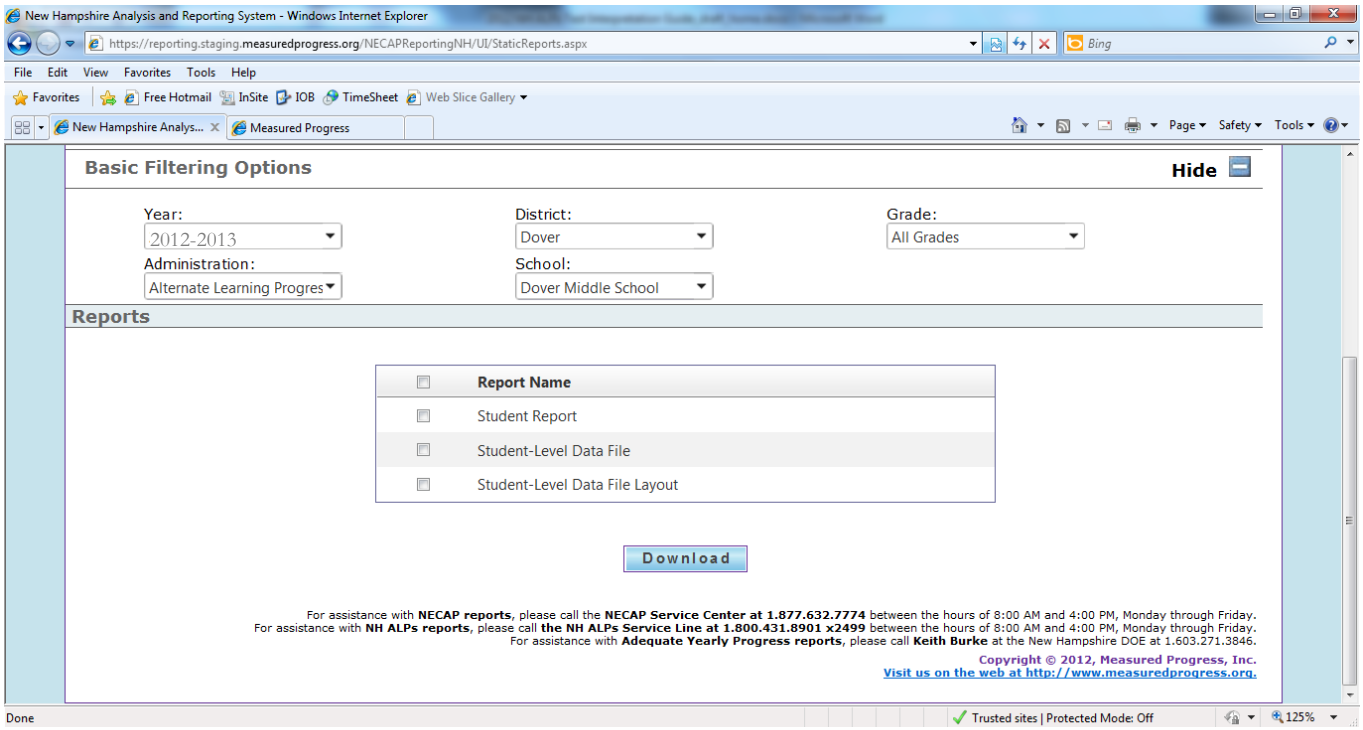
Grade= or choose **specific grade** to view grade level disaggregated reports



Step 6. Basic Filtering Options

Year=2012-2013
Administration= Alternate Learning Progressions
District=your district's name will automatically populate
School=choose **specific school**
Grade= **All Grades** will automatically populate to view

- Student Reports
- School Student Level data file
- School Student Level data file layout



PUBLIC NON-CONFIDENTIAL DISTRICT AND STATE LEVEL NH ALPS REPORTS

To ensure confidentiality of individual student results and discourage generalizations about district performance based on very small populations, the New Hampshire Departments of Education has established that groups of students must be larger than nine in order to report results in any particular reporting category. Consequently, districts with a very small number of students enrolled in a grade may not show results in some sections of the district public reports.

A variety of public, non-confidential District and State level NH ALPs reports and support documents can be found through the New Hampshire Department of Education website homepage at:

http://www.education.nh.gov

Step 1. Select Accountability/Assessment
Step 2. Select Reports
Step 3. Select NH ALPs
Step 4. There are three drop down menus: Year, District, and School*

For District Level Reports

Year: select 2012-2013
District: select a district
Scroll down to the bottom of the page to view available reports.
*School: field must remain as *Please Select a School*. There are no public non-confidential school reports for the NH ALPs assessment.

For State Level Reports

Year: select 2012-2013
District: leave as *Please Select a District*
School: leave as *Please Select a School*
Scroll down to the bottom of the page to view available reports.

Appendix A

Challenge Level Descriptors

Challenge Levels in the NH-ALPs Reading Progressions: Development of a Reader

(From: New Hampshire PreK-16 Literacy Action Plan for the 21st Century, Chapter IV: The Foundation, Section, pp. 15-17, June 2007)

Learning to read is a complex process. Reading development and the reading process have been well researched (Chall, 1983; Harste, Woodward & Burke, 1985; Adams, 1990; and Rumelhart, 1994). Knowledgeable reading educators know that there is much more to reading than just decoding print and unlocking words. Reading is an active process during which the reader interacts with the text to create meaning. By bringing prior knowledge and experience *to* a text, a reader creates meaning *from* the text. It is this meaning making process which is at the heart of reading; it is this meaning making process which marks the development of a reader.

Successful readers develop over time through a continuous process, one which can be described as the stages of reading development. Although the reading process can be divided into stages, it is important to note that not every child reaches a particular stage at a particular time.

The Stages of Reading Development

Emergent Readers:
Students in the stage of emergent literacy are discovering basic concepts about print and learning to associate pleasure with reading, books, and being read to.
The emergent reader:

- Pretends to read.
- Demonstrates awareness of print.
- Demonstrates awareness that print carries a message.
- Demonstrates awareness that one spoken word matches one printed word.
- Recognizes names, some letters, and some high-frequency words.
- Begins to apply letter and sound relationships.
- Uses information from pictures.
- Begins to read signs and labels.
- Enjoys both narrative and expository text.

Beginning Readers: Students in the beginning reading stage know enough, at least on a tacit or nonverbal level, about reading and print to begin to learn individual words or acquire a sight vocabulary from their encounters with them. Both younger and older students may be beginning readers. A beginning reader:

- Demonstrates awareness of the concept that letters represent sounds so that words may be read by saying the sounds represented by the letters.
- Uses knowledge of letter sounds, together with the meaning and structure of language, to read words.
- Activates background knowledge and experience to assist in making meaning.
- Begins to use punctuation to guide phrasing.
- Recognizes the majority of easy high-frequency words.
- Begins to read both narrative and expository text.

Transitional Readers: Students who are building fluency can recognize many words automatically and can read passages that are several sentences long without committing many errors. For the most part, transitional readers comprehend what they read, so their reading has become fairly rapid and accurate, and their oral reading is expressive. Children at this stage are no longer beginners, but they are not yet fluent, independent readers. The amount of reading experience that transitional readers are exposed to, and their successes have a tremendous impact on their progress in the next stage.
The transitional reader:

- Develops a significant foundation of automatically recognizable words.
- Begins to be strategic in attacking unknown words, integrating multiple sources of information, e.g., letter/sound relationships, meaning, and structure of language.
- Applies a variety of problem-solving strategies to read words and understand text.
- Begins to read easy chapter books, as well as different genres with some fluency and ease.

Intermediate Readers: Students in this stage may read chapter books for pleasure and homework assignments for learning. By this stage, proficient readers may pull dramatically ahead of struggling readers in their ease of reading, the amount of reading they do, and the amount of time they spend reading outside of school.
An intermediate reader:

- Sustains silent reading over longer texts.
- Reads texts to enhance meaning and gain information.
- Demonstrates awareness that different genres require distinct approaches to reading.
- Develops a significant vocabulary base.
- Is still acquiring strategies for attacking/decoding more complex words (using morphemes, syllables and affixes).
- Develops a process for building a conceptual foundation through personal experiences and the need to bring that knowledge to their reading.
- Is fluent with a variety of texts that contain familiar topics and text structures.

Advanced Readers: Advanced readers are those who read and compare many sources of information on a topic. They use the reading experience as a way of generating original ideas of their own. They can also recognize and appreciate the author's style and technique. Their advanced skills are with most texts, but dependent upon background knowledge with topics and experience with text structures. A new genre and/or topic might be a temporary challenge.
The advanced reader:

- Reads varied texts for many purposes including content area texts.
- Acquires both new and academic vocabulary through experiences with text.
- Selects strategies to construct meaning appropriate to genre, type of text, and purpose for reading.
- Makes connections between texts, experiences, and knowledge of the world at large.
- Extends beyond the text to interpret, analyze, synthesize, and formulate judgments.
- Applies new knowledge acquired through reading to other areas.
- Sustains interest and understanding over longer texts and throughout extended periods of time.

Proficient Readers: Proficient readers at any level know what and when they are comprehending and when they do not comprehend. They can identify their purposes for reading and identify the demands placed on them by a particular text. They can identify when and why the meaning of a text is unclear to them, and can use a variety of strategies to solve comprehension problems or deepen their understanding of a text (Duffy, et al. 1987; Paris, Cross, and Lipson, 1984; Keene & Zimmerman, 1997). See also *Appendix D: Metacomprehension Flow Chart. (New Hampshire PreK-16 Literacy Action Plan for the 21st Century, 2007)*

The National Assessment of Educational Progress (NAEP), The National Reading Panel (NRP), and the RAND Reading Study Group Report identify several important characteristics that distinguish proficient readers from less proficient readers. According to the NAEP report, proficient readers:

- Have positive habits and attitudes about reading.
- Are fluent enough to focus on understanding what they read.
- Use their knowledge to understand what they read.
- Develop an understanding of what they read by extending, elaborating, and evaluating the meaning of the text.
- Use a variety of effective strategies to enhance and monitor their understanding of text.
- Can read a variety of texts for a variety of purposes.

Proficient readers use skilled word-recognition abilities and read fluently to support their active construction of meaning. Depending on the purpose and demands of the reading task, they intentionally employ a variety of flexible strategies to make sense of what they are reading. Deliberate and thoughtful, proficient readers employ strategies before, during, and after a reading task. A student can be a proficient reader in grade three but that does not guarantee that he or she will be a proficient reader in the middle grades, if the complexity of texts and tasks changes. The foundation for all instructional practices, regardless of one's theoretical or pragmatic orientation to reading, is the goal of improving reading proficiency for all students (Rasinski, 2001).

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Harste, J. C., Woodward, V., & Burke, C. (1985). *Language stories and literacy lessons.* Portsmouth, NH: Heinemann Books.

Keene, E. O. & Zimmerman, S. (1997). *Mosaic of thought: Teaching comprehension in a reader's workshop*. Portsmouth, NH: Heinemann.

Paris, S. G., Cross, D. R., & Lipson, M. Y. (1984). Informed strategies for learning: A program to improve children's reading awareness and comprehension. *Journal of Educational Psychology*, *76,* 239–1252.
.
Rasinski, T. V. (2001). A focus on communication with parents and families. In R. Flippo (Ed.), *Reading researchers in search of a common ground* (pp. 159–166). Newark, DE: International Reading Association.

Rumelhart, D. (1994). Toward an interactive model of reading. In R. Ruddell, M. Ruddell & H. Singer (Eds), *Theoretical models and processes of reading* (pp. 864-894). Newark, DE: International Reading Association.

Challenge Levels in the NH—ALPs Writing Progressions: Development of a Writer

Learning to write is a complex process. Writing development and the writing process require more than the act of creating print. Writing is an active and recursive process in which the writer writes and revises for the purpose of constructing meaning.

Successful writers develop over time through a continuous process, one which can be described as the stages of writing development. Although the process of becoming a writer can be divided into stages, it is important to note that not every child reaches a particular stage at a particular time.

The Stages of Writing Development

Emergent Writers:
Emergent writer will demonstrate an awareness that language conveys meaning. An emergent writer may perform activities including, but not limited to, making marks on paper, beginning to use letters and sounds, labeling pictures, writing letters, using words, and responding to text, pictures, and oral stories. They understand that letters, words, or symbols represent meaning. Beginning to become aware of directionality of writing, understand that letters can be arranged to form words, and can organize information with assistance.

Beginning Writers:
Beginning writers will use language to convey meaning. Beginning to use words with purpose and details relevant to a topic. They exhibit basic skills in organization, conventions, and description. Often beginning writers can include some details or facts to demonstrate understanding of a procedure, story or task.

Transitional Writers:
Transitional writers will demonstrate an awareness that words and sentences convey meaning. Some elaboration strategies are evident in their writing. Transitional writers will begin to add detail and incorporate conventions of writing. They may attempt to organize writing in a specific format, such as an introduction, body, and conclusion without mastering a format.

Intermediate Writers:
An intermediate writer will use language in different ways. They will demonstrate an understanding of transitions, description, organization, and conventions. Their writing includes a focus and some specific language used for specific purposes. They demonstrate some command of conventions and can organize by using transitional devices and structures.

Advanced Writers:
Advanced writers will use language in complex and varied ways to convey meaning. They will have mastered different modes of writing as well as the organization and conventions of writing. Often they will employ language successfully in a wide range of settings for academic, personal, occupational, and public uses. Often they will use different writing styles with specific language as appropriate to different subjects and audiences.

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Challenge Levels in the NH-ALPs Mathematics Progressions: Development of a Mathematical Thinker

The Emergent Level of Mathematical Thinking: Students at the emergent level can be characterized by a social understanding of mathematics. For example, they count in order to please or in response to a request from a teacher or parent, not necessarily to quantify a collection. They reason through using objects, role-playing, drawing, visualization, and imagining a situation. Students at this level have a natural curiosity about quantity and an intuitive understanding of some mathematical notions. They learn through exploring their world; thus everyday activities are natural vehicles for developing mathematical thinking.

By the end of the Emergent Level:

- Students recognize that numbers may be used to signify quantities.
- They use one-to-one relations to share and count out (0 – 20).
- They sort and classify objects by various attributes.
- They develop an intuitive notion of things being added or taken away (or in terms of measurement, when comparing objects, can determine if they are the "same"/"different" or which is "bigger"/"smaller").
- They generally perform the calculation in joining the quantities in two collections by "counting all".

The Beginning Level of Mathematical Thinking: Students at the beginning level can be characterized as *active* individuals who construct, modify, and integrate mathematical ideas by interacting with the physical world and others. Students continue to learn mathematics through counting, measuring, constructing with physical materials, engaging in dramatic play, and thinking about story problems. Mathematics learning at this level must connect mathematical language to students' natural language. Teachers need to create opportunities to learn new mathematical ideas in ways that make sense to these students.

By the end of the Beginning Level:

- Students develop a trust for number (up to 199) (i.e. they understand that the count remains the same despite the arrangement).
- They develop understanding of the base-ten place-value system (the additive structure).
- They develop an understanding of simple fractional numbers (denominator ≤ 4).
- These students use models and manipulatives to solve addition and subtraction problems.
- They abandon "counting all" for an easier approach, "counting on".
- They represent and analyze data with pictographs or tally charts.
- They learn to use the "equals sign" to signify equivalence and begin to solve simple open number sentences.
- They make estimates of the number of objects in a set.
- They use non-standard units and some standard units to measure length (centimeter, inch).
- They use non-standard units to develop the notion of area. and
- They extend simple numeric linear patterns and non-numeric patterns to the next element or find a missing element.

The Transitional Level of Mathematical Thinking: Student extend their ability to compute additively using regrouping, but the notion of multiplicative reasoning emerges and becomes a focus. The three big mathematical themes that are developed at this level are: multiplicative reasoning, equivalence, and computational fluency.

By the end of the Transitional Level:

- Students use of rational numbers expands to include whole numbers through 999,999, common fractions (denominator ≤ 12), decimals, and percents.
- Their understanding of place-value deepens as they come to understand its multiplicative structure.
- Their ability to recognize, create, and use equivalent representations of numbers and geometric objects expands.
- They make reasonable estimates and evaluate the reasonableness of their solutions.
- They understand the meaning of the four operations and when to use each; and they understand how the operations relate to one another.
- They transition from working with physical materials to numbers alone.
- They write suitable number sentences to solve problem situations.
- They develop in their ability to solve linear equations and are able to solve multi-step linear equations of the form $ax \pm b = c$.
- They collect, represent and analyze data using pictographs, tally charts, line plots, bar graphs, line graphs, and circle graphs.
- They use standards units of length to find the area of shapes on grids and find the perimeter of shapes. and
- They recognize patterns in tables and sequences and can write a rule, in words and symbols, for finding a specified element.

The Intermediate Level of Mathematical Thinking: At this level, students' ability to conjecture and verify, comprehend cause and effect, and abstract and generalize increases. There is a transition from a preoccupation with number to an emphasis on algebraic and geometric thinking.

By the end of the Intermediate Level:

- Students develop a deep understanding of rational number concepts, become proficient in computation and estimation, and learn to think flexibly about relationships among fractions, decimals, and percents.
- They are able to compare and order numeric expressions involving fractions, decimals, percents, integers, absolute values, exponents, square roots or cube roots using number lines and equality and inequality symbols.
- They represent mathematical situations involving multiple operations using algebraic symbols.
- They work effectively with linear and non-linear relationships and their corresponding representations in tables, graphs, and equations.
- They become proficient in solving linear equations.
- They develop facility with concepts of proportionality - including ratio, percent, rates, similarity, scaling, slope and probability. and
- They collect, represent and analyze data using stem-and-leaf plots, histograms, box-and-whisker plots and scatter plots.

The Advanced Level of Mathematical Thinking: The fundamental mathematical concepts and essential skills at this level will prepare students for work and citizenship, and the conceptual basis for further study. Building on prior knowledge, students encounter more complex algebraic expressions, new geometric perspectives and new ways of analyzing data. Their ability to justify conclusions and use symbols increases. The focus is on using their understanding of mathematics to solve problems.

By the end of the Advanced Level:

- Students use their facility with numbers, operations, and symbols to solve problems across content strands and disciplines.
- They expand their understanding of number to include common irrational numbers and the use of scientific notation.
- They generate equivalent forms of algebraic expressions by applying properties and can solve problems involving linear equations both symbolically and graphically.
- They analyze collected data with scatter plots and can determine lines of best fit including a regression line. and
- They determine the volume and surface area of standard 3-D shapes, and understand how these measurements are affected by scaling up or down.

Challenge Levels in the NH-ALPs Science Progressions: Development of a Scientist

Emergent Scientists ...
use their senses to explore the natural world in order to construct explanations of how things work. These emerging scientists develop awareness of the world around them through interaction with concrete objects, materials, and living things in their immediate surroundings. (At this level, science should be integrated with other curricular areas (e.g., reading, writing, math, social studies, technology, art, music, or physical education).

Competencies shown by the End of the Emergent Level:

1. Students play with, explore, collect, and sort common objects.
2. They wonder and ask questions about their immediate surroundings.
3. They carry out simple investigations.
4. They use simple tools to collect information (hand lenses, measurement tools).
5. They record observations in pictures and words.
6. They communicate (write, speak, move, sign, choose pictures, use computers or communication devices) ideas and observations to teachers and/or peers .

Questions emergent scientists might wonder about or explore:		
Earth/Space Scientist	**Life Scientist**	**Physical Scientist**
• It's really cold today, but yesterday it was so warm that I didn't even need my coat. What makes it so cold today? • It's hard to pick up water with my hand. How come? • How are rocks alike and different? • How do I stay safe in the sun?	• What are my senses and how do they help me? • How do I stay healthy? • What is living and what is non-living? • Where do plants and animals live?	• How are objects alike and different? (Sort by shape, texture, color, weight, or type of material) • What makes sound? • What can I do with a magnet?
Emergent scientists may do the following... (regardless of domain):		
• Explore materials • Discover • Wonder • Make Observations • Record observations • Communicate ideas & observations • Ask 'wonder' questions, express curiosity • Describe things in an area • Draw • Identify • Sort & classify objects • Identify patterns • Keep a visual or written journal • Work with a partner • Take turns • Make graphs • Use appropriate tools • Experience media sources		

Beginner Scientists...
build on their work as an emergent scientist. They investigate and construct meaning by undertaking investigations and analyzing their experiences. These beginning scientists explore and develop questions about their surroundings and begin to see similarities and differences that exist. (At this level, science should be integrated with other curricular areas (e.g., reading, writing, math, social studies, technology, art, music, or physical education).

Competencies shown by the end of the Beginner Level:

1. Students explore, collect, sort, and classify objects.
2. They wonder and ask questions about their environment.
3. They carry out simple investigations (directed, guided or open) based on questions that may student, peer or teacher generated.
4. They use appropriate tools and begin to understand purpose of the tools.
5. They collect, represent and interpret data (charts and line, bar, and/or pictographs).
6. They communicate ideas and observations using a variety of media to teachers, peers, or students in other classes or schools.

Questions beginner scientists might ask:		
Earth/Space Scientist	**Life Scientist**	**Physical Scientist**
• How well do different types of soil hold water? • What tools can I use to know about the weather? • Why do we have night and day? • Do the stars, moon, and sun stay in one place? Where do they go?	• What do living things need to survive? • What parts do plants and animals need to survive, grow, and reproduce? • How do plants and animals depend on one another? • What happens to the animals when all the trees are cut down to build new homes for people?	• What materials are solids, liquids, or gases? • How do we get heat? • How does heat get from the stove to boil the water in the pan? (Conduction) • What happens when two magnets are near each other?
Beginner scientists may do the following... (regardless of domain):		
• Wonder, Ask Questions • Identify • Follow Procedure • Collect information • Make observations • Record observations • Communicate ideas & observations • Make graphs • Draw • Discover • Observe things in different ways • Compare • Describe that features stay the same or change • Use tools to measure • Demonstrate the appropriate purpose of tools • Locate • Show things are made of parts • Compile data by observation • Use evidence in explanations • Differentiate between observations and inference • Experience media sources		

<u>Transitional Scientists</u> ...
build on their measurement and observation skills developed as a beginner scientist to construct new understandings and validate existing theories and explanations. These students begin to see certain things need to be controlled in an investigation (variables) to make it a "fair test". Students make claims and begin to support those claims with evidence collected (data).

Competencies shown by the end of the Transitional Level:

1. Students carry out full and partial inquiries based on own and/or peer generated questions.
2. They question results of investigations when significant differences occur when peers undertake the same investigations.
3. They determine how to design a "fair test."
4. They make claims and support claims with evidence.
5. They begin to design methods to collect, record and organize data (charts, tables, graphic organizers).
6. They determine the most suitable format and tools to use to present claims and evidence.
7. They begin to interact with peers to receive constructive feedback about: experimental design *(i.e. Is a proposed investigation a "fair test"?);* and explanations presented *(i.e. Does evidence used support the claim presented?).*
8. They make meaning of their work using writing, labeled drawings, concept maps, and computer representations.

Questions transitional scientists might ask:		
Earth/Space Scientist	**Life Scientist**	**Physical Scientist**
• Are there patterns to the weather where I live? • When it rains, where does the water go? • Why are there seasons in NH? • What technology is used to forecast the weather? • What information is needed to make a weather forecast?	• How does my body fight disease? • How are the 6 kingdoms of living things different? • What would a food web for a forest, pond, desert, wetland, or arctic region look like? • Why can the leaves on the same tree be different?	• What are examples of physical and chemical changes in my life? • How do I separate the substances in a mixture? • How do I get the bulb to light? (simple electric circuits) • How do I know if something is an insulator or a conductor?

Transitional scientists may do the following.... (regardless of domain):	
• Ask questions • Make & record observations • Communicate ideas & observations • Record measurements • Use metric measurement • Gather, collect data • Identify • Describe • Make graphs • Utilize data • Organize data tables • Predict • Explain • Use evidence in explanations	• Work collectively in group to obtain a common goal • Interpret data • Hypothesize • Access information • Demonstrate use of simple instruments • Use appropriate tools • Plan investigations • Conduct investigations • Compile evidence • Identify patterns • Draw conclusions • Utilize technology • Differentiate between observations & inference

Intermediate Scientists ...
build on the content and skills acquired as a transitional scientist. These students have a good understanding of the design of a "fair test" and the "fair test" now becomes a controlled experiment where students define independent, dependent and controlled variables; use varied technologies to refine collection, organization, and representation of the data; and can state conclusions and support these with data.

Competencies shown by the end of the Intermediate Level:

1. Students carry out full and partial inquiries based on own self-generated questions.
2. They identify independent and dependent variables and designate how other variables will be controlled.
3. They design methods to collect, record and organize data (charts, tables, graphic organizers). (Self generated).
4. They state conclusions and support conclusions with data.
5. They determine the most suitable format and tools to use to present conclusions and data to an audience.
6. They give and receive constructive feedback (from peers) about experimental design, conclusions stated, and explanations presented.
7. They collaborate with peers or with partners elsewhere in the school, United States, or world.
8. They make meaning of their work using writing, labeled drawings, concept maps, summaries, computer representations, or other media.

Questions intermediate scientists might ask:		
Earth/Space Scientist	**Life Scientist**	**Physical Scientist**
• How can I use a weather map to know what clothes to wear? • What is soil made of and where did it come from? • How does the earth compare to the other planets? • How do fossils support theories about how the earth has changed over time?	• What are the functions of different body systems? • What are major changes that occur after a human egg is fertilized? (stages of embryonic development) • What impacts occur when biotic/abiotic factors are changed in an ecosystem? • Which traits do I inherit and which traits do I acquire?	• What are examples of kinetic and potential energy in my surroundings? • What forms of energy occur as electricity is produced in the power plant (hydro, coal, nuclear) and is then sent to my home to light my lights? • What do water molecules do as heat is added to an ice cube to produce a liquid and a then a gas? (energy and molecular motion) • How is density used to identify a substance?

