$\qquad$ , $\qquad$ 2022

4 AAC 06.737 is amended to read:

4 AAC 06.737. Standards-based test. The commissioner will select a standards-based test to estimate the degree to which students have mastered the state's standards for English language arts, mathematics, and science. For school years after school year 2013-2014, the standards-based test must test for mastery of the English language arts, mathematics, and science standards adopted by reference in 4 AAC 04.140(a). Except for students eligible for an alternate assessment under 4 AAC 06.775 (b), each district shall administer the standards-based test in English language arts, and mathematics annually to every student in grades three through eight and in one or more years, as determined by the commissioner, in grades nine through 12, and each district shall administer the standards-based test in science annually to every student in grades five [FOUR], eight, and ten. A school that does not assign students to grade levels shall assess students using the grade-level assessment that would apply if the school had standard grade levels based upon the number of years a student has been enrolled in school. (Eff. 3/3/2000, Register 153; am 9/11/2004, Register 171; am 11/10/2005, Register 176; am 5/18/2006, Register 178; am 10/16/2012, Register 204; am 12/26/2014, Register 212; am 4/6/2016, Register 218; am 2/16/2018, Register 225; am 10/20/2018, Register 228; am
$\qquad$ , Register $\qquad$

AS 14.07.020

4 AAC $06.775(\mathrm{~b})(1)$ is amended to read:

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(1) English language arts, and mathematics on the alternate assessment, a student must obtain a score as set out in the following table:

| Achievement Level | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | [GRADE <br> $10]$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| English language arts: <br> Advanced | $\begin{aligned} & \underline{\underline{44} \text { or }} \\ & \underline{\text { above }} \\ & \text { [71 OR } \\ & \text { ABOVE] } \end{aligned}$ | $\begin{aligned} & \underline{\underline{49} \text { or }} \\ & \underline{\text { above }} \\ & \text { [75 OR } \\ & \text { ABOVE] } \end{aligned}$ | $\begin{aligned} & \underline{45 \text { or }} \\ & \text { above } \\ & \text { [76 OR } \\ & \text { ABOVE] } \end{aligned}$ | $\begin{aligned} & \underline{44 \text { or }} \\ & \underline{\text { above }} \\ & \text { [65 OR } \\ & \text { ABOVE] } \end{aligned}$ | $\begin{aligned} & \underline{53 \text { or }} \\ & \text { above } \\ & \text { [73 OR } \\ & \text { ABOVE] } \end{aligned}$ | $\begin{aligned} & \underline{\underline{55} \text { or }} \\ & \underline{\text { above }} \\ & \text { [72 OR } \\ & \text { ABOVE] } \end{aligned}$ | $\begin{aligned} & \underline{55 \text { or }} \\ & \text { above } \\ & \text { [68 OR } \\ & \text { ABOVE] } \end{aligned}$ | $\begin{aligned} & \text { [72 OR } \\ & \text { ABOVE] } \end{aligned}$ |
| English language arts: At Target | $\frac{31-43}{[50-70]}$ | $\frac{37-48}{[57-74]}$ | $\frac{31-44}{[53-75]}$ | $\frac{31-43}{[46-64]}$ | $\frac{38-52}{[52-72]}$ | $\frac{37-54}{[48-71]}$ | $\frac{39-54}{[48-67]}$ | [47-71] |
| English language arts: Approaching Target | $\frac{23-30}{[36-49]}$ | $\frac{25-36}{[38-56]}$ | $\frac{21-30}{[35-52]}$ | $\frac{18-30}{[27-45]}$ | $\frac{20-37}{[27-51]}$ | $\frac{18-36}{[23-47]}$ | $\frac{15-38}{[20-47]}$ | [17-46] |
| English language arts: Emerging | $\begin{aligned} & \frac{\text { 22 or }}{\text { below }} \\ & \text { [35 OR } \\ & \text { BELOW] } \end{aligned}$ | $\begin{aligned} & \frac{\mathbf{2 4} \text { or }}{\text { below }} \\ & \text { [37 OR } \\ & \text { BELOW] } \end{aligned}$ | $\begin{aligned} & \underline{\underline{20} \text { or }} \\ & \underline{\text { below }} \\ & \text { [34 OR } \\ & \text { BELOW] } \end{aligned}$ | $\begin{aligned} & \frac{17 \text { or }}{\text { below }} \\ & \text { [26 OR } \\ & \text { BELOW }] \end{aligned}$ | $\begin{aligned} & \frac{19 \text { or }}{\text { below }} \\ & \text { [26 OR } \\ & \text { BELOW] } \end{aligned}$ | $\begin{aligned} & \underline{17 \text { or }} \\ & \frac{\text { below }}{\text { [22 OR }} \\ & \text { BELOW] } \end{aligned}$ | $\begin{aligned} & \underline{14 \text { or }} \\ & \text { below } \\ & \text { [19 OR } \\ & \text { BELOW] } \end{aligned}$ | [16 OR BELOW] |
| Math: Advanced | $\begin{aligned} & \underline{\underline{27} \text { or }} \\ & \underline{\text { above }} \\ & \text { [37 OR } \\ & \text { ABOVE] } \end{aligned}$ | $\begin{aligned} & \underline{\underline{\mathbf{2 8} \text { or }}} \\ & \underline{\text { above }} \\ & \text { [56 OR } \\ & \text { ABOVE] } \end{aligned}$ | $\begin{aligned} & \underline{\underline{26} \text { or }} \\ & \underline{\text { above }} \\ & \text { [48 OR } \\ & \text { ABOVE] } \end{aligned}$ | $\begin{aligned} & \underline{\underline{24} \text { or }} \\ & \underline{\text { above }} \\ & \text { [38 OR } \\ & \text { ABOVE] } \end{aligned}$ | $\begin{aligned} & \underline{\underline{27} \text { or }} \\ & \underline{\text { above }} \\ & \text { [53 OR } \\ & \text { ABOVE] } \end{aligned}$ | $\begin{aligned} & \frac{31 \text { or }}{} \\ & \text { above } \\ & \text { [53 OR } \\ & \text { ABOVE] } \end{aligned}$ | $\begin{aligned} & \underline{\underline{29} \text { or }} \\ & \text { above } \\ & \text { [33 OR } \\ & \text { ABOVE] } \end{aligned}$ | [36 OR ABOVE] |
| Math: At Target | $\frac{15-26}{[21-36]}$ | $\frac{15-27}{[30-55]}$ | $\frac{17-25}{[32-47]}$ | $\frac{18-23}{[28-37]}$ | $\frac{18-26}{[37-52]}$ | $\frac{24-30}{[40-52]}$ | $\frac{18-28}{[21-32]}$ | [21-35] |
| Math: Approaching Target | $\frac{9-14}{[12-20]}$ | $\frac{10-14}{[20-29]}$ | $\frac{8-16}{[15-31]}$ | $\frac{8-17}{[13-27]}$ | $\frac{9-17}{[19-36]}$ | $\frac{9-23}{[17-39]}$ | $\frac{9-17}{[10-20]}$ | [8-20] |
| Math: Emerging | $\begin{aligned} & \frac{8 \text { or }}{\text { below }} \\ & \text { [11 OR } \\ & \text { BELOW] } \end{aligned}$ | $\begin{aligned} & \frac{9 \text { or }}{\text { below }} \\ & \text { [19 OR } \\ & \text { BELOW] } \end{aligned}$ | $\begin{aligned} & \frac{7 \text { or }}{\text { below }} \\ & \text { [14 OR } \\ & \text { BELOW] } \end{aligned}$ | $\begin{aligned} & \frac{7 \text { or }}{\text { below }} \\ & \text { [12 OR } \\ & \text { BELOW] } \end{aligned}$ | $\begin{aligned} & \frac{8 \text { or }}{\text { below }} \\ & \text { [18 OR } \\ & \text { BELOW] } \end{aligned}$ | $\begin{aligned} & \frac{8 \text { or }}{\text { below }} \\ & \text { [16 OR } \\ & \text { BELOW] } \end{aligned}$ | $\begin{aligned} & \frac{8 \text { or }}{\text { below }} \\ & {[9 \text { OR }} \\ & \text { BELOW }] \end{aligned}$ | $\begin{aligned} & \text { [7 OR } \\ & \text { BELOW] } \end{aligned}$ |

