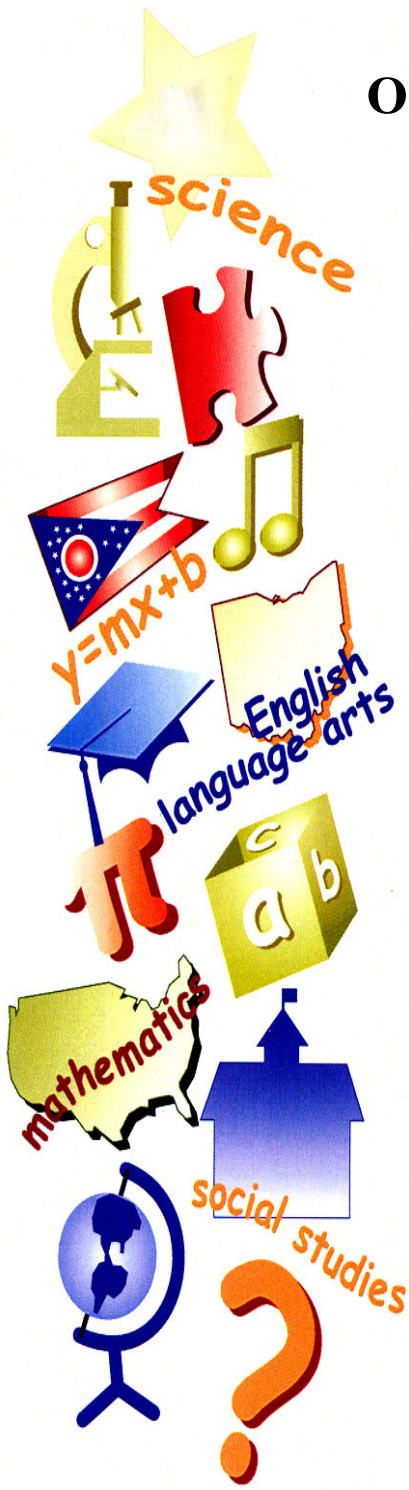


OHIO ACHIEVEMENT TESTS GRADES 3 – 8



Family Report Interpretive Guide Spring 2009 Alternate Assessments for Students with Disabilities



Introduction

This Family Report Interpretive Guide is intended to be a resource for parents and families to understand their student's results on the Spring 2009 Grades 3 through 8 Alternate Assessments. Specifically, this guide will use samples of the Grade 3 Family Report of the Alternate Assessments. Parent(s) or guardian(s) should receive a Family Report for their student from the school if their student participated in the Alternate Assessment in the 2009 school year.

This interpretive guide includes:

- Sample Score Report for Grade 3 Alternate Assessments;
- Explanation on how to read the score report;
- Performance Level Descriptors for Grade 3 – 8 Alternate Assessments.

For More Assistance:

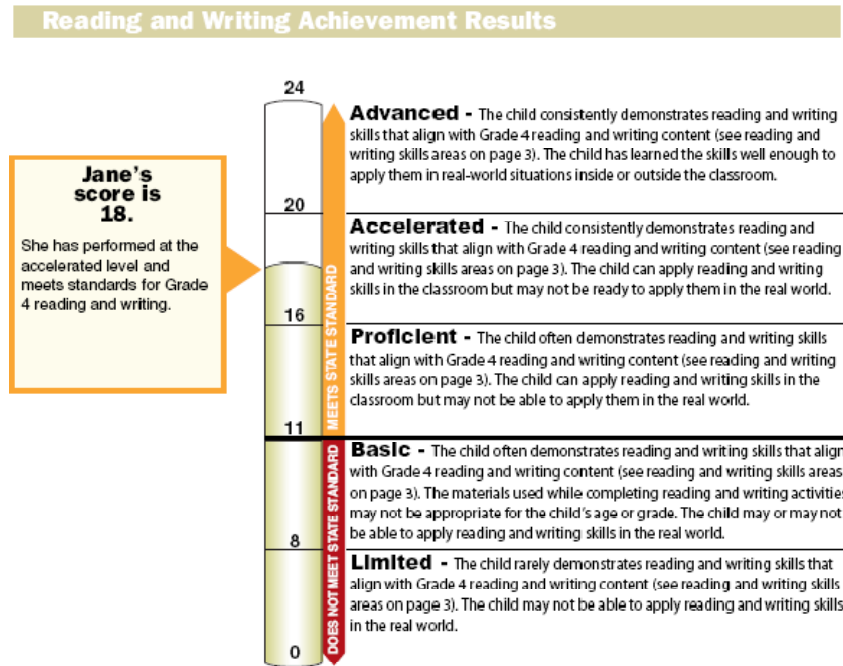
Please contact your student's school and teachers if you need further assistance with interpreting your Family Report.

Online go to the ODE Web site at education.ohio.gov ; click the tab on the right side of the Web page: "Testing " then "Alternate Assessment".

The Ohio Department of Education does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment or the provision of service.

Interpreting the Results:

Sample Grade 3 Alternate Assessment Report Page 2 of the Score Report



The student in this example is Jane. Her reading achievement score for the alternate assessment in reading is displayed in the orange bordered box on the left. Jane's score, 18, is noted with the arrow on the vertical column of score ranges. The vertical column indicates the score ranges and corresponding performance levels for Reading.

Each score corresponds to one of five performance levels: Limited, Basic, Proficient, Accelerated and Advanced. A brief description of each performance level is provided to the right. A more complete description of each level is provided at the end of this guide for grades 3 – 8. In this example, Jane performed at the Proficient level on the reading test.

A score of 11 or higher (Proficient, Accelerated, or Advanced) meets the established performance standard on each test. A score of 10 or lower does not meet the performance standard.

If an "NSA" is displayed, this means that the alternate assessment was not scorable. This means her achievement was not properly demonstrated in the alternate assessment in order for a score to be assigned. Please contact your student's school for more information if a nonscorable is displayed.

The mathematics alternate assessment score is shown at the bottom half of page 2 of the family report. The mathematics alternate assessment score is interpreted in the same way as the reading score information.

Note: It is possible that the highest and lowest possible scores on your student's Family Report will not match those on the sample report in this guide.