Intermediate scientists may do the following... (regardless of domain):	
• Question • Identify • Describe- Communicate ideas & observations • Describe relationships and patterns • Compare/Contrast • Employ knowledge • Explain • Infer • Use averages and ranges in descriptions • Draw conclusions based on data • Judge strength/weakness of data • Use appropriate laboratory techniques • Work with different tools appropriately	• Explanations of natural resources & environments • Explain engineering design process • Explain storage of energy-battery • Explain manufacturing process • Use a variety of resources • Participate in science competitions • Problem solving/decision making • Understand how systems function • Construct a dichotomous key • Demonstrate use of recording technology • Compare forms of energy • Demonstrate respect for team members • Work collectively in a group • Awareness of jobs & careers

Advanced Scientists ...
have a strong focus on content and understanding how specific domains of science operate. These students broaden their understanding of science content through field, laboratory, and experimental investigations. Students can utilize sophisticated tools to collect, represent, and analyze data. Students use data to support or refute conclusions and can present and defend their findings in both written and verbal formats.

Competencies shown by the end of the Advanced Level:

1. Students use formal controlled experiments to gather data.
2. They generate their own questions, develop hypotheses, and design or modify experiments to test those hypotheses.
3. They use scientific apparatus and advanced technology to gather data (e.g., lasers, air tracks, electrophoresis, computers, probes, satellites.).
4. They analyze collected data to support or refute an hypotheses.
5. They communicate results utilizing various media to peers, school community, school and/or town administrators, or with research partners in other parts of the world.
6. They carry out field investigations to monitor water and/or forest quality.
7. They articulate clearly and defend a scientific viewpoint.
8. They interact with scientists at universities or in the field anywhere in the world.

Questions advanced scientists might ask:		
Earth/Space Scientist	**Life Scientist**	**Physical Scientist**
• How do heat and energy get transferred in the atmosphere? • How do humans and other living things interact in geochemical cycles? • How do scientists explain the origin of the universe and solar system? • What evidence exists that the earth's crustal plates are moving? How and where does this occur?	• How are photosynthesis and respiration similar and different? • How is the carrying capacity of an ecosystem determined? • How does the human body maintain homeostasis? Why is this important? • What are the pros and cons of using genetic engineering?	• What patterns exist on the periodic table? How do these patterns help us predict characteristics of an element? • What does a balanced chemical equation represent? • How are force, mass and acceleration related? • How do I determine (calculate the efficiency of an electrical system or the engine in my car?

Advanced scientists may do the following... (regardless of domain):	
• Ask testable questions • Identify variables • Ask questions about variables • Form hypotheses & predictions • Create team project • Identify • Organize • Describe • Display • Explain investigations • Predict • Compile & organize observations and data	• Collect reliable information • Analyze patterns • Use complex classification systems • Use appropriate tools • Identify experimental error • Drawing conclusions • Support/refute hypothesis • Work within a group • Collect real-time observations • Use averaging • Knowledge of energy systems used in NH • Knowledge of related jobs & careers

NH Alternate Science Progressions

APPENDIX B

SCORE COMPUTATIONS

AND

TOTAL POINTS POSSIBLE

NH-ALPs Reading Score Calculation:

Definitions:

- Challenge Level (CL)= "Emergent", "Beginner", "Transitional", "Intermediate", or "Advanced" level of academic content complexity
- Sub-Level (SL) = Within each separate Challenge level, smaller "sub-levels" are identified for reading and mathematics. Sub-levels are always identified as contained within a specific challenge level. The 'unit" digit in a sub-level number reflects the point value of the challenge level that contains it. The decimal portion of the sub-level number locates the sub-level within that challenge level.
- Attempted Challenge Level = Challenge level (CL) at which school team claims student is performing
- Attempted Sub-Level = Sub-Level (within CL) at which school team claims student is performing, - Reading sub-level is determined by the TEXT LEVEL.
- Sub-Level Base Number = Point value of highest sub-level immediately below the attempted sub-level (in the form: x.xx)
- LWID = abbreviation for Letter/Word ID & Vocabulary Progression
- STS = abbreviation for Structure of Text & Story Progression
- ILU = abbreviation for Initial & Literal Understanding Progression
- AI = abbreviation for Analysis & Interpretation Progression

Reading Progression Score Calculation: For this calculation to apply the student <u>must earn at least one point</u> in the progression, <u>otherwise</u> assign minimum score: 1.00 Progression scores are calculated separately for each text type.

Letter/Word ID & Vocabulary (LWID):

$$\text{LWID SCORE} = \text{Sub-level Base Number} + \left(\frac{1}{\#\text{Sub-levels in this CL}}\right) \text{x} \left(\frac{\text{Points earned in progression this challenge level}}{\text{Total points possible in progression at challenge level}}\right)$$

Structure of Text & Story (STS):

$$\text{STS SCORE} = \text{Sub-level Base Number} + \left(\frac{1}{\#\text{Sub-levels in this CL}}\right) \text{x} \left(\frac{\text{Points earned in progression this challenge level}}{\text{Total points possible in progression at challenge level}}\right)$$

Initial & Literal Understanding (ILU):

$$\text{ILU SCORE} = \text{Sub-level Base Number} + \left(\frac{1}{\#\text{Sub-levels in this CL}}\right) \text{x} \left(\frac{\text{Points earned in progression this challenge level}}{\text{Total points possible in progression at challenge level}}\right)$$

Analysis & Interpretation (AI):

$$\text{AI SCORE} = \text{Sub-level Base Number} + \left(\frac{1}{\#\text{Sub-levels in this CL}}\right) \text{x} \left(\frac{\text{Points earned in progression this challenge level}}{\text{Total points possible in progression at challenge level}}\right)$$

B. Reading <u>Text Type</u> Score Calculation: Calculated across progressions within text type **(Literary Text or Informational Text)**

$$\frac{\text{LWID Score} + \text{STS Score} + \text{ILU Score} + \text{AI Score}}{4}$$

C. Total Reading Score: Calculation: $\frac{\text{Literary Text Type Score} + \text{Informational Text Type Score}}{2}$

NH-ALPs

Reading - Literary Text: Scorable Points Chart

Challenge Levels	Sub-Level Weighting	Total Progression Points Possible by Challenge Level			
		Letter/Word ID & Vocabulary	Structure of Text & Story	Initial & Literal Understanding	Analysis & Interpretation
Advanced (8 sub-levels)	6.00	/5	/4	/1	/7
	5.88				
	5.75				
	5.63				
	5.50				
	5.38				
	5.25				
	5.13				
Intermediate (6 sub-levels)	5.00	/5	/6	/2	/15
	4.83				
	4.67				
	4.50				
	4.33				
	4.17				
Transitional (5 sub-levels)	4.00	/7	/7	/4	/15
	3.80				
	3.60				
	3.40				
	3.20				
Beginning (6 sub-levels)	3.00	/8	/4	/6	/10
	2.83				
	2.67				
	2.50				
	2.33				
	2.17				
Emergent (1 sub-level)	2.00	/15	/13	/4	/3
Minimum Base Level Number	1.00	Attempted Challenge Level to be reported with: a. Progression Score and with b. Text Type Score			

NH-ALPs

Reading - Informational Text: Scorable Points Chart

Challenge Levels	Sub-Level Weighting	Total Progression Points Possible by Challenge Level			
		Letter/Word ID & Vocabulary	Structure of Text & Story	Initial & Literal Understanding	Analysis & Interpretation
Advanced (8 sub-levels)	6.00	/5	/8	/3	/4
	5.88				
	5.75				
	5.63				
	5.50				
	5.38				
	5.25				
	5.13				
Intermediate (6 sub-levels)	5.00	/5	/7	/3	/10
	4.83				
	4.67				
	4.50				
	4.33				
	4.17				
Transitional (5 sub-levels)	4.00	/7	/8	/4	/10
	3.80				
	3.60				
	3.40				
	3.20				
Beginning (6 sub-levels)	3.00	/8	/6	/3	/7
	2.83				
	2.67				
	2.50				
	2.33				
	2.17				
Emergent (1 sub-level)	2.00	/15	/11	/5	/2
Minimum Base Level Number	1.00	Attempted Challenge Level to be reported with: a. Progression Score and with b. Text Type Score			

NH-ALPs Writing Score Calculation:

Definitions:

- Challenge Level (CL) = "Emergent", "Beginner", "Transitional", "Intermediate", or "Advanced" level of academic content complexity
- Attempted Challenge Level = Challenge level (CL) at which school team claims student is performing
- Attempted Challenge Level Base Number = Point value (Weighting) assigned to Challenge Level Attempted:
  Emergent = 1.00, Beginning = 2.00, Transitional = 3.00, Intermediate = 4.00, Advanced = 5.00

A. Writing Progression Score Calculation:

- For this calculation to apply the student <u>must earn at least one point</u> in the progression, <u>otherwise</u> assign minimum score: 1.00)

Expressive Writing:

$$\text{Attempted Challenge Level Base Number} + \left(\frac{\dfrac{3\,(\text{Expressive Writing Points Earned})}{\text{Total Possible Expressive Wtg. Pts.}} + \dfrac{1\,(\text{Rec \& Applying Structures of Language Pts. Earned})}{\text{Total Possible Rec\& Applying Structures of Language Pts.}}}{4} \right)$$

Informational Writing:

$$\text{Attempted Challenge Level Base Number} + \left(\frac{\dfrac{3\,(\text{Informational Writing Points Earned})}{\text{Total Possible Informational Wtg. Pts.}} + \dfrac{1\,(\text{Rec \& Applying Structures of Language Pts. Earned})}{\text{Total Possible Rec\& Applying Structures of Language Pts.}}}{4} \right)$$

Response To Text:

$$\text{Attempted Challenge Level Base Number} + \left(\frac{\dfrac{3\,(\text{Response to Text Points Earned})}{\text{Total Possible Response to Text Pts.}} + \dfrac{1\,(\text{Rec \& Applying Structures of Language Pts. Earned})}{\text{Total Possible Rec\& Applying Structures of Language Pts.}}}{4} \right)$$

B. Total Writing Score: Calculation:

$$\frac{\text{Sum of all 3 Writing Progression Scores}}{3}$$

NH-ALPS

Writing in Response to Text: Scorable Points Chart

Progression ->	Response to Text			Recognizing & Applying Structures of Language				
Sub-Progression -> / Challenge Level (Base Number)	**Connecting Ideas & Making Inferences**	**Stating/ Supporting Focus**	**Organization**	**Grammar**	**Mechanics**	**Spelling**	**Sentences**	**Paragraphs**
Advanced Base number = 5.00	/1	/1	/1	/1	/1	/1	/1	/1
Total Possible:	**3**			**5**				
Intermediate Base number = 4.00	/1	/1	/1	/1	/1	/1	/1	/1
Total Possible:	**3**			**5**				
Transitional Base number = 3.00	/1	/1	/1	/1	/1	/1	/1	/1
Total Possible:	**3**			**5**				
Beginning Base number = 2.00	/1	/1	/1	/1	/1	/1	/1	/1
Total Possible:	**3**			**5**				
Emergent Base number = 1.00	/1	/1	/1	/1	/1	/1	/1	
Total Possible:	**3**			**4**				
Attempted Challenge Level reported with Progression (Writing Type) Score								

NH-ALPS

Informational Writing: Scorable Points Chart

Progression ->	Informational Writing			Recognizing & Applying Structures of Language				
Sub-Progression-> / Challenge Level (Base Number)	**Topic Development**	**Conveying Information and Extending Ideas**	**Organization**	**Grammar**	**Mechanics**	**Spelling**	**Sentences**	**Paragraphs**
Advanced Base number = 5.00	/1	/1	/1	/1	/1	/1	/1	/1
Total Possible:	**3**			**5**				
Intermediate Base number = 4.00	/1	/1	/1	/1	/1	/1	/1	/1
Total Possible:	**3**			**5**				
Transitional Base number = 3.00	/1	/1	/1	/1	/1	/1	/1	/1
Total Possible:	**3**			**5**				
Beginning Base number = 2.00	/1	/1	/1	/1	/1	/1	/1	/1
Total Possible:	**3**			**5**				
Emergent Base Number = 1.00	/1	/1	/1	/1	/1	/1	/1	
Total Possible:	**3**			**4**				
Attempted Challenge Level reported with Progression (Writing Type) Score								

NH-ALPS

Expressive Writing: Scorable Points Chart

Progression ->	Expressive Writing			Recognizing & Applying Structures of Language				
Sub-Progression -> / Challenge Level (Base Number)	**Narrative Strategies**	**Making Connections**	**Organization**	**Grammar**	**Mechanics**	**Spelling**	**Sentences**	**Paragraphs**
Advanced Base number = 5.00	/1	/1	/1	/1	/1	/1	/1	/1
Total Possible:	**3**			**5**				
Intermediate Base number = 4.00	/1	/1	/1	/1	/1	/1	/1	/1
Total Possible:	**3**			**5**				
Transitional Base number = 3.00	/1	/1	/1	/1	/1	/1	/1	/1
Total Possible:	**3**			**5**				
Beginning Base number = 2.00	/1	/1	/1	/1	/1	/1	/1	/1
Total Possible:	**3**			**5**				
Emergent Base Number = 1.00	/1	/1	/1	/1	/1	/1	/1	
Total Possible:	**3**			**4**				
Attempted Challenge Level reported with Progression (Writing Type) Score								

NH-ALPs Mathematics Score Calculation:

Definitions:

- Challenge Level (CL)= Level of academic content complexity: "Emergent", "Beginning", "Transitional", "Intermediate", or "Advanced"
- Challenge Level Base Number: Emergent =1.00, Beginning = 2.00, Transitional = 3.00, Intermediate = 4.00, Advanced = 5.00
- Sub-Level (SL) = Within each separate Challenge level (CL), smaller "sub-levels" are identified for reading and mathematics.
- Attempted Sub-Level = Sub-Level (within CL) at which school team claims student is performing.
- Sub-Level Base Number = Maximum point value of highest sub-level **immediately below** the attempted sub-level (written in the form: x.xx)
  Sub-level base numbers are always identified as contained within a specific challenge level. They, therefore CONTAIN the Challenge level Base Number. The 'unit" digit in a sub-level base number reflects the point value ("base number") of the challenge level that contains it.
  The decimal portion of the sub-level number reflects the maximum point value of the sub-level within that challenge level.
- Minimum Base Level Number = 1.00 in each progression.

A. Mathematics Progression Score Calculation:

- For this calculation to apply the student must earn at least one point in the progression, otherwise assign minimum score: 1.00

Understanding Rational Numbers:

$$\text{Sub-level Base Number} + \left(\frac{1}{\#\text{Sub-levels in this CL within progression}}\right) \text{x} \left(\frac{\text{Points earned in this progression sub-level}}{\text{Total points possible in this progression sub-level}}\right)$$

Operations:

$$\text{Sub-level Base Number} + \left(\frac{1}{\#\text{Sub-levels in this CL within progression}}\right) \text{x} \left(\frac{\text{Points earned in this progression sub-level}}{\text{Total points possible in this progression sub-level}}\right)$$

Equality:

$$\text{Sub-level Base Number} + \left(\frac{1}{\#\text{Sub-levels in this CL within progression}}\right) \text{x} \left(\frac{\text{Points earned in this progression sub-level}}{\text{Total points possible in this progression sub-level}}\right)$$

Patterns & Change:

$$\text{Sub-level Base Number} + \left(\frac{1}{\#\text{Sub-levels in this CL within progression}}\right) \text{x} \left(\frac{\text{Points earned in this progression sub-level}}{\text{Total points possible in this progression sub-level}}\right)$$

B. Total Mathematics Score:

$$\frac{\text{Rational Numbers Score + Operations Score + Equality Score + Patterns \& Change Score}}{4}$$

C. If no attempted sub-level points are earned within a progression, then Progression Score = Minimum Base Level Number = 1.00.

NH ALPs
Mathematics: Scorable Points Chart

Challenge Level	Number of Sub-levels **differs** by Challenge Level and Progression	**Rational Numbers** Possible Points at each Sub-level	**Operations** Possible Points at each Sub-level	**Equality** Possible Points at each Sub-level	**Patterns & Change** Possible Points at each Sub-level	**Measurement and Data & Statistics** Progressions currently assessed only at local level
Advanced Base number 5.00	**5**					
	4					
	3			10		
	2	1	4	10	8	
	1	1	7	6	6	
Intermediate Base number 4.00	**9**					
	8		5		6	
	7		5	5	3	
	6		5	5	6	
	5	1	5	5	4	
	4	1	5	5	1	
	3	1	4	5	2	
	2	2	4	5	3	
	1	3	4	5	2	
Transitional Base number 3.00	**10**		4			
	9		5	5		
	8		5	5		
	7	1	4	5		
	6	2	4	4		
	5	5	4	5	4	
	4	4	4	5	4	
	3	4	4	4	2	
	2	4	4	5	3	
	1	3	3	5	2	
Beginning Base number 2.00	**5**	4				
	4	4		5	2	
	3	4	2	5	2	
	2	3	2	4	2	
	1	3	4	5	2	
Emergent Base number 1.00	**6**			3		
	5			3		
	4	5		3		
	3	3	2	3	3	
	2	3	2		2	
	1	2	2		2	

NH-ALPs Science Score Calculation:

Definitions:

- Challenge Level (CL) = "Emergent", "Beginner", "Transitional", "Intermediate", or "Advanced" level of academic content complexity
- Attempted Challenge Level = Challenge level (CL) at which school team claims student is performing
- Attempted Challenge Level Base Number = Point value (Weighting) assigned to Challenge Level Attempted:
  Emergent = 1.00, Beginning = 2.00, Transitional = 3.00, Intermediate = 4.00, Advanced = 5.00
- ESS = Abbreviation for Earth-Space Science Progression
- LS = Abbreviation for Life Science Progression
- PS = Abbreviation for Physical Science Progression
- SPS = Abbreviation for Science Process Skills Progression
- Unit = Specific Standard the School Claims Student is Performing within the Progression

A. Science Progression Score Calculation:

- For this calculation to apply the student <u>must earn at least one point</u> in the <u>content</u> progression, <u>otherwise</u> assign minimum score: 1.00)

Earth-Space Science Progression:

$$\text{Attempted CL Base Number} + \frac{\left(\frac{\text{Total Earth-Space Science Unit Pts. Earned}}{\text{Total Possible Pts in this ESS Unit.}}\right) + \left(\frac{\text{Total Points Earned in 1st SPS Unit Attempted}}{\text{Total Possible Points in SPS Unit}}\right) + \left(\frac{\text{Total Points Earned in 2nd SPS Unit Attempted}}{\text{Total Possible Points in SPS Unit}}\right)}{3}$$

Life Science Progression:

$$\text{Attempted CL Base Number} + \frac{\left(\frac{\text{Total Life Science Unit Pts. Earned}}{\text{Total Possible Pts in this LS Unit.}}\right) + \left(\frac{\text{Total Points Earned in 1st SPS Unit Attempted}}{\text{Total Possible Points in SPS Unit}}\right) + \left(\frac{\text{Total Points Earned in 2nd SPS Unit Attempted}}{\text{Total Possible Points in SPS Unit}}\right)}{3}$$

Physical Science Progression:

$$\text{Attempted CL Base Number} + \frac{\left(\frac{\text{Total Physical Science Unit Pts. Earned}}{\text{Total Possible Pts in this PS Unit.}}\right) + \left(\frac{\text{Total Points Earned in 1st SPS Unit Attempted}}{\text{Total Possible Points in SPS Unit}}\right) + \left(\frac{\text{Total Points Earned in 2nd SPS Unit Attempted}}{\text{Total Possible Points in SPS Unit}}\right)}{3}$$

B. Total Science Score: Calculation:

$$\frac{\text{Sum of Both Science Progressions Assessed at Grade Level*}}{2}$$

* **Science Content Progressions Assessed at Each Grade:**

Grade 4: Earth-Space Science, & Life Science Progressions (Each demonstrated with Science Process Skills)
Grade 8: Earth-Space Science & Physical Science Progressions (Each demonstrated with Science Process Skills)
Grade 11: Life Science & Physical Science Progressions (Each demonstrated with Science Process Skills)

NH ALPs Life Science Task Entry

Challenge Level	Sub Level	Life Science Scorable Points Chart					Process Skill Total Possible Points for specific Process Skill indicated within parenthesis
		Total Possible Points per Sub-level					
		Living Things	Health	Class. & Org.	Ecology	Proc. & Rate of Change	
Advanced	19	none	none	none	none	2	23 (1)(2)(3) 22(1) 21(1) 20(1) 19(1) 18(1) 17(1) 16(1) 15(1) 14(1) 13(1) 12(1) 11(1) 10(1) 9(1) 8(1) 7 (1)(2)(3) 6(1) 5(1) 4(1) 3(1) 2(1)(2)(3) 1(1)
	18	none	none	none	none	2	
	17	none	none	none	none	2	
	16	none	none	none	none	2	
	15	none	none	none	none	1	
	14	none	none	none	none	1	
	13	none	none	none	none	1	
	12	1	none	none	none	1	
	11	2	none	none	none	1	
	10	3	none	none	2	1	
	9	1	none	none	1	1	
	8	1	none	none	2	4	
	7	2	none	none	1	4	
	6	1	none	none	1	1	
	5	2	none	none	1	2	
	4	5	none	none	1	1	
	3	4	none	1	1	1	
	2	2	2	1	1	2	
	1	1	2	1	1	2	
Intermediate	13	1	none	none	none	none	19(1) 18(1) 17(1)(2) 16(1) 15(1) 14(1) 13(1) 12(1) 11 (1)(2)(3)(4)(5)(6) 10(1)(2) 9(1) 8(1)(2) 7(1)(2) 6(1) 5(1) 4(1) 3(1) 2(1) 1(1)(2)
	12	1	none	none	none	1	
	11	1	none	none	2	1	
	10	1	none	none	4	2	
	9	4	none	none	1	1	
	8	1	none	none	2	2	
	7	9	none	none	2	3	
	6	1	none	none	2	2	
	5	1	none	none	1	2	
	4	1	none	none	1	1	
	3	1	none	none	2	1	
	2	1	2	1	2	1	
	1	1	2	2	1	1	

(Chart continues on next page)

Challenge Level	Sub Level	Life Science Total Possible Points per Sub-level Living Things	Health	Class. & Org.	Ecology	Proc. & Rate of Change	Process Skill Total Possible Points for specific Process Skill indicated within parenthesis
Transitional	8	none	none	none	1	1	21(1) 20(1) 19(1) 18(1) 17(1) 16(1) 15(1)(2)(3) 14(1) 13(1) 12(1) 11(1) 10(1) 9(1) 8(1)(2) 7(1) 6(1) 5(1) 4(1)(2) 3(1)(2) 2(1) 1(1)
	7	none	none	none	2	2	
	6	none	none	none	2	1	
	5	none	3	none	2	2	
	4	none	2	none	1	1	
	3	none	1	1	2	2	
	2	2	2	1	2	1	
	1	2	2	1	6	1	
Beginning	8	none	none	none	3	none	18(1) 17(1)(2) 16(1)(2) 15(1) 14(1) 13(1) 12(1) 11(1)(2) 10(1) 9(1) 8(1) 7(1) 6(1) 5(1) 4(1) 3(1) 2(1)(2) 1(1)
	7	none	none	none	1	1	
	6	none	none	none	1	1	
	5	1	none	none	1	1	
	4	1	none	none	1	1	
	3	2	2	none	2	2	
	2	4	2	2	1	2	
	1	1	4	1	1	2	
Emergent	4	6	1	none	none	2	12(1) 11(1) 10(1) 9(1) 8 (1)(2) 7(1) 6(1) 5(1) 4(1) 3(1) 2(1) 1(1)
	3	2	1	none	2	1	
	2	1	1	2	2	1	
	1	1	3	2	2	1	

NH ALPs Earth Space Science Task Entry

Challenge Level	Sub Level	Earth-Space Science Scorable Points Chart Total Possible Points per Sub-level A & W	E M	P & R of C	Space Science	Process Skill Total Possible Points for specific Process Skill indicated within parenthesis
Advanced	10	none	none	none	1	23 (1)(2)(3) 22(1) 21(1) 20(1) 19(1) 18(1) 17(1) 16(1) 15(1) 14(1) 13(1) 12(1) 11(1) 10(1) 9(1) 8(1) 7 (1)(2)(3) 6(1) 5(1) 4(1) 3(1) 2(1)(2)(3) 1(1)
	9	none	none	none	1	
	8	none	none	none	3	
	7	none	none	none	3	
	6	none	none	none	1	
	5	1	none	1	1	
	4	1	none	1	1	
	3	1	1	1	3	
	2	2	1	1	1	
	1	2	2	2	2	
Intermediate	7	none	none	1	none	19(1) 18(1) 17(1)(2) 16(1) 15(1) 14(1) 13(1) 12(1) 11 (1)(2)(3)(4)(5)(6) 10(1)(2) 9(1) 8(1)(2) 7(1)(2) 6(1) 5(1) 4(1) 3(1) 2(1) 1(1)(2)
	6	none	none	1	none	
	5	none	1	1	none	
	4	none	1	1	none	
	3	2	1	2	1	
	2	2	1	3	3	
	1	2	1	2	1	

(Chart continues on next page)

Challenge Level	Sub Level	Earth-Space Science Scorable Points Chart Total Possible Points per Sub-level				Process Skill Total Possible Points for specific Process Skill indicated within parenthesis
		A & W	E M	P & R of C	Space Science	
Transitional	4	3	none	none	none	21(1) 20(1) 19(1) 18(1) 17(1) 16(1) 15(1)(2)(3) 14(1) 13(1) 12(1) 11(1) 10(1) 9(1) 8(1)(2) 7(1) 6(1) 5(1) 4(1)(2) 3(1)(2) 2(1) 1(1)
	3	4	2	none	none	
	2	1	2	1	1	
	1	2	2	1	3	
Beginning	9	none	none	none	1	18(1) 17(1)(2) 16(1)(2) 15(1) 14(1) 13(1) 12(1) 11(1)(2) 10(1) 9(1) 8(1) 7(1) 6(1) 5(1) 4(1) 3(1) 2(1)(2) 1(1)
	8	none	none	none	2	
	7	none	none	none	2	
	6	none	none	none	1	
	5	none	none	none	2	
	4	none	none	none	1	
	3	2	1	1	1	
	2	1	1	2	2	
	1	2	4	1	2	
Emergent	3	none	1	none	1	12(1) 11(1) 10(1) 9(1) 8 (1)(2) 7(1) 6(1) 5(1) 4(1) 3(1) 2(1) 1(1)
	2	2	1	none	1	
	1	2	3	none	1	

