



**ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
ALTERNATE ASSESSMENT
STUDENT REPORT
2014 SPRING**

NAME :
BIRTHDATE:

DISTRICT :
SCHOOL :

GRADE : 10
STATE ID NUMBER :
DISTRICT ID NUMBER :

Your Student's Overall Performance

| | Student's Score | Score Needed for Proficiency | Student's Proficiency Level |
|--------------------|-----------------|------------------------------|-----------------------------|
| Reading | 50 | 43 or above | Proficient |
| Writing | 38 | 47 or above | Below Proficient |
| Mathematics | 63 | 63 or above | Proficient |

NT: Student Not Tested in this content area.

Interpretation of Chart

This report provides a record of the student's test results on the Alternate Assessment in the content areas of Reading, Writing, and Mathematics.

Proficiency Levels

For each subject, the graphic display of scores shows the possible student scores ranging from 0 to 100. Proficiency levels are noted below the score ranges: FB-Far Below Proficient, BP-Below Proficient, P-Proficient, A-Advanced.

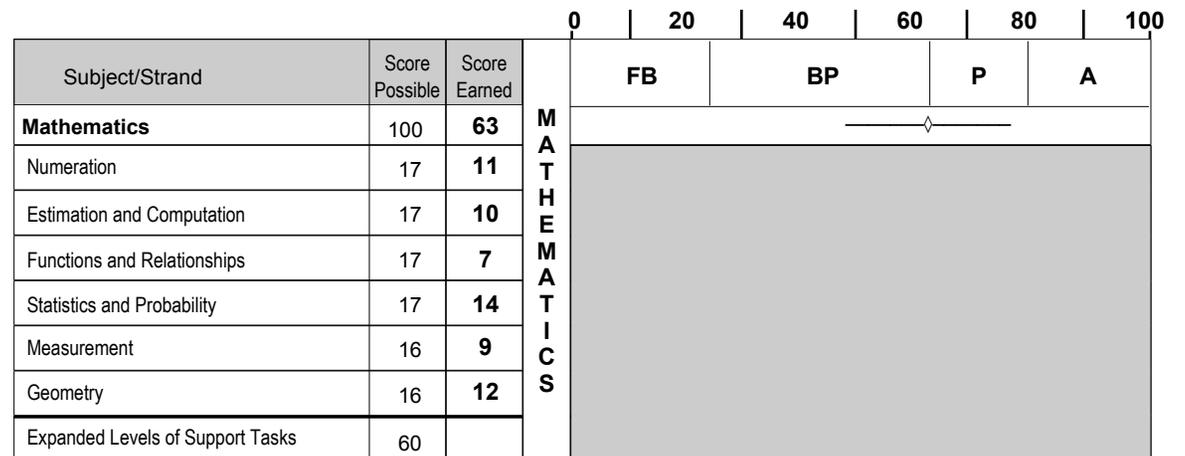
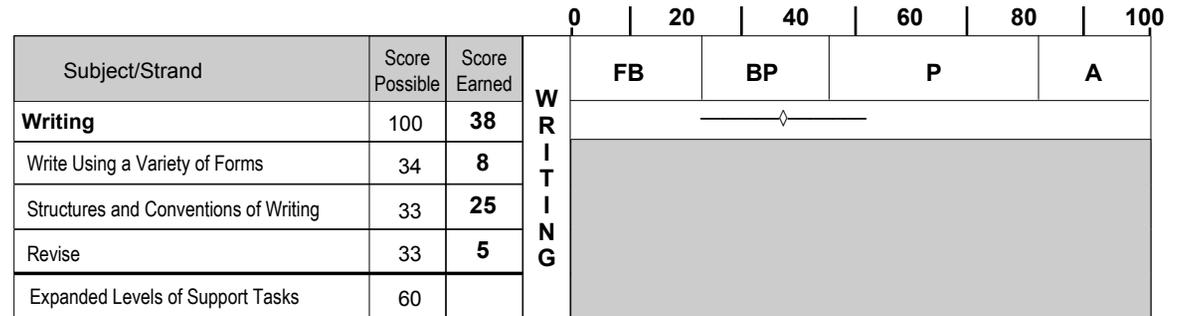
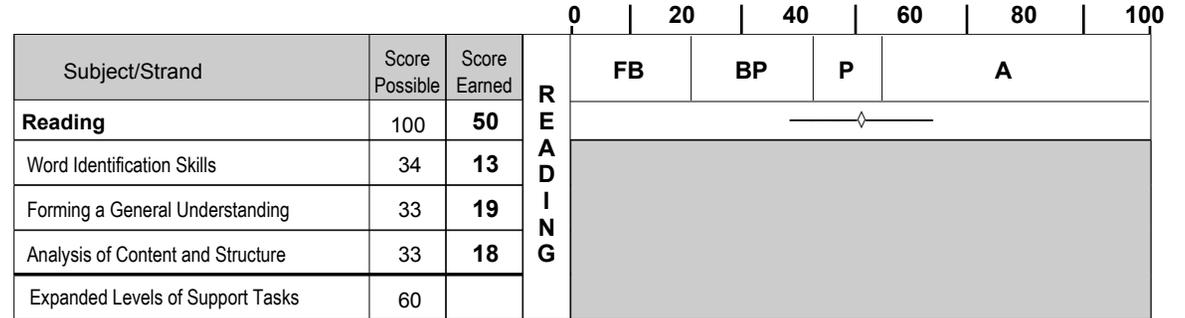
Student Skills Performance