4 AAC $06.775(\mathrm{~b})(2)$ is amended to read:
(2) science on the alternate assessment, a student must obtain a score as set out in the following table:

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| Proficient Level | $\frac{\text { Grade 5 }}{\text { [GRADE 4] }}$ | Grade 8 | Grade 10 |
| :--- | :--- | :--- | :--- |
| Science: Advanced | $\underline{\mathbf{2 5} \text { or above }}$ <br> [21 OR <br> ABOVE] | 23 or above | 23 or above |
| Science: At Target | $\frac{\mathbf{1 7 - 2 4}}{[15-20]}$ | $16-22$ | $16-22$ |
| Science: Approaching <br> Target | $\frac{\mathbf{1 0 - 1 6}}{[9-14]}$ | $10-15$ | $8-15$ |
| Science: Emerging | $\underline{\mathbf{9} \text { or below }}$ <br> [8 OR <br> BELOW] | 9 or below | 7 or below |

(Eff. 12/19/2002, Register 164; am 9/17/2004, Register 171; am 11/10/2005, Register 176; am 10/18/2007, Register 184; am 11/10/2007, Register 184; am 9/27/2008, Register 187; am 6/11/2010, Register 194; am 10/3/2011, Register 200; am 4/20/2012, Register 202; am 12/26/2014, Register 212; am 3/4/2015, Register 213; am 5/15/2015, Register 214; am 3/30/2016, Register 217; am 4/6/2016, Register 218; am 2/16/2018, Register 225; am 6/1/2018, Register 226; am 10/20/2018, Register 228; am 12/25/2020, Register 236; am $\qquad$ ,

Register $\qquad$ _)

Authority: AS 14.03.075
AS 14.07.020
AS 14.07.165

AS 14.03.123 AS 14.07.060
AS 14.50.080