NH ALPs Physical Science Task Entry

Challenge Level	Sub Level	Physical Science Scorable Points Chart					Process Skill Total Possible Points for specific Process Skill indicated within parenthesis
		Matter		Energy			
		Comp.	Prop.	App.	Con.	F & M	
		Total Possible Points per Sub-level					
Advanced	14	none	none	none	1	none	23 (1)(2)(3) 22(1) 21(1) 20(1) 19(1) 18(1) 17(1) 16(1) 15(1) 14(1) 13(1) 12(1) 11(1) 10(1) 9(1) 8(1) 7 (1)(2)(3) 6(1) 5(1) 4(1) 3(1) 2(1)(2)(3) 1(1)
	13	2	none	none	1	none	
	12	2	none	none	1	none	
	11	2	none	none	2	2	
	10	1	none	none	1	1	
	9	2	none	none	2	4	
	8	1	none	none	1	3	
	7	1	none	none	2	1	
	6	1	none	2	1	1	
	5	1	1	1	2	1	
	4	1	2	1	1	3	
	3	3	1	1	1	1	
	2	1	1	2	1	1	
	1	2	1	1	1	2	
Intermediate	13	none	2	none	none	none	19(1) 18(1) 17(1)(2) 16(1) 15(1) 14(1) 13(1) 12(1) 11 (1)(2)(3)(4)(5)(6) 10(1)(2) 9(1) 8(1)(2) 7(1)(2) 6(1) 5(1) 4(1) 3(1) 2(1) 1(1)(2)
	12	none	2	none	none	none	
	11	none	1	none	none	none	
	10	none	2	none	none	none	
	9	none	2	none	none	none	
	8	none	2	none	none	none	
	7	none	1	none	none	2	
	6	none	1	none	1	1	
	5	1	1	none	1	1	
	4	1	1	none	1	2	
	3	1	1	3	1	1	
	2	1	1	1	1	1	
	1	1	1	1	1	1	

(Chart continues on next page)

Challenge Level	Sub Level	Physical Science Scorable Points Chart					Process Skill Total Possible Points for specific Process Skill indicated within parenthesis
		Matter		Energy			
		Comp.	Prop.	App.	Con.	F & M	
		Total Points Possible per Sub-level					
Transitional	8	none	none	none	1	none	21(1) 20(1) 19(1) 18(1) 17(1) 16(1) 15(1)(2)(3) 14(1) 13(1) 12(1) 11(1) 10(1) 9(1) 8(1)(2) 7(1) 6(1) 5(1) 4(1)(2) 3(1)(2) 2(1) 1(1)
	7	none	none	none	1	none	
	6	none	none	none	1	none	
	5	none	none	2	1	none	
	4	none	none	1	1	none	
	3	2	1	1	2	1	
	2	2	1	1	1	1	
	1	2	1	1	1	1	
Beginning	9	none	1	none	none	none	18(1) 17(1)(2) 16(1)(2) 15(1) 14(1) 13(1) 12(1) 11(1)(2) 10(1) 9(1) 8(1) 7(1) 6(1) 5(1) 4(1) 3(1) 2(1)(2) 1(1)
	8	none	1	none	none	none	
	7	none	1	none	none	none	
	6	none	1	none	none	1	
	5	none	1	none	none	1	
	4	none	2	none	none	1	
	3	none	1	1	2	2	
	2	none	1	1	1	2	
	1	1	2	2	1	1	
Emergent	3	none	1	none	none	1	12(1) 11(1) 10(1) 9(1) 8 (1)(2) 7(1) 6(1) 5(1) 4(1) 3(1) 2(1) 1(1)
	2	1	1	none	1	1	
	1	1	1	none	2	2	

Appendix C

Achievement Level Descriptions

Alternate Learning Progressions Assessment
On Alternate Achievement Standards

Reading Achievement Level Descriptors for Grade 2

*Students should always demonstrate their knowledge and skills using communication and performance methods (access tools) that are appropriately matched to their individual academic access needs. If appropriate communication and performance methods have been identified and are effectively supported, then students with unique communication needs are clearly able to show what they know and what they can do in a very wide variety of ways. However, assessment conditions must always faithfully and accurately represent the **academic concepts and the related skills that are being tested**. If faithful and accurate representation is not demonstrated in student performance, then assessment credit is not given for the performance.*

Proficient with Distinction - ALT	Students in **grade two** participating in the NH ALPs assessment who score Proficient with Distinction–ALT consistently demonstrate the skills within the Emergent Level of reading and are starting to demonstrate a few skills in the earliest portion of the Beginning Level. They are reading most words in the text level, able to organize words by categories, and identify basic punctuation marks and their usage. They are able to respond to simple questions and compare stories or other texts to personal experience and prior knowledge. They consistently apply strategies to make connections, predictions and/or text based inferences.
Proficient - ALT	Students in **grade two** participating in the NH ALPs assessment who score Proficient–ALT demonstrate most skills at the Emergent level of reading. These students are consistent in their attempt to read Emergent level texts. They are beginning to demonstrate awareness that one spoken word matches one printed word. They recognize letters, some names, and some high-frequency words as they engage with literary and informational text. They are starting to use strategies to unlock meaning, monitor their reading, and make connections to text.
Partially Proficient - ALT	Students in **grade two** participating in the NH ALPs assessment who score Partially Proficient–ALT demonstrate some skills at the Emergent level of reading. These students are inconsistent in their attempt to read Emergent level texts. They are beginning to apply letter and sound relationships and they may use information from pictures or non-print text features to gain meaning. These students know that print carries a message and can distinguish between print and pictures.
Substantially Below Proficient – ALT	Students in **grade two** participating in the NH ALPs assessment who score Substantially Below Proficient–ALT demonstrate few skills at the Emergent level of reading. These students are attempting to read the very earliest Emergent level texts. They may imitate reading behaviors, such as page turning or using pictures to gain meaning. This level of performance may reflect limited communication or other unsupported access needs.

Alternate Learning Progressions Assessment
On Alternate Achievement Standards

Reading Achievement Level Descriptors for Grade 3

*Students should always demonstrate their knowledge and skills using communication and performance methods (access tools) that are appropriately matched to their individual academic access needs. If appropriate communication and performance methods have been identified and are effectively supported, then students with unique communication needs are clearly able to show what they know and what they can do in a very wide variety of ways. However, assessment conditions must always faithfully and accurately represent the **academic concepts and the related skills** that are being tested. If faithful and accurate representation is not demonstrated in student performance, then assessment credit is not given for the performance.*

Proficient with Distinction - ALT	Students in **grade three** participating in the NH ALPs assessment who score Proficient with Distinction–ALT consistently demonstrate all skills at the Emergent level of reading and are also demonstrating some additional skills within the Beginning level. They are reading most words in the defined text level and able to identify some story elements as appropriate to text. They are able to retell the beginning, the middle, and the end of a story. They are able to respond to simple questions, and compare stories or texts to personal experience, prior knowledge, or other texts. They consistently apply strategies to make connections, predictions and/or text-based inferences.
Proficient - ALT	Students in **grade three** participating in the NH ALPs assessment who score Proficient–ALT consistently demonstrate the skills at the Emergent level of reading and may be demonstrating a few isolated skills in the early Beginning level. They are reading most words in the text level, are able to organize words by categories, and can identify basic punctuation marks and their usage. They are able to respond to simple questions, and compare stories or other texts to personal experience and prior knowledge. They consistently apply strategies to make connections, predictions and/or text-based inferences.
Partially Proficient - ALT	Students in **grade three** participating in the NH ALPs assessment who score Partially Proficient–ALT demonstrate most skills within the Emergent level of reading. These students are consistent in their attempt to read Emergent level texts. They are beginning to demonstrate awareness that one spoken word matches one printed word. They recognize letters, some names, and some high-frequency words as they engage with literary and informational text. They are starting to use strategies to unlock meaning, monitor their reading, and make connections to text.
Substantially Below Proficient – ALT	Students in **grade three** participating in the NH ALPs assessment who score Substantially Below Proficient–ALT demonstrate some skills at the Emergent level of reading or below. These students are inconsistent in their attempt to read Emergent level texts. They may be starting to apply letter and sound relationships and use information from pictures or non-print text features to gain meaning. These students may know that print carries a message and distinguish between print and pictures.

NH *Alternate Learning Progressions Assessment On Alternate Achievement Standards*

Reading Achievement Level Descriptors Grade 4

*Students should always demonstrate their knowledge and skills using communication and performance methods (access tools) that are appropriately matched to their individual academic access needs. If appropriate communication and performance methods have been identified and are effectively supported, then students with unique communication needs are clearly able to show what they know and what they can do in a very wide variety of ways. However, assessment conditions must always faithfully and accurately represent the **academic concepts and the related skills** that are being tested. If faithful and accurate representation is not demonstrated in student performance, then assessment credit is not given for the performance.*

Proficient with Distinction - ALT	Students in **grade four** participating in the NH ALPs assessment who score Proficient with Distinction–ALT consistently demonstrate many skills within the Beginning level of reading or above. They use knowledge of letter sounds, together with the meaning and structure of language, to make sense of and read words. These students activate background knowledge and experience to help them make meaning from text. They are beginning to use punctuation to guide phrasing and recognize many high-frequency words.
Proficient - ALT	Students in **grade four** participating in the NH ALPs assessment who score Proficient–ALT consistently demonstrate skills within the Emergent level of reading and are likely to be demonstrating some additional skills within the Beginning level. They are reading most words in the defined text level and able to identify some story elements as appropriate to text. They are able to retell the beginning, the middle, and the end of a story. They are able to respond to simple questions and compare stories or texts to personal experience, prior knowledge, or other texts. They consistently apply strategies to make connections, predictions and/or text-based inferences.
Partially Proficient - ALT	Students in **grade four** participating in the NH ALPs assessment who score Partially Proficient–ALT demonstrate many skills within the Emergent level and may be inconsistently demonstrating a few isolated skills in the early Beginning level. They are reading most words in the text level, are able to organize words by categories, and can identify basic punctuation marks and their usage. They are able to respond to simple questions and compare stories or other texts to personal experience and prior knowledge. They consistently apply strategies to make connections, predictions and/or text-based inferences.
Substantially Below Proficient – ALT	Students in **grade four** participating in the NH ALPs assessment who score Substantially Below Proficient–ALT demonstrate most skills at the Emergent level of reading or below. These students may consistently attempt to read Emergent level texts. They are often beginning to demonstrate awareness that one spoken word matches one printed word. They may recognize names, letters, and some high-frequency words as they engage with literary and informational text. They are starting to use strategies to unlock meaning, monitor their reading, and make connections to text.

Alternate Learning Progressions Assessment
On Alternate Achievement Standards

Reading Achievement Level Descriptors Grade 5

Students should always demonstrate their knowledge and skills using communication and performance methods (access tools) that are appropriately matched to their individual academic access needs. If appropriate communication and performance methods have been identified and are effectively supported, then students with unique communication needs are clearly able to show what they know and what they can do in a very wide variety of ways. However, assessment conditions must always faithfully and accurately represent the ***academic concepts and the related skills*** *that are being tested. If faithful and accurate representation is not demonstrated in student performance, then assessment credit is not given for the performance.*

Proficient with Distinction - ALT	Students in **grade five** participating in the NH ALPs assessment who score Proficient with Distinction-ALT consistently demonstrate skills at the mid- to upper Beginning level of reading and may even be starting to demonstrate a few Transitional level skills. They automatically recognize many words and apply strategies to attack and unlock unknown words. They gather, organize, and interpret information in order to support a conclusion. Students at this level are able to use information from the text to answer questions related to explicit or implied ideas or key details.
Proficient - ALT	Students in **grade five** participating in the NH ALPs assessment who score Proficient–ALT consistently demonstrate skills within the Beginning level of reading. They use knowledge of letter sounds, together with the meaning and structure of language, to make sense of and read words. These students activate background knowledge and experience to help them make meaning from text. They are beginning to use punctuation to guide phrasing and recognize many high-frequency words.
Partially Proficient - ALT	Students in **grade five** participating in the NH ALPs assessment who score Partially Proficient–ALT consistently demonstrate skills at the Emergent level of reading and are likely to be demonstrating a few additional skills in the early Beginning level. They are reading most words in the defined text level and able to identify some story elements as appropriate to text. They are able to retell the beginning, the middle, and the end of a story. They respond to simple questions, and compare stories or texts to personal experience, prior knowledge, or other texts. They are able to apply strategies to make connections, predictions and/or text-based inferences.
Substantially Below Proficient – ALT	Students in **grade five** participating in the NH ALPs assessment who score Substantially Below Proficient–ALT consistently demonstrate skills at the Emergent level of reading or below. These students may be reading most words in the text level, may be able to organize words by categories, and may be able to identify some basic punctuation marks and their usage. They may be able to respond to simple questions and/or compare stories or other texts to personal experience and prior knowledge. They may inconsistently apply strategies to make connections, predictions and/or text-based inferences.

Alternate Learning Progressions Assessment
On Alternate Achievement Standards

Reading Achievement Level Descriptors Grade 6

*Students should always demonstrate their knowledge and skills using communication and performance methods (access tools) that are appropriately matched to their individual academic access needs. If appropriate communication and performance methods have been identified and are effectively supported, then students with unique communication needs are clearly able to show what they know and what they can do in a very wide variety of ways. However, assessment conditions must always faithfully and accurately represent the **academic concepts and the related skills** that are being tested. If faithful and accurate representation is not demonstrated in student performance, then assessment credit is not given for the performance.*

Proficient with Distinction - ALT	Students in **grade six** participating in the NH ALPs assessment who score Proficient with Distinction-ALT consistently demonstrate skills within the Transitional level of reading or above. Students at this level are using a range of self-monitoring and self-correction approaches. These students are able to paraphrase or summarize key ideas or plot, and can identify potential sources of information from those provided. They are able to identify the author's message or theme and organize information to show understanding.
Proficient - ALT	Students in **grade six** participating in the NH ALPs assessment who score Proficient -ALT consistently demonstrate skills at the mid- to upper Beginning level of reading and are starting to demonstrate a few Transitional level skills. They automatically recognize many words and apply strategies to attack and unlock unknown words. They gather, organize, and interpret information in order to support a conclusion. Students at the level are able to use information from the text to answer questions related to explicit or implied ideas or key details.
Partially Proficient - ALT	Students in **grade six** participating in the NH ALPs assessment who score Partially Proficient–ALT consistently demonstrate skills within the Beginning level of reading. They use knowledge of letter sounds, together with the meaning and structure of language, to make sense of and read words. These students activate background knowledge and experience to help them make meaning from text. They are beginning to use punctuation to guide phrasing and recognize many high-frequency words.
Substantially Below Proficient – ALT	Students in **grade six** participating in the NH ALPs assessment who score Substantially Below Proficient–ALT consistently demonstrate skills at the Emergent level of reading or below. These students may also be starting to demonstrate a few additional skills in the early Beginning level of reading but are doing so inconsistently. They may be reading most words in the defined text level and may be able to identify some story elements as appropriate to text. They may be able to retell the beginning, the middle, and the end of a story and respond to simple questions. They may compare stories or texts to personal experience, prior knowledge, or other texts. They may apply strategies to make connections, predictions and/or text-based inferences.

Alternate Learning Progressions Assessment
On Alternate Achievement Standards

Reading Achievement Levels Descriptors Grade 7

Students should always demonstrate their knowledge and skills using communication and performance methods (access tools) that are appropriately matched to their individual academic access needs. If appropriate communication and performance methods have been identified and are effectively supported, then students with unique communication needs are clearly able to show what they know and what they can do in a very wide variety of ways. However, assessment conditions must always faithfully and accurately represent the ***academic concepts and the related skills*** *that are being tested. If faithful and accurate representation is not demonstrated in student performance, then assessment credit is not given for the performance.*

Proficient with Distinction - ALT	Students in **grade seven** participating in the NH ALPs assessment who score Proficient with Distinction-ALT consistently demonstrate skills at the mid- to upper Transitional level of reading and may even be starting to demonstrate skills at the Intermediate level. Students at this level are able to distinguish facts from opinion and can identify possible bias or propaganda. Students at this level are able to synthesis and connect information within or across texts. These students can explain the narrator's point of view and explain or support logical predictions. They describe characters' traits, motivation, or interactions as well as story elements, including plot, theme, or significant changes in character or setting over time.
Proficient - ALT	Students in **grade seven** participating in the NH ALPs assessment who score Proficient -ALT consistently demonstrate skills at the Transitional level of reading. Students at this level are using a range of self-monitoring and self-correction approaches. They are able to paraphrase or summarize key ideas/plot and can identify potential sources of information from those provided. These students are able to identify the author's message or theme, explain the narrator's point of view, and organize information to show understanding.
Partially Proficient - ALT	Students in **grade seven** participating in the NH ALPs assessment who score Partially Proficient - ALT consistently demonstrate skills at the mid- to upper Beginning level of reading and are starting to demonstrate a few Transitional level skills. They automatically recognize many words and apply strategies in attacking unknown words. They gather, organize, and interpret information in order to support a conclusion. Students at this level are able to use information from the text to answer questions related to key details, or to explicit or implied ideas.
Substantially Below Proficient – ALT	Students in **grade seven** participating in the NH ALPs assessment who score Substantially Below Proficient–ALT consistently demonstrate skills at the Beginning level of reading or below. Students at this level may use knowledge of letter sounds, together with the meaning and structure of language, to make sense of and read words. These students may also activate background knowledge and experience to help them make meaning from text. They are often starting to use punctuation to guide phrasing and recognize many high-frequency words.

Alternate Learning Progressions Assessment
On Alternate Achievement Standards

Reading Achievement Level Descriptors Grade 10

Students should always demonstrate their knowledge and skills using communication and performance methods (access tools) that are appropriately matched to their individual academic access needs. If appropriate communication and performance methods have been identified and are effectively supported, then students with unique communication needs are clearly able to show what they know and what they can do in a very wide variety of ways. However, assessment conditions must always faithfully and accurately represent the ***academic concepts and the related skills*** *that are being tested. If faithful and accurate representation is not demonstrated in student performance, then assessment credit is not given for the performance.*

Proficient with Distinction - ALT	Students in **grade ten** participating in the NH ALPs assessment who score Proficient with Distinction-ALT consistently demonstrate skills at the Intermediate level of reading and may even be starting to demonstrate a few skills at the Advanced level. Students at this level demonstrate awareness that different genres of text require distinct approaches to reading. They have a significant vocabulary base and apply strategies for decoding more complex words. They select strategies to construct meaning appropriate to genre (or type of text) and purpose for reading. They make connections between text, experiences, and knowledge of the world.
Proficient - ALT	Students in **grade ten** participating in the NH ALPs assessment who score Proficient -ALT consistently demonstrate skills at the Transitional level of reading and may be starting to demonstrate a few skills at the Intermediate level. Students at this level are able to distinguish facts from opinion and can identify possible bias or propaganda. They are able to synthesize and connect information within or across texts. Students explain the narrator's point of view and explain or support logical predictions. They describe characters' traits, motivation, or interactions as well as story elements, including plot, theme, or significant changes in character or setting over time.
Partially Proficient - ALT	Students in **grade ten** participating in the NH ALPs assessment who score Partially Proficient - ALT consistently demonstrate skills at the early to mid-Transitional level of reading. Students at this level are using a range of self-monitoring and self-correction approaches as they attempt to make sense of text. They are able to paraphrase or summarize key ideas/plot and identify potential sources of information from those provided. They are able to identify the author's message or theme, explain the narrator's point of view, and organize information to show understanding.
Substantially Below Proficient – ALT	Students in **grade ten** participating in the NH ALPs assessment who score Substantially Below Proficient -ALT consistently demonstrate skills at the Beginning level of reading or below. Students at this level may automatically recognize many words and apply strategies to attack and unlock unknown words. They may gather, organize, and interpret information in order to support a conclusion. Students at this level may be able to use information from the text to answer questions related to explicit or implied ideas or key details.

Writing Achievement Level Descriptors Grade 4

Students should always demonstrate their knowledge and skills using communication and performance methods (access tools) that are appropriately matched to their individual academic access needs. If appropriate communication and performance methods have been identified and are effectively supported, then students with unique communication needs are clearly able to show what they know and what they can do in a very wide variety of ways. However, assessment conditions must always faithfully and accurately represent the ***academic concepts and the related skills*** *that are being tested. If faithful and accurate representation is not demonstrated in student performance, then assessment credit is not given for the performance.*

Proficient with Distinction - ALT	Students in **grade four** who score at the Proficient with Distinction -ALT level are consistently demonstrating writing within the mid- to upper Beginning level, and may be starting to show a few skills above this level within the early Transitional level. This writing performance demonstrates a specific intent to communicate, and the writing style varies appropriately for each type/genre of writing. This writing will include relevant details and an attempt to organize ideas. The writer has incorporated some conventions, such as correctly using end punctuation, correctly spelling most words, and a distinction between sentences and paragraphs.
Proficient - ALT	Students in **grade four** who score at the Proficient -ALT level consistently demonstrate skills at the Emergent level of writing but are also starting to show some early Beginning level skills. Student work at this level shows an awareness that one spoken (or signed) word matches one printed or visual word and that words can be combined to form sentences. These students may write their name and some common words, and use phonemic awareness and/or letter knowledge to logically represent consonant sounds (initial/final sounds or inventive spelling). The writing performance examples may include labeling pictures; using simple short sentences to describe facts, events or ideas; or orally telling (or signing) an event from a story. They consistently apply directionality as appropriate and they may use appropriate spacing to separate letters and words.
Partially Proficient - ALT	Students in **grade four** who score at the Partially Proficient -ALT level demonstrate some early Emergent level writing skills. Students at this level use specific pictures, letters and/or words (including oral or signed language) to express ideas, feelings, senses, or experiences. They communicate an understanding that a relationship exists between words and their order. They may be able to select or list facts orally or using pictures. Their writing performance reflects an emergent understanding that letters have sounds that can make words that represent meaning. Students at this level are beginning to apply directionality in their writing, although it may be inconsistent. They may be able to trace or copy letters, and may be able to distinguish between upper- and lowercase letters.
Substantially Below Proficient – ALT	Students in **grade four** who score at the Substantially Below Proficient -ALT level may be just starting to show some skills at the Emergent writing level. The writing attempts of these students may or may not demonstrate a specific intent to communicate in a specific way. These students may pretend to write, make marks, or play with a keyboard. This level of performance may reflect limited communication or other unsupported access needs.

Alternate Learning Progressions Assessment
On Alternate Achievement Standards

Writing Achievement Level Descriptors Grade 7

Students should always demonstrate their knowledge and skills using communication and performance methods (access tools) that are appropriately matched to their individual academic access needs. If appropriate communication and performance methods have been identified and are effectively supported, then students with unique communication needs are clearly able to show what they know and what they can do in a very wide variety of ways. However, assessment conditions must always faithfully and accurately represent the ***academic concepts and the related skills*** *that are being tested. If faithful and accurate representation is not demonstrated in student performance, then assessment credit is not given for the performance.*

Proficient with Distinction - ALT	Students in **grade seven** who score at the Proficient with Distinction -ALT level demonstrate many skills at the Transitional level. Writers at this level are using specific details to support and maintain a focus, and are able to organize and summarize their ideas in a logically consistent manner. They extend their ideas and are able to connect or create comparisons. Student writing at this level demonstrates basic rules of capitalization and end punctuation within a variety of sentence types, and drafts indicate that the student is able to identify some grammatical errors and spell most words correctly.
Proficient - ALT	Students in **grade seven** who score at the Proficient-ALT level are consistently demonstrating Beginning level writing skills. These writers are starting to show some skills in the early Transitional level. Writing performance at this level demonstrates a specific intent to communicate, and the writing style varies appropriately for each type/genre of writing. The writing performance will include relevant details and an attempt to organize ideas. This writer incorporates some conventions, such as correctly using end punctuation, correctly spelling most words, and/or makes some distinction between sentences and paragraphs.
Partially Proficient - ALT	Students in **grade seven** who score at the Partially Proficient -ALT level demonstrate many skills at the Emergent level of writing but are also starting to show some early Beginning level skills. Writers at this level show awareness that one spoken (or signed) word matches one printed or visual word and that words can be combined to form sentences. They may write their name and some common words, and use phonemic awareness and/or letter knowledge to logically represent consonant sounds (initial/final sounds or inventive spelling). The writing performance may include labeling pictures; using simple short sentences to describe facts, events or ideas; or orally telling (or signing) an event from a story. They consistently apply directionality as appropriate, and they may use appropriate spacing to separate letters and words.
Substantially Below Proficient - ALT	Students in **grade seven** who score at the Substantially Below Proficient -ALT level may demonstrate some writing skills within the Emergent level. Writers at this level may use specific pictures, letters and/or words (including oral or signed language) to express ideas, feelings, senses, or experiences, and they understand that a relationship exists between words and their order. They may be able to select or list facts orally or using pictures. Their writing performance reflects an emergent understanding that letters have sounds that can make words that represent meaning. Students at this level may be starting to apply directionality in their writing but may do so inconsistently. They may be able to trace or copy letters and may be able to distinguish from upper- and lowercase letters. Other students at this level are working well below these levels.