Sample Grade 3 Reading Report for the Alternate Assessment

Page 2 of the Score Report Continued

Q. What do the Advanced, Accelerated, Proficient, Basic, and Limited levels tell us?

1. How frequently and accurately a child can demonstrate reading, writing and math skills;
2. If the activities were applied in a real-world setting, which is more challenging than a controlled classroom setting;
3. If the activities used materials appropriate for the child's age or grade.

Q. How does a child apply skills in a real-world situation?

Real-world situations allow a child to apply skills learned in class to daily activities. For example, a child may use math skills learned in class to buy something at a local store or in the school cafeteria.

Q. What does it mean that a child may not be ready to apply skills in the real world?

Children practice skills in the classroom while they are still learning. For example, in the real world, a child might apply math skills to buy something. A child who is not ready to apply the skills in the real world might match coins to their written amounts on a worksheet.

Q. Is it possible for a child to apply skills in real-world situations inside the classroom?

Yes; for example, a child can use reading and math skills to tell time and to follow a daily schedule (e.g., the child sees that it is 12 o'clock on the classroom clock, knows that it is time to go to lunch and lines up at the door).

Q. What determines if materials are appropriate for a child's age or grade?

Materials that are commonly used by children of the same age or at the same grade level are considered appropriate. For example, for a 12-year-old in Grade 7, pictures of real animals would be appropriate, but stuffed animals would not.

On the right hand side of page 4 is a series of questions and answers about the alternate assessment. These questions provide more detail and information about the alternate assessment process, and what the performance levels mean.

These questions and answers also provide a more detailed description of the criteria for scoring the alternate assessment and how these criteria are applied in a way that matches the instruction that children receive.

Disclaimer: The data in the Family Report sample are for display purposes only and do not represent actual results. The student's name on the sample is fictitious, and any similarity to an actual student name is purely coincidental.

Sample Grade 3 Reading Report

Page 3 of the Score Report

Alternate Assessment for Students With Disabilities
FAMILY SCORE REPORT

How Was Your Child Assessed in Reading and Writing?

- Jane's total score in reading and writing is found by combining how consistently she performed reading and writing applications (**performance**) with the situation in which she performed those applications (**instructional context**). The **performance score** is multiplied by the **instructional context** score for each skills area. The scores for the skills areas are then added together to get the total score.
- **Applications** are basic skills related to the Ohio Academic Content Standards. Each application assigned to Jane was chosen to allow her to demonstrate reading and writing skills in a way that is appropriate for her individual ability.
- **Example:** Informational Text is a reading skills area in the Ohio Academic Content Standards. These skills involve reading words and using visual aids with words to gain information. One way to test these skills in the alternate assessment could be reading traffic signs, such as "Stop" or "Walk". Reading a stop or walk sign shows that the child can use visual aids to gain information.

Reading Skills Area - Literary Text: Score=9		PERFORMANCE
APPLICATION	EVIDENCE	 NSA 0 1 2 3
Use a switch to participate in a dramatic presentation or recitation.	1. Observation 2. Checklist 3. Interview	INSTRUCTIONAL CONTEXT NSA 1 2 3 4
Writing Skills Area - Writing Process: Score=9		PERFORMANCE
APPLICATION	EVIDENCE	 NSA 0 1 2 3
Use a switch to convey a sentence for a specific purpose.	1. Interview 2. Observation 3. Data Chart	INSTRUCTIONAL CONTEXT NSA 1 2 3 4
Literary Text	Writing Process	Total Student Achievement Score in Reading and Writing
(3x3) 9	(3x3) 9	= 18

On page 3 of the report, detailed information is provided about how your child was assessed in English Language Arts. The alternate assessment contains evidence provided by the teachers of your child on how they achieved certain tasks and skills related to this area. These skills are called applications. These applications are aligned with the Ohio Academic Content Standards for English Language Arts.

These applications are listed on the left hand side. Evidence (based on student work) is shown in the center, and the score received is shown on the right. For each application, your child will receive two scores, one for performance and one for context. These scores are combined to arrive at a total score. An example for Jane is shown above. She earned an "9" on her Informational Text application and a "9" on her Acquisition of Vocabulary application, for a total score of "18".

Sample Grade 3 Report, Page 3 Continued

How Is Your Child's Score Determined?	
<p>PERFORMANCE scores tell you how well your child completes assigned applications in reading and writing skills areas.</p> <p>Interpretation of Scores The child performs applications in reading and writing skills areas with:</p> <p>Score 0 pt - No evidence of active performance of skill.</p> <p>Score 1 pt - Only minimal or limited skill.</p> <p>Score 2 pt - Reasonable skill.</p> <p>Score 3 pt - Consistent skill.</p>	<p>INSTRUCTIONAL CONTEXT scores tell you if your child:</p> <ul style="list-style-type: none"> ■ Is challenged while completing reading and writing applications; ■ Applies reading and writing skills in real-world situations; ■ Uses materials appropriate for your child's age or grade. <p>Interpretation of Scores The child demonstrates reading and writing skills areas with:</p> <p>Score 1 pt - Neither the materials nor the situations appropriate for his or her age or grade.</p> <p>Score 2 pt - Materials that may not be appropriate for his or her age or grade, or in real-world or similar situations.</p> <p>Score 3 pt - Materials that are appropriate for his or her age or grade, and in situations similar to those in the real world.</p> <p>Score 4 pt - Materials that are appropriate for his or her age or grade, and in real-world situations.</p>

At the bottom of page 3 is an explanation of the score points and how they are assigned for each application, as well as a general description of each score.

Page 4 of the Report

Page 4 of the report contains similar information for Mathematics for your child. A sample is shown below:

How Was Your Child Assessed in Math?		
<ul style="list-style-type: none"> ■ Jane's total score in math is found by combining how consistently she performed math applications (performance) with the situation in which she performed those applications (instructional context). The performance score is multiplied by the instructional context score for each skills area. The scores for the skills areas are then added together to get the total score. ■ Applications are basic skills related to the Ohio Academic Content Standards. Each application assigned to Jane was chosen to allow her to demonstrate math skills in a way that is appropriate for her individual ability. ■ Example: Number Sense is a math skills area in the Ohio Academic Content Standards. These skills involve counting money and making change, and using coins and paper money. One way to test these skills in the alternate assessment could be identifying the correct coins needed to make a purchase. Identifying these coins shows that the child can count and use money accurately. 		
Math Skills Area - Data Analysis and Probability: Score=9		
<p>APPLICATION</p> <p>Use a switch or motor response to participate in data gathering (e.g., ask a survey question).</p>	<p>EVIDENCE</p> <ol style="list-style-type: none"> 1. Data Chart 2. Checklist 3. Observation 	<p>PERFORMANCE</p> <p style="text-align: center;"> <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3 </p> <p>INSTRUCTIONAL CONTEXT</p> <p style="text-align: center;"> <input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3 <input type="radio"/> 4 </p>
Math Skills Area - Patterns, Functions and Algebra: Score=9		
<p>APPLICATION</p> <p>Use a switch to participate in a patterned activity.</p>	<p>EVIDENCE</p> <ol style="list-style-type: none"> 1. Observation 2. Interview 3. Checklist 	<p>PERFORMANCE</p> <p style="text-align: center;"> <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3 </p> <p>INSTRUCTIONAL CONTEXT</p> <p style="text-align: center;"> <input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3 <input type="radio"/> 4 </p>
Data Analysis and Probability	Patterns, Functions and Algebra	Total Student Achievement Score in Math
(3x3) 9	+ (3x3) 9 =	18

What else is in this guide


- A complete sample report for grade is included;
- The Performance Level Descriptors (PLD) for alternate assessments in all nine subjects tested in grades 3 through 8 are presented. The PLDs include descriptions of each performance level.
- The subjects tested at each grade are:
 - In grade 3, Reading and Mathematics
 - In grade 4, Reading, Mathematics, and Writing
 - In grade 5, Reading, Mathematics, Science, and Social Studies
 - In grade 6, Reading and Mathematics
 - In grade 7, Reading, Mathematics, and Writing
 - In grade 8, Reading, Mathematics, Science, and Social Studies

Disclaimer: The data in the Family Report sample are for display purposes only and do not represent actual results. The student's name on the sample is fictitious, and any similarity to an actual student name is purely coincidental.

Sample Family Report – Front Page

FAMILY SCORE REPORT

The Family of Jane Jones
Test Date: Spring 2009
School: AIR Academy (6789)
District: AIR District (123456)



Grade 4 Alternate Assessment for Students With Disabilities

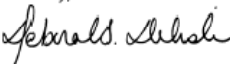
Dear Family,


The main purpose of the Ohio Assessment and Accountability System is to provide all students with a challenging and appropriate academic program. The Alternate Assessment for Students With Disabilities is designed to evaluate the performance of students with disabilities for whom general assessments are not appropriate. These alternate assessments allow a collection of student work (called a Collection of Evidence) to be submitted as evidence of student performance on instructional applications that are aligned with Ohio's Academic Content Standards in reading and writing and math.

Each application represents a basic reading and writing and math skills area related to the Ohio Academic Content Standards. The applications selected for Jane were chosen to allow her to demonstrate these skills in a way that is appropriate for her ability.

This Family Score Report shows Jane's overall test scores and lists the specific reading and writing and math skills that were submitted for the alternate assessment. Jane's teacher is the best person to explain the information contained in this report and can help you understand why these specific reading and writing and math skills were selected for the alternate assessment.

Talk with Jane's teacher, and use these test results to help make sure that she receives the most challenging and appropriate academic program. Doing so is an important step for ensuring her success.

Sincerely,

Deborah Delisle
Superintendent of Public Instruction



Quick Facts About Your Child and the Alternate Assessment

Q. What is the Alternate Assessment for Students With Disabilities?

The Alternate Assessment for Students With Disabilities measures students' academic performance on reading and writing and math skills that are aligned with Ohio's Academic Content Standards. The alternate assessment is made up of several reading and writing and math skills and tasks that a teacher chooses to meet a child's individual needs. A child's score tells you how well the child completed the reading and writing and math skills and tasks, and how challenging those tasks were.

Q. Where can I find more information about the alternate assessment and sample skills and tasks?


Ask your child's teacher about the specific tasks that were chosen for the alternate assessment. Also, many sample skills and tasks are provided in the *Resource Manual*. This manual, along with more information about the Alternate Assessment for Students With Disabilities, is available online at www.ode.state.oh.us.
Keyword: Alternate Assessment.

123456.0

Sample Report (front page) – Provided for illustration purposes only.

Sample Family Report – Page 2

FAMILY SCORE REPORT



Reading and Writing Achievement Results

Jane's score is 18.

She has performed at the accelerated level and meets standards for Grade 4 reading and writing.

24	Advanced - The child consistently demonstrates reading and writing skills that align with Grade 4 reading and writing content (see reading and writing skills areas on page 3). The child has learned the skills well enough to apply them in real-world situations inside or outside the classroom.
20	Accelerated - The child consistently demonstrates reading and writing skills that align with Grade 4 reading and writing content (see reading and writing skills areas on page 3). The child can apply reading and writing skills in the classroom but may not be ready to apply them in the real world.
16	Proficient - The child often demonstrates reading and writing skills that align with Grade 4 reading and writing content (see reading and writing skills areas on page 3). The child can apply reading and writing skills in the classroom but may not be able to apply them in the real world.
11	Basic - The child often demonstrates reading and writing skills that align with Grade 4 reading and writing content (see reading and writing skills areas on page 3). The materials used while completing reading and writing activities may not be appropriate for the child's age or grade. The child may or may not be able to apply reading and writing skills in the real world.
8	Limited - The child rarely demonstrates reading and writing skills that align with Grade 4 reading and writing content (see reading and writing skills areas on page 3). The child may not be able to apply reading and writing skills in the real world.
0	

Q. What do the Advanced, Accelerated, Proficient, Basic, and Limited levels tell us?

1. How frequently and accurately a child can demonstrate reading, writing and math skills;
2. If the activities were applied in a real-world setting, which is more challenging than a controlled classroom setting;
3. If the activities used materials appropriate for the child's age or grade.

Q. How does a child apply skills in a real-world situation?

Real-world situations allow a child to apply skills learned in class to daily activities. For example, a child may use math skills learned in class to buy something at a local store or in the school cafeteria.

Q. What does it mean that a child may not be ready to apply skills in the real world?

Children practice skills in the classroom while they are still learning. For example, in the real world, a child might apply math skills to buy something. A child who is not ready to apply the skills in the real world might match coins to their written amounts on a worksheet.

Q. Is it possible for a child to apply skills in real-world situations inside the classroom?

Yes; for example, a child can use reading and math skills to tell time and to follow a daily schedule (e.g., the child sees that it is 12 o'clock on the classroom clock, knows that it is time to go to lunch and lines up at the door).

Q. What determines if materials are appropriate for a child's age or grade?

Materials that are commonly used by children of the same age or at the same grade level are considered appropriate. For example, for a 12-year-old in Grade 7, pictures of real animals would be appropriate, but stuffed animals would not.

Math Achievement Results

Jane's score is 18.

She has performed at the accelerated level and meets standards for Grade 4 math.

24	Advanced - The child consistently demonstrates math skills that align with Grade 4 math content (see math skills areas on page 4). The child has learned the skills well enough to apply them in real-world situations inside or outside the classroom.
20	Accelerated - The child consistently demonstrates math skills that align with Grade 4 math content (see math skills areas on page 4). The child can apply math skills in the classroom but may not be ready to apply them in the real world.
16	Proficient - The child often demonstrates math skills that align with Grade 4 math content (see math skills areas on page 4). The child can apply math skills in the classroom but may not be able to apply them in the real world.
11	Basic - The child often demonstrates math skills that align with Grade 4 math content (see math skills areas on page 4). The materials used while completing math activities may not be appropriate for the child's age or grade. The child may or may not be able to apply math skills in the real world.
8	Limited - The child rarely demonstrates math skills that align with Grade 4 math content (see math skills areas on page 4). The child may not be able to apply math skills in the real world.
0	

Q. What determines if materials are appropriate for a child's age or grade?

Materials that are commonly used by children of the same age or at the same grade level are considered appropriate. For example, for a 12-year-old in Grade 7, pictures of real animals would be appropriate, but stuffed animals would not.

EDUCATION.OHIO.GOV






2

THE OHIO DEPARTMENT OF EDUCATION

123456.0

Sample Report (summary page) – Provided for illustration purposes only.

Sample Family Report – Reading Subject Page 3

Alternate Assessment for Students With Disabilities			FAMILY SCORE REPORT
How Was Your Child Assessed in Reading and Writing?			
<ul style="list-style-type: none"> ■ Jane's total score in reading and writing is found by combining how consistently she performed reading and writing applications (performance) with the situation in which she performed those applications (instructional context). The performance score is multiplied by the instructional context score for each skills area. The scores for the skills areas are then added together to get the total score. ■ Applications are basic skills related to the Ohio Academic Content Standards. Each application assigned to Jane was chosen to allow her to demonstrate reading and writing skills in a way that is appropriate for her individual ability. ■ Example: Informational Text is a reading skills area in the Ohio Academic Content Standards. These skills involve reading words and using visual aids with words to gain information. One way to test these skills in the alternate assessment could be reading traffic signs, such as "Stop" or "Walk." Reading a stop or walk sign shows that the child can use visual aids to gain information. 			
Reading Skills Area - Literary Text: Score=9			
APPLICATION	EVIDENCE	PERFORMANCE	
Use a switch to participate in a dramatic presentation or recitation.	<ol style="list-style-type: none"> 1. Observation 2. Checklist 3. Interview 		
		INSTRUCTIONAL CONTEXT	
			
Writing Skills Area - Writing Process: Score=9			
APPLICATION	EVIDENCE	PERFORMANCE	
Use a switch to convey a sentence for a specific purpose.	<ol style="list-style-type: none"> 1. Interview 2. Observation 3. Data Chart 		
		INSTRUCTIONAL CONTEXT	
			
Literary Text	Writing Process	Total Student Achievement Score in Reading and Writing	
(3x3) 9	(3x3) 9	= 18	
How is Your Child's Score Determined?			
<p>PERFORMANCE scores tell you how well your child completes assigned applications in reading and writing skills areas.</p> <p>Interpretation of Scores The child performs applications in reading and writing skills areas with:</p> <p>Score 0 pt - No evidence of active performance of skill.</p> <p>Score 1 pt - Only minimal or limited skill.</p> <p>Score 2 pt - Reasonable skill.</p> <p>Score 3 pt - Consistent skill.</p>		<p>INSTRUCTIONAL CONTEXT scores tell you if your child:</p> <ul style="list-style-type: none"> ■ Is challenged while completing reading and writing applications; ■ Applies reading and writing skills in real-world situations; ■ Uses materials appropriate for your child's age or grade. <p>Interpretation of Scores The child demonstrates reading and writing skills areas with:</p> <p>Score 1 pt - Neither the materials nor the situations appropriate for his or her age or grade.</p> <p>Score 2 pt - Materials that may not be appropriate for his or her age or grade, or in real-world or similar situations.</p> <p>Score 3 pt - Materials that are appropriate for his or her age or grade, and in situations similar to those in the real world.</p> <p>Score 4 pt - Materials that are appropriate for his or her age or grade, and in real-world situations.</p>	
EDUCATION.OHIO.GOV		3	THE OHIO DEPARTMENT OF EDUCATION
123456.9			

Sample Report (reading page) – Provided for illustration purposes only.

Sample Family Report – Mathematics Subject Page 4

FAMILY SCORE REPORT		Ohio Department of Education
How Was Your Child Assessed in Math?		
<ul style="list-style-type: none"> Jane's total score in math is found by combining how consistently she performed math applications (performance) with the situation in which she performed those applications (instructional context). The performance score is multiplied by the instructional context score for each skills area. The scores for the skills areas are then added together to get the total score. Applications are basic skills related to the Ohio Academic Content Standards. Each application assigned to Jane was chosen to allow her to demonstrate math skills in a way that is appropriate for her individual ability. Example: Number Sense is a math skills area in the Ohio Academic Content Standards. These skills involve counting money and making change, and using coins and paper money. One way to test these skills in the alternate assessment could be identifying the correct coins needed to make a purchase. Identifying these coins shows that the child can count and use money accurately. 		
Math Skills Area - Data Analysis and Probability: Score=9		
APPLICATION Use a switch or motor response to participate in data gathering (e.g., ask a survey question).	EVIDENCE 1. Data Chart 2. Checklist 3. Observation	PERFORMANCE NSA 0 1 2 3 INSTRUCTIONAL CONTEXT NSA 1 2 3 4
Math Skills Area - Patterns, Functions and Algebra: Score=9		
APPLICATION Use a switch to participate in a patterned activity.	EVIDENCE 1. Observation 2. Interview 3. Checklist	PERFORMANCE NSA 0 1 2 3 INSTRUCTIONAL CONTEXT NSA 1 2 3 4
Data Analysis and Probability	Patterns, Functions and Algebra	Total Student Achievement Score in Math
(3x3) 9	+ (3x3) 9 =	18
How Is Your Child's Score Determined?		
PERFORMANCE scores tell you how well your child completes assigned applications in math skills areas. Interpretation of Scores The child performs applications in math skills areas with: Score 0 pt - No evidence of active performance of skill. Score 1 pt - Only minimal or limited skill. Score 2 pt - Reasonable skill. Score 3 pt - Consistent skill.	INSTRUCTIONAL CONTEXT scores tell you if your child: <ul style="list-style-type: none"> Is challenged while completing math applications; Applies math skills in real-world situations; Uses materials appropriate for your child's age or grade. Interpretation of Scores The child demonstrates math skills areas with: Score 1 pt - Neither the materials nor the situations appropriate for his or her age or grade. Score 2 pt - Materials that may not be appropriate for his or her age or grade, or in real-world or similar situations. Score 3 pt - Materials that are appropriate for his or her age or grade, and in situations similar to those in the real world. Score 4 pt - Materials that are appropriate for his or her age or grade, and in real-world situations.	
EDUCATION.OHIO.GOV	4	THE OHIO DEPARTMENT OF EDUCATION
123456.0		

Sample Report (mathematics page) – Provided for illustration purposes only.

Performance Level Descriptors for Grades 3-5 Reading Alternate Assessment for Students with Disabilities

Advanced - The student consistently demonstrates reading skills, such as, retelling a story with a beginning, middle and end, identifying environmental symbols and signs and making selections in response to questions about text or activities, which align with and access Grades 3-5 reading content from the Ohio Academic Content Standards. The student can perform reading skills accurately in real world settings outside of the classroom.

Accelerated – The student usually demonstrates reading skills, such as, reading high frequency sight words, reading words that are associated with pictures and selecting picture symbols or object representations related to daily routine activities, which align with and access Grades 3-5 reading content from the Ohio Academic Content Standards. The student performs the skill accurately most of the time with some or little supervision in the classroom but may not be ready to apply reading skills in real world situations.

Proficient – The student often demonstrates reading skills, such as, identifying the beginning, middle and/or ending sounds of words, using picture symbols to express ideas from a literary text and using symbols to express ideas, needs and/or wants, which align with and access Grades 3-5 reading content from the Ohio Academic Content Standards. The student performs the skill accurately some of the time, needs some supervision in the classroom and may not be ready to apply reading skills in real world situations.

Basic – The student sometimes demonstrates reading skills, such as, locating specific details within text materials, reading for an identified purpose and using a switch to participate in rhyme play, which align with and access Grades 3-5 reading content from the Ohio Academic Content Standards. The student may need materials inappropriate for their age or grade in order to perform the skill accurately at least some of the time and needs supervision in the classroom. The student may not be able to apply reading skills in real world situations.

Limited – The student rarely demonstrates reading skills, such as, retelling a sequence of events from materials read aloud, matching pictures or symbols of words that have similar or opposite meaning and selecting a favorite book or other text, which align with and access Grades 3-5 reading content from the Ohio Academic Content Standards. The student does not use materials appropriate for their age or grade, has limited and inconsistent performance, needs frequent classroom supervision and is not able to apply reading skills in real world situations.

Performance Level Descriptors for Grades 6-8 Reading Alternate Assessment for Students with Disabilities

Advanced - The student consistently demonstrates reading skills, such as, reading new words by applying word structures to root words, answering questions based on activity or event and making selections in the context of an activity, which align with and access Grades 6-8 reading content from the Ohio Academic Content Standards. The student can perform reading skills accurately in real world settings outside of the classroom.

Accelerated – The student usually demonstrates reading skills, such as, independently reading materials for various purposes, answering clarifying questions regarding text or events and selecting a word or picture in the context of a song, poem or story, which align with and access Grades 6-8 reading content from the Ohio Academic Content Standards. The student performs the skill accurately most of the time with some or little supervision in the classroom but may not be ready to apply reading skills in real world situations.

Proficient – The student often demonstrates reading skills, such as, using a variety of resources to locate specific information, identifying people, actions, or settings within a story and/or dramatic presentation and giving a response to indicate understanding of words or symbols within routine situations, which align with and access Grades 6-8 reading content from the Ohio Academic Content Standards. The student performs the skill accurately some of the time, needs some supervision in the classroom and may not be ready to apply reading skills in real world situations.

Basic – The student sometimes demonstrates reading skills, such as, recognizing similarities and differences among literary texts, reading words paired with picture symbols within the context of an activity making a selection in response to a question about text or activities, which align with and access Grades 6-8 reading content from the Ohio Academic Content Standards. The student may need materials inappropriate for their age or grade in order to perform the skill accurately at least some of the time and needs supervision in the classroom. The student may not be able to apply reading skills in real world situations.

Limited – The student rarely demonstrates reading skills, such as, using print or electronic resources to find the meaning of words, using picture symbols or words to sequence an event or task and using a switch to provide information on a topic, which align with and access Grades 6-8 reading content from the Ohio Academic Content Standards. The student does not use materials appropriate for their age or grade, has limited and inconsistent performance, needs frequent classroom supervision and is not able to apply reading skills in real world situations.

Performance Level Descriptors for Grades 3-5 Mathematics Alternate Assessment for Students with Disabilities

Advanced - The student consistently demonstrates mathematics skills, such as, adding and/or subtracting to solve simple problems, identifying basic measurement tools and matching simple three-dimensional objects for a purpose, which align with and access Grades 3-5 mathematics content from the Ohio Academic Content Standards. The student can perform mathematics skills accurately in real world settings outside of the classroom.

Accelerated – The student usually demonstrates mathematics skills, such as, expressing concepts of time, sorting objects with similar attributes and making a selection among scheduled or routine events, which align with and access Grades 3-5 mathematics content from the Ohio Academic Content Standards. The student performs the skill accurately most of the time with some or little supervision in the classroom but may not be ready to apply mathematics skills in real world situations.

Proficient – The student often demonstrates mathematics skills, such as, making a drawing or diagram to represent a location, using a picture sequence to complete a routine task and selecting pictures or symbols for a chart that represents information, which align with and access Grades 3-5 mathematics content from the Ohio Academic Content Standards. The student performs the skill accurately some of the time, needs some supervision in the classroom and may not be ready to apply mathematics skills in real world situations.

Basic – The student sometimes demonstrates mathematics skills, such as, creating a simple graph to display information, explaining simple graphs or tables and selecting numbers within the context of a daily living activity, which align with and access Grades 3-5 mathematics content from the Ohio Academic Content Standards. The student may need materials inappropriate for their age or grade in order to perform the skill accurately at least some of the time and needs supervision in the classroom. The student may not be able to apply mathematics skills in real world situations.

Limited – The student rarely demonstrates mathematics skills, such as, gathering and recording data using tables, charts and/or graphs, counting objects to a given number and selecting routine activities within a schedule, which align with and access Grades 3-5 mathematics content from the Ohio Academic Content Standards. The student does not use materials appropriate for their age or grade, has limited and inconsistent performance, needs frequent classroom supervision and is not able to apply mathematics skills in real world situations.

Performance Level Descriptors for Grades 6-8 Mathematics Alternate Assessment for Students with Disabilities

Advanced - The student consistently demonstrates mathematics skills, such as, using fractions, decimals or percents within the context of a daily living activity, using measurement tools for a specific activity and manipulating three-dimensional objects for a purpose, which align with and access Grades 6-8 mathematics content from the Ohio Academic Content Standards. The student can perform mathematics skills accurately in real world settings outside of the classroom.

Accelerated – The student usually demonstrates mathematics skills, such as, using a calendar or planner to record personal events, assignments, or schedule, drawing simple two-dimensional shapes and selecting pictures or symbols for a chart that shows a pattern, which align with and access Grades 6-8 mathematics content from the Ohio Academic Content Standards. The student performs the skill accurately most of the time with some or little supervision in the classroom but may not be ready to apply mathematics skills in real world situations.

Proficient – The student often demonstrates mathematics skills, such as, identifying and comparing two dimensional and/or three-dimensional shapes, identifying and or/extending a pattern for a specific purpose and making a selection in response to a data gathering question, which align with and access Grades 6-8 mathematics content from the Ohio Academic Content Standards. The student performs the skill accurately some of the time, needs some supervision in the classroom and may not be ready to apply mathematics skills in real world situations.

Basic – The student sometimes demonstrates mathematics skills, such as, using visual representations to represent and/or solve a problem, using tables, charts and/or graphs to locate information in daily activities and counting objects in the context of a daily living activity, which align with and access Grades 6-8 mathematics content from the Ohio Academic Content Standards. The student may need materials inappropriate for their age or grade in order to perform the skill accurately at least some of the time and needs supervision in the classroom. The student may not be able to apply mathematics skills in real world situations.

Limited – The student rarely demonstrates mathematics skills, such as, making predictions about daily events and observing and discussing outcomes, identifying less than, more than, most and/or least and selecting objects of similar size, weight and/or length, which align with and access Grades 6-8 mathematics content from the Ohio Academic Content Standards. The student does not use materials appropriate for their age or grade, has limited and inconsistent performance, needs frequent classroom supervision and is not able to apply mathematics skills in real world situations.

Performance Level Descriptors for Grade 5 Science Alternate Assessment for Students with Disabilities

Advanced – The student consistently demonstrates science skills which access Grade 5 Science content from the Ohio Academic Content Standards.

Examples include but are not limited to:

- Describing or illustrating ways we respond to weather phenomena;
- Identifying reliable sources of information; and
- Using a switch to report on information learned from investigation.

Given the student’s individual needs, the student uses materials that are age-appropriate. The student demonstrates science skills accurately in real world settings outside of the classroom.

Accelerated – The student usually demonstrates science skills which access Grade 5 Science content from the Ohio Academic Content Standards.

Examples include but are not limited to:

- Classifying plants or animals by different characteristics;
- Identifying vocabulary related to weather, Earth, and/or space; and
- Identifying reliable sources of information.

Given the student’s individual needs, the student uses materials that are age-appropriate. The student demonstrates science skills accurately most of the time with some or little supervision in the classroom but may not be ready to apply science skills in real world situations.

Proficient – The student often demonstrates science skills which access Grade 5 Science content from the Ohio Academic Content Standards.

Examples include but are not limited to:

- Appropriately using items that produce sound to accomplish a specific purpose;
- Identifying stages of development in human life; and
- Using a switch to report on an Earth science activity.

Given the student’s individual needs, the student uses materials that are age-appropriate. The student demonstrates science skills accurately some of the time, needs some supervision in the classroom, and may not be ready to apply science skills in real world situations.

Basic – The student sometimes demonstrates science skills which access Grade 5 Science content from the Ohio Academic Content Standards.

Examples include but are not limited to:

- Describing or illustrating technologies that have improved human life;
- Identifying safe use of objects that produce heat; and
- Using a switch to participate in a life science activity.

Given the student’s individual needs, the student may need materials inappropriate for his or her age or grade in order to perform the skill accurately at least some of the time and needs supervision in the classroom. The student may not be able to apply science skills in real world situations.

Limited – The student rarely demonstrates science skills which access Grade 5 Science content from the Ohio Academic Content Standards.

Examples include but are not limited to:

- Selecting and using tools to solve a problem;
- Identifying simple tools used within daily living activities; and
- Using a switch to participate in a physical science experiment.

Given the student’s individual needs, the student does not use materials appropriate for his or her age or grade, shows limited and inconsistent performance, needs frequent classroom supervision, and is not able to apply science skills in real world situations.

Performance Level Descriptors for Grade 8 Science Alternate Assessment for Students with Disabilities

Advanced – The student consistently demonstrates science skills which access Grade 8 Science content from the Ohio Academic Content Standards.

Examples include but are not limited to:

- Selecting and using technology tools to accomplish a specific purpose;
- Sorting objects according to specific properties; and
- Using a switch to participate in a life science activity.

Given the student’s individual needs, the student uses materials that are age-appropriate. The student demonstrates science skills accurately in real world settings outside of the classroom.

Accelerated – The student usually demonstrates science skills which access Grade 8 Science content from the Ohio Academic Content Standards.

Examples include but are not limited to:

- Reporting information based on the findings of an investigation or observation;
- Identifying a problem and selecting a solution that uses appropriate technology; and
- Showing an active response to sound or light within a purposeful activity.

Given the student’s individual needs, the student uses materials that are age-appropriate. The student demonstrates science skills accurately most of the time with some or little supervision in the classroom but may not be ready to apply science skills in real world situations.

Proficient – The student often demonstrates science skills which access Grade 8 Science content from the Ohio Academic Content Standards.

Examples include but are not limited to:

- Using a problem solving process in daily living activities;
- Constructing a simple graph as data is gathered; and
- Using technology for a purpose.

Given the student’s individual needs, the student uses materials that are age-appropriate. The student demonstrates science skills accurately some of the time, needs some supervision in the classroom, and may not be ready to apply science skills in real world situations.

Basic – The student sometimes demonstrates science skills which access Grade 8 Science content from the Ohio Academic Content Standards.

Examples include but are not limited to:

- Analyzing changes in weather over time;
- Identifying a common problem; and
- Suggesting solutions and selecting symbols to represent data gathered for a chart or graph.

Given the student's individual needs, the student may need materials inappropriate for his or her age or grade in order to perform the skill accurately at least some of the time and needs supervision in the classroom. The student may not be able to apply science skills in real world situations.

Limited – The student rarely demonstrates science skills which access Grade 8 Science content from the Ohio Academic Content Standards.

Examples include but are not limited to:

- Observing and recording growth and development of plants or animals over time;
- Identifying the Earth, sun, and moon, or other planets of the universe; and
- Asking questions in the context of a science activity.

Given the student's individual needs, the student does not use materials appropriate for his or her age or grade, shows limited and inconsistent performance, needs frequent classroom supervision, and is not able to apply science skills in real world situations.

Performance Level Descriptors for Grade 4 Writing Alternate Assessment for Students with Disabilities

Advanced – The student consistently demonstrates writing skills which access Grade 4 Writing content from the Ohio Academic Content Standards.

Examples include but are not limited to:

- Generating questions related to a topic or idea;
- Using simple resource tools to select words/information for writing; and
- Using pictures, drawings and/or words to organize ideas and events.

Given the student’s individual needs, the student uses materials that are age-appropriate. The student demonstrates writing skills accurately in real world settings outside of the classroom.

Accelerated – The student usually demonstrates writing skills which access Grade 4 Writing content from the Ohio Academic Content Standards.

Examples include but are not limited to:

- Generating questions related to a topic or idea; and
- Selecting pictures to generate ideas for a writing topic.

Given the student’s individual needs, the student uses materials that are age-appropriate. The student demonstrates writing skills accurately most of the time with some or little supervision in the classroom but may not be ready to apply writing skills in real world situations.

Proficient – The student often demonstrates writing skills which access Grade 4 Writing content from the Ohio Academic Content Standards.

Examples include but are not limited to:

- Retelling a story or event in a logical sequence; and
- Combining words and/or pictures to create simple sentences.

Given the student’s individual needs, the student uses materials that are age-appropriate. The student demonstrates writing skills accurately some of the time, needs some supervision in the classroom, and may not be ready to apply writing skills in real world situations.

Basic – The student sometimes demonstrates writing skills which access Grade 4 Writing content from the Ohio Academic Content Standards.

Examples may include but are not limited to:

- Selecting a picture, symbol or object to convey a message or idea related to a topic; and
- Selecting pictures or symbols for organizing ideas related to a topic.

Given the student's individual needs, the student may need materials inappropriate for his or her age or grade in order to perform the skill accurately at least some of the time and needs supervision in the classroom. The student may not be able to apply writing skills in real world situations.

Limited – The student rarely demonstrates writing skills which access Grade 4 Writing content from the Ohio Academic Content Standards.

Examples include but are not limited to:

- Creating text using print, pictures, or symbols for a specific purpose; and
- Using a switch to retell a story or events.

Given the student's individual needs, the student does not use materials appropriate for his or her age or grade, shows limited and inconsistent performance, needs frequent classroom supervision, and is not able to apply writing skills in real world situations.

Performance Level Descriptors for Grade 7 Writing Alternate Assessment for Students with Disabilities

Advanced – The student consistently demonstrates writing skills which access Grade 7 Writing content from the Ohio Academic Content Standards.

Examples include but are not limited to:

- Generating questions related to a topic or idea;
- Using simple resource tools to select words/information for writing; and
- Editing and revising a written document using available tools and supports.

Given the student’s individual needs, the student uses materials that are age-appropriate. The student demonstrates writing skills accurately in real world settings outside of the classroom.

Accelerated – The student usually demonstrates writing skills which access Grade 7 Writing content from the Ohio Academic Content Standards.

Examples include but are not limited to:

- Generating questions related to a topic or idea;
- Selecting pictures to generate ideas for a writing topic; and
- Using pictures, drawings and/or words to organize ideas and events.

Given the student’s individual needs, the student uses materials that are age-appropriate. The student demonstrates writing skills accurately most of the time with some or little supervision in the classroom but may not be ready to apply writing skills in real world situations.

Proficient – The student often demonstrates writing skills which access Grade 7 Writing content from the Ohio Academic Content Standards.

Examples include but are not limited to:

- Retelling a story or event in a logical sequence;
- Recognizing errors within a sentence that needs revision; and
- Combining words and/or pictures to create simple sentences.

Given the student’s individual needs, the student uses materials that are age-appropriate. The student demonstrates writing skills accurately some of the time, needs some supervision in the classroom, and may not be ready to apply writing skills in real world situations.

Basic – The student sometimes demonstrates writing skills which access Grade 7 Writing content from the Ohio Academic Content Standards.

Examples may include but are not limited to:

- Retelling a story or event in a logical sequence;
- Selecting a picture, symbol or object to convey a message or idea related to a topic; and
- Selecting pictures or symbols for organizing ideas related to a topic.

Given the student’s individual needs, the student may need materials inappropriate for his or her age or grade in order to perform the skill accurately at least some of the time and needs supervision in the classroom. The student may not be able to apply writing skills in real world situations.

Limited – The student rarely demonstrates writing skills which access Grade 7 Writing content from the Ohio Academic Content Standards.

Examples include but are not limited to:

- Using a switch to convey a sentence for a specific purpose;
- Creating text using print, pictures, or symbols for a specific purpose; and
- Using a switch to retell a story or events.

Given the student’s individual needs, the student does not use materials appropriate for his or her age or grade, shows limited and inconsistent performance, needs frequent classroom supervision, and is not able to apply writing skills in real world situations.

Performance Level Descriptors for Grade 5 Social Studies Alternate Assessment for Students with Disabilities

Advanced - The student consistently demonstrates social studies skills which access Grade 5 Social Studies content from the Ohio Academic Content Standards.

Examples of these skills include but are not limited to:

- Using a time line to describe history;
- Monitoring turns of self and others in group activity;
- Taking turns appropriately; and
- Participating in a token economy in the classroom environment.

Given the student's individual needs, the student uses materials that are age-appropriate. The student demonstrates social studies skills accurately in real world settings outside of the classroom.

Accelerated – The student usually demonstrates social studies skills which access Grade 5 Social Studies content from the Ohio Academic Content Standards.

Examples of these skills include but are not limited to:

- Identifying art forms from a variety of cultures;
- Gathering information;
- Reporting on a social studies topic; and
- Following basic classroom rules or directions from a classroom teacher.

Given the student's individual needs, the student uses materials that are age-appropriate. The student demonstrates social studies skills accurately most of the time with some or little supervision in the classroom but may not be ready to apply social studies skills in real world situations.

Proficient – The student often demonstrates social studies skills which access Grade 5 Social Studies content from the Ohio Academic Content Standards.

Examples of these skills include but are not limited to:

- Describing or illustrating distance in terms of miles or travel time;
- Sequencing events on a timeline using pictures; and
- Taking turns in group activities.

Given the student's individual needs, the student uses materials that are age-appropriate. The student demonstrates social studies skills accurately some of the time, needs some supervision in the classroom, and may not be ready to apply social studies skills in real world situations.

Basic – The student sometimes demonstrates social studies skills which access Grade 5 Social Studies content from the Ohio Academic Content Standards.

Examples of these skills include but are not limited to:

- Identifying personal needs and community source of support;
- Describing own biography including family tree; and
- Identifying reliable sources of information or assistance.

Given the student’s individual needs, the student may need materials inappropriate for his or her age or grade in order to perform the skill accurately at least some of the time and needs supervision in the classroom. The student may not be able to apply social studies skills in real world situations.

Limited – The student rarely demonstrates social studies skills which access Grade 5 Social Studies content from the Ohio Academic Content Standards.

Examples of these skills include but are not limited to:

- Defining the basic functions of local and/or US government;
- Identifying landmarks on a picture map; and
- Selecting pictures on a daily/weekly calendar to organize events.

Given the student’s individual needs, the student does not use materials appropriate for his or her age or grade, has limited and inconsistent performance, needs frequent classroom supervision and is not able to apply social studies skills in real world situations.

Performance Level Descriptors for Grade 8 Social Studies Alternate Assessment for Students with Disabilities

Advanced – The student consistently demonstrates social studies skills which access Grade 8 Social Studies content from the Ohio Academic Content Standards.

Examples include but are not limited to:

- Identifying feelings or perspective of another individual in a discriminatory situation;
- Sorting information according to designated categories and identifying; and
- Participating in the voting process as a means to making decisions.

Given the student's individual needs, the student uses materials that are age-appropriate. The student demonstrates social studies skills accurately in real world settings outside of the classroom.

Accelerated – The student usually demonstrates social studies skills which access Grade 8 Social Studies content from the Ohio Academic Content Standards.

Examples include but are not limited to:

- Demonstrating comprehension of concepts of directionality;
- Identifying key factors in relation to current events; and
- Performing an active motor response to contribute to a group project.

Given the student's individual needs, the student uses materials that are age-appropriate. The student demonstrates social studies skills accurately most of the time with some or little supervision in the classroom but may not be ready to apply social studies skills in real world situations.

Proficient – The student often demonstrates social studies skills which access Grade 8 Social Studies content from the Ohio Academic Content Standards.

Examples include but are not limited to:

- Planning a budget for a specific activity;
- Identifying similarities and differences between self and others; and
- Sorting information according to designated categories.

Given the student's individual needs, the student uses materials that are age-appropriate. The student demonstrates social studies skills accurately some of the time, needs some supervision in the classroom, and may not be ready to apply social studies skills in real world situations.

Basic – The student sometimes demonstrates social studies skills which access Grade 8 Social Studies content from the Ohio Academic Content Standards.

Examples may include but are not limited to:

- Evaluating personal performance with respect to school rules;
- Creating a map of community locations; and
- Using a communication device to participate in retelling a series of historical events.

Given the student's individual needs, the student may need materials inappropriate for his or her age or grade in order to perform the skill accurately at least some of the time and needs supervision in the classroom. The student may not be able to apply social studies skills in real world situations.

Limited – The student rarely demonstrates social studies skills which access Grade 8 Social Studies content from the Ohio Academic Content Standards.

Examples include but are not limited to:

- Determining classroom or group goals and participating in developing a plan to achieve them;
- Identifying ways to earn money; and
- Performing an active motor response in an activity related to cultural practice.

Given the student's individual needs, the student does not use materials appropriate for his or her age or grade, shows limited and inconsistent performance, needs frequent classroom supervision, and is not able to apply social studies skills in real world situations.