



# **Educator Guide to Assessment Reports**

## **PEAKS English Language Arts and Mathematics**



---

**2021**



THE STATE  
of **ALASKA**  
GOVERNOR MIKE DUNLEAVY

## Department of Education & Early Development

OFFICE OF THE COMMISSIONER

801 West Tenth Street, Suite 200  
P.O. Box 110500  
Juneau, Alaska 99811-0500  
Main: 907.465.2800  
TTY/TDD: 907.465.2815  
Fax: 907.465.4156

August 2021

Dear Educator,

Assessment happens every day in classrooms across our state. We administer assessments to make sure our instruction results in students learning what we want them to know and do and helps ensure that support is available for all students. Assessment is a key part of student learning, and everything we do should work toward this goal.

PEAKS, the 2021 statewide summative assessment, was administered in an unprecedented context. Never before has Alaska, or any other state, attempted to obtain valid and reliable data during a global pandemic that disrupted even the most basic routines in society, including our public schools.

It is important to keep in mind that for many students, instruction and assessment looked very different during the COVID-19 pandemic. As local school boards managed the impacts of COVID, assessment participation rates among students taking the assessment were so low that the department cautions against drawing sweeping conclusions about student performance statewide. However, we can still glean helpful information by looking at performance at the school and individual student levels. Parents and educators can use individual student data from PEAKS and other local assessments to make effective instructional decisions during the 2021-2022 school year. Additionally, though summative assessment data typically guides activities associated with the Every Student Succeeds Act, the accountability requirements were waived by the United States Department of Education for the 2020-2021 school year. Alaska's Department of Education will continue to support ongoing school improvement efforts in local school districts, including stewardship of COVID relief funds.

Alaska is blessed with many great schools and hardworking educators who worked with families to meet the challenge COVID-19 presented for our students this past year. Thank you for your hard work to provide an excellent education to every student every day.

Sincerely,

A handwritten signature in black ink, appearing to read "Michael Johnson", followed by a horizontal line.

Dr. Michael Johnson  
Commissioner

Copyright © 2021 by the Alaska Department of Education & Early Development. Only the State of Alaska educators and citizens may copy, download and/or print the document, located online at <http://education.alaska.gov>. Any other use or reproduction of this document, in whole or in part, requires written permission of Alaska Department of Education & Early Development and the publisher.

# Table of Contents

<b>About the PEAKS Assessment .....</b>	<b>1</b>
Overview.....	1
Dates of Testing & Reporting.....	1
Reports Available for 2021 .....	2
<b>Test Design .....</b>	<b>3</b>
Types of Items .....	3
English Language Arts and Mathematics.....	3
Blueprints.....	3
English Language Arts and Mathematics.....	3
Reporting Categories .....	4
English Language Arts .....	4
Mathematics.....	5
<b>Score Interpretation .....</b>	<b>6</b>
Achievement Levels .....	6
Achievement Level Descriptors (ALDs).....	6
Scores & Score Ranges .....	7
Scale Scores and Raw Scores.....	7
Standard Error of Measurement.....	7
Score Ranges for Achievement Levels .....	7
Reporting Categories .....	8
PEAKS Reporting Categories on Student Reports .....	8
Reporting Scores for Groups of Students .....	9
Use of Median.....	9
Use of Mean .....	9
Standard Error of Estimate (SEE).....	9
Reporting Categories for Groups of Students.....	10
Special Circumstances .....	10
Student Reports with Special Circumstances.....	11
Student Roster Report Special Circumstances .....	12
School or District Summary Reports.....	12
Data Privacy .....	12
Primary Data Suppression Guidelines .....	13
Secondary Data Suppression Guidelines.....	14
Downloading Reports .....	15
Educator Use of Information.....	16

<b>Appendices .....</b>	<b>19</b>
Appendix A: PEAKS Sample Reports .....	21
Appendix B: Achievement Level Ranges.....	37
English Language Arts Achievement Level Ranges.....	38
Mathematics Achievement Level Ranges.....	38
Appendix C: Achievement Level Descriptor Summary Statements.....	39
English Language Arts Achievement Level Descriptors.....	41
Mathematics Achievement Level Descriptors .....	48

# About the PEAKS Assessment

## Overview

The Department of Education and Early Development (DEED) recognizes that the 2020–2021 instruction and assessment environments were very different and provided unique challenges. The Performance Evaluation for Alaska's Schools (PEAKS) reporting for this year will not provide direct comparisons from previous years of assessment. Due to these differences, DEED encourages you to visit the PEAKS

Results link from the PEAKS webpage for further guidance on how the data and reports can be interpreted and understood within this unique context: [PEAKS webpage](#). The PEAKS assessment is administered annually statewide to students in grades 3 through 9 in ELA and mathematics. It provides students the opportunity to show their understanding of *Alaska's English Language Arts (ELA) and Mathematics Standards*. Alaska adopted rigorous ELA and mathematics standards in 2012.

---

***State Board of Education's Mission  
for Public Education in Alaska:  
An excellent education for every  
student every day.***

---

The assessments provide information to parents, educators, policy makers, communities, and businesses about how Alaska's schools and districts are performing. They also provide information to help schools improve and to meet the State Board of Education's Mission, "An excellent education for every student every day." For more information about the standards measured by these assessments, visit the [Alaska Standards webpage](#) on the Department of Education and Early Development (DEED) website.

## Dates of Testing & Reporting

The PEAKS assessments were administered from March 29 to May 14, 2021. All reports, including Student Reports, Student Roster Reports, School Summary Reports, and District Summary Reports, will be accessible on the DRC INSIGHT Portal beginning August 5, 2021. Printed copies of Student Reports will be shipped to districts on August 5, 2021.

## ***Reports Available for 2021***

<b>Report Type</b>	<b>Description</b>
<b>Student Report</b>	<ul style="list-style-type: none"><li>• For students, parents, and educators</li><li>• **Contains confidential student information**</li><li>• Provides individual student's scale score, achievement level, comparison to other students, relative performance on reporting categories (ELA &amp; mathematics), and summary achievement level descriptors</li></ul>
<b>School Summary Report</b>	<ul style="list-style-type: none"><li>• For educators and the public</li><li>• Provides summary information for whole school, district, and state</li><li>• Includes number of students tested, percentage in each achievement level, median and mean scale scores, and performance on reporting categories</li></ul>
<b>District Summary Report</b>	<ul style="list-style-type: none"><li>• For educators and the public</li><li>• Provides summary information for whole district and state. Includes all information provided in school summary reports</li></ul>
<b>Student Roster Report</b>	<ul style="list-style-type: none"><li>• For use by educators only</li><li>• **Contains confidential student information**</li><li>• Provides the following information for each student in a grade level at a school: scale score, achievement level, performance on reporting categories for ELA and mathematics</li></ul>

# Test Design

## Types of Items

### English Language Arts and Mathematics

The ELA and mathematics content area assessments contain several different item types. For multiple-choice items, students are asked to select one correct response from four possible answer choices. For multiple-select items, students are asked to select more than one correct response from the answer choices. Computer-based assessments include technology-enhanced items that allow students to demonstrate their knowledge and skills at more complex levels of thinking. Each technology-enhanced item has a similar counterpart item on the paper-based versions of the tests. Students in ELA grades 4 through 9 are asked to complete a Text-Dependent Analysis (TDA) item. More than a basic writing prompt, the TDA item is based on a passage or multiple-passage set that each student reads during the assessment and is then asked to analyze. The TDA item type addresses both literary and informational texts. Students must draw on basic writing skills while inferring and synthesizing information from the passage in order to develop a comprehensive, holistic essay response.