Alternate Learning Progressions Assessment
On Alternate Achievement Standards

Writing Achievement Level Descriptors Grade 10

*Students should always demonstrate their knowledge and skills using communication and performance methods (access tools) that are appropriately matched to their individual academic access needs. If appropriate communication and performance methods have been identified and are effectively supported, then students with unique communication needs are clearly able to show what they know and what they can do in a very wide variety of ways. However, assessment conditions must always faithfully and accurately represent the **academic concepts and the related skills** that are being tested. If faithful and accurate representation is not demonstrated in student performance, then assessment credit is not given for the performance.*

Proficient with Distinction - ALT	Students in **grade ten** who score at the Proficient with Distinction –ALT level in writing show consistent Transitional level writing skills (or higher) with some demonstration of success at the early Intermediate level. Writers at this performance level use language in a complex way to successfully convey meaning in different writing types/genres. They are beginning to elaborate on important ideas and use a variety of transitional devices in their writing. These writers are starting to use voice and vocabulary appropriate to the purpose and audience, and they organizing their writing effectively. Within their writing, these students identify grammatical and/or mechanical errors and use punctuation appropriately.
Proficient - ALT	Students in **grade ten** who score at the Proficient –ALT level demonstrate many skills at the Transitional level of writing. Writers at this level use specific details to support and maintain a focus and are able to organize/summarize their ideas in a logically consistent manner. They extend their ideas and are able to connect or create comparisons. The writing of these students demonstrates basic rules of capitalization and end punctuation within a variety of sentence types. Writing drafts indicate that the student is able to identify some grammatical errors and spell most words correctly.
Partially Proficient - ALT	Students in **grade ten** who score at the Partially Proficient -ALT level are consistently demonstrating Beginning level writing skills and are starting to show skills in the early portion of the Transitional level. This writing performance demonstrates a specific intent to communicate, and the writing style varies appropriately for each type/genre of writing. These writers include relevant details and an attempt to organize ideas. They incorporate some conventions, such as correctly using end punctuation, correctly spelling most words, and can distinguish between sentences and paragraphs.
Substantially Below Proficient - ALT	Students in **grade ten** who score at the Substantially Below Proficient -ALT level may demonstrate many writing skills at the Emergent level and may also be starting to show some Beginning level skills. These students may show awareness that one spoken (or signed) word matches one printed or visual word and that words can be combined to form sentences. They may write their name and some common words, and use phonemic awareness and/or letter knowledge to logically represent consonant sounds (initial/final sounds or inventive spelling). The writing performance examples may include labeling pictures; using simple short sentences to describe facts, events or ideas; or orally telling (or signing) an event from a story. They may consistently apply directionality as appropriate, and they may use appropriate spacing to separate letters and words. Other students at this level are working well below these levels.

Alternate Learning Progressions Assessment
On Alternate Achievement Standards

Mathematics Achievement Level Descriptors for Grade 2

Students should always demonstrate their knowledge and skills using communication and performance methods (access tools) that are appropriately matched to their individual academic access needs. If appropriate communication and performance methods have been identified and effectively supported, then students with unique communication needs are clearly able to show what they know and what they can do in a very wide variety of ways. However, assessment conditions must always faithfully and accurately represent the ***academic concepts and the related skills*** *that are being tested. If faithful and accurate representation is not demonstrated in student performance, then assessment credit is not given for the performance.*

Proficient with Distinction - ALT	Students in **grade two** who score in the Proficient with Distinction –ALT range in Mathematics are demonstrating skills in the Beginning stage of development and above. They are able to demonstrate consistent understanding of numbers up to 199 and the base-ten place-value system. They understand simple fractional numbers and use models and manipulatives to solve addition and subtraction problems. Students at this level use a "counting on" approach, and can represent and analyze data with pictographs or tally charts. They consistently use the "equal sign" to signify equivalence and may solve simple open number sentences. Students at this level consistently make estimates of the number of objects in a set. They use non-standard units and some standard units to measure length and they use nonstandard units to develop a sense of area. They consistently extend simple numeric linear patterns and non-numeric patterns to the next element, or find a missing element.
Proficient - ALT	Students in **grade two** who score in the Proficient – ALT range in Mathematics are consistently demonstrating skills in the Emergent stage of development and working at the early Beginning stage of development. They are moving beyond using one-to-one correspondence with numbers to 20 and are starting to work with numbers up to 100. They have a solid understanding that numbers represent quantities, and are starting to use the base-ten place-value system. They may be beginning to use simple fractional numbers and use models and manipulatives to solve addition and subtraction problems. Students at this level are able to "count all" and are beginning to use a "counting on" approach. They are starting to represent and analyze data with pictographs or tally charts. They are exploring the use of the "equal sign" and are able to solve simple number sentences. When comparing groups of objects, they have an intuitive notion of same/different and bigger/smaller and are starting to make estimates of the number of objects in a set. They may use nonstandard units and some standard units to measure length and may use nonstandard units to develop a sense of area. They sort and classify objects, and may be able to start to extend simple numeric linear patterns and non-numeric patterns to the next element, or find a missing element.
Partially Proficient - ALT	Students in **grade two** who score in the Partially Proficient –ALT range in Mathematics are demonstrating skills in the earliest Emergent stage of development. They recognize that numbers may be used to signify quantities and they may be starting to use one-to-one relations to share and count to 10. Students at this level are starting to sort and classify objects by various attributes and to compare objects to determine same/different or bigger/smaller. They are starting to join collections of objects by "counting all."
Substantially Below Proficient – ALT	Students in **grade two** who score in the Substantially Below Proficient –ALT range in Mathematics are working below the Emergent stage of development. These students have not yet demonstrated knowledge or understanding that connects any related skills across even one mathematics task (sub-level) as described in the progressions, but they may be starting to demonstrate knowledge of a few early and isolated skills within some of the mathematics learning progressions.

Alternate Learning Progressions Assessment
On Alternate Achievement Standards

Mathematics Achievement Level Descriptors for Grade 3

*Students should always demonstrate their knowledge and skills using communication and performance methods (access tools) that are appropriately matched to their individual academic access needs. If appropriate communication and performance methods have been identified and effectively supported, then students with unique communication needs are clearly able to show what they know and what they can do in a very wide variety of ways. However, assessment conditions must always faithfully and accurately represent the **academic concepts and the related skills** that are being tested. If faithful and accurate representation is not demonstrated in student performance, then assessment credit is not given for the performance.*

Proficient with Distinction - ALT	Students in **grade three** who score in the Proficient with Distinction-ALT range in Mathematics demonstrate skills in the Beginning and Transitional stages of development and above. They use rational numbers through and above 199, common fractions, decimals, and percents. Understanding of place value is deepened as students at this level start to understand its manipulative structure. They have an increasing ability to recognize, create, and use equivalent representations of numbers and geometric objects. Students at this level make reasonable estimates and start to evaluate reasonableness of solutions. They are adding and subtracting with and without regrouping. Students at this level transition from using physical materials to numbers alone and write suitable number sentences to solve problem situations. They develop their ability to find values for open number sentences. Students collect, represent, and analyze data using pictographs, tally charts, line plots, bar graphs, line graphs, and circle graphs. They use standard units of length to find the area of shapes on grids and find the perimeter of shapes. They extend linear numeric patterns represented by tables and sequences and start to write rules in words and symbols for finding the next element.
Proficient - ALT	Students in **grade three** who score in the Proficient –ALT range in Mathematics demonstrate skills in the Beginning or lowest Transitional stage of development. They are able to demonstrate consistent understanding of numbers up to 199, and the base-ten place-value system. They understand simple fractional numbers and use models and manipulatives to solve addition and subtraction problems. Students at this level use a "counting on" approach and can represent and analyze data with pictographs or tally charts. They consistently use the "equal sign" to signify equivalence and may solve simple open number sentences. Students at this level consistently make estimates of the number of objects in a set. They use nonstandard units and some standard units to measure length, and they use nonstandard units to develop a sense of area. They consistently extend simple numeric linear patterns and non-numeric patterns to the next element, or find a missing element.
Partially Proficient - ALT	Students in **grade three** who score in the Partially Proficient – ALT range in Mathematics are performing consistently at the Emergent stage of development and working at the early Beginning stage of development. They are moving beyond using one-to-one correspondence with numbers up to 20 and are starting to work with numbers up to 100. They have a solid understanding that numbers represent quantities and are starting to use the base-ten place-value system. They may be beginning to use simple fractional numbers and use models and manipulatives to solve addition and subtraction problems. Students at this level are able to "count all" and are beginning to use a "counting on" approach. They are starting to represent and analyze data with pictographs or tally charts. They are exploring the use of the "equal sign" and are able to solve simple number sentences. When comparing groups of objects, they have an intuitive notion of same/different and bigger/smaller and are starting to make estimates of the number of objects in a set. They may use nonstandard units and some standard units to measure length, and they may use nonstandard units to develop a sense of area. They sort and classify objects and may be able to start to extend simple numeric linear patterns and non-numeric patterns to the next element, or find a missing element.
Substantially Below Proficient - ALT	Students in **grade three** who score Substantially Below Proficient –ALT in Mathematics are performing standards at the earliest Emergent levels or below. They recognize that numbers may be used to signify quantities and are starting to use one-to-one relations to share and count to 10. Students at this level are starting to sort and classify objects by various attributes and to compare objects to determine same/different or bigger/smaller. They are starting to join collections of objects by "counting all."

Alternate Learning Progressions Assessment
On Alternate Achievement Standards

Mathematics Achievement Level Descriptors for Grade 4

*Students should always demonstrate their knowledge and skills using communication and performance methods (access tools) that are appropriately matched to their individual academic access needs. If appropriate communication and performance methods have been identified and effectively supported, then students with unique communication needs are clearly able to show what they know and what they can do in a very wide variety of ways. However, assessment conditions must always faithfully and accurately represent the **academic concepts and the related skills** that are being tested. If faithful and accurate representation is not demonstrated in student performance, then assessment credit is not given for the performance.*

Proficient with Distinction - ALT	Students in **grade four** who score in the Proficient with Distinction-ALT range in Mathematics demonstrate skills at the lowest Transitional stage of development or above. They use rational numbers up and through 999, common fractions, decimals within the context of money. Understanding of place value is deepened as students at this level start to understand its manipulative structure. They have an increasing ability to recognize, create, and use equivalent representations of numbers and geometric objects. Students at this level make reasonable estimates and evaluate reasonableness of solutions. Students at this level move from using physical materials to numbers alone, and write suitable number sentences to solve problem situations. They are simplifying numeric expressions involving multiple operations and describing the process or simplifying the expression. They extend linear numeric patterns represented by tables and sequences and are starting to write rules in words and symbols for finding the next element. Students collect, represent, and analyze data using pictographs, tally charts, line plots, bar graphs, line graphs, and circle graphs. They use standard units of length to find the area of shapes on grids and to find the perimeter of shapes.
Proficient - ALT	Students in **grade four** who score in the Proficient-ALT range in Mathematics demonstrate skills in the Beginning and possibly the earliest Transitional stage of development. They use rational numbers through and above 199, common fractions, decimals, and percents. Understanding of place value is deepened as students at this level start to understand its manipulative structure. They have an increasing ability to recognize, create, and use equivalent representations of numbers and geometric objects. Students at this level make reasonable estimates and are starting to evaluate reasonableness of solutions. They are adding and subtracting with and without regrouping. Students at this level transition from using physical materials to numbers alone and write suitable number sentences to solve problem situations. They develop their ability to find values for open number sentences. Students collect, represent, and analyze data using pictographs, tally charts, line plots, bar graphs, line graphs, and circle graphs. They use standard units of length to find the area of shapes on grids and to find the perimeter of shapes. They extend linear numeric patterns represented by tables and sequences, and they start to write rules in words and symbols for finding the next element.
Partially Proficient - ALT	Students in **grade four** who score in the Partially Proficient –ALT range in Mathematics demonstrate skills in the Emergent and early Beginning stages of development. They may be able to demonstrate their understanding of numbers up to 100 and the base-ten place-value system. They may compare whole numbers using “5 more” and “5 less.” Students at this level may use a “counting on” approach and may be able to represent and analyze data with pictographs or tally charts. They may use the “equal sign” to signify equivalence and may solve simple open number sentences and describe whether a number sentence is true or false. Students at this level may make estimates of the number of objects in a set. They may use nonstandard units and some standard units to measure length, and they may use nonstandard units to develop a sense of area. They may extend simple numeric linear patterns and non-numeric patterns to the next element, or find a missing element.
Substantially Below Proficient - ALT	Students in **grade four** who score Substantially Below Proficient –ALT in Mathematics demonstrate skills in the Emergent stage of development. They recognize that numbers may be used to signify quantities, and they may start to use one-to-one relations to share and count to 10. Students at this level are starting to sort and classify objects by various attributes and to compare objects to determine same/different or bigger/smaller. They are starting to join collections of objects by “counting all.”

Alternate Learning Progressions Assessment
On Alternate Achievement Standards

Mathematics Achievement Level Descriptors for Grade 5

Students should always demonstrate their knowledge and skills using communication and performance methods (access tools) that are appropriately matched to their individual academic access needs. If appropriate communication and performance methods have been identified and effectively supported, then students with unique communication needs are clearly able to show what they know and what they can do in a very wide variety of ways. However, assessment conditions must always faithfully and accurately represent the ***academic concepts and the related skills*** *that are being tested. If faithful and accurate representation is not demonstrated in student performance, then assessment credit is not given for the performance.*

Proficient with Distinction - ALT	Students in **grade five** who score in the Proficient with Distinction-ALT range in Mathematics demonstrate skills in mid-Transitional stage of development and above. They use rational numbers through 999,999, common fractions, decimals, and percents. They have an increasing ability to recognize, create, and use equivalent representations of numbers and geometric objects. Students at this level make reasonable estimates and evaluate reasonableness of solutions. They understand the meaning of the four operations, when to use each, and how they relate to each other. Students at this level move from using physical materials to numbers alone and write suitable number sentences to solve problem situations. They simplify numerical expressions involving multiple operations, applying the convention "order of operations". They extend linear numeric patterns represented by tables and sequences and start to write rules in words and symbols for finding a specified element. Students collect, represent, and analyze data using pictographs, tally charts, line plots, bar graphs, line graphs, and circle graphs. They use standard units of length to find the area of shapes on grids and find the perimeter of shapes. They recognize patterns in tables and sequences and can write a rule in words and symbols for finding the next element.
Proficient - ALT	Students in **grade five** who score in the Proficient-ALT range in Mathematics demonstrate skills in the early Transitional stage of development. They use rational numbers up to 999 and common fractions using set models, comparing and ordering whole numbers, and applying concepts of equivalency. Students at this level make reasonable estimates and start to evaluate reasonableness of solutions. They are adding and subtracting with and without regrouping, demonstrating understanding of inverse relationships between addition and subtraction of whole numbers. Students at this level move from using physical materials to numbers alone and write suitable number sentences to solve problem situations. They develop their ability to find values for open multiplication sentences, demonstrate equivalence between two expressions, and describe why the number sentence is true. Students collect, represent, and analyze data using pictographs, tally charts, line plots, bar graphs, line graphs, and circle graphs. They use standard units of length to find the area of shapes on grids and to find the perimeter of shapes. They extend linear numeric patterns represented by tables and sequences and write rules in words and symbols for finding the next element. They are starting to identify and describe constant rates of change in pattern.
Partially Proficient - ALT	Students in **grade five** who score in the Partially Proficient-ALT range in Mathematics demonstrate skills in the Beginning stage of development. They may use rational numbers up to 100 and some positive fractional numbers. They may be able to recognize, create, and use equivalent representations of numbers and geometric objects. Students at this level may make reasonable estimates and may be able to evaluate reasonableness of solutions. The may be able to add and subtract numbers up to 50. They may use standard units of length to find the area of shapes on grids and to find the perimeter of shapes. They may extend growing numeric patterns represented in tables and sequences and may also be able to find a missing element.
Substantially Below Proficient - ALT	Students in **grade five** who score in the Substantially Below Proficient – ALT range in Mathematics may be demonstrating skills in the Emergent stage of development. They may demonstrate one-to-one correspondence with numbers up to 20. They may understand that numbers represent quantities. They may use models and manipulatives to solve addition problems. Students at this level may be able to "count all" and may be beginning to use a "counting on" approach. When comparing groups of objects, they may have an intuitive notion of same/different and bigger/smaller. Students at this level may be starting to make estimates of the number of objects in a set.

Alternate Learning Progressions Assessment
On Alternate Achievement Standards

Mathematics Achievement Level Descriptors for Grade 6

Students should always demonstrate their knowledge and skills using communication and performance methods (access tools) that are appropriately matched to their individual academic access needs. If appropriate communication and performance methods have been identified and effectively supported, then students with unique communication needs are clearly able to show what they know and what they can do in a very wide variety of ways. However, assessment conditions must always faithfully and accurately represent the ***academic concepts and the related skills*** *that are being tested. If faithful and accurate representation is not demonstrated in student performance, then assessment credit is not given for the performance.*

Proficient with Distinction - ALT	Students in **grade six** who score in the Proficient with Distinction-ALT range in Mathematics demonstrate skills in the upper Transitional stage of development and above. They use rational numbers through 999,999, common fractions, whole number powers of tens, benchmark percents and decimals to thousandths. Students at this level make reasonable estimates and evaluate reasonableness of solutions, analyzing the effect of the estimation method on the accuracy of the results. They understand the meaning of the four operations, when to use each, and how they relate to each other. Students at this level write suitable number sentences using properties of factors, multiples, primes, and composite numbers to solve problem situations. Students collect, represent, and analyze data using pictographs, tally charts, line plots. They develop their ability to solve linear equations and are able to solve multistep linear equations. They determine which values of a replacement set make the equation true. They use standard units of length to find the area of shapes on grids and to find the perimeter of shapes. They recognize and extend linear numeric patterns found in problem situations and graphs to specific cases and write an explicit rule in words or symbols for finding the nth element.
Proficient - ALT	Students in **grade six** who score in the Proficient-ALT range in Mathematics demonstrate skills in mid-Transitional stage of development. They use rational numbers through 999,999, common fractions, decimals, and percents. They have an increasing ability to recognize, create, and use equivalent representations of numbers and geometric objects. Students at this level make reasonable estimates and evaluate reasonableness of solutions. They understand the meaning of the four operations, when to use each, and how they relate to each other. Students at this level move from using physical materials to numbers alone and write suitable number sentences to solve problem situations. They simplify numerical expressions involving multiple operations, applying the convention "order of operations". They extend linear numeric patterns represented by tables and sequences and start to write rules in words and symbols for finding a specified element. Students collect, represent, and analyze data using pictographs, tally charts, line plots, bar graphs, line graphs, and circle graphs. They use standard units of length to find the area of shapes on grids and to find the perimeter of shapes. They recognize patterns in tables and sequences and can write a rule in words and symbols for finding the next element.
Partially Proficient - ALT	Students in **grade six** who score in the Partially Proficient-ALT range in Mathematics demonstrate skills in the Beginning and early Transitional stages of development. They use rational numbers up to 999 and common fractions using set models, comparing and ordering whole numbers and applying concepts of equivalency. Students at this level make reasonable estimates and start to evaluate reasonableness of solutions. They are adding and subtracting with and without regrouping, demonstrating understanding of inverse relationships between addition and subtraction of whole numbers. Students at this level move from using physical materials to numbers alone and write suitable number sentences to solve problem situations. They develop their ability to find values for open multiplication sentences, demonstrate equivalence between two expressions, and describe why the number sentence is true. Students collect, represent, and analyze data using pictographs, tally charts, line plots, bar graphs, line graphs, and circle graphs. They use standard units of length to find the area of shapes on grids and to find the perimeter of shapes. They extend linear numeric patterns represented by tables and sequences and write rules in words and symbols for finding the next element. They are starting to identify and describe constant rates of change in pattern.
Substantially Below Proficient - ALT	Students in **grade six** who score in the Substantially Below Proficient – ALT range in Mathematics may be demonstrating skills in the Emergent and early Beginning stages of development. They may understand that numbers represent quantities. They may use models and manipulatives to solve addition problems using numbers up to 30. Students at this level may be able to "count all" and may be staring to use a "counting on" approach. When comparing groups of objects, they may have an intuitive notion of same/different and bigger/smaller. Students at this level are starting to make estimates of the number of objects in a set.

Alternate Learning Progressions Assessment
On Alternate Achievement Standards

Mathematics Achievement Level Descriptors for Grade 7

*Students should always demonstrate their knowledge and skills using communication and performance methods (access tools) that are appropriately matched to their individual academic access needs. If appropriate communication and performance methods have been identified and effectively supported, then students with unique communication needs are clearly able to show what they know and what they can do in a very wide variety of ways. However, assessment conditions must always faithfully and accurately represent the **academic concepts and the related skills** that are being tested. If faithful and accurate representation is not demonstrated in student performance, then assessment credit is not given for the performance.*

Proficient with Distinction - ALT	Students in **grade seven** who score in the Proficient with Distinction-ALT range in Mathematics demonstrate skills in the Intermediate stage of development and above. They solve problems involving multiplication and division by using fractions and describing or illustrating the effect on the magnitude of a whole number when multiplying and dividing it by a whole number or fraction. They use letters and symbols to represent unknown quantities to write linear expressions using any of the four operations. They evaluate linear algebraic expressions involving those with more than one variable and within an equation. They extend linear numeric patterns found in problem situations and graphs to specific cases and write an explicit rule in words or symbols for finding the nth element. They demonstrate understanding of proportionality including ratio, percent, rates, similarity, scaling, slope, and probability. Students at this level can collect, represent, and analyze data using stem-and-leaf plots, histograms, box-and-whisker plots and scatter plots.
Proficient - ALT	Students in **grade seven** who score in the Proficient -ALT range in Mathematics demonstrate skills in the upper Transitional and lower Intermediate stages of development. They use rational numbers through 999,999, common fractions, whole number powers of tens, benchmark percents and decimals to thousandths. Students at this level make reasonable estimates and evaluate reasonableness of solutions, analyzing the effect of the estimation method on the accuracy of the results. They understand the meaning of the four operations, when to use each, and how they relate to each other. Students at this level write suitable number sentences using properties of factors, multiples, primes, and composite numbers to solve problem situations. Students collect, represent, and analyze data using pictographs, tally charts, and line plots. They develop their ability to solve linear equations and are able to solve multistep linear equations. They determine which values of a replacement set make the equation true. They use standard units of length to find the area of shapes on grids and to find the perimeter of shapes. They recognize and extend linear numeric patterns found in problem situations and graphs to specific cases and write an explicit rule in words or symbols for finding the nth element.
Partially Proficient - ALT	Students in **grade seven** who score in the Partially Proficient-ALT range in Mathematics demonstrate skills in the Beginning and lower Transitional stages of development. They use rational numbers through 999,999, common fractions, decimals, and percents. They have an increasing ability to recognize, create, and use equivalent representations of numbers and geometric objects. Students at this level make reasonable estimates and evaluate reasonableness of solutions. They understand the meaning of the four operations, when to use each, and how they relate to each other. Students at this level move from using physical materials to numbers alone and write suitable number sentences to solve problem situations. They simplify numerical expressions involving multiple operations, applying the convention "order of operations". They extend linear numeric patterns represented by tables and sequences and start to write rules in words and symbols for finding a specified element. Students collect, represent, and analyze data using pictographs, tally charts, line plots, bar graphs, line graphs, and circle graphs. They use standard units of length to find the area of shapes on grids and to find the perimeter of shapes. They recognize patterns in tables and sequences and can write a rule in words and symbols for finding the next element.
Substantially Below Proficient - ALT	Students in **grade seven** who score in the Substantially Below Proficient – ALT range in Mathematics may be demonstrating skills in the Emergent and early Beginning stages of development. They may understand that numbers represent quantities. They may use models and manipulatives to solve addition and subtraction problems using numbers up to 30. Students at this level may recall the sequence of numbers up to 100, may be able to "count all," and may be using a "counting on" approach.

Alternate Learning Progressions Assessment
On Alternate Achievement Standards

Mathematics Achievement Level Descriptors for Grade 10

Students should always demonstrate their knowledge and skills using communication and performance methods (access tools) that are appropriately matched to their individual academic access needs. If appropriate communication and performance methods have been identified and effectively supported, then students with unique communication needs are clearly able to show what they know and what they can do in a very wide variety of ways. However, assessment conditions must always faithfully and accurately represent the ***academic concepts and the related skills*** *that are being tested. If faithful and accurate representation is not demonstrated in student performance, then assessment credit is not given for the performance.*

Proficient with Distinction - ALT	Students in **grade ten** who score in the Proficient with Distinction-ALT range in Mathematics demonstrate skill in the mid-Intermediate stage of development and above. The student compares and orders positive fractional numbers, decimals, and percents using number lines and equality and inequality symbols, uses ratio and rates to describe relationships, and identifies equivalent ratios. They solve problems involving multiple operations with integers and whole number exponents as well as solve multistep equations and translate a problem solving situation into an equation. They work effectively with linear and nonlinear relationships and their corresponding representations in tables, graphs, and equations and they can solve linear equations. They demonstrate understanding of proportionality including ratio, percent, rates, similarity, scaling, slope, and probability. Students at this level can collect, represent, and analyze data using stem-and-leaf plots, histograms, box-and-whisker plots and scatter plots.
Proficient - ALT	Students in **grade ten** who score in the Proficient-ALT range in Mathematics demonstrate skills in the upper Transitional and Intermediate stages of development. They solve problems involving multiplication and division by using fractions and describing or illustrating the effect on the magnitude of a whole number when multiplying and dividing it by a whole number or fraction. They use letters and symbols to represent unknown quantities to write linear expressions using any of the four operations, evaluate linear algebraic expressions involving those with more than one variable and within an equation. They extend linear numeric patterns found in problem situations and graphs to specific cases and write an explicit rule in words or symbols for finding the nth element. They demonstrate understanding of proportionality including ratio, percent, rates, similarity, scaling, slope, and probability. Students at this level can collect, represent, and analyze data using stem-and-leaf plots, histograms, box-and-whisker plots and scatter plots.
Partially Proficient - ALT	Students in **grade ten** who score in the Partially Proficient -ALT range in Mathematics demonstrate skills in the upper Beginning and into the mid-Transitional stages of development. They may use rational numbers through 999,999, common fractions, whole number powers of tens, benchmark percents and decimals to thousandths. Students at this level may make reasonable estimates and evaluate reasonableness of solutions, analyzing the effect of the estimation method on the accuracy of the results. They may understand the meaning of the four operations, when to use each, and how they relate to each other. Students at this level may write suitable number sentences using properties of factors, multiples, primes, and composite numbers to solve problem situations. Students may collect, represent, and analyze data using pictographs, tally charts, line plots. They develop their ability to solve linear equations and may be able to solve multistep linear equations. They may be able to determine which values of a replacement set make the equation true. They may recognize and extend linear numeric patterns found in problem situations and graphs to specific cases and may write an explicit rule in words or symbols for finding the nth element.
Substantially Below Proficient - ALT	Students in **grade ten** who score in the Substantially Below Proficient – ALT range in Mathematics may be demonstrating skills in the Emergent and Beginning stages of development. They may understand that numbers represent quantities. They may use models and manipulatives to solve addition and subtraction problems using numbers up to 50. Students at this level may recall the sequence of numbers up to 199, may be able to "count all," and may be using a "counting on" approach. Students may extend numeric and non-numeric patterns.