The content areas of Reading, Writing, and Mathematics are composed of different skills organized into strands. Strands are clusters of learning standards in the content area organized around a central idea or concept. The strand sub-scores are represented numerically in the Score Earned column. Score Possible and Score Earned are scaled scores in reading, writing, and mathematics. The graphic displays of student scores are represented by the diamond shapes. The line through the diamond represents the student's score range if the student took the test multiple times; given that all testing results in some variation, sometimes, the student might score a little lower and other times he or she might score a little higher.

Expanded Levels of Support

Expanded Levels of Support (ELOS) are test items designed to make the alternate assessment more accessible to students who score zero on a minimum number of required test items, and therefore, translate to far below proficient in performance. The ELOS scores are not scaled to the scores of the standard administration of the Alternate Assessment.

**Your Student's Performance by Standard
PERFORMANCE LEVELS AND PROBABLE SCORE RANGES**





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PROFICIENCY LEVEL DESCRIPTORS - GRADES 9 AND 10

| Proficiency Level | Reading | Writing | Mathematics | Score Ranges |
|----------------------|--|--|---|---|
| Advanced | The student answers who, what, when, where, and why questions about a reading passage; uses strategies for decoding unfamiliar words and reads sentences with increasingly complex text; understands the difference between fact and opinion; and follows more complex written directions. | The student shows increasing complexity in sentence structure; consistently uses supporting details that are related to the topic; consistently organizes information about a topic in a variety of forms for different audiences and purposes that communicates a clear message; and corrects errors in spelling, capitalization (including proper nouns), end punctuation, and commas. | The student performs addition of multiple single-digit numbers; uses simple patterns to solve problems; determines the amount of money needed for a purchase; divides single-digit numbers by single-digit numbers; and identifies whole, one-half, one-quarter, one-third, and three-fourths. | <u>Reading</u> 57 or above <u>Writing</u> 82 or above <u>Mathematics</u> 81 or above |
| Proficient | The student answers who (main character), what (main idea, problem and solution), when and where (setting) questions about a reading passage; identifies the theme and makes predictions about a reading passage; summarizes text accurately in correct sequence; decodes unfamiliar words using knowledge of letter-sound relationships (phonics) and word structure (base word, prefix, suffix); and follows multi-step written directions to complete a task. | The student produces a variety of simple sentences that support a topic; communicates ideas for different audiences by using a variety of purposes that clearly communicates a message; uses simple editing strategies, such as checking for correct capitalization, punctuation, and spelling. | The student performs double-digit addition and subtraction with regrouping; uses and applies basic units of measurement (e.g., time, measurement, temperature, distance, or volume); multiplies single-digit numbers by single-digit numbers; rounds numbers to the nearest ten; and identifies whole, one-half, one-quarter, and three-quarters. | <u>Reading</u> 43-56 <u>Writing</u> 47-81 <u>Mathematics</u> 63-80 |
| Below Proficient | The student reads simple sentences of 2-3 words; answers one who, what, or where question about a passage read aloud; and follows 1- and 2-step written directions. | The student exhibits a limited or an unfocused idea that does not support a topic; communicates own ideas by using incomplete and complete sentences; and edits some errors in punctuation and capitalization. | The student reads and writes two-digit numbers; identifies size (bigger and smaller); reads a simple graph; identifies properties of basic geometric shapes (triangle, circle, and square); finds and supplies the missing element in a repeating pattern; and sorts coins by their value. | <u>Reading</u> 22-42 <u>Writing</u> 24-46 <u>Mathematics</u> 24-62 |
| Far Below Proficient | There is a significant need for additional instructional opportunities to achieve the proficient level. | There is a significant need for additional instructional opportunities to achieve the proficient level. | There is a significant need for additional instructional opportunities to achieve the proficient level. | <u>Reading</u> 21 or below <u>Writing</u> 23 or below <u>Mathematics</u> 23 or below |