---

Questions on an assessment are also called items.

---

In ELA, multiple-choice, multiple-select, and technology-enhanced items are scored as one or two points. The TDA item is scored on a scale of 0 to 4 points. Mathematics items are worth one point each.

## Blueprints

A test blueprint describes how the test is designed. It reflects the knowledge, skills, and abilities that are measured on the test. It includes the numbers and types of items and possible points related to the areas of the standards that are tested. A test blueprint is used to guide the writing of items for the test and to ensure that the test is designed to measure the content standards.

### English Language Arts and Mathematics

PEAKS is designed to measure a student's understanding of the *Alaska English Language Arts and Mathematics Standards*. Blueprints for PEAKS define the number of items and points available in each reporting category for each subject and grade. The reporting categories reflect the strands and text types within the ELA standards and the domains within the mathematics standards. For more details, view the entire [Spring 2021 English Language Arts \(ELA\) and Mathematics Blueprints](#).

## Reporting Categories

### English Language Arts

The ELA assessment encompasses reading, writing, and language. Items in the reading portion of the PEAKS assessment are derived from the reading passages that represent various genres of both literary and informational texts at a student's grade level. Items in the writing portion of the PEAKS assessment are standalone. Items on the ELA assessment assess skills in the reporting categories listed below.

Grade	ELA Reporting Category
Grade 3	Reading
Grade 3	Key Ideas and Details
Grade 3	Craft and Structure/Integration of Knowledge and Ideas
Grade 3	Literary Text
Grade 3	Informational Text
Grade 3	Writing
Grade 3	Text Types and Purposes
Grade 3	Distribution and Production/Research
Grade 3	Language
Grades 4–9	Reading
Grades 4–9	Key Ideas and Details
Grades 4–9	Craft and Structure/Integration of Knowledge and Ideas
Grades 4–9	Literary Text
Grades 4–9	Informational Text
Grades 4–9	Writing
Grades 4–9	Text Types and Purposes
Grades 4–9	Distribution and Production/Research
Grades 4–9	Text-Dependent Analysis Writing (TDA)
Grades 4–9	Language



## Mathematics

Items on the mathematics portion of the PEAKS assessment assess skills in the reporting categories listed below, which vary by grade level.

Grade	Mathematics Reporting Category
Grades 3–5	Number and Operations in Base Ten
Grades 3–5	Number and Operation – Fractions
Grades 3–5	Operations and Algebraic Thinking
Grades 3–5	Geometry and Measurement
Grades 6–7	The Number System
Grades 6–7	Ratios and Proportional Relationships
Grades 6–7	Expressions and Equations
Grades 6–7	Geometry
Grades 6–7	Statistics and Probability
Grade 8	Numbers, Expressions, and Equations
Grade 8	Functions
Grade 8	Geometry
Grade 8	Statistics and Probability
Grade 9	Number and Quantity
Grade 9	Algebra
Grade 9	Functions
Grade 9	Statistics and Probability

# Score Interpretation

## *Achievement Levels*

Student performance on the PEAKS assessment is reported in one of four overall achievement levels. These levels designate the performance of the student on the standards tested at the grade level. The four achievement levels are: Advanced, Proficient, Below Proficient, and Far Below Proficient. The table below is a general description of what students should be able to do at each overall level.

Achievement Level	Description
<b>Advanced (A)</b>	Student meets the standards at an advanced level, demonstrating knowledge and skills of complex grade-level content.
<b>Proficient (P)</b>	Student meets the standards at a proficient level, demonstrating knowledge and skills of current grade-level content.
<b>Below Proficient (BP)</b>	Student partially meets the standards, and may have gaps in knowledge and skills but is capable of most grade-level content.
<b>Far Below Proficient (FBP)</b>	Student may partially meet the standards, but has significant gaps in knowledge and skills of current grade-level content.

## *Achievement Level Descriptors (ALDs)*

Achievement Level Descriptors or ALDs are general descriptions of what a student in a specific grade level and subject can do at each achievement level.

Summary ALDs are provided on the back of the PEAKS Student Reports for ELA and mathematics. These summary statements are based on the full set of ALDs that describe what a student can do at each achievement level in each reporting category. PEAKS Summary Statements for all grades and content levels can be found in [Appendix C](#) of this guide. The full set of ALDs can be viewed on the [PEAKS webpage](#), Assessment Design tab.

## Scores & Score Ranges

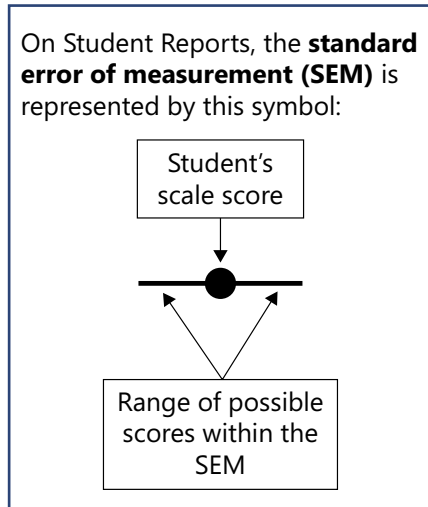
### Scale Scores and Raw Scores

Student performance on the PEAKS assessments are represented by the overall scale score. Scale scores differ from raw scores. A **raw score** is the number of points that a student earns on a test. While raw scores can be used in smaller settings such as classrooms, scale scores are needed for large scale, statewide assessments such as PEAKS.

On the Student Report, each student's raw score is converted to a scale score. A **scale score** is a three-digit number that provides a common measure for expressing student performance across different forms of a test. Scale scores have the same meaning when students take different forms of the test (e.g., standard test versus braille test, paper test versus online test, tests in different years). Using a scale score provides consistent reporting of scores from year to year for each grade and content area. The scale can be represented as a line that is divided into four levels of achievement (advanced, proficient, below proficient, and far below proficient).

### Standard Error of Measurement

The **standard error of measurement (SEM)** provides information about the level of confidence that a student would achieve the same score if that student tested again on an equivalent form of the test without changing knowledge or skills. The SEM is specific for the particular grade and content area. On the Student Report, the black circle in the symbol on the graph indicates the student's scale score on the test, and the bars on either side of the black circle represent the range of possible scores the student could receive within the SEM.



### Score Ranges for Achievement Levels

Each achievement level is defined by a range of scale scores. Alaska educators gathered in June 2017 and again in May 2018 to recommend what the minimum test score should be to attain each achievement level. These score ranges are different for each grade and content area. With input from DEED, and after a period of public comment, the Alaska State Board of Education and Early Development approved the score ranges for PEAKS.

## PEAKS Score Ranges


For ELA and mathematics in each grade, the PEAKS assessment scores range from 400 to 600. The scale score that demonstrates proficiency in the standards is 500 for all grades and content areas. A score of 500 or above is needed to be at the proficient level; however, the scores that define the below proficient and advanced levels will vary by grade and content area.


## Reporting Categories


### PEAKS Reporting Categories on Student Reports

On Student Reports, student performance in each reporting category is reported as a comparison to students who performed at the proficient level based on a scale score of 500. This provides relative information about the student's performance in each reporting category. Due to test length and timing constraints, there are not a sufficient number of items in each reporting category to enable a separate scale score or achievement level to be reported.

For PEAKS, these symbols indicate whether a student performed:

**better than** ,

**about the same as** ,

or **not as well as** 

students who scored at the just barely proficient level.

## Reporting Scores for Groups of Students

To show how students are performing at the school, district, and state levels, Student Reports display a horizontal gray bar with the median scale score displayed within the bar.

School Summary Reports and District Summary Reports display both the median and the mean scale scores for each grouping of students.

### Use of Median

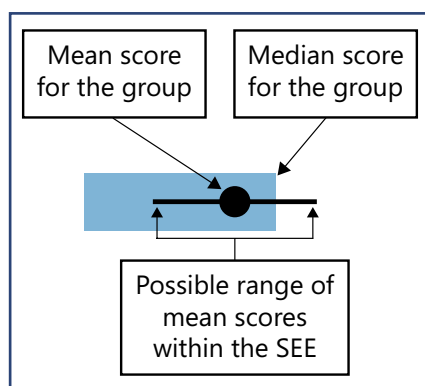
The **median** is the middle number in an ordered list of numbers. Half of the scores are above the median score and half of the scores are below the median. The median is a way to describe the midpoint score in a group of scores. Unlike the mean (sometimes called the average), the median is not affected by scores that are very high or very low when compared to most other scores. Even if there are very high or very low scores that differ largely from most other scores, the median will be in the same position. On the School and District Summary Reports, the median is displayed as the end of the blue bar (illustrated below).

### Use of Mean

The **mean** (sometimes called the average) is calculated by adding the values of a set of scores and dividing by the number of scores in the set. The School and District Summary Reports represent the mean scale score along with the standard error of estimate.

### Standard Error of Estimate (SEE)

The **standard error of estimate** (SEE) provides information about the level of confidence that a sample of students would achieve the same mean score if another sample was tested. The SEE is specific for the particular grade summary group (school, district, or state) and content area. The larger the size of the group being reported, the smaller the SEE will be. At the state level, the SEE will be the smallest. When the summary group includes more students, there is greater confidence that the mean score fairly represents the average of all students' scores. On the Summary Reports, the black circle indicates the mean score for that group, and the bars on either side of the black circle represent the possible range of mean scores the group could have received within the SEE.



## Reporting Categories for Groups of Students

On School and District Summary Reports, performance in each reporting category is reported based on the mean of students' scores in that category at the school, district, or state level. The mean score is compared to the proficient score for the reporting category, within the SEE for the group being reported. Note that the SEE is larger for smaller groups of students; therefore the reported symbol may be different for a small school or district than it would be for a large school or district. For example, a district may be shown as performing *not as well as* the state standard on a particular reporting category, while a very small school in the district with the same mean score may be shown as performing *about the same as* the state standard, due to the difference in the SEE for the small number of students in the school as compared to the district. Performance on the reporting categories provides relative information about groups of students to help inform areas where instruction may be improved.

For Summary Reports, these symbols indicate whether the students in the school, district, or state performed, on average:

**better than** ,

**about the same as**  ,

or **not as well as** 

the state standard for proficiency on that category or standard.

## Special Circumstances

If a student does not take a test or the test is not scored, school districts document the situation using a Special Circumstances code. Circumstances in which a student does not test would include: absence, extended illness requiring a medical waiver, parent refusal, student refusal, or student transfer. Reasons a student's test was not scored would include security violations or misadministration which resulted in an invalidation. Additionally, if a student does not attempt at least five test items, the assessment is not scored. Special Circumstance codes are listed in the table below.

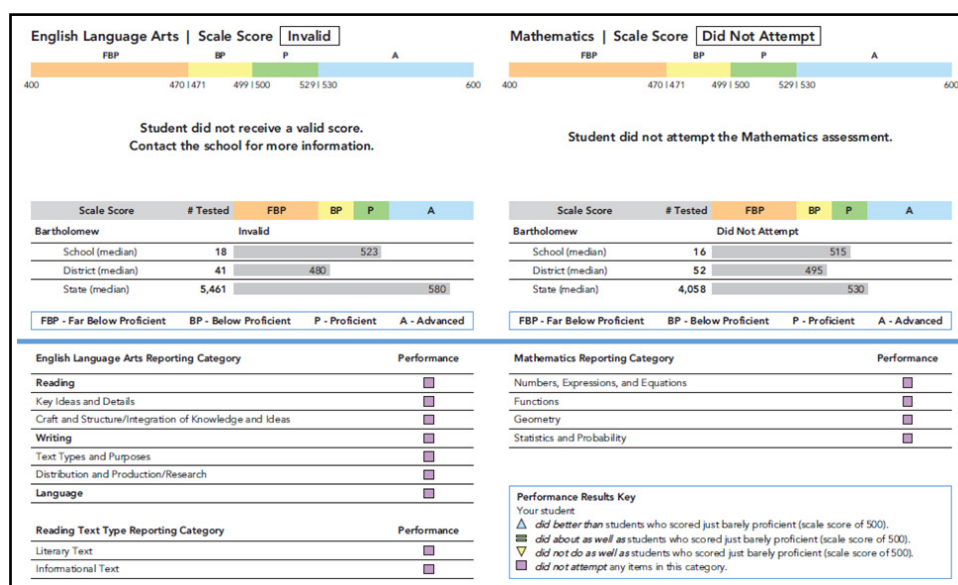
## Special Circumstances Codes

Code	Special Circumstance
ABS	Absent
INV	Invalid
MED	Medical Waiver
NOA	Not Attempted
PRF	Parent Refusal
SRF	Student Refusal
STR	Student Transfer

## Student Reports with Special Circumstances

If a student **received a valid score for only ELA or only mathematics**, a PEAKS Student Report will be printed. The content area for which a valid score was received will be complete. The content area that was not completed will not have a scale score or performance results for the reporting categories displayed. The special circumstances code is not provided on the Student Report, and one of two options will be reported:

- *Did Not Attempt* will be shown for any reason that a student did not attempt the test, except when the student's score was invalidated.
- *Invalid* will be shown for a student whose score was invalidated due to misadministration or a violation of test security. In this case the report will indicate to contact the school for more information. The school should be prepared to explain to the parent why the student did not receive a valid score on that section of the assessment.



If a student **did not receive a valid score for both ELA and mathematics**, a PEAKS Student Report will not be printed.

## Student Roster Report Special Circumstances

Students that did not test in a content area due to a special circumstance listed above will have a three-character special circumstance code located on the Student Roster Report in the achievement level column. Depending on assessment completion status, students that have a special circumstance code on the Student Roster Report may or may not receive a Student Report.

		English Language Arts (ELA)											Mathematics						
Student Name	AKSID	Scale Score	Achievement Level	Reporting Categories									Scale Score	Achievement Level	Reporting Categories				
				Reading	Key Ideas and Details	Craft and Structure/ Integration of Knowledge and Ideas	Literary Text	Informational Text	Writing	Text Types and Purposes	Distribution and Production/Research	Language			Text-Dependent Analysis (TDA)	Number and Operations in Base Ten	Number and Operations—Fractions	Operations and Algebraic Thinking	Geometry and Measurement
StudentLastName StudentFirstName	123456	410	FBP	▲	▲	▼	▼	■	■	■	■	▼	0	520	BP	■	▼	■	▼
StudentLastName StudentFirstName	123456	520	P	■	▼	■	▲	▲	■	■	▼	▲	3		MED	■	■	■	■
StudentLastName StudentFirstName	123456		INV											559	A	▲	▲	▲	▲
StudentLastName StudentFirstName	123456	522	P	■	■	■	▼	▼	■	▲	▼	▲	2	512	P	■	■	■	■
StudentLastName StudentFirstName	123456		ABS	■	■	■	■	■	■	■	■	■	■	520	BP	■	▼	■	▼
StudentLastName StudentFirstName	123456		PRF	■	■	■	■	■	■	■	■	■	■		PRF	■	■	■	■
StudentLastName StudentFirstName	123456	580	A	■	■	▲	▲	▲	■	■	▲	■	2	559	A	▲	▲	▲	▲
StudentLastName StudentFirstName	123456	522	P	■	■	■	▼	▼	■	▲	▼	▲	3		NOA	■	■	■	■
StudentLastName StudentFirstName	123456	410	FBP	▲	▲	▼	▼	■	■	■	■	▼	2	520	BP	■	▼	■	▼
StudentLastName StudentFirstName	123456		SRF	■	■	■	■	■	■	■	■	■	■	541	P	■	▲	▼	■

## School or District Summary Reports

Special circumstance codes do not appear on School Summary Reports or District Summary Reports.

## Data Privacy

DEED employs suppression rules in public reporting to protect student privacy. PEAKS assessment reports have been designed to protect student privacy. Summary data at the school, district, and/or state level will not be displayed on reports when fewer than five students have tested. If fewer than five students tested in a grade level at the school or district level, Student Reports will show *Data not shown to protect student privacy*. Not showing results on a report in order to protect student privacy is referred to as **suppression**. On School and District Summary Reports, there are additional suppression rules to guard against reporting assessment data that could be linked to an individual student.



## Primary Data Suppression Guidelines

1. If the number of students tested is less than five, results are suppressed.
2. Even when the count of tested students is five or more, there are certain distributions of students that require the publication of a percentage range instead of an exact percentage. School or district reports will display percentage ranges, rather than specific percentages, if **either** of the following criteria (a. or b.) are true for a particular grade and content area.
  - a. All scores fall into only two achievement levels.

If only two achievement levels have values reported, and the number of students in one of those achievement levels is one or two, the number of students will be eliminated in all achievement levels and the percentage of students at each achievement level will be reported as a range. Ranges will be reported according to the table below.

**Suppression Ranges for Scores in Two Levels**

Number of students tested	Range displayed for the level with the most students	Range displayed for the other three levels
5–7	≥60%	≤40%
8–9	≥75%	≤25%
10–19	≥80%	≤20%
20–39	≥90%	≤10%
40 or more	≥95%	≤5%

- b. All scores fall into one achievement level.

If all student scores fall within only one of the four levels for a grade and content area, percentage ranges rather than specific percentages will also be displayed. The range displayed will depend on the number of students tested in the content area and grade according to the table below.

**Suppression Ranges when Scores Fall in One Level**

Number of students tested	Range displayed for the level with student count > 0	Range displayed for the other three levels
5–7	≥60%	≤40%
8–9	≥75%	≤25%
10–19	≥80%	≤20%
20–39	≥90%	≤10%
40 or more	≥95%	≤5%

## Secondary Data Suppression Guidelines

Applying the suppression rules above sometimes creates a situation where the suppressed value may be determined by using the remaining unsuppressed information. The solution to this situation is to apply **secondary suppression**.

Secondary suppression will be applied when a suppressed value can still be determined using the remaining unsuppressed information. Secondary suppression is applied by ensuring that no schools or at least two schools have values suppressed by either of the two primary suppression rules (see page 13, above). If only one school for a grade or content area within a district triggered primary suppression, then the school with the lowest enrollment for that grade or subject area (that is not already suppressed) will have its data suppressed as well. This second school will have its data suppressed using all the same rules and requirements as if the school had fewer than five students.

Secondary suppression will be applied to the school-level median scale score on the Student Reports and all applicable school-level information on the Summary Reports.

### Secondary Suppression Example 1

The table below provides an example of secondary suppression applied to a district (District 1) with four schools (Schools A, B, C, and D). An 'X' denotes that primary suppression has been applied.

**District 1**

Grade	School A	School B	School C	School D	Secondary Suppression needed?
3		X			Yes
4	X				Yes
5		X			Yes
6	X				Yes
7	X	X			No
8	X	X			No
9	X	X			No
10					No

For District 1, secondary suppression is necessary in grades 3, 4, 5, and 6 because only one school in the district was subject to primary suppression. In each grade 3, 4, 5, and 6, the school – not already subject to primary suppression – with the lowest number of tested students will have data suppressed by the rules of secondary suppression. Secondary suppression is not necessary in grades 7–9 because two schools had suppressed performance following application of the primary suppression rules, and it is not necessary in grade 10 because no schools had data suppressed.

## Secondary Suppression Example 2

### District 2

Grade	School E	School F	School G	Secondary Suppression needed?
3	X		X	No
4	X	X	X	No
5	X	X	X	No
6			X	Yes
7	X	X		No
8	X	X	X	No
9	X	X	X	No
10	X		X	No

Example 2 provides an example of a district with three schools (E, F, and G). Secondary suppression is only necessary in grade 6 because grade 6 is the only grade in which just one school was subject to primary suppression. Again, secondary suppression will be applied to the school with the lowest number of tested students not subject to primary suppression.

## Downloading Reports

All of the reports can be downloaded from the DRC INSIGHT Portal. District Test Coordinators have access to download all report types (Student Reports, Student Roster Reports, School Summary Reports, and District Summary Reports). Other DRC INSIGHT Portal users have permissions to access reports based on how permissions were set up by the District Test Coordinator (DTC).

To access reports, log into the [DRC INSIGHT Portal](#) and open the *My Applications* menu bar and click *Report Delivery*. Select *View Reports* and make the proper selections in the dropdown fields (some fields will pre-populate). Then select *Show Reports* and two action buttons will appear to *Open PDF* or *Save PDF*.

## **Educator Use of Information**

The PEAKS assessments are **summative assessments**. Summative assessments are designed to provide a snapshot of student, school, or program progress and achievement at the end of a period of instruction. Statewide summative assessments are administered near the end of the school year. The results are used to provide information about the overall status of a student's learning on the state's standards in English language arts and mathematics. Results of state assessments may be used to measure the effectiveness of an educational program at the school, district, or state level.

The PEAKS assessments include a sufficient number of items to provide an overall picture of an individual student's performance on the grade-level standards, and relative information about how an individual student performed on groups of skills and abilities measured by reporting categories in ELA and mathematics.

---

**PEAKS assessments are end-of-year summative assessments.**

---

While the PEAKS assessments provide one measure of the knowledge possessed by an individual student, other types of assessment also contribute to the whole picture. Many indicators of student learning, such as classroom work, grades, and local assessments, will create a whole picture of a student's skills and knowledge and can be used to identify which learning goals educators and parents need to address next. Other types of assessments used in classrooms and schools include:

**Curriculum-embedded tests, or program tests**, are assessments that are part of the instructional materials being used by teachers or part of the instructional activities routinely taking place.

**Diagnostic assessments** are evidence-gathering procedures that provide detailed information about which targeted skills and knowledge a student is most struggling to learn. This information is needed by teachers when they decide how to most appropriately design instructional interventions. Due to their time-intensive and specific nature, diagnostic assessments are only used with a small group of students for whom the learning process has broken down and sufficient progress has not been made.

**Formative assessment** is a process used by teachers and students during instruction. Formative assessment provides feedback to adjust ongoing teaching and learning to improve students' achievement.

**Interim assessments** are given periodically throughout an academic year in order to provide individual student performance data, which teachers can use to adjust instruction to meet student needs. Interim assessments can also be used to determine the effectiveness of ongoing instructional programs and methods.

**Universal screening tests** are usually given two or three times during a school year to identify students who may be at risk or to monitor student progress. Universal screening tests focus on targeted, essential skills (such as letter sounds), are brief (1–3 minutes), and are conducted with all students in a grade level.

Statewide summative assessment results at the grade, school, and district level provide information about how the educational system is performing for all students. This information may be used to help inform local decision makers about changes needed to instructional programs, needed additional student support, and professional learning for teachers. The following chart provides ideas about how to use information in each type of report.

### 2021 Reports

Report Type	How to Use Information
Student Reports	<ul style="list-style-type: none"> <li>• Useful for understanding how a student performed overall on the standards at a grade level at the end of the school year.</li> <li>• Compare a student's performance to other students in the school, district, or state.</li> <li>• Draw inferences about the level of student performance relative to specific areas. Based on the ELA and Mathematics reporting categories and student performance in each category, and other classroom- or district-level information available for individual students, educators can use the information about general strengths and weaknesses of individual students for areas needing instructional support possibly in the next school year.</li> </ul>
Student Roster Report	<ul style="list-style-type: none"> <li>• Useful for seeing individual student information for a whole grade and subject.</li> <li>• See trends in performance on reporting categories.</li> <li>• May be useful for educators to consider instructional modifications at a grade level in the next school year.</li> </ul>
School and District Summary Reports	<ul style="list-style-type: none"> <li>• Useful for information about the performance of the educational system at a school, district, or state level.</li> <li>• Determine grade level or content areas where program or instruction may be improved to increase student achievement.</li> </ul>

**THIS PAGE IS INTENTIONALLY BLANK**

# Appendices

**A.** PEAKS Sample Reports

**B.** Achievement Level Ranges

**C.** Achievement Level Descriptor Summary Statements:

- English Language Arts Achievement Level Descriptors
- Mathematics Achievement Level Descriptors

**THIS PAGE IS INTENTIONALLY BLANK**



## **Appendix A:**

# **PEAKS Sample Reports**

**THIS PAGE IS INTENTIONALLY BLANK**

# Sample Reports

## PEAKS Student Report



### PEAKS Assessment

Students in grades 3–9 take the PEAKS statewide assessment. The assessment provides information on a student's understanding of the state's standards in English Language Arts and Mathematics. PEAKS results for schools and districts provide information to the public about how Alaska's schools and districts are performing and to help them improve.

Student Report

**Student Name:** Clarence Montgomery-Washington  
**Grade:** 5

**AKSID:** 123456  
**Test Date:** Spring 9999

**District:** District Name  
**School:** School Name

### English Language Arts | Scale Score 580



**Advanced:** Student meets the standards at an advanced level, demonstrating knowledge and skills of complex grade-level content.

The —●— symbol shows the student's scale score; the dark circle is the score. If the student were to test again, the student's score would likely fall within the lines on either side of the circle.

Scale Score	# Tested	FBP	BP	P	A
Clarence					
School (median)	18				530
District (median)	41				475
State (median)	5,461				485

FBP - Far Below Proficient	BP - Below Proficient	P - Proficient	A - Advanced
----------------------------	-----------------------	----------------	--------------

### Mathematics | Scale Score 550



**Proficient:** Student meets the standards at a proficient level, demonstrating knowledge and skills of current grade-level content.

The —●— symbol shows the student's scale score; the dark circle is the score. If the student were to test again, the student's score would likely fall within the lines on either side of the circle.

Scale Score	# Tested	FBP	BP	P	A
Clarence					
School (median)	16				555
District (median)	52				505
State (median)	4,058				480

FBP - Far Below Proficient	BP - Below Proficient	P - Proficient	A - Advanced
----------------------------	-----------------------	----------------	--------------

### English Language Arts Reporting Category

Reading	Performance
Key Ideas and Details	▲
Craft and Structure/Integration of Knowledge and Ideas	▲
Writing	■
Text Types and Purposes	■
Distribution and Production/Research	■
Text-Dependent Analysis (TDA)	■
Language	■

### Reading Text Type Reporting Category

Literary Text	Performance
Informational Text	▲

250000-000005-05620

### Mathematics Reporting Category

Number and Operations in Base Ten	Performance
Number and Operations—Fractions	▲
Operations and Algebraic Thinking	▲
Geometry and Measurement	■

### Performance Results Key

- Your student
- ▲ did better than students who scored just barely proficient (scale score of 500).
  - did about as well as students who scored just barely proficient (scale score of 500).
  - ▲ did not do as well as students who scored just barely proficient (scale score of 500).
  - did not attempt any items in this category.

### Text-Dependent Analysis (TDA) Key

Possible scores range from 0 (lowest) to 4 (highest).

# PEAKS Student Report (continued)

## Summary Achievement Level Descriptors (ALDs)

These are general descriptions of what a student in this grade level can do at each achievement level. A student who scores at an achievement level would also be expected to demonstrate the skills at the previous achievement levels.

Achievement Levels	English Language Arts	Mathematics
<b>Advanced</b>	Students who score at this level read and comprehend complex grade 5 text. Students summarize and determine implied themes, subtopics, point of view, and purpose more effectively and at an in-depth level. When writing and revising, students extend their use of language to use more challenging vocabulary and conventions. Students incorporate implicit details at an in-depth level when reading and writing.	Students who score at this level can write, evaluate, and interpret numerical expressions with multiple sets of parentheses; they can generate complex numerical patterns, translate them into ordered pairs, plot them on a coordinate plane, and explain data displayed on a coordinate plane. Students can read, write, compare, and perform all four operations with multi-digit numbers, decimals, and fractions. Students can calculate multistep measurement conversions; they can identify applications of perimeter, area, and volume. Students can classify 2-D shapes by hierarchy.
<b>Proficient</b>	Students who score at this level read and comprehend grade 5 text. Students summarize, determine themes and purpose of a text, determine meanings of more difficult words and complex figurative language, and identify literary elements and text structures, including explaining connections between these features. Students explain how an author uses reasons and evidence to support particular points in a text. When writing and revising, students use grade-appropriate language, conventions, and techniques to structure text logically and sequentially.	Students who score at this level can write, evaluate, and interpret numerical expressions with parentheses; they can generate numerical patterns from given rules, translate them into ordered pairs, and plot them on a coordinate plane. Students can read, write, and compare decimals to the thousandths; they can multiply and divide multi-digit whole numbers and decimals to the hundredths. Students can solve problems involving fractions and all four operations. Students can calculate measurement conversions; they can distinguish between perimeter, area, and volume. Students can recognize 2-D figures by hierarchy.
<b>Below Proficient</b>	Students who score at this level read and partially comprehend grade 5 text to identify main ideas and explicit details, determine meanings of basic words and phrases while identifying literal and figurative language, identify text features and structures used to organize a text, and identify relationships between parts of a text. When writing or revising, students use appropriate language and conventions, use strategies particular to a type of text, and structure a text to support a purpose or opinion.	Students who score at this level can write numerical expressions and apply parentheses; they can identify a rule for a given pattern and identify ordered pairs on a coordinate plane. Students can read, write, compare, and multiply decimals to the hundredths. Students can solve problems involving addition and subtraction of fractions; they can multiply a fraction by a whole number. Students can calculate simple measurement conversions; they can identify volume as an attribute of 3-D objects. Students can classify figures according to their attributes.
<b>Far Below Proficient</b>	Students who score at this level attempt to read and minimally comprehend grade 5 text to identify main ideas and explicit details, determine meanings of basic words and phrases while identifying literal and figurative language, identify text features and structures used to organize a text, and identify relationships between parts of a text. When writing or revising, students attempt to use appropriate language and conventions, use strategies particular to a type of text, and structure a text to support a purpose or opinion.	Students who score at this level may be able to evaluate 1-step numerical expressions, identify the next term in a pattern, and identify the coordinate plane. Students may be able to identify the place-value name for a given digit or decimal to the tenth and add and subtract decimals to the hundredth. They may be able to use models to subtract unit fractions with unlike denominators. Students may also be able to calculate 1-step conversions of length, identify measures of volume, and find the volume of rectangular prisms by counting unit cubes. They may also be able to plot points on a coordinate plane.



For more information on the report, please see the Educator and Parent Guides to Reports on the PEAKS webpage: [education.alaska.gov/assessments/peaks](http://education.alaska.gov/assessments/peaks)

## PEAKS Student Report (continued)

- A** This section presents student, school, and district information. Note that this report is confidential and not for distribution to anyone not authorized to have access to the information.
- B** The number in the box indicates the student's scale scores in English language arts and mathematics. \*Please Note: If the student did not attempt one of the tests or if the student did not receive a valid test score, there will not be a scale score or other information reported for the impacted subject. See page 11 for more information about the specific circumstances that would result in a student seeing "Invalid" or "Did Not Attempt" in the Scale Score box.
- C** The horizontal bar graphically illustrates the student's scale score and the location of that score in the achievement level attained by the student. The dark circle in the symbol (—●—) represents the student's actual scale score. The bars on the sides of the circle represent the range of where the student's score would likely fall if the student were to test again. This represents the standard error of measurement (SEM). See page 7 for more information on the SEM.
- D** This section describes the student's achievement level determined by the scale score reported in **B**. See page 6 for more information about achievement levels.
- E** This section shows the student's scale score and how it compares to the median scores of the school, district, and state. See page 9 for more information about use of the median. Note: if one of the horizontal bars for the school or district is replaced with a statement about student privacy, see the Data Privacy section on page 12 of this guide.
- F** This section shows a comparison of how the student performed in the reporting categories for English language arts and mathematics. The symbols indicate how the student performed compared to students who score at the just barely proficient level (a score of 500). See page 8 of this guide for more information on student performance on reporting categories.
- G** This section shows the Performance Results Key, which provides the meaning of each of the four performance symbols that appear in the Reporting Category sections.
- H** This section shows the Text-Dependent Analysis (TDA) Key, which shows the possible scores that a student may receive on the TDA item.
- I** This section provides the Summary Achievement Level Descriptors, general descriptions of what a student in this grade level can do at each achievement level in each subject. Find the student's achievement level on the first page of the report and read the description to learn more about the content and skills that the student demonstrated and see what content and skills would be demonstrated by students reaching a higher achievement level on the PEAKS statewide assessment. A complete set of the Summary Achievement Level Descriptors can be found in [Appendix C](#).

# PEAKS Student Roster Report



**PEAKS Assessment**  
Alaska Department of Education  
& Early Development

Student Roster Report

Grade: 5  
Test Date: Spring 9999

District: District Name  
School: School Name

A

CONFIDENTIAL  
Not for public distribution

		English Language Arts (ELA) <span>E</span>												Mathematics <span>H</span>					
		<span>C</span>	<span>D</span>	Reporting Categories										<span>F</span>	<span>G</span>	Reporting Categories			
Student Name	AKSID	Scale Score	Achievement Level	Reading	Key Ideas and Details	Craft and Structure/ Integration of Knowledge and Ideas	Literary Text	Informational Text	Writing	Text Types and Purposes	Distribution and Production/Research	Language	Text-Dependent Analysis (TDA)	Scale Score	Achievement Level	Number and Operations in Base Ten	Number and Operations—Fractions	Operations and Algebraic Thinking	Geometry and Measurement
StudentLastName StudentFirstName <span>B</span>	123456	410	FBP	△	△	▽	▽	≡	≡	≡	≡	▽	2	520	P	≡	▽	≡	▽
StudentLastName StudentFirstName	123456	520	P	≡	▽	≡	△	△	≡	≡	▽	△	3	541	P	≡	△	▽	≡
StudentLastName StudentFirstName	123456	580	A	≡	≡	△	△	△	≡	≡	△	≡	1	569	A	△	△	△	△
StudentLastName StudentFirstName	123456	522	P	≡	≡	≡	▽	▽	≡	△	▽	△	2	512	P	≡	≡	≡	≡
StudentLastName StudentFirstName	123456	410	FBP	△	△	▽	▽	≡	≡	≡	≡	▽	2	520	P	≡	▽	≡	▽
StudentLastName StudentFirstName	123456	520	P	≡	▽	≡	△	△	≡	≡	▽	△	3	541	P	≡	△	▽	≡
StudentLastName StudentFirstName	123456	580	A	≡	≡	△	△	△	≡	≡	△	≡	2	569	A	△	△	△	△
StudentLastName StudentFirstName	123456	522	P	≡	≡	≡	▽	▽	≡	△	▽	△	3	512	P	≡	≡	≡	≡
StudentLastName StudentFirstName	123456	410	FBP	△	△	▽	▽	≡	≡	≡	≡	▽	2	520	P	≡	▽	≡	▽
StudentLastName StudentFirstName	123456	520	P	≡	▽	≡	△	△	■	■	■	△	2	541	P	≡	△	▽	≡

## Performance Results Key

Your student

- △ did better than students who scored just barely proficient (scale score of 500).
- ≡ did about as well as students who scored just barely proficient (scale score of 500).
- ▽ did not do as well as students who scored just barely proficient (scale score of 500).
- did not attempt any items in this category.

## Text-Dependent Analysis (TDA) Key

Possible scores range from 0 (lowest) to 4 (highest). A complete description of student scores is available on the TDA Scoring Guidelines in the *Educator Guide to Assessment Reports*.

## ELA Achievement Levels

- A: Advanced = 548-600
- P: Proficient = 500-547
- BP: Below Proficient = 464-499
- FBP: Far Below Proficient = 400-463

## Mathematics Achievement Levels

- A: Advanced = 568-600
- P: Proficient = 500-567
- BP: Below Proficient = 462-499
- FBP: Far Below Proficient = 400-461

## Special Circumstance Codes

- ABS: Absent
- INV: Invalid
- MED: Medical Waiver
- NOA: Not Attempted
- PRF: Parent Refusal
- SRF: Student Refusal

250030-000004-14219

Page 1 of 2

## PEAKS Student Roster Report (continued)

- A** This section presents school and district information. Note that this report is confidential and not for distribution to anyone not authorized to have access to the information.
- B** This section shows students at the tested grade level within the school, sorted alphabetically by last name. The Alaska Student ID number is also included.
- C** This section shows the student's scale score for English language arts. Students that have a blank in this column did not take the English language arts test due to a special circumstance.
- D** This section indicates the achievement level earned by the student for English language arts. If a student has a blank scale score, this column will include the special circumstance code that indicates the reason. Further information regarding achievement levels and special circumstances codes can be found by **J**, **K**, and on pages 6 and 10 of this guide.
- E** This section indicates the reporting categories tested for this grade level of English language arts, as well as a symbol representing each student's performance in that reporting category. Further information regarding reporting category symbols and numbers can be found in **I** and **L** and on page 10 of this guide.
- F** This section shows the student's scale score for mathematics. Students that have a blank in this column did not take the mathematics test due to a special circumstance.
- G** This section indicates the achievement level earned by the student for mathematics. If a student has a blank scale score, this column will include the special circumstance code that indicates the reason. Further information regarding achievement levels and special circumstances codes can be found by **J**, **K**, and on pages 6 and 10 of this guide.
- H** This section indicates the reporting categories tested for this grade level of mathematics, as well as a symbol representing each student's performance in that reporting category. Further information regarding reporting category symbols and numbers can be found in **I** and **L** and on page 10 of this guide.
- I** This section shows the Performance Results Key, which provides the meaning of each of the four symbols used to report the student performance.
- J** This section shows the four achievement levels that can be earned on the PEAKS assessment, as well as the score ranges for each achievement level for English language arts and mathematics at this grade level.
- K** This section shows special circumstances codes that may indicate why a student did not receive a scale score. More information on special circumstances codes can be found on page 10 of this guide.
- L** This section shows the Text-Dependent Analysis (TDA) Key, which shows the possible scores that a student may receive on the TDA item.

# PEAKS School Summary Report



## PEAKS Assessment

Alaska Department of Education  
& Early Development

School Summary Report

District: District Name

School: School Name

A

SUBJECT: ENGLISH LANGUAGE ARTS

Test Date: Spring 9999

### Achievement Level Summary B

Group	# Tested	% in Each Level			
School	999	39.1	10.2	20.3	30.4
District	9,999	26.1	8.2	25.3	40.4
State	99,999	26.1	35.2	30.3	8.4

Far Below Proficient

Below Proficient

Proficient

Advanced

C

### Achievement Level Summary | By Grade D

Grade	Group	# Tested	% in Each Level			
3	School	999	≤41	10.2	12.3	37.4
	District	9,999	30.1	9.2	16.3	44.4
	State	99,999	28.1	32.2	32.3	7.4
4	School	95	≥95	≤5	≤5	≤5
	District	9,999	27.1	10.2	17.3	45.4
	State	99,999	39.1	11.2	12.3	39.4
5	School	999	30.1	15.2	18.3	29.4
	District	9,999	30.1	14.2	13.3	42.4
	State	99,999	17.1	20.2	22.3	40.4
6	School	4	Data not shown to protect student privacy			
	District	9,999	30.1	9.2	16.3	44.4
	State	99,999	28.1	32.2	32.3	7.4
7	School	0	N/A			
	District	0	N/A			
	State	99,999	28.1	32.2	32.3	7.4
8	School	999	85.0	5.0	5.0	5.0
	District	9,999	27.1	10.2	17.3	45.4
	State	99,999	39.1	11.2	12.3	39.4
9	School	999	30.1	15.2	18.3	29.4
	District	9,999	30.1	14.2	13.3	42.4
	State	99,999	17.1	20.2	22.3	40.4

Far Below Proficient

Below Proficient

Proficient

Advanced

04/19/2018

Page 1 of 7

**NOTE:** If N/A is reported on the Summary Report this indicates that no students tested in that particular grade and subject.



## PEAKS School Summary Report (continued)



### School Summary Report

**District:** District Name

**SUBJECT:** ENGLISH LANGUAGE ARTS

**School:** School Name

**Test Date:** Spring 9999

#### Achievement Levels

Overall scores on the PEAKS Assessment are divided into four achievement levels: Advanced, Proficient, Below Proficient, and Far Below Proficient.

#### Scale Scores

The number of students, median scale score, mean scale score, and the standard error of the mean are reported at the school, district, and state level in the table below. The median is the middle score in the ordered list of all students' scale scores and is shown by the colored bar. The —●— symbol shows the mean, or average, of all the students' scale scores; the dark circle is the mean and the lines on either side of the circle represent two standard errors of the mean.

For more information, see the Educator and Parent Guides to Reports at <https://education.alaska.gov/tls/assessments/peaks.html>

#### Score Summary — By Grade **E**

Grade	Group	# Tested	Scale Score Median/Mean	400	450	500	550	600
3	School	999	485/495					
	District	9,999	500/492					
	State	99,999	540/550					
4	School	9	Data not shown to protect student privacy					
	District	9,999	550/555					
	State	99,999	525/520					
5	School	999	515/530					
	District	9,999	511/511					
	State	99,999	560/553					
6	School	999	485/480					
	District	9,999	500/515					
	State	99,999	540/537					
7	School	0	N/A	N/A				
	District	0	N/A	N/A				
	State	99,999	540/550					
8	School	999	515/530					
	District	9,999	511/511					
	State	99,999	560/553					
9	School	999	485/480					
	District	9,999	500/515					
	State	99,999	540/537					

## PEAKS School Summary Report (continued)



### School Summary Report

**District:** District Name

**SUBJECT:** ENGLISH LANGUAGE ARTS

**School:** School Name

**Test Date:** Spring 9999

### Performance by Reporting Category **F**

The table below shows how the performance of the school, district, and state compared to the state standard for proficiency on specific areas of the English Language Arts test.

Grade	# Tested	English Language Arts Reporting Category	School	District	State
3	999	Reading	▲	■	▲
		Key Ideas and Details	■	▲	■
		Craft and Structure/Integration of Knowledge and Ideas	▼	■	▲
		Literary Text	▲	▼	▼
		Informational Text	▲	■	■
		Writing	▲	▼	■
		Text Types and Purposes	▼	▲	■
		Distribution and Production/Research	▲	▲	▲
4	999	Language	▼	▲	▼
		Reading	▲	■	▲
		Key Ideas and Details	■	▲	■
		Craft and Structure/Integration of Knowledge and Ideas	▼	■	▲
		Literary Text	▲	▼	▼
		Informational Text	▲	■	■
		Writing	▲	▼	■
		Text Types and Purposes	▼	▲	■
5	999	Distribution and Production/Research	▲	▲	▲
		Language	▼	▲	▼
		Reading	▲	■	▲
		Key Ideas and Details	■	▲	■
		Craft and Structure/Integration of Knowledge and Ideas	▼	■	▲
		Literary Text	▲	▼	▼
		Informational Text	▲	■	■
		Writing	▲	▼	■
6	999	Text Types and Purposes	▼	▲	■
		Distribution and Production/Research	▲	▲	▲
		Language	▼	▲	▼
		Reading	▲	■	▲
		Key Ideas and Details	■	▲	■
		Craft and Structure/Integration of Knowledge and Ideas	▼	■	▲
		Literary Text	▲	▼	▼
		Informational Text	▲	■	■
		Writing	▲	▼	■
		Text Types and Purposes	▼	▲	■
		Distribution and Production/Research	▲	▲	▲
		Language	▼	▲	▼
		Reading	▲	■	▲

### Performance Results Key **G**

The school, district, or state

▲ *did better than* the state standard for proficiency.

▼ *did not do as well as* the state standard for proficiency.

■ *did about as well as* the state standard for proficiency.

■ *did not attempt any items in this category.*

04/19/2018

Page 3 of 7

## PEAKS School Summary Report (continued)

- A** This section presents the school and district information.
- B** This section shows the Achievement Level Summary: the number of students tested within the school, as well as the percentage of students that scored within each achievement level. For comparison, this table also shows the number of students that tested within the district, as well as the full population of students that tested within the state. Additionally, the percentages of students that scored in each achievement level within the district and state are shown to assist with comparison. Note: if the horizontal bar is replaced with a statement about student privacy, or if the data is displayed in ranges instead of a specific percentage, see the Data Privacy section and data suppression rules on pages 12–15 of this guide.
- C** This is the key that shows each color representing each achievement level within the horizontal graphs on page 1 of the School Summary Report.
- D** This section shows the Achievement Level Summary by Grade: the number of students tested within the school broken down by grade level, as well as the percentage of students that scored within each achievement level. Again, district and state percentages are shown for comparison. Note: if the horizontal bar is replaced with a statement about student privacy, or if the data is displayed in ranges instead of a specific percentage, see the Data Privacy section and data suppression rules on pages 12–15 of this guide.
- E** This section shows the Score Summary by Grade, providing the median and mean scores, as well as the standard error of estimate (SEE) for the mean. Data is shown for the school as well as the district and state to assist with comparison. Note: see page 9 of this guide for more information about the median score, mean score, and SEE. Also, if the horizontal bar is replaced with a statement about student privacy, see the Data Privacy section on page 12 of this guide.
- F** This section shows the Performance by Reporting Category, represented by symbols. Information is shown for the school, district, and state. See page 10 for more information about performance by reporting categories for groups of students on the summary reports. Note: if the symbols are replaced with a statement about student privacy, see the Data Privacy section on page 12 of this guide.
- G** This section shows the Performance Results Key, which provides the meaning of each of the four performance symbols.

**NOTE:** *If N/A is reported on the Summary Report this indicates that no students tested in that particular grade and subject.*

# PEAKS District Summary Report



## PEAKS Assessment

Alaska Department of Education  
& Early Development

District Summary Report

District: District Name

A

SUBJECT: ENGLISH LANGUAGE ARTS

Test Date: Spring 9999

### Achievement Level Summary B

Group	# Tested	% in Each Level			
District	9,999	26.1	8.2	25.3	40.4
State	99,999	26.1	35.2	30.3	8.4

Far Below Proficient

Below Proficient

Proficient

Advanced

C

### Achievement Level Summary | By Grade D

Grade	Group	# Tested	% in Each Level			
3	District	9,999	30.1	9.2	16.3	44.4
	State	99,999	28.1	32.2	32.3	7.4
4	District	9,999	27.1	10.2	17.3	45.4
	State	99,999	39.1	11.2	12.3	39.4
5	District	9,999	30.1	14.2	13.3	42.4
	State	99,999	17.1	20.2	22.3	40.4
6	District	9,999	30.1	9.2	16.3	44.4
	State	99,999	28.1	32.2	32.3	7.4
7	District	0	N/A			
	State	99,999	28.1	32.2	32.3	7.4
8	District	9,999	27.1	10.2	17.3	45.4
	State	99,999	39.1	11.2	12.3	39.4
9	District	9,999	30.1	14.2	13.3	42.4
	State	99,999	17.1	20.2	22.3	40.4

Far Below Proficient

Below Proficient

Proficient

Advanced

250050-000001-02319

Page 1 of 7

## PEAKS District Summary Report (continued)



### District Summary Report

**District:** District Name

**SUBJECT:** ENGLISH LANGUAGE ARTS

**Test Date:** Spring 9999

#### Achievement Levels

Overall scores on the PEAKS Assessment are divided into four achievement levels: Advanced, Proficient, Below Proficient, and Far Below Proficient.

#### Scale Scores

The number of students, median scale score, mean scale score, and the standard error of the mean are reported at the district and state level in the table below. The median is the middle score in the ordered list of all students' scale scores and is shown by the colored bar. The —●— symbol shows the mean, or average, of all the students' scale scores; the dark circle is the mean and the lines on either side of the circle represent two standard errors of the mean.

For more information, see the Educator and Parent Guides to