Alternate Learning Progressions Assessment
On Alternate Achievement Standards

Science Achievement Level Descriptors for Grade 4

Students should always demonstrate their knowledge and skills using communication and performance methods (access tools) that are appropriately matched to their individual academic access needs. If appropriate communication and performance methods have been identified and effectively supported, then students with unique communication needs are clearly able to show what they know and what they can do in a very wide variety of ways. However, assessment conditions must always faithfully and accurately represent the ***academic concepts and the related skills*** *that are being tested. If faithful and accurate representation is not demonstrated in student performance, then assessment credit is not given for the performance.*

Proficient with Distinction - Alt	Students in **grade four** who score in the Proficient with Distinction-ALT range consistently demonstrate content in the Earth/Space or Life Science domains and their associated process skills at or above the Beginning stage of development. At this level, students are consistently investigating and constructing meaning by undertaking investigations and analyzing their experiences. They are exploring and developing questions about their surroundings and beginning to see similarities and differences. Students consistently explore, collect, sort, or classify objects. They consistently wonder and ask questions about their environment and carry out simple investigations (directed, guided, or open) based on questions that they generated or questions generated by peers or teachers. Students at this level use appropriate tools and begin to understand purpose of the tools. They consistently collect, represent, and interpret data. Students effectively communicate ideas and observations using a variety of media to teachers, peers, or students in other classes or schools.
Proficient - Alt	Students in **grade four** who score in the Proficient-ALT range consistently demonstrate content in the Earth/Space or Life Science domains and their associated process skills within the Emergent stage of development. At this level, students are consistently using their senses to explore the natural world in order to construct explanations of how things work. They have a consistent awareness of the world around them through interaction with concrete objects, materials, and living things in their immediate surroundings. Students at this level consistently play with, explore, collect, and sort common objects. They are likely to be wondering and asking questions about their immediate surroundings. Students are likely to carry out simple investigations using simple tools to collect information, and they demonstrate the ability to record their observations in pictures or words. They are consistently able to communicate their ideas and observations to teachers and/or peers.
Partially Proficient -Alt	Students in **grade four** who score in the Partially Proficient-ALT range inconsistently demonstrate content in the Earth/Space or Life Science domains and their associated process skills within the Emergent stage of development. At this level, students are inconsistently using their senses to explore the natural world in order to construct explanations of how things work. They have a fragmented or inconsistent awareness of the world around them through interaction with concrete objects, materials, and living things in their immediate surroundings. Students at this level sometimes play with, explore, collect, and sort common objects. They might wonder and ask questions about their immediate surroundings. Students may carry out simple investigations and inconsistently use simple tools to collect information. They are beginning to record their observations in pictures or words. They inconsistently communicate their ideas and observations to teachers and/or peers.
Substantially Below Proficient - Alt	Students in **grade four** who score in the Substantially Below Proficient-ALT range may not demonstrate any content knowledge in these content domains or in their associated process skills. Attempts to demonstrate science process skills at this level often show *little clear connection to science domain content* and may, at times, reflect very limited communication or other unsupported access needs.

Alternate Learning Progressions Assessment
On Alternate Achievement Standards

Science Achievement Level Descriptors for Grade 8

Students should always demonstrate their knowledge and skills using communication and performance methods (access tools) that are appropriately matched to their individual academic access needs. If appropriate communication and performance methods have been identified and effectively supported, then students with unique communication needs are clearly able to show what they know and can do in a very wide variety of ways. However, assessment conditions must always faithfully and accurately represent the ***academic concepts and the related skills*** *that are being tested. If faithful and accurate representation is not demonstrated in student performance, then assessment credit is not given for the performance.*

Proficient with Distinction - Alt	Students in **grade eight** who score in the Proficient with Distinction-ALT range are demonstrating content in the Earth/Space and Physical Science domains and their associated and process skills at or above the Transitional stage of development. They are beginning to construct new understandings and validate existing theories and explanations. These students are beginning to see that certain things (variables) need to be controlled in an investigation to make it a "fair test." Students are carrying out full or partial inquiries based on their own and/or peer- generated questions. They consistently question results of investigations when significant differences occur when peers undertake the same investigations. Students are able to determine how to design a "fair test" and can make and support claims with evidence. They begin to design methods to collect, record, and organize data and can often determine the most suitable format and tools to use to present claims and evidence. Students at this level are beginning to interact with peers to receive constructive feedback about experimental design and explanations presented. They consistently make meaning of their work using writing, labeled drawings, concept maps, or computer representations.
Proficient - Alt	Students in **grade eight** who score in the Proficient-ALT range consistently demonstrate content in the Earth/Space and Physical Science domains and their associated and process skills at the Beginning stage of development. At this level, students consistently investigate and construct meaning by undertaking investigations and analyzing their experiences. They are exploring and developing questions about their surroundings and are beginning to see similarities and differences that exist. Students consistently explore, collect, sort, or classify objects. They are likely to wonder and ask questions about their environment and carry out simple investigations (directed, guided, or open) based on questions that they generated or questions generated by peers or teachers. Students at this level use appropriate tools and begin to understand the purpose of the tools. They consistently collect, represent, and interpret data. Using a variety of media, students effectively communicate ideas and observations to teachers, peers, or students in other classes or schools.
Partially Proficient - Alt	Students in **grade eight** who score in the Partially Proficient-ALT range consistently demonstrate content in the Earth/Space and Physical Science domains and their associated and process skills within the Emergent stage of development. At this level, students consistently use their senses to explore the natural world in order to construct explanations of how things work. They have a consistent awareness of the world around them through interaction with concrete objects, materials, and living things in their immediate surroundings. Students at this level consistently play with, explore, collect, and sort common objects. They consistently wonder and ask questions about their immediate surroundings. Students are likely to carry out simple investigations using simple tools to collect information, and they demonstrate the ability to record their observations in pictures or words. They are consistently able to communicate their ideas and observations to teachers and/or peers.
Substantially Below Proficient - Alt	Students in **grade eight** who score in the Substantially Below Proficient-ALT range inconsistently demonstrate content in the Earth/Space and Physical Science domains and their associated and process skills within the Emergent stage of development. At this level, students inconsistently use their senses to explore the natural world in order to construct explanations of how things work. They have a fragmented or inconsistent awareness of the world around them through interaction with concrete objects, materials, and living things in their immediate surroundings. Students at this level sometimes play with, explore, collect, and sort common objects. They might wonder and ask questions about their immediate surroundings. Students may carry out simple investigations and inconsistently use simple tools to collect information. They are beginning to record their observations in pictures or words. They inconsistently communicate their ideas and observations to teachers and/or peers.

Alternate Learning Progressions Assessment
On Alternate Achievement Standards

Science Achievement Level Descriptors for Grade 11

Students should always demonstrate their knowledge and skills using communication and performance methods (access tools) that are appropriately matched to their individual academic access needs. If appropriate communication and performance methods have been identified and effectively supported, then students with unique communication needs are clearly able to show what they know and can do in a very wide variety of ways. However, assessment conditions must always faithfully and accurately represent the ***academic concepts and the related skills*** *that are being tested. If faithful and accurate representation is not demonstrated in student performance, then assessment credit is not given for the performance.*

Proficient With Distinction - Alt	Students in **grade eleven** who score in the Proficient with Distinction-ALT range are beginning to demonstrate content in the Life and Physical Science domains and their associated and process skills at the Intermediate or Advanced stages of development. They consistently demonstrate understanding of a "fair test" as a controlled experiment where they define the independent, dependent, and controlled variables. Students at this level consistently use varied technologies to refine collection, organization, and representation of science-related data in appropriate formats. They are able to state conclusions and support these with data. Within the context of Life and Physical Science content knowledge, students carry out full or partial inquiries based on their own self-generated questions. They identify independent and dependent variables and can designate how other variables will be controlled. They are able to give and receive constructive feedback about experimental design, conclusions stated, and explanations presented. Collaborating with peers or partners elsewhere, students at this level make meaning of their work using writing, labeled drawings, concept maps, summaries, computer representations, or other media.
Proficient - Alt	Students in **grade eleven** who score in the Proficient with Distinction-ALT range are demonstrating content in the Life and Physical Science domains and their associated and process skills at the Transitional stage of development. They are beginning to construct new understandings and validate existing theories and explanations. These students are beginning to see that certain things (variables) need to be controlled in an investigation to make it a "fair test." Students are carrying out full or partial inquiries based on their own and/or peer-generated questions. They consistently question results of investigations when if significant differences occur when peers undertake the same investigations. Students are able to determine how to design a "fair test" and can make and support claims with evidence. They begin to design methods to collect, record, and organize data and can often determine the most suitable format and tools to use to present claims and evidence. Students at this level are beginning to interact with peers to receive constructive feedback about experimental design and explanations presented. They consistently make meaning of their work using writing, labeled drawings, concept maps, or computer representations.
Partially Proficient - Alt	Students in **grade eleven** who score in the Partially Proficient-ALT range consistently demonstrate content in the Life and Physical Science domains and their associated process skills within the Beginning stage of development. At this level, students are consistently investigating and constructing meaning by undertaking investigations and analyzing their experiences. They are exploring and developing questions about their surroundings and beginning to see similarities and differences that exist. Students consistently explore, collect, sort, or classify objects. They are likely to wonder and ask questions about their environment and carry out simple investigations (directed, guided, or open) based on questions that they generated or questions generated by peers or teachers. Students at this level use appropriate tools and begin to understand purpose of the tools. They consistently collect, represent, and interpret data. Students effectively communicate ideas and observations using a variety of media to teachers, peers, or students in other classes or schools.
Substantially Below Proficient - Alt	Students in **grade eleven** who score in the Substantially Below Proficient-ALT range consistently demonstrate content in the Life and Physical Science domains and their associated and process skills within the Emergent stage of development. At this level, students consistently use their senses to explore the natural world in order to construct explanations of how things work. They have a consistent awareness of the world around them through interaction with concrete objects, materials, and living things in their immediate surroundings. Students at this level consistently play with, explore, collect, and sort common objects. They consistently wonder and ask questions about their immediate surroundings. Students are likely to carry out simple investigations using simple tools to collect information, and they demonstrate the ability to record their observations in pictures or words. They are consistently able to communicate their ideas and observations to teachers and/or peers.

APPENDIX D

STATE MEMORANDUM REGARDING TIMELY DISTRIBUTION OF STUDENT REPORTS

Virginia M. Barry, Ph.D.
Commissioner of Education
Tel. 603-271-3144

Paul Leather
Deputy Commissioner of Education
Tel. 603-271-3801

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
101 Pleasant Street
Concord, N.H. 03301
FAX 603-271-1953
Citizens Services Line 1-800-339-9900

Memorandum
September - 2013

To: The School Principal/Director
Subject: Timely Distribution to Parents of all NH ALPs Assessment Student Reports

Enclosed with this memorandum, are all student reports showing results for the 2012-2013 NH Alternate Learning Progressions (NH ALPs) Assessment that was administered during the 2012-2013 school year and submitted for scoring in May 2013 for all participating students from your school.

Student reports contain important information for parents and for teams to review and discuss together. This information is also time sensitive and must be distributed to parents in a timely manner. This letter is to notify you that the Department of Education requires that all student reports be delivered to parents as soon as possible after receipt by the school. It is expected that all parent reports shall be distributed to parents within one month of receipt by the school, or in any case, no later than November 1, 2013.

The 2012-2013 Test Report Interpretation Guide is now posted and available to download on the NH ALPs website and on the NH Department of Education's public reporting page at these locations:

www.measuredprogress.org/NHALPs
and
http://reporting.measuredprogress.org/nhprofile/

If you have any questions or would like more information, please contact:

New Hampshire Department of Education
Santina Thibedeau
Bureau of Special Education
State Director of Special Education
101 Pleasant St.
Concord, NH 03301
(603) 271-6693

Appendix E

Chart for Converting Challenge Level Scores to Achievement Level Categories

Chart for Converting
Total Content Area Challenge Level Scores
To
Achievement Level Judgment Categories

The chart below shows both the Achievement Level Categories and the Index point levels that apply when Adequate Yearly Progress accountability (AYP) is calculated for each content area. Index point values are assigned ONLY to the Reading and Mathematics Total Scores for group-based AYP reporting. Science and Writing Scores are not included in AYP group-based accountability.

NH-ALPs Assessment
Raw Score to Index Level Conversion Chart

Content	Grade	Substantially Below Proficient			Partially Proficient		Proficient	Proficient with Distinction
		Raw Scores at Index Level 0 (0 AYP index pts)	Index Level 1a (20 AYP index pts)	Index Level 1b (40 AYP index pts)	Index Level 2a (60 AYP index pts.)	Index Level 2b (80 AYP index pts)	Index Level 3 (100 AYP index pts)	Index Level 4 (100 AYP index pts)
Mathematics	2	0	0.01 - 1.19	1.20 - 1.38	1.39 - 1.48	1.49 - 1.57	1.58 - 2.67	≥ 2.68
Mathematics	3	0	0.01 - 0.95	0.96 - 1.57	1.58 - 1.88	1.89 - 2.19	2.20 - 2.87	≥ 2.88
Mathematics	4	0	0.01 - 0.97	0.98 - 1.72	1.73 - 2.10	2.11 - 2.47	2.48 - 3.20	≥ 3.21
Mathematics	5	0	0.01 - 1.21	1.22 - 1.94	1.95 - 2.31	2.32 - 2.67	2.68 - 3.35	≥ 3.36
Mathematics	6	0	0.01 - 1.23	1.24 - 2.00	2.01 - 2.39	2.40 - 2.77	2.78 - 3.46	≥ 3.47
Mathematics	7	0	0.01 - 1.31	1.32 - 2.09	2.10 - 2.48	2.49 - 2.87	2.88 - 3.62	≥ 3.63
Mathematics	10	0	0.01 - 1.83	1.84 - 2.40	2.41 - 2.69	2.70 - 2.97	2.98 - 3.78	≥ 3.79
Reading	2	0	0.01 - 0.67	0.68 - 1.05	1.06 - 1.24	1.25 - 1.43	1.44 - 2.19	≥ 2.20
Reading	3	0	0.01 - 0.59	0.60 - 1.29	1.30 - 1.64	1.65 - 1.99	2.00 - 2.59	≥ 2.60
Reading	4	0	0.01 - 0.92	0.93 - 1.64	1.65 - 2.00	2.01 - 2.36	2.37 - 2.99	≥ 3.00
Reading	5	0	0.01 - 1.39	1.40 - 2.00	2.01 - 2.31	2.32 - 2.61	2.62 - 3.39	≥ 3.40
Reading	6	0	0.01 - 1.58	1.59 - 2.26	2.27 - 2.60	2.61 - 2.94	2.95 - 3.79	≥ 3.80
Reading	7	0	0.01 - 1.89	1.90 - 2.59	2.60 - 2.94	2.95 - 3.29	3.30 - 4.19	≥ 4.20
Reading	10	0	0.01 - 2.22	2.23 - 2.96	2.97 - 3.33	3.34 - 3.70	3.71 - 4.59	≥ 4.60
Writing	4	0	0.01 - 0.39	0.40 - 1.19	1.20 - 1.59	1.60 - 1.99	2.00 - 2.79	≥ 2.80
Writing	7	0	0.01 - 0.89	0.90 - 1.69	1.70 - 2.09	2.10 - 2.49	2.50 - 3.29	≥ 3.30
Writing	10	0	0.01 - 1.19	1.20 - 2.19	2.20 - 2.69	2.70 - 3.19	3.20 - 3.99	≥ 4.00
Science	4	0	0.01 - 0.99	1.00 - 1.49	1.50 - 1.74	1.75 - 1.99	2.00 - 2.49	≥ 2.50
Science	8	0	0.01 - 1.49	1.50 - 1.99	2.00 - 2.24	2.25 - 2.49	2.50 - 2.99	≥ 3.00
Science	11	0	0.01 - 1.99	2.00 - 2.49	2.50 - 2.74	2.75 - 2.99	3.00 - 3.49	≥ 3.50

APPENDIX F

SAMPLE STUDENT REPORTS

SCHOOL VERSION

2013 New Hampshire State Assessment (NH ALPs)
Results For:
Tyler Olson
Grade 07
Demonstration School 4

Dear Educators,

This is a report of your student's results from the administration of the NH Alternate Learning Progressions Assessment (NH ALPs).

How are the scores calculated?

The *NH ALPs Student Report* shows the overall **Challenge Level Score** earned for each content area. A Challenge Level Score is the result when we apply a mathematical formula that converts the student's raw point score into a standardized score. This standardized score (called the Challenge Level Score) *maps directly to and identifies the highest location on the learning progressions where this student has shown some successful performance*. For each content area that was assessed under standard testing conditions, the student's total (composite) Challenge Level score for the content area is reported numerically along with the student's estimated "true" score range.

Estimated "True" Score Range: With the reported Challenge Level Score you'll also see an estimation of the range of scores the student would have earned if he or she had taken the test multiple times. This range is a statistical probability estimate calculated to adjust for normal measurement variation ("error noise") and indicates the most likely range within which the student's *true scor*e would fall if it was possible to remove all sources of measurement error noise. This is a standard error estimation procedure and results in a range of scores that, at the low end of the range, shows the student's observed score *minus* one standard error value, and at the upper end the range shows the student's observed score *plus* one standard error value.

Charting the Learning Progression Sub-Scores: For each content area the individual progression sub-scores, (that when averaged together equal the total composite Content Area Score), are charted for you graphically on the Challenge Level graph. This chart illustrates the approximate location in that learning progression where you will find the kinds of skills and knowledge the student has successfully demonstrated during this assessment. This location is the highest "Challenge Level" where the student demonstrated successful performance during this year's assessment. This score does NOT represent any student's "potential". This is a test of performance achievement. It is NOT a test of ability. A Challenge Level represents a certain stage in the learning path a student follows as his or her knowledge and skills are changing over time.

Using the Information in this Report: The report provides overall content area numeric scores, true score range estimates, and graphically shows you where your student's end of year observed performance is located within the Learning Progressions for each tested content area . It also shows the level of proficiency (group-based achievement level) this location represents, given the student's grade at the time of testing.

Using the Challenge Level Scores and the Charts: With the challenge level scores on your report and the estimated true score range (described earlier), you can find the location in the learning progressions that will provide concrete examples of the kinds of skills this student demonstrated this year in the assessment. The skills shown by your student will be at about the same level of complexity as the standards at that location in the progression.
You will find the demonstrated skills in the learning progression located at the *same relative location in the progression that they are shown in the graph*. For example, if the Challenge Level Score is located at about ¾ the height of the beginning challenge level, then, *on the progression itself*, you will find the corresponding range of academic performance skills at about ¾ of the way up the actual standards of the learning progression at the same challenge level. The skill location is a *direct match* between the Challenge Level chart, the estimated true score range, and the actual progression standards. This is good to know when you are meeting with parents and want to discuss current performance and possibilities for instructional plans and next steps going forward. You can literally point at the charted scores, then point at the same relative location in the progression itself.

Some suggestions for team discussion and reflection: You might review the academic challenge levels your student attempted in each content area assessed. Are these challenge levels well matched to his or her current needs and abilities? Do you see identifiable areas of strength and areas of challenge? Review the student's video work-samples and observe the ways he or she is supported to communicate effectively in the classroom and use academic materials. Reflect on the comment annotations from the scorers. Observe and review how the student is authoring his or her own academic work. As a team, consider additional ways to build on this student's strengths in every way possible. The student's team can track the student's growth within the academic Learning Progressions to show where and how the student is functioning within them. Reviewing the students test results and full set of work samples will help your team understand the student's current academic strengths and needs.

Reading Challenge Level Report

Literary Text

Literary text encompasses any fictional texts. It is often associated with storytelling. Literary text may also include personal narratives, a piece of reflective writing or poems.

Reading Skills

Students in the stage of emergent literacy are discovering basic concepts about print. Presented with literary text at this level, emergent readers may be demonstrating some of the following reading behaviors:

- Distinguishing front/back or beginning/end of the book and turning pages
- Differentiating between print and pictures
- Showing awareness that print carries a message, and starting to track the text on the page
- Recognizing some names, letter, and some common sight words
- Starting to apply letter and sound relationships
- Using information from pictures to make connections
- Beginning to read signs and labels
- Answering simple questions about the story

Informational Text

Informational text is classified as non-fiction text. It includes texts that provide facts, ideas, and/or principles that are related to the physical, biological or social world.

Reading Skills

Students in the stage of emergent literacy are discovering basic concepts about print. Presented with informational text at this level, emergent readers may be demonstrating some of the following reading behaviors:

- Distinguishing front/back or beginning/end of the book and turning pages
- Differentiating between print and pictures
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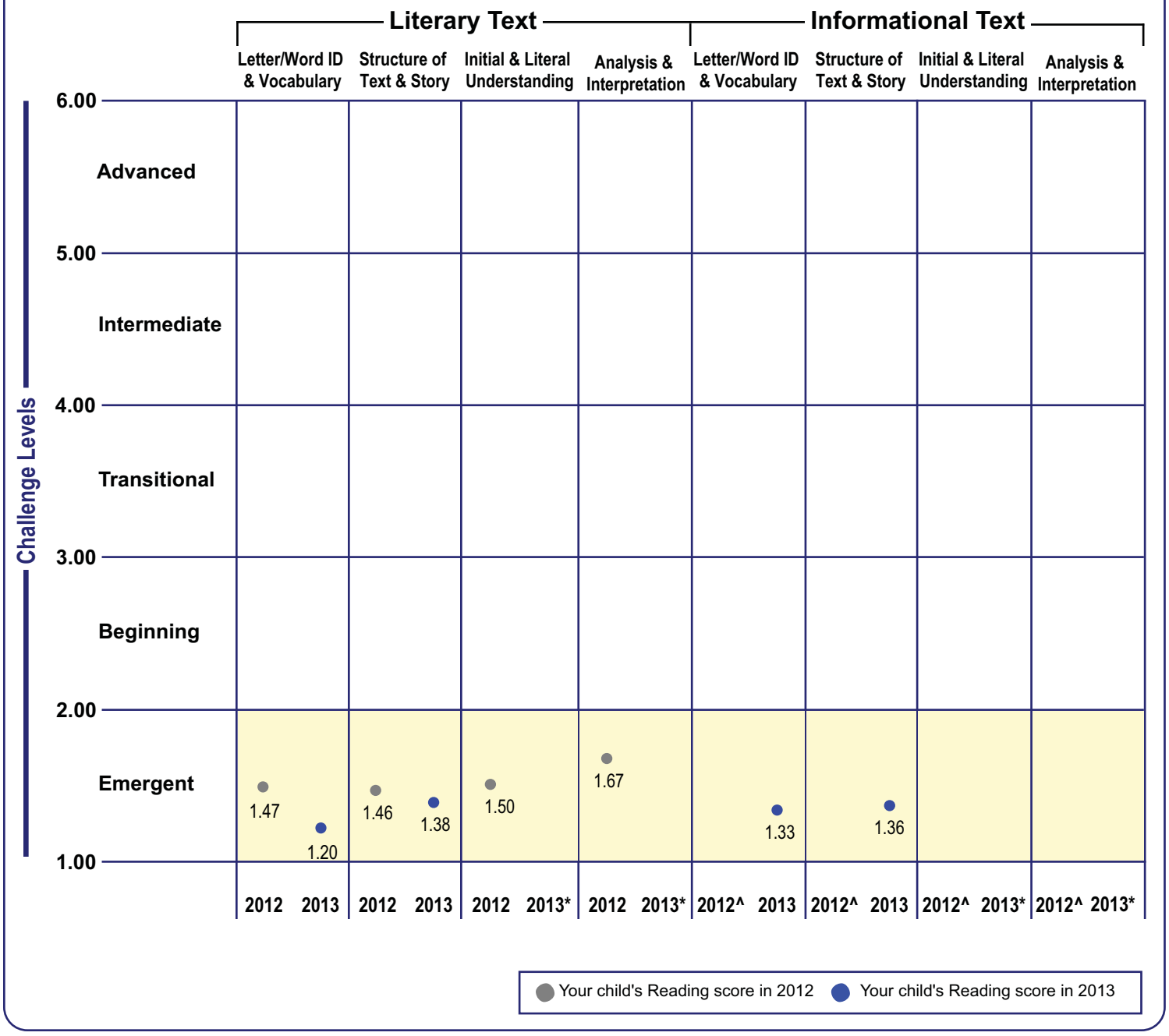
- Recognizing some names, letter, and some common sight words
- Starting to apply letter and sound relationships
- Using information from pictures or diagrams to make connections
- Beginning to read signs and labels
- Identifying basic facts presented in the text

Reading Performance



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The symbol * means that this section of the content area was tested, but performance evidence was found by the scorer to be "not demonstrated". For more information, please contact your child's teacher.

The symbol ^ means that required evidence was not submitted for this part of the test or that video performance evidence could not be opened or viewed. For one of these reasons it could not be scored. Please see your child's teacher for more information.

Writing Challenge Level Report

Expressive

Expressive Writing is writing that tells a story, or recounts a personal experience. It may be structured as a narrative, a reflective piece of writing, or as a poem.

Writing Skills

Within this genre of writing, students who are emergent writers may demonstrate some of the following expressive writing skills, either through actual writing or through oral communication

- Using specific words to share thoughts and ideas, feelings, senses, or experiences
- Creating characters with words and/or pictures
- Using a structure to create a story with pictures and/or words
- Selecting or listing facts to create a story or recount an experience

Recognizing and Applying Structures of Language

At the emergent level, students will recognize and apply the following structures of language to their expressive writing

- Keyboarding or scribbling for the purpose of communicating
- Understanding that there is a relationship between words in a sentence, that sentences are made up of words that travel from left to right and top to bottom across the page, with spaces in between each word.
- Demonstrating understanding that words are made up of upper and/or lower case letters that have corresponding sounds

Informational

Informational Writing is writing that includes facts for the purpose of informing the audience, including persuasive, reports, and procedures.

Writing Skills

Within this genre of writing, students who are emergent writers may demonstrate some of the following informational writing skills, either through actual writing or through oral communication

- Naming or labeling objects or pictures
- Selecting or listing facts and/or pictures to represent facts, information and details about a topic
- Sorting or classifying facts through the use of an organizer
- Listing steps in a procedure in logical order

Recognizing and Applying Structures of Language

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Response to Text

Response to Text Writing is writing done specifically to reflect upon, respond to, or analyze the format of another piece of writing or text.

Writing Skills

Within this genre of writing, students who are emergent writers may demonstrate some of the following response to text writing skills, either through actual writing or through oral communication

- Using prior knowledge or references to text to respond to questions
- Demonstrating basic understanding of the text through pictures, words, sentences, or some combination
- Selecting or listing facts about what they have read
- Organizing their response to the text using an organizer

Recognizing and Applying Structures of Language

At the emergent level, students will recognize and apply the following structures of language to their response to text writing

- Keyboarding or scribbling for the purpose of communicating
- Understanding that there is a relationship between words in a sentence, that sentences are made up of words that travel from left to right and top to bottom across the page, with spaces in between each word.
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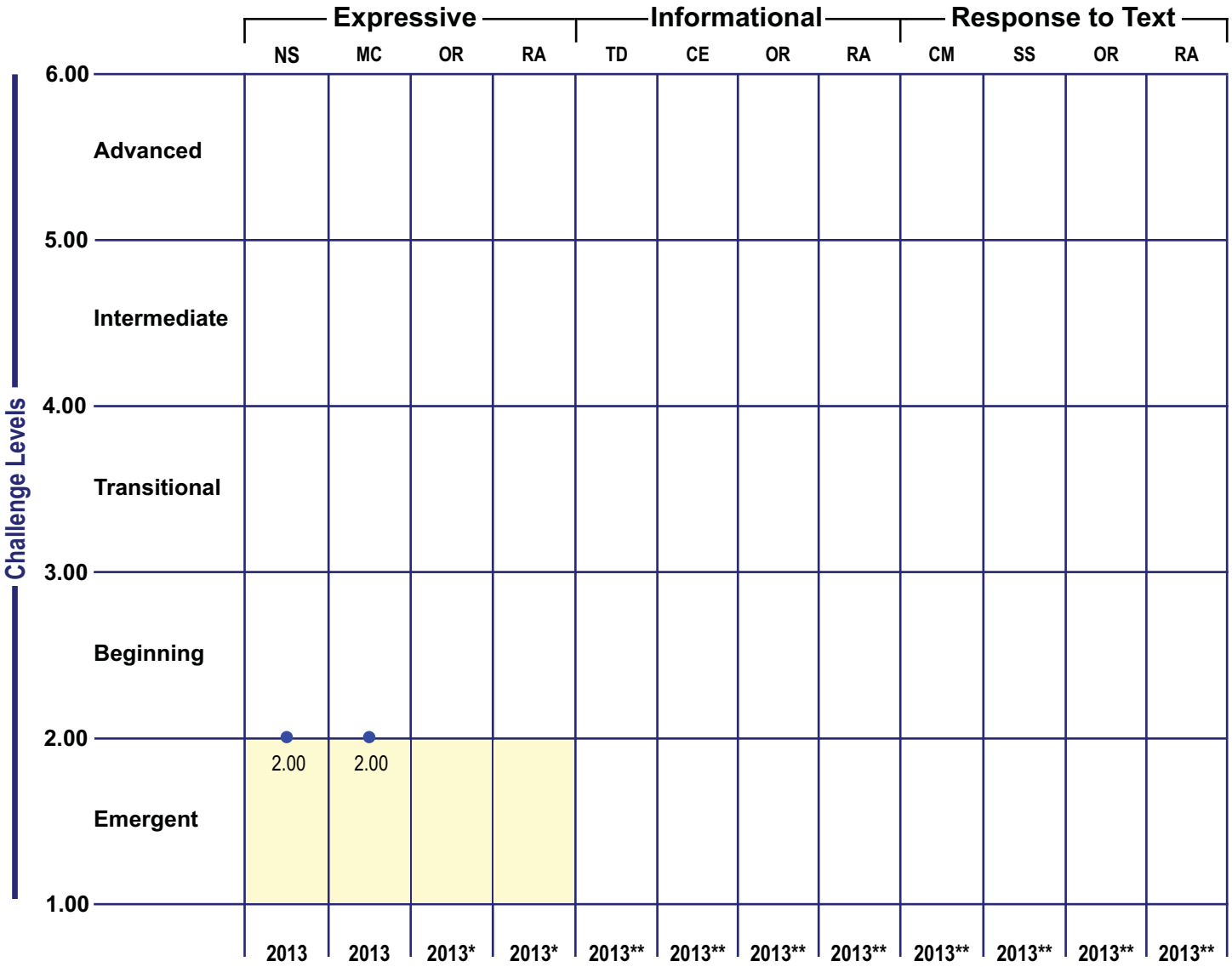
Writing Performance



Column Legend:

Expressive
- NS = Narrative Story
- MS = Making Connections
- OR = Organization
- RA = Recognizing & Applying Structures Of Language

Informational
- TD = Topic Development
- CE = Conveying Information & Extending Ideas
- OR = Organization
- RA = Recognizing & Applying Structures Of Language

Response to Text
- CM = Connecting Ideas & Making Inferences
- SS = Stating/Supporting Focus
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- RA = Recognizing & Applying Structures Of Language

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Mathematics Challenge Level Report

Rational Numbers

The overarching idea for Understanding Rational Numbers is the "need for quantification to organize the world." This includes understanding relative size, recognition of numerical patterns, and the ability to use numbers to represent quantifiable attributes of real world objects.

Mathematics Rational Numbers Skills

Students at the emergent level of Rational Numbers may demonstrate understanding by:

- recalling the sequence of number names ranging from 1 - 20 and using number names to count
- comparing different collections based on magnitude (bigger, smaller, same)
- sharing a quantity of up to 20 objects evenly

Operations

The focus of Solving Problems with Operations is the use of mathematical operations in problem solving situations. In order to quantify the world, students need to "operate" on numbers used to represent quantities and attributes of real-word objects. Students need to develop quantitative reasoning, understand the meaning of mathematical operations, use mathematical computations that are efficient an accurate, perform mental arithmetic, apply estimation strategies, and judge the reasonableness of solutions.

Mathematics Operations Skills

At the emergent level of Solving Problems with Operations students may demonstrate understanding of mathematical operations by:

- estimating the number of objects in a set
- using objects or pictures to solve number stories that may include numbers from 0 - 20, part-part-whole relationships, and/ or joining actions

Equality

The focus of Equality is to develop a conceptual understanding of equality. It includes different ways the equal sign is used in K - 12 mathematics, including conditional and definitional equality, and identically equivalent expressions. Students' notions of equality and equivalence, as well as their understanding of the relationships between operations and their inverses, are related to simplifying expressions and solving equations.

Mathematics Equality Skills

Students at the emergent level of Equality may demonstrate understanding by:

- comparing, combining and/or decomposing groups of objects and materials
- describing quantities of groups as same/not the same, more than/less than/the same in value

Patterns & Change

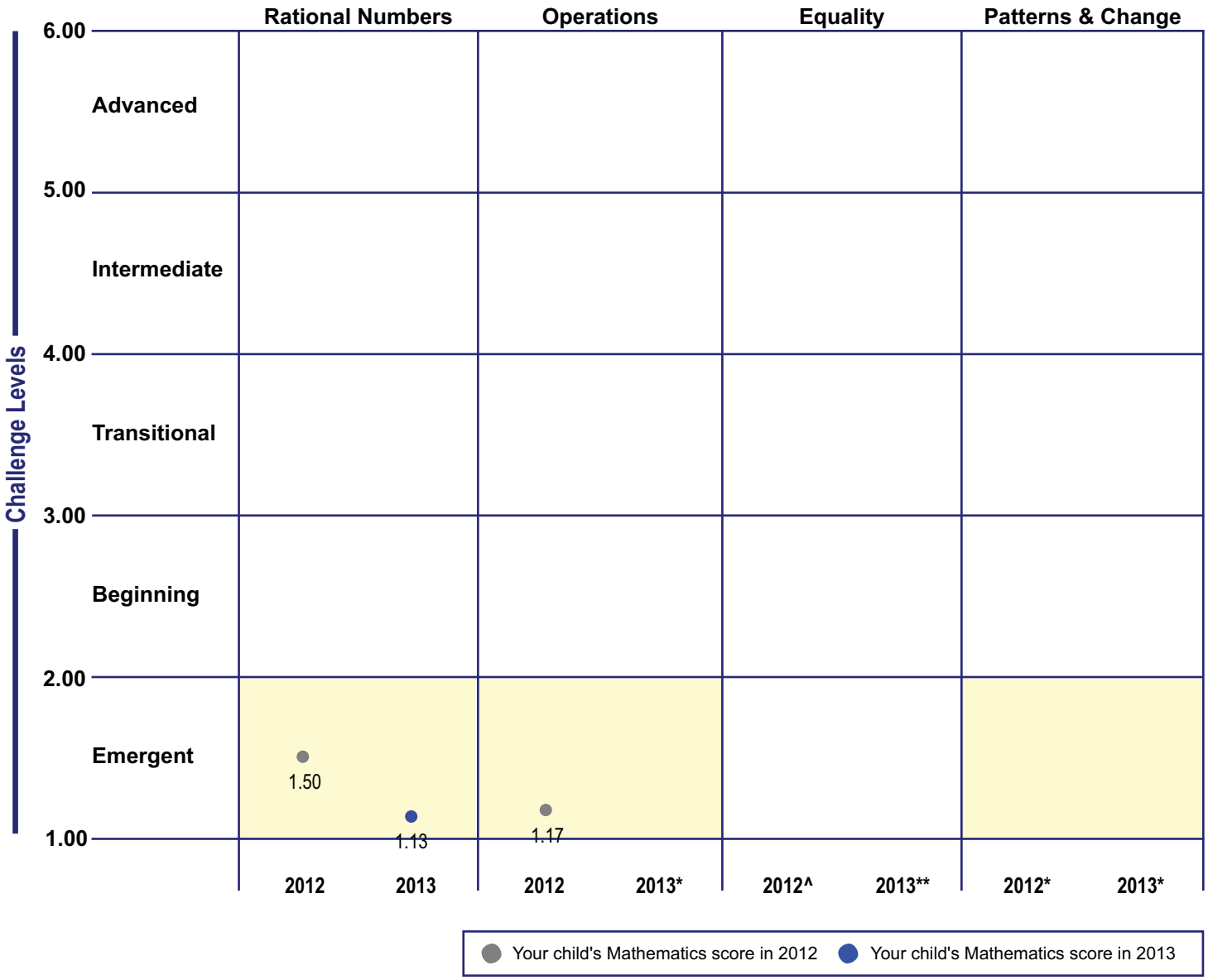
The focus of Patterns and Change is identifying, extending and generalizing a variety of patterns. Students should recognize and describe patterns represented in a variety of mathematical models. These types of models allow student to interpret and predict the behavior of real world phenomenon and change. In addition students need to describe and interpret different types and rates of change.

Mathematics Patterns and Change Skills

Students in the emergent level of Patterns and Change will demonstrate understanding by:

- duplicating, extending, and/or translating patterns
- recognizing repeating patterns of shapes, sounds/movements, color/textures, and letters

Mathematics Performance



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Achievement Level Report

Reading

Your child's reading score was **1.16**. If your child took the test multiple times, his/her probable range of scores would be **1.06-1.26.**

Substantially Below Proficient-ALT

Students in grade seven participating in the NH ALPs assessment who score Substantially Below Proficient-ALT consistently demonstrate skills at the Beginning level of reading or below. Students at this level may use knowledge of letter sounds, together with the meaning and structure of language, to make sense of and read words. These students may also activate background knowledge and experience to help them make meaning from text. They are often starting to use punctuation to guide phrasing and recognize many high-frequency words.

Writing

Your child's writing score was **0.50**. If your child took the test multiple times, his/her probable range of scores would be **0.43-0.57.**

Substantially Below Proficient-ALT

Students in grade seven who score at the Substantially Below Proficient-ALT level may demonstrate some writing skills within the Emergent level. Writers at this level may use specific pictures, letters, and/or words (including oral or signed language) to express ideas, feelings, senses, or experiences, and they understand that a relationship exists between words and their order. They may be able to select or list facts orally or by using pictures. Their writing performance reflects an emergent understanding that letters have sounds that can make words that represent meaning. Students at this level may be starting to apply directionality in their writing but may do so inconsistently. They may be able to trace or copy letters and may be able to distinguish between upper- and lowercase letters. Other students at this level are working well below these levels.

Mathematics

Your child's mathematics score was **0.78**. If your child took the test multiple times, his/her probable range of scores would be **0.70-0.86.**

Substantially Below Proficient-ALT

Students in grade seven who score in the Substantially Below Proficient-ALT range in Mathematics may be demonstrating skills in the Emergent and early Beginning stages of development. They may understand that numbers represent quantities. They may use models and manipulatives to solve addition and subtraction problems using numbers up to 30. Students at this level may recall the sequence of numbers up to 100, may be able to “count all,” and may be using a “counting on” approach.

For more helpful information interpreting your child's score, see the graph page of the report and the 2012-2013 NH ALPs Test Report Interpretation Guide.

Assessment Review Comments

Reading

Literary Text

Student did not demonstrate standard(s), as written, in identified Progression or sub-progression.

Reading score earned reflects limited distribution of skill performance (two or fewer progressions shown) and does not reflect an integrated reading process, impacting score.

Informational Text

Student did not demonstrate standard(s), as written, in identified Progression or sub-progression.

Reading score earned reflects limited distribution of skill performance (two or fewer progressions shown) and does not reflect an integrated reading process, impacting score.

Writing

Expressive

Student did not demonstrate standard(s), as written, in identified Progression or sub-progression.

Informational

Performance task evidence provided, as shown by student work sample, does not match content progression. (i.e.: Required Reading text type was not submitted, required Writing genre not submitted, required Mathematics progression not submitted, or required Science domain not submitted).

Response to Text

Performance task evidence provided, as shown by student work sample, does not match content progression. (i.e.: Required Reading text type was not submitted, required Writing genre not submitted, required Mathematics progression not submitted, or require

Mathematics

Rational Numbers

No comments

Operations

Student did not demonstrate standard(s), as written, in identified Progression or sub-progression.

Equality

Challenge Level and/or Sub-Level was not identified.

Patterns & Change

Student did not demonstrate standard(s), as written, in identified Progression or sub-progression.

2013 New Hampshire State Assessment (NH ALPs)
Results For:
Joshua Hufford
Grade 04
Demonstration School 5

Dear Educators,

This is a report of your student's results from the administration of the NH Alternate Learning Progressions Assessment (NH ALPs).

How are the scores calculated?

The *NH ALPs Student Report* shows the overall **Challenge Level Score** earned for each content area. A Challenge Level Score is the result when we apply a mathematical formula that converts the student's raw point score into a standardized score. This standardized score (called the Challenge Level Score) *maps directly to and identifies the highest location on the learning progressions where this student has shown some successful performance*. For each content area that was assessed under standard testing conditions, the student's total (composite) Challenge Level score for the content area is reported numerically along with the student's estimated "true" score range.

Estimated "True" Score Range: With the reported Challenge Level Score you'll also see an estimation of the range of scores the student would have earned if he or she had taken the test multiple times. This range is a statistical probability estimate calculated to adjust for normal measurement variation ("error noise") and indicates the most likely range within which the student's *true scor*e would fall if it was possible to remove all sources of measurement error noise. This is a standard error estimation procedure and results in a range of scores that, at the low end of the range, shows the student's observed score *minus* one standard error value, and at the upper end the range shows the student's observed score *plus* one standard error value.

Charting the Learning Progression Sub-Scores: For each content area the individual progression sub-scores, (that when averaged together equal the total composite Content Area Score), are charted for you graphically on the Challenge Level graph. This chart illustrates the approximate location in that learning progression where you will find the kinds of skills and knowledge the student has successfully demonstrated during this assessment. This location is the highest "Challenge Level" where the student demonstrated successful performance during this year's assessment. This score does NOT represent any student's "potential". This is a test of performance achievement. It is NOT a test of ability. A Challenge Level represents a certain stage in the learning path a student follows as his or her knowledge and skills are changing over time.

Using the Information in this Report: The report provides overall content area numeric scores, true score range estimates, and graphically shows you where your student's end of year observed performance is located within the Learning Progressions for each tested content area . It also shows the level of proficiency (group-based achievement level) this location represents, given the student's grade at the time of testing.

Using the Challenge Level Scores and the Charts: With the challenge level scores on your report and the estimated true score range (described earlier), you can find the location in the learning progressions that will provide concrete examples of the kinds of skills this student demonstrated this year in the assessment. The skills shown by your student will be at about the same level of complexity as the standards at that location in the progression.
You will find the demonstrated skills in the learning progression located at the *same relative location in the progression that they are shown in the graph*. For example, if the Challenge Level Score is located at about ¾ the height of the beginning challenge level, then, *on the progression itself*, you will find the corresponding range of academic performance skills at about ¾ of the way up the actual standards of the learning progression at the same challenge level. The skill location is a *direct match* between the Challenge Level chart, the estimated true score range, and the actual progression standards. This is good to know when you are meeting with parents and want to discuss current performance and possibilities for instructional plans and next steps going forward. You can literally point at the charted scores, then point at the same relative location in the progression itself.

Some suggestions for team discussion and reflection: You might review the academic challenge levels your student attempted in each content area assessed. Are these challenge levels well matched to his or her current needs and abilities? Do you see identifiable areas of strength and areas of challenge? Review the student's video work-samples and observe the ways he or she is supported to communicate effectively in the classroom and use academic materials. Reflect on the comment annotations from the scorers. Observe and review how the student is authoring his or her own academic work. As a team, consider additional ways to build on this student's strengths in every way possible. The student's team can track the student's growth within the academic Learning Progressions to show where and how the student is functioning within them. Reviewing the students test results and full set of work samples will help your team understand the student's current academic strengths and needs.

Reading Challenge Level Report

Literary Text

Literary text encompasses any fictional texts. It is often associated with storytelling. Literary text may also include personal narratives, a piece of reflective writing or poems.

Reading Skills

Students in the stage of emergent literacy are discovering basic concepts about print. Presented with literary text at this level, emergent readers may be demonstrating some of the following reading behaviors:

- Distinguishing front/back or beginning/end of the book and turning pages
- Differentiating between print and pictures
- Showing awareness that print carries a message, and starting to track the text on the page
- Recognizing some names, letter, and some common sight words
- Starting to apply letter and sound relationships
- Using information from pictures to make connections
- Beginning to read signs and labels
- Answering simple questions about the story

Informational Text

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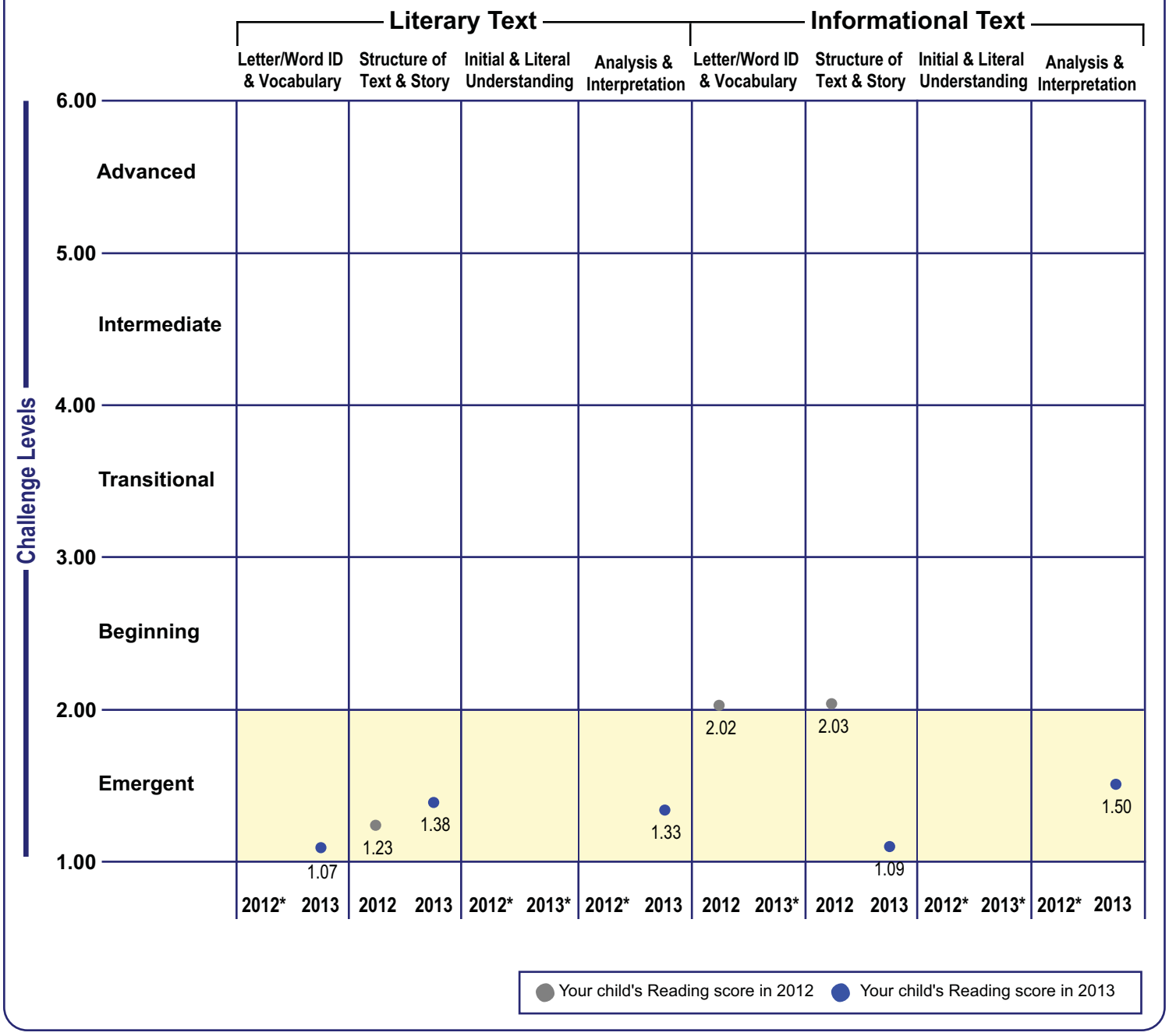
- Starting to apply letter and sound relationships
- Using information from pictures or diagrams to make connections
- Beginning to read signs and labels
- Identifying basic facts presented in the text

Reading Performance



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Writing Challenge Level Report

Expressive

Expressive Writing is writing that tells a story, or recounts a personal experience. It may be structured as a narrative, a reflective piece of writing, or as a poem.

Writing Skills

Within this genre of writing, students who are emergent writers may demonstrate some of the following expressive writing skills, either through actual writing or through oral communication

- Using specific words to share thoughts and ideas, feelings, senses, or experiences
- Creating characters with words and/or pictures
- Using a structure to create a story with pictures and/or words
- Selecting or listing facts to create a story or recount an experience

Recognizing and Applying Structures of Language

At the emergent level, students will recognize and apply the following structures of language to their expressive writing

- Keyboarding or scribbling for the purpose of communicating
- Understanding that there is a relationship between words in a sentence, that sentences are made up of words that travel from left to right and top to bottom across the page, with spaces in between each word.
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Writing Skills

Within this genre of writing, students who are emergent writers may demonstrate some of the following response to text writing skills, either through actual writing or through oral communication

- Using prior knowledge or references to text to respond to questions
- Demonstrating basic understanding of the text through pictures, words, sentences, or some combination
- Selecting or listing facts about what they have read
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At the emergent level, students will recognize and apply the following structures of language to their response to text writing

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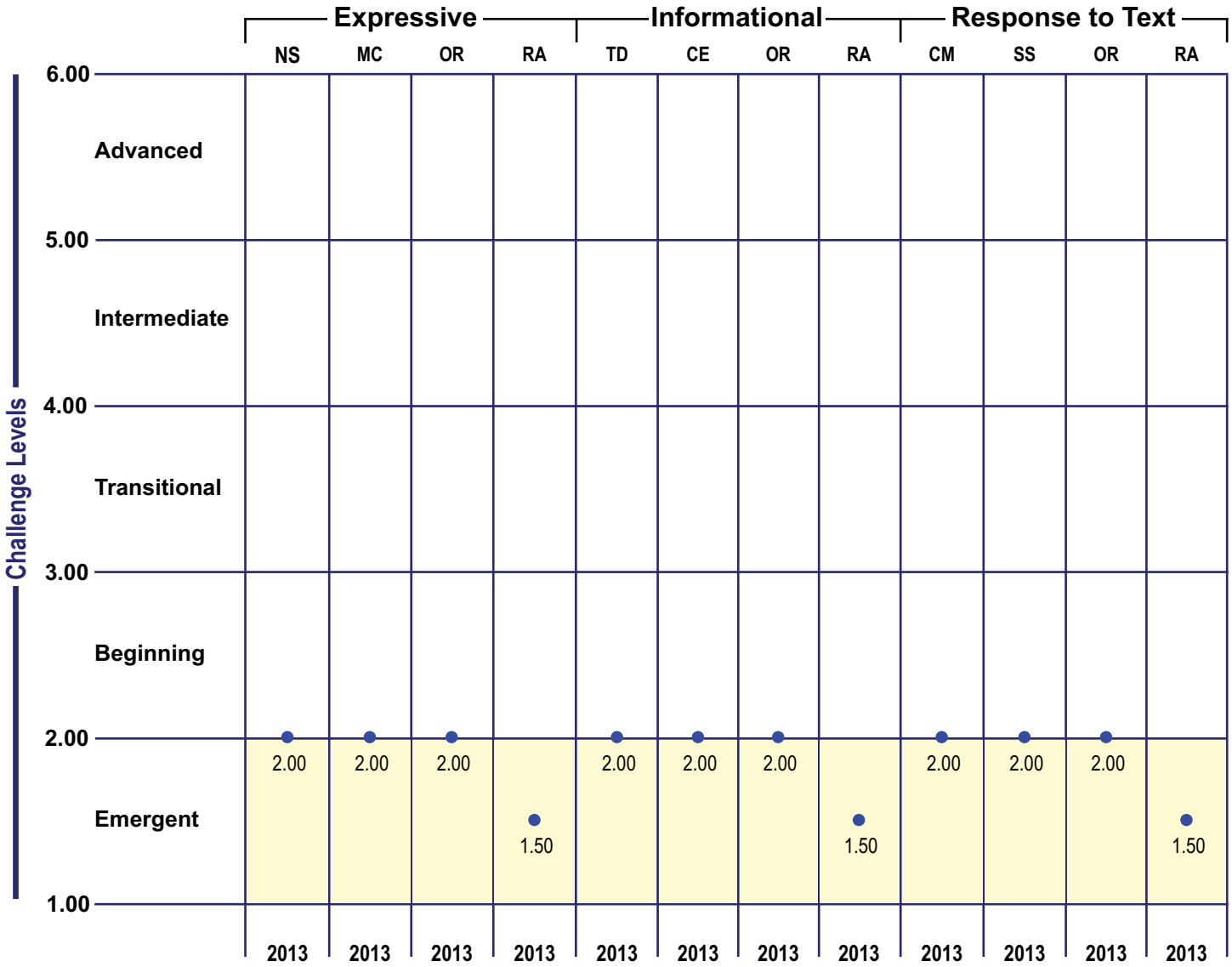

Column Legend:

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- RA = Recognizing & Applying Structures Of Language

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This content area assessment was not required last year. Therefore only the current year scores are reported.

Rational Numbers

The overarching idea for Understanding Rational Numbers is the "need for quantification to organize the world." This includes understanding relative size, recognition of numerical patterns, and the ability to use numbers to represent quantifiable attributes of real world objects.

Mathematics Rational Numbers Skills

Students at the emergent level of Rational Numbers may demonstrate understanding by:

- recalling the sequence of number names ranging from 1 - 20 and using number names to count
- comparing different collections based on magnitude (bigger, smaller, same)
- sharing a quantity of up to 20 objects evenly

Operations

The focus of Solving Problems with Operations is the use of mathematical operations in problem solving situations. In order to quantify the world, students need to "operate" on numbers used to represent quantities and attributes of real-word objects. Students need to develop quantitative reasoning, understand the meaning of mathematical operations, use mathematical computations that are efficient an accurate, perform mental arithmetic, apply estimation strategies, and judge the reasonableness of solutions.

Mathematics Operations Skills

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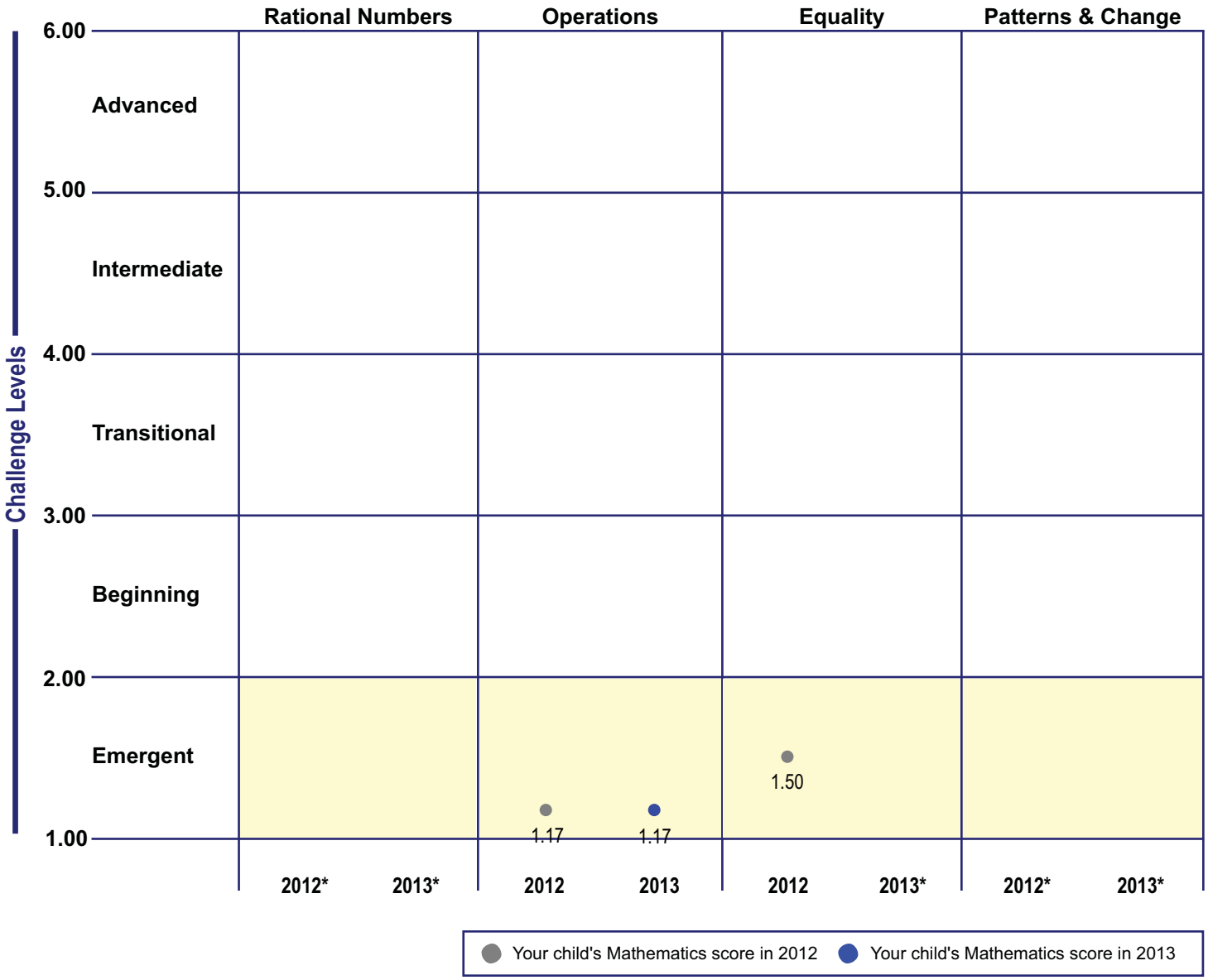
Mathematics Performance



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Science Challenge Level Report

Earth-Space Science

Earth Space Science content is focused on atmosphere and weather, earth materials, processes and rate of change, and space science.

Content

Students at the emergent level use their senses to explore the natural world in order to construct explanations of how things work. They develop awareness of the world around them through interaction with concrete objects, materials, and living things in their immediate surroundings. At the emergent level a student may demonstrate understanding of any one of the content standards by:

- recognizing weather conditions and patterns
- recognizing that rocks, soils, and water can be found on the Earth's surface
- classify and organize rocks and/or minerals using observable properties
- recognizing that the sun is a star that provides heat and light to the Earth

Process Skills

Process Skill standards are focused on the tools, technology, and ways the student may demonstrate the content standard. At the emergent level students may use process skill standards that focus on:

- making, recording and communicating observations about their surroundings, materials, patterns, and/or changes in objects
- sorting and classifying objects, materials or events
- following a procedure

Life Science

Life Science content is focused on the structure and function of living things, health, classification and organization, ecology, and processes and rate of change.

Content

Students at the emergent level use their senses to explore the natural world in order to construct explanations of how things work. They develop awareness of the world around them through interaction with concrete objects, materials, and living things in their immediate surroundings. At the emergent level a student may demonstrate understanding of any one of the content standards by:

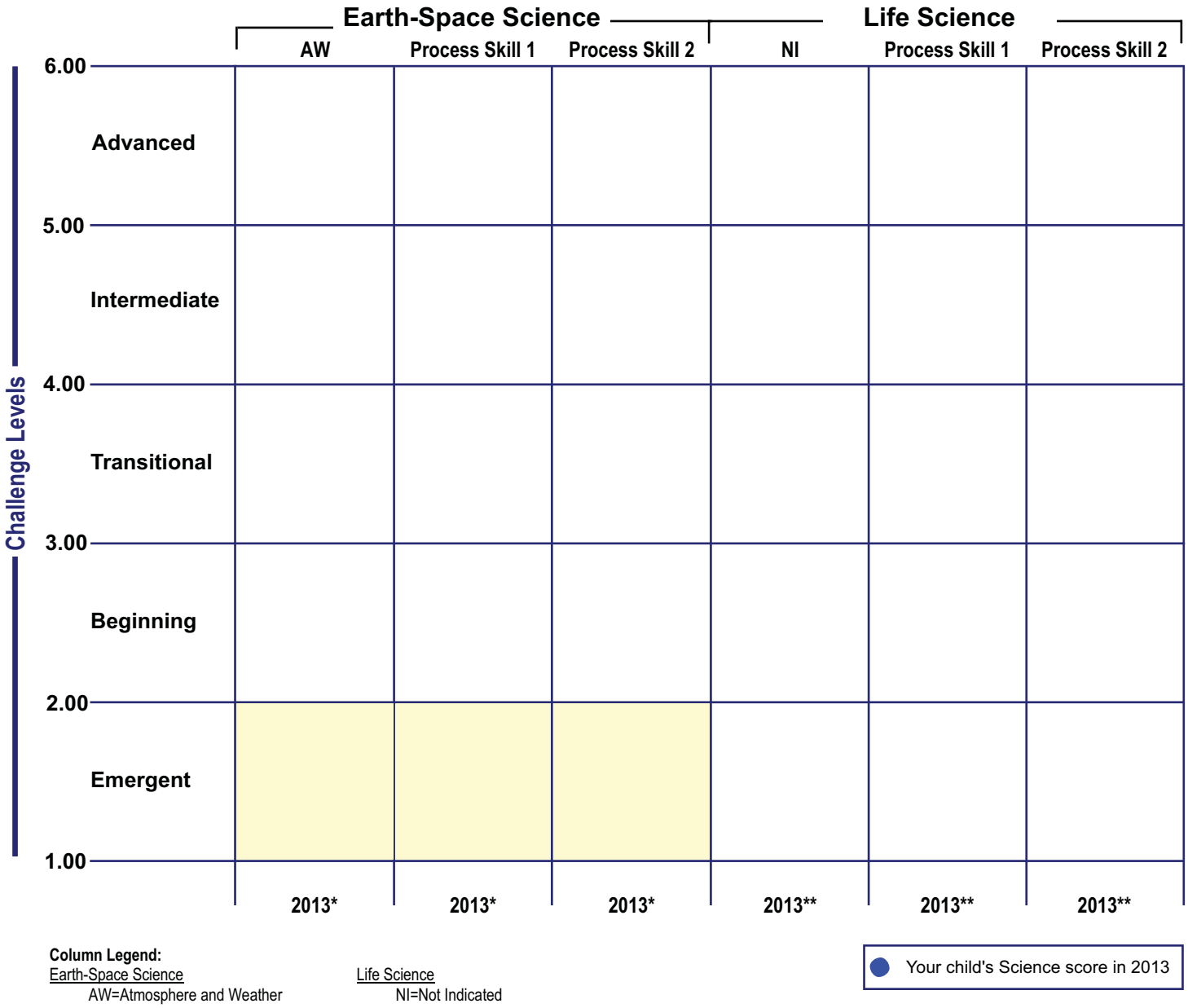
- recognizing features of plants and animals that help them survive or carry out life functions
- identifying sense organs and how they are used to warn an individual about danger
- recognizing that personal hygiene habits, proper nutrition, rest, and good diet are factors in maintaining good health
- recognizing symptoms of common illnesses and how they may be spread
- recognizing similarities and differences in living and nonliving things and/or plants and animals
- recognizing that living things need resources to survive and that specific types of habitats and environments are required to support plant and/or animal life
- recognizing that living things have a life cycle
- recognizing that plants and animals have similarities and differences in behavior and appearance and that changes in appearance may occur when seasons change

Process Skills

Process Skill standards are focused on the tools, technology, and ways the student may demonstrate the content standard. At the emergent level students may use process skill standards that focus on:

- making, recording and communicating observations about their surroundings, materials, patterns, and/or changes in objects
- sorting and classifying objects, materials or events
- following a procedure

Science Performance



For each progression, the yellow shading on the graph indicates the Challenge Level (or location) or the standards that your child **attempted** to demonstrate. For each learning progression assessed under standard testing conditions, you will see a score charted on the graph above indicating the Challenge Level at which your child has **successfully demonstrated** academic knowledge and skills.

This content area assessment was not required last year. Therefore only the current year scores are reported.

The symbol * means that this section of the content area was tested, but performance evidence was found by the scorer to be "not demonstrated". For more information, please contact your child's teacher.

The symbol ** means that this section of the content area was tested but performance evidence was found by the scorer to be "Non-Comparable." Non-Comparable means that evidence submitted for this part of the test did not match the content standards that this part of the test was intended to measure, or accessibility information required for scoring was not available. For one of these reasons it could not be scored. Please see your child's teacher for more information.

Reading

Your child's reading score was **1.17**. If your child took the test multiple times, his/her probable range of scores would be **1.07-1.27.**

Substantially Below Proficient-ALT

Students in grade four participating in the NH ALPs assessment who score Substantially Below Proficient-ALT demonstrate most skills at the Emergent level of reading or below. These students may consistently attempt to read Emergent level texts. They are often beginning to demonstrate awareness that one spoken word matches one printed word. They may recognize names, letters, and some high-frequency words as they engage with literary and informational text. They are starting to use strategies to unlock meaning, monitor their reading, and make connections to text.

Writing

Your child's writing score was **1.88**. If your child took the test multiple times, his/her probable range of scores would be **1.77-1.99.**

Partially Proficient-ALT

Students in grade four who score at the Partially Proficient-ALT level demonstrate some early Emergent level writing skills. Students at this level use specific pictures, letters, and/or words (including oral or signed language) to express ideas, feelings, senses, or experiences. They communicate an understanding that a relationship exists between words and their order. They may be able to select or list facts orally or by using pictures. Their writing performance reflects an emergent understanding that letters have sounds that can make words that represent meaning. Students at this level are beginning to apply directionality in their writing, although it may be inconsistent. They may be able to trace or copy letters, and they may be able to distinguish between upper- and lowercase letters.

Mathematics

Your child's mathematics score was **1.04**. If your child took the test multiple times, his/her probable range of scores would be **0.95-1.13.**

Substantially Below Proficient-ALT

Students in grade four who score Substantially Below Proficient-ALT in Mathematics demonstrate skills in the Emergent stage of development. They recognize that numbers may be used to signify quantities, and they may start to use one-to-one relations to share and count to 10. Students at this level are starting to sort and classify objects by various attributes and to compare objects to determine same/different or bigger/smaller. They are starting to join collections of objects by “counting all.”

Science

Your child's science score was **0.50**. If your child took the test multiple times, his/her probable range of scores would be **0.43-0.57.**

Substantially Below Proficient-ALT

Students in grade four who score in the Substantially Below Proficient-ALT range may not demonstrate any content knowledge in these content domains or in their associated process skills. Attempts to demonstrate science process skills at this level often show little clear connection to science domain content and may, at times, reflect very limited communication or other unsupported access needs.

For more helpful information interpreting your child's score, see the graph page of the report and the 2012-2013 NH ALPs Test Report Interpretation Guide.

Assessment Review Comments

Reading

Literary Text

No comments

Informational Text

Directive prompts prevented observation of student authorship.

Reading score earned reflects limited distribution of skill performance (two or fewer progressions shown) and does not reflect an integrated reading process, impacting score.

Writing

Expressive

Student did not demonstrate standard(s), as written, in identified Progression or sub-progression.

Informational

Student did not demonstrate standard(s), as written, in identified Progression or sub-progression.

Response to Text

Student did not demonstrate standard(s), as written, in identified Progression or sub-progression.

Mathematics

Rational Numbers

Student did not demonstrate standard(s), as written, in identified Progression or sub-progression.

Directive prompts prevented observation of student authorship.

Operations

Directive prompts impacted observation of student authorship.

Equality

Student did not demonstrate standard(s), as written, in identified Progression or sub-progression.

Patterns & Change

Student did not demonstrate standard(s), as written, in identified Progression or sub-progression.

Science

Earth-Space Science

Student did not demonstrate standard(s), as written, in identified Progression or sub-progression.

Directive prompts impacted observation of student authorship.

Life Science

Challenge Level and/or Sub-Level was not identified.

2013 New Hampshire State Assessment (NH ALPs)
Results For:
Ashley S Mills
Grade 05
Demonstration School 5

Dear Educators,

This is a report of your student's results from the administration of the NH Alternate Learning Progressions Assessment (NH ALPs).

How are the scores calculated?

The *NH ALPs Student Report* shows the overall **Challenge Level Score** earned for each content area. A Challenge Level Score is the result when we apply a mathematical formula that converts the student's raw point score into a standardized score. This standardized score (called the Challenge Level Score) *maps directly to and identifies the highest location on the learning progressions where this student has shown some successful performance*. For each content area that was assessed under standard testing conditions, the student's total (composite) Challenge Level score for the content area is reported numerically along with the student's estimated "true" score range.

Estimated "True" Score Range: With the reported Challenge Level Score you'll also see an estimation of the range of scores the student would have earned if he or she had taken the test multiple times. This range is a statistical probability estimate calculated to adjust for normal measurement variation ("error noise") and indicates the most likely range within which the student's *true scor*e would fall if it was possible to remove all sources of measurement error noise. This is a standard error estimation procedure and results in a range of scores that, at the low end of the range, shows the student's observed score *minus* one standard error value, and at the upper end the range shows the student's observed score *plus* one standard error value.

Charting the Learning Progression Sub-Scores: For each content area the individual progression sub-scores, (that when averaged together equal the total composite Content Area Score), are charted for you graphically on the Challenge Level graph. This chart illustrates the approximate location in that learning progression where you will find the kinds of skills and knowledge the student has successfully demonstrated during this assessment. This location is the highest "Challenge Level" where the student demonstrated successful performance during this year's assessment. This score does NOT represent any student's "potential". This is a test of performance achievement. It is NOT a test of ability. A Challenge Level represents a certain stage in the learning path a student follows as his or her knowledge and skills are changing over time.

Using the Information in this Report: The report provides overall content area numeric scores, true score range estimates, and graphically shows you where your student's end of year observed performance is located within the Learning Progressions for each tested content area . It also shows the level of proficiency (group-based achievement level) this location represents, given the student's grade at the time of testing.

Using the Challenge Level Scores and the Charts: With the challenge level scores on your report and the estimated true score range (described earlier), you can find the location in the learning progressions that will provide concrete examples of the kinds of skills this student demonstrated this year in the assessment. The skills shown by your student will be at about the same level of complexity as the standards at that location in the progression.
You will find the demonstrated skills in the learning progression located at the *same relative location in the progression that they are shown in the graph*. For example, if the Challenge Level Score is located at about ¾ the height of the beginning challenge level, then, *on the progression itself*, you will find the corresponding range of academic performance skills at about ¾ of the way up the actual standards of the learning progression at the same challenge level. The skill location is a *direct match* between the Challenge Level chart, the estimated true score range, and the actual progression standards. This is good to know when you are meeting with parents and want to discuss current performance and possibilities for instructional plans and next steps going forward. You can literally point at the charted scores, then point at the same relative location in the progression itself.

Some suggestions for team discussion and reflection: You might review the academic challenge levels your student attempted in each content area assessed. Are these challenge levels well matched to his or her current needs and abilities? Do you see identifiable areas of strength and areas of challenge? Review the student's video work-samples and observe the ways he or she is supported to communicate effectively in the classroom and use academic materials. Reflect on the comment annotations from the scorers. Observe and review how the student is authoring his or her own academic work. As a team, consider additional ways to build on this student's strengths in every way possible. The student's team can track the student's growth within the academic Learning Progressions to show where and how the student is functioning within them. Reviewing the students test results and full set of work samples will help your team understand the student's current academic strengths and needs.

Reading Challenge Level Report

Literary Text

Literary text encompasses any fictional texts. It is often associated with storytelling. Literary text may also include personal narratives, a piece of reflective writing or poems.

Reading Skills

Students in the beginning reading stage know enough about reading and print to begin to learn individual words or acquire sight vocabulary from their environment. Presented with literary text at this level, beginning readers may be demonstrating some of the following reading behaviors:

- Recognizing and reading many familiar words in the text
- Applying knowledge of letter sounds, together with meaning and structures of language, to read words
- Using prior knowledge and experiences to make meaning from the story
- Starting to use punctuation in sentences to guide phrasing
- Beginning to use strategies to monitor, self-correct, and make personal connections while reading
- Identifying basic story elements, and retelling or sequencing major events in the story
- Beginning to make some basic inferences about the problem and solution in the story
- Starting to identify the author's message

Informational Text

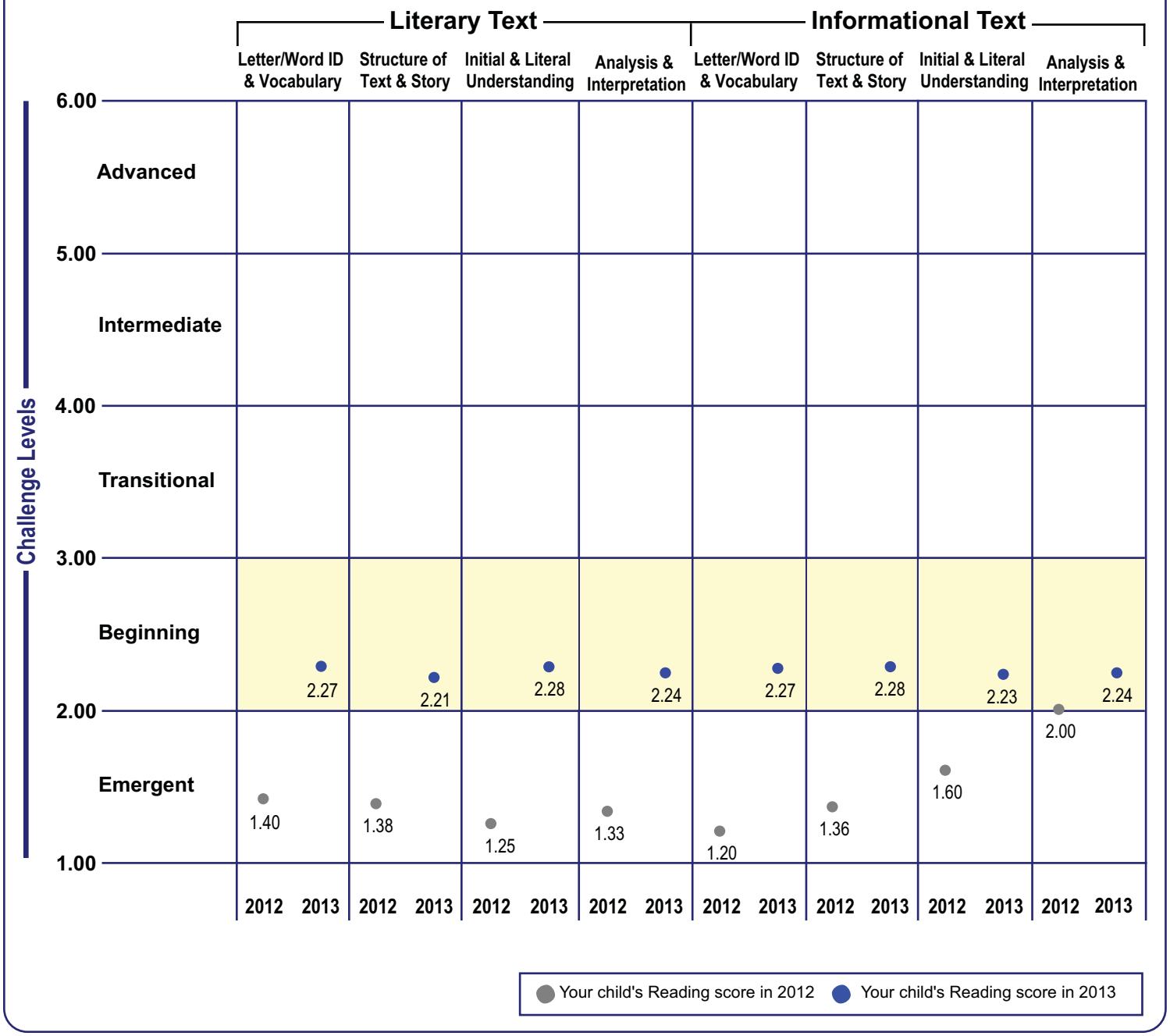
Informational text is classified as non-fiction text. It includes texts that provide facts, ideas, and/or principles that are related to the physical, biological or social world.

Reading Skills

Students in the beginning reading stage know enough about reading and print to begin to learn individual words or acquire sight vocabulary from their environment. Presented with informational text at this level, beginning readers may be demonstrating some of the following reading behaviors:

- Recognizing and reading many familiar words in the text
- Applying knowledge of letter sounds, together with meaning and structures of language, to read words
- Using prior knowledge and experiences to make inferences and draw conclusions
- Starting to use sources to recognize generalizations about the text
- Beginning to use strategies to monitor, self-correct, and connect information within a text
- Obtaining information from text features
- Identifying facts in the text and organizing information learned
- Distinguishing facts from opinions

Reading Performance



For each progression, the yellow shading on the graph indicates the Challenge Level (or location) or the standards that your child **attempted** to demonstrate. For each learning progression assessed under standard testing conditions, you will see a score charted on the graph above indicating the Challenge Level at which your child has **successfully demonstrated** academic knowledge and skills.

Mathematics Challenge Level Report

Rational Numbers

The overarching idea for Understanding Rational Numbers is the "need for quantification to organize the world." This includes understanding relative size, recognition of numerical patterns, and the ability to use numbers to represent quantifiable attributes of real world objects.

Mathematics Rational Numbers Skills

Students at the beginning level of Rational Numbers may demonstrate understanding by:

- recalling the sequence of number from 0 - 199
- comparing and ordering whole numbers
- identifying, comparing, and/or ordering positive fractional numbers using area and/or set models
- applying concepts of equivalency in composing and decomposing numbers

Operations

The focus of Solving Problems with Operations is the use of mathematical operations in problem solving situations. In order to quantify the world, students need to "operate" on numbers used to represent quantities and attributes of real-word objects. Students need to develop quantitative reasoning, understand the meaning of mathematical operations, use mathematical computations that are efficient an accurate, perform mental arithmetic, apply estimation strategies, and judge the reasonableness of solutions.

Mathematics Operations Skills

At the transitional level of Solving Problems with Operations students may demonstrate understanding of mathematical operations by:

- identifying when estimation is appropriate and selecting an appropriate method of estimation
- describing or illustrating the inverse relationship between addition and subtraction with and without regrouping
- describing or illustrating the inverse relationship between multiplication and division
- addition and subtraction of decimals and fractions with like and/or unlike denominators
- writing suitable number sentences and applying order of operations to solve problems

Equality

The focus of Equality is to develop a conceptual understanding of equality. It includes different ways the equal sign is used in K - 12 mathematics, including conditional and definitional equality, and identically equivalent expressions. Students' notions of equality and equivalence, as well as their understanding of the relationships between operations and their inverses, are related to simplifying expressions and solving equations.

Mathematics Equality Skills

Students at the beginning level of Equality may demonstrate understanding by:

- combining and decomposing groups of objects and materials
- describing quantities of groups as more than/less than/ equal/ not equal
- finding the value that will make an open addition or subtraction number sentence true using models, verbal explanations, and written equations
- describing why a number sentence is true

Patterns & Change

The focus of Patterns and Change is identifying, extending and generalizing a variety of patterns. Students should recognize and describe patterns represented in a variety of mathematical models. These types of models allow student to interpret and predict the behavior of real world phenomenon and change. In addition students need to describe and interpret different types and rates of change.

Mathematics Patterns and Change Skills

Students in the beginning level of Patterns and Change will demonstrate understanding by:

- extending patterns to the next one, two, or three elements and finding a missing element
- extending repeating and/or growing numeric and/or non-numeric patterns in tables and sequences

Mathematics Performance

For each progression, the yellow shading on the graph indicates the Challenge Level (or location) or the standards that your child **attempted** to demonstrate. For each learning progression assessed under standard testing conditions, you will see a score charted on the graph above indicating the Challenge Level at which your child has **successfully demonstrated** academic knowledge and skills.

The symbol * means that this section of the content area was tested, but performance evidence was found by the scorer to be "not demonstrated". For more information, please contact your child's teacher.

Achievement Level Report

Reading

Your child's reading score was **2.25**. If your child took the test multiple times, his/her probable range of scores would be **2.13-2.37.**

Partially Proficient-ALT

Students in grade five participating in the NH ALPs assessment who score Partially Proficient-ALT consistently demonstrate skills at the Emergent level of reading and are likely to be demonstrating a few additional skills in the early Beginning level. They are reading most words in the defined text level and are able to identify some story elements as appropriate to text. They are able to retell the beginning, the middle, and the end of a story. They respond to simple questions and compare stories or texts to personal experience, prior knowledge, or other texts. They are able to apply strategies to make connections, predictions, and/or text-based inferences.

Mathematics

Your child's mathematics score was **2.01**. If your child took the test multiple times, his/her probable range of scores would be **1.89-2.13.**

Partially Proficient-ALT

Students in grade five who score in the Partially Proficient-ALT range in Mathematics demonstrate skills in the Beginning stage of development. They may use rational numbers up to 100 and some positive fractional numbers. They may be able to recognize, create, and use equivalent representations of numbers and geometric objects. Students at this level may make reasonable estimates and may be able to evaluate reasonableness of solutions. They may be able to add and subtract numbers up to 50. They may use standard units of length to find the area of shapes on grids and to find the perimeter of shapes. They may extend growing numeric patterns represented in tables and sequences and may also be able to find a missing element.

For more helpful information interpreting your child's score, see the graph page of the report and the 2012-2013 NH ALPs Test Report Interpretation Guide.

Assessment Review Comments

Reading

Literary Text

Directive prompts prevented observation of student authorship.

Directive prompts impacted observation of student authorship.

Informational Text

Directive prompts prevented observation of student authorship.

Directive prompts impacted observation of student authorship.

Mathematics

Rational Numbers

Student did not demonstrate standard(s), as written, in identified Progression or sub-progression.

Directive prompts impacted observation of student authorship.

Operations

No comments

Equality

No comments

Patterns & Change

Student did not demonstrate standard(s), as written, in identified Progression or sub-progression.

APPENDIX G

COMMENT CODES

Comment Codes

Task Level Review

1. Student method of communication could not be determined. ***Content Assessment Cover Sheet*** information was not submitted **and** ***Summary Description of Student Access to Learning and Performance*** was not submitted.
2. Challenge Level and/or Sub-Level was not identified.
3. Performance task evidence provided, as shown by student work sample, does not match content progression. (i.e.: Required Reading text type was not submitted, required Writing genre not submitted, required Mathematics progression not submitted, or required Science domain not submitted).
4. Copy or summary of text was not submitted for *Response to Text* writing sample.
5. The Science column could not be determined (last letter in the Science Content ALPs code).

Item Level Review

6. Quality of video impacted score (i.e., sound quality, camera angle, clarity)
7. Video exceeded maximum allowable length. Score review ended at maximum time.
8. Student did not demonstrate standard(s), as written, in identified Progression or sub-progression.
9. Directive prompts **prevented** observation of student authorship.
10. Directive prompts **impacted** observation of student authorship.
11. Science Process Skill was not indicated.
12. Challenge level of Science Process Skill did not match Science content challenge level in this entry.
13. Science Process Skill was duplicated; only 1 Process Skill qualified for score review.

APPENDIX H

STUDENT LEVEL DATA FILE LAYOUT

NH 1213 Alternate Assessment
Student Results File Layout

VarNum	Variable	Length	Description	Values
1	BookletNumber	10	Booklet Number for score booklet	Numeric
2	Saucode	3	Student Reporting SAU code	Numeric
3	Discode	3	Student Reporting District code	Numeric
4	Schcode	5	Student Reporting School code	Numeric
5	Senddiscode	3	Sending District Code	Numeric, blank
6	Disname	30	Student Reporting District Name	Alpha
7	Schname	30	Student Reporting School Name	Alpha
8	Senddisname	30	Sending Reporting District Name	Alpha, blank
9	Lname	35	Student last name	Alpha
10	Fname	25	Student first name	Alpha
11	MI	1	Student middle initial	Alpha, blank
12	Grade	2	Tested Grade	02-08,10, 11
13	Bmonth	2	Birth Date: Month (01-12)	Numeric, blank
14	Bday	2	Birth Date: Day (01-31)	Numeric, blank
15	Byear	4	Birth Date: Year	Numeric,blank
16	rptStudid	10	Student ID	Numeric
17	RegistPort	1	Student Registered	Y=Yes,N=No
18	PortSub	1	Portfolio Submitted	Y=Yes,N=No
19	Gender	1	Gender	F=Female, M=Male, X=Not Reported
20	Ethnic	1	Primary Race / Ethnicity	1=American Indian or Alaskan Native(non-Hispanic), 2=Asian, 3=Black or African American, 4=Hispanic or Latino, 5=Native Hawaiian or Pacific Islander, 6=White, 7=Multi-Racial(non-Hispanic), 0=No Ethnicity Reported
21	LEP	1	LEP	1=Currently receiving LEP services, 2=Former LEP student - monitoring year 1, 3=Former LEP student - monitoring year 2, 0=All Other Students

NH 1213 Alternate Assessment
Student Results File Layout

VarNum	Variable	Length	Description	Values
22	IEP	1	IEP	1=Yes, 0=All Other Students
23	Econdis	1	SES	1=Yes, 0=All Other Students
24	Migrant	1	Migrant	1=Yes, 0=All Other Students
25	Title1rea	1	Title I: Reading and Writing	1=Yes, 0=All Other Students
26	Title1mat	1	Title I: Math	1=Yes, 0=All Other Students
27	StuStatus	1	Student Reporting Status	0=Publically Funded, 1=Homeschooled, 2=Privately funded at a non-Private (PRI) school, 3=Exchange student, 4=Excluded State
28	reaLI_LW	4	Raw Score for Reading Literary Entry Letter Word/ID Progression	numeric, blank
29	reaLI_ST	4	Raw Score for Reading Literary Entry Structure of Text Progression	numeric, blank
30	reaLI_IL	4	Raw Score for Reading Literary Entry Initial and Literal Unterstanding Progression	numeric, blank
31	reaLI_AI	4	Raw Score for Reading Literary Entry Analysis and Interpretation Progression	numeric, blank
32	reaLI	4	Raw Score for Reading Literary Entry	numeric, blank
33	reaLI_CL	15	Reading Literary Challenge Level	Emergent, Beginning, Transitional, Intermediate, Advanced, blank
34	reaLI_CC1	2	Reading Literary Comment Code 1	NS, 01-26, blank
35	reaLI_CC2	2	Reading Literary Comment Code 2	01-26, blank
36	reaLI_CC3	2	Reading Literary Comment Code 3	01-26, blank
37	reaLI_CC4	2	Reading Literary Comment Code 4	01-26, blank
38	reaLI_CC5	2	Reading Literary Comment Code 5	01-26, blank
39	reaLI_CC6	2	Reading Literary Comment Code 6	01-26, blank
40	reaIN_LW	4	Raw Score for Reading Informational Entry Letter Word/ID Progression	numeric, blank
41	reaIN_ST	4	Raw Score for Reading Informational Entry Structure of Text Progression	numeric, blank
42	reaIN_IL	4	Raw Score for Reading Informational Entry Initial and Literal Unterstanding Progression	numeric, blank
43	reaIN_AI	4	Raw Score for Reading Informational Entry Analysis and Interpretation Progression	numeric, blank
44	reaIN	4	Raw Score for Reading Informational Entry	numeric, blank

NH 1213 Alternate Assessment
Student Results File Layout

VarNum	Variable	Length	Description	Values
45	reaIN_CL	15	Reading Informational Challenge Level	Emergent, Beginning, Transitional, Intermediate, Advanced, blank
46	reaIN_CC1	2	Reading Informational Comment Code 1	NS, 01-26, blank
47	reaIN_CC2	2	Reading Informational Comment Code 2	01-26, blank
48	reaIN_CC3	2	Reading Informational Comment Code 3	01-26, blank
49	reaIN_CC4	2	Reading Informational Comment Code 4	01-26, blank
50	reaIN_CC5	2	Reading Informational Comment Code 5	01-26, blank
51	reaIN_CC6	2	Reading Informational Comment Code 6	01-26, blank
52	reaRawScore	4	Reading Raw Score	numeric, blank
53	reaPerfLevel	1	Reading Performance Level	1=Substantially Below Proficent, 2=Partially Proficient, 3=Proficient, 4=Proficient with Distinction, L=LEP, S=Special Consideration, N=Not Tested Other
54	matRN	4	Raw Score for Math Rational Numbers Entry	numeric, blank
55	matRN_CL	15	Math Rational Numbers Challenge Level	Emergent, Beginning, Transitional, Intermediate, Advanced, blank
56	matRN_CC1	2	Math Understanding Rational Numbers Comment Code 1	NS, 01-26, blank
57	matRN_CC2	2	Math Understanding Rational Numbers Comment Code 2	01-26, blank
58	matRN_CC3	2	Math Understanding Rational Numbers Comment Code 3	01-26, blank
59	matRN_CC4	2	Math Understanding Rational Numbers Comment Code 4	01-26, blank
60	matRN_CC5	2	Math Understanding Rational Numbers Comment Code 5	01-26, blank
61	matOP	4	Raw Score for Math Operational Entry	numeric, blank
62	matOP_CL	15	Math Operational Challenge Level	Emergent, Beginning, Transitional, Intermediate, Advanced, blank
63	matOP_CC1	2	Math Operations Comment Code 1	NS, 01-26, blank
64	matOP_CC2	2	Math Operations Comment Code 2	01-26, blank
65	matOP_CC3	2	Math Operations Comment Code 3	01-26, blank
66	matOP_CC4	2	Math Operations Comment Code 4	01-26, blank
67	matOP_CC5	2	Math Operations Comment Code 5	01-26, blank
68	matEQ	4	Raw Score for Math Equality Entry	numeric, blank

NH 1213 Alternate Assessment
Student Results File Layout

VarNum	Variable	Length	Description	Values
69	matEQ_CL	15	Math Equality Challenge Level	Emergent, Beginning, Transitional, Intermediate, Advanced, blank
70	matEQ_CC1	2	Math Equality Comment Code 1	NS, 01-26, blank
71	matEQ_CC2	2	Math Equality Comment Code 2	01-26, blank
72	matEQ_CC3	2	Math Equality Comment Code 3	01-26, blank
73	matEQ_CC4	2	Math Equality Comment Code 4	01-26, blank
74	matEQ_CC5	2	Math Equality Comment Code 5	01-26, blank
75	matPC	4	RawScore for Math Patterns and Change Entry	numeric, blank
76	matPC_CL	15	Math Patterns and Change Challenge Level	Emergent, Beginning, Transitional, Intermediate, Advanced, blank
77	matPC_CC1	2	Math Patterns and Change Comment Code 1	NS, 01-26, blank
78	matPC_CC2	2	Math Patterns and Change Comment Code 2	01-26, blank
79	matPC_CC3	2	Math Patterns and Change Comment Code 3	01-26, blank
80	matPC_CC4	2	Math Patterns and Change Comment Code 4	01-26, blank
81	matPC_CC5	2	Math Patterns and Change Comment Code 5	01-26, blank
82	matRawScore	4	Math Raw Score	numeric, blank
83	matPerfLevel	1	Math Performance Level	1=Substantially Below Proficent, 2=Partially Proficient, 3=Proficient, 4=Proficient with Distinction, S=Special Consideration, N=Not Tested Other
84	wriEW_NA	4	Raw Score for Expressive Writing Narrative Strategies	numeric, blank
85	wriEW_MC	4	Raw Score for Expressive Writing Making Connections	numeric, blank
86	wriEW_OR	4	Raw Score for Expressive Writing Organization	numeric, blank
87	wriEW_RA	4	Raw Score for Expressive Writing Recognizing and Applying Structures of Language	numeric, blank
88	wriEW	4	Raw Score for Writing Expressive Writing Entry	numeric, blank
89	wriEW_CL	15	Expressive Writing Challenge Level	Emergent, Beginning, Transitional, Intermediate, Advanced, blank
90	wriEW_CC1	2	Writing Expressive Writing Comment Code 1	NS, 01-26, blank
91	wriEW_CC2	2	Writing Expressive Writing Comment Code 2	01-26, blank
92	wriEW_CC3	2	Writing Expressive Writing Comment Code 3	01-26, blank
93	wriEW_CC4	2	Writing Expressive Writing Comment Code 4	01-26, blank
94	wriEW_CC5	2	Writing Expressive Writing Comment Code 5	01-26, blank
95	wriIW_TD	4	Raw Score for Informational Writing Topic Development	numeric, blank
96	wriIW_CE	4	Raw Score for Informational Writing Conveying Info/Extending Ideas	numeric, blank

VarNum	Variable	Length	Description	Values
97	wriIW_OR	4	Raw Score for Informational Writing Organization	numeric, blank
98	wriIW_RA	4	Raw Score for Informational Writing Structures of Language	numeric, blank
99	wriIW	4	Raw Score for Writing Informational Writing Entry	numeric, blank
100	wriIW_CL	15	Informational Writing Challenge Level	Emergent, Beginning, Transitional, Intermediate, Advanced, blank
101	wriIW_CC1	2	Writing Informational Writing Comment Code 1	NS, 01-26, blank
102	wriIW_CC2	2	Writing Informational Writing Comment Code 2	01-26, blank
103	wriIW_CC3	2	Writing Informational Writing Comment Code 3	01-26, blank
104	wriIW_CC4	2	Writing Informational Writing Comment Code 4	01-26, blank
105	wriIW_CC5	2	Writing Informational Writing Comment Code 5	01-26, blank
106	wriRT_CM	4	Raw Score for Writing in Response to Text Connecting Ideas and Making Inferences	numeric, blank
107	wriRT_SS	4	Raw Score for Writing in Response to Text Stating/Supporting Focus	numeric, blank
108	wriRT_OR	4	Raw Score for Writing in Response to Text Organization	numeric, blank
109	wriRT_RA	4	Raw Score for Writing in Response to Text Structures of Language	numeric, blank
110	wriRT	4	Raw Score for Writing Response to Text Entry	numeric, blank
111	wriRT_CL	15	Writing in Response to Text Challenge Level	Emergent, Beginning, Transitional, Intermediate, Advanced, blank
112	wriRT_CC1	2	Writing Response to Text Comment Code 1	NS, 01-26, blank
113	wriRT_CC2	2	Writing Response to Text Comment Code 2	01-26, blank
114	wriRT_CC3	2	Writing Response to Text Comment Code 3	01-26, blank
115	wriRT_CC4	2	Writing Response to Text Comment Code 4	01-26, blank
116	wriRT_CC5	2	Writing Response to Text Comment Code 5	01-26, blank
117	wriRawScore	4	Writing Raw Score	numeric, blank
118	wriPerfLevel	1	Writing Performance Level	1=Substantially Below Proficent, 2=Partially Proficient, 3=Proficient, 4=Proficient with Distinction, L=LEP, S=Special Consideration, N=Not Tested Other
119	sciES_EC	4	Raw Score for Science Earth-Space Science Content Progression	numeric, blank

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VarNum	Variable	Length	Description	Values
120	sciES_P1	4	Raw Score for Science Earth-Space Science Process Skills 1 Progression	numeric, blank
121	sciES_P2	4	Raw Score for Science Earth-Space Science Process Skills 2 Progression	numeric, blank
122	sciES	4	Raw Score for Science Earth-Space Science Entry	numeric, blank
123	sciES_CL	15	Earth-Space Science Challenge Level	Emergent, Beginning, Transitional, Intermediate, Advanced, blank
124	sciES_Content	40	Science Earth Space Science Content	Atmosphere and Weather, Earth Materials, Process and Rate of Change, Space Science, blank
125	sciES_CC1	2	Science Earth Space Science Comment Code 1	NS, 01-26, blank
126	sciES_CC2	2	Science Earth Space Science Comment Code 2	01-26, blank
127	sciES_CC3	2	Science Earth Space Science Comment Code 3	01-26, blank
128	sciES_CC4	2	Science Earth Space Science Comment Code 4	01-26, blank
129	sciES_CC5	2	Science Earth Space Science Comment Code 5	01-26, blank
130	sciLS_LC	4	Raw Score for Life Science Content Progression	numeric, blank
131	sciLS_P1	4	Raw Score for Life Science Process Skills 1 Progression	numeric, blank
132	sciLS_P2	4	Raw Score for Life Science Process Skills 2 Progression	numeric, blank
133	sciLS	4	RawScore for Science Life Science Entry	numeric, blank
134	sciLS_CL	15	Life Science Challenge Level	Emergent, Beginning, Transitional, Intermediate, Advanced, blank
135	sciLS_Content	40	Science Life Science Content	Structures Functions of Living Things, Health, Classification & Organization, Ecology, Processes and Rate of Change, blank
136	sciLS_CC1	2	Science Life Science Comment Code 1	NS, 01-26, blank
137	sciLS_CC2	2	Science Life Science Comment Code 2	01-26, blank
138	sciLS_CC3	2	Science Life Science Comment Code 3	01-26, blank
139	sciLS_CC4	2	Science Life Science Comment Code 4	01-26, blank
140	sciLS_CC5	2	Science Life Science Comment Code 5	01-26, blank
141	sciPS_PC	4	Raw Score for Physical Science Content Progression	numeric, blank

NH 1213 Alternate Assessment
Student Results File Layout

VarNum	Variable	Length	Description	Values
142	sciPS_P1	4	Raw Score for Physical Science Process Skills 1 Progression	numeric, blank
143	sciPS_P2	4	Raw Score for Physical Science Process Skills 2 Progression	numeric, blank
144	sciPS	4	RawScore for Science Physical Science Entry	numeric, blank
145	sciPS_CL	15	Physical Science Challenge Level	Emergent, Beginning, Transitional, Intermediate, Advanced, blank
146	sciPS_Content	30	Science Physical Science Content	Compostion, Properties, Application, Concepts, Forces and Motion, blank
147	sciPS_CC1	2	Science Physical Science Comment Code 1	NS, 01-26, blank
148	sciPS_CC2	2	Science Physical Science Comment Code 2	01-26, blank
149	sciPS_CC3	2	Science Physical Science Comment Code 3	01-26, blank
150	sciPS_CC4	2	Science Physical Science Comment Code 4	01-26, blank
151	sciPS_CC5	2	Science Physical Science Comment Code 5	01-26, blank
152	sciRawScore	4	Science Raw Score	numeric, blank
153	sciPerfLevel	1	Science Performance Level	1=Substantially Below Proficent, 2=Partially Proficient, 3=Proficient, 4=Proficient with Distinction, S=Special Consideration, N=Not Tested Other

Appendix I

Common Procedural Errors

Procedural errors are test administration mistakes that may adversely impact a student's score. Procedural errors that were commonly seen during the 2012-2013 scoring session are identified below.

ADMINISTRATION PROCEDURAL ERRORS THAT AFFECTED ALL CONTENT AREAS

1. Content fidelity, while distinct to each content area, is defined as a sufficient match between the student's performance of the task and the academic content. The academic task given to the student did not sufficiently match the content standard(s) being assessed, thus inhibiting the student's opportunity to successfully demonstrate the academic content being assessed.

2. Limited or no evidence of student authorship. For more information on this topic, visit www.measuredprogress.org/NHALPs to review the following documents:

   - Showing the Student as Author: Supportive vs. Directive Prompts
   - Access Guide to Student Learning and Performance

3. Video File Issues
   - Video files were submitted in "fast forward" mode. This is not an acceptable format.
   - Multiple unlabeled "clips" were submitted, folders and files were not labeled. Video evidence must be saved, label, and organized as outlined in the administration manual.

For more information on this topic, see the Video Guidance and Requirements document at www.measuredprogress.org/NHALPs

PROCEDURAL ERRORS SPECIFIC TO THE WRITING ASSESSMENT

1. Required task prompt was not indicated; scorer must be able to clearly determine what the student was being asked to do/respond to.
2. Challenge Level not documented, or was unclear, and could not be determined.
3. Task evidence did not match entry documentation provided (Similar to #1 above; i.e.: Expressive Writing sample *evidence* was provided for a documented Informational Writing *task*).
4. No performance evidence was provided at all for this required content area.
5. Response-to-Text Writing entry did not include the required *stimulus text/prompt* sample.
6. For Response-to-Text writing task students read the entire text on video, leaving little time for student demonstration of writing skills. The stimulus text/prompt is a required element to be submitted with the student's portfolio documents.
7. Too much of the student actually writing was edited out. Often, just the filmed final products or the student reading the final products were captured on video, significantly limiting the ability to determine student authorship of specific writing standards.
8. Individual standards could not be credited because the task was not structured in such a way that allowed the student an opportunity to demonstrate the standard *as written*. The task did not allow for all components of the standard to be successfully demonstrated. Terminology such as plural language or "and" were often overlooked.

PROCEDURAL ERRORS SPECIFIC TO THE MATHEMATICS ASSESSMENT

1. Work sample evidence did not demonstrate all of the written parts of the scorable unit. (For example, the task had the student do part a & b, but did not demonstrate part c when all 3 were required by the "standard as written". In a standard written this way, the student was required to demonstrate all 3 components to get one scorable unit (i.e. tables & sequences).
2. Tasks were not structured in such a way that allowed the student an opportunity to successfully demonstrate standard(s). The most frequently seen examples include-
   - Number stories mean word problems not just equations.
   - Range of #s increases as the progressions increase. When number parameters are given, students must demonstrate numbers beyond the previous sub-level in order to receive credit for scorable units.
   - Understanding of various types of patterns (repeating, growing numeric pattern, non-numeric growing pattern,).
   - Understanding of tables, number charts, and/or linear patterns.
   - Understanding of the mathematic Stem in the Equality Progression. All scorable units within the mathematical sentence at that sub-level must be demonstrated using the problem type identified in the "Contexts for Equality" column.
   - E1 & E2 are not valid choices for Equality – they don't exist in the Equality progression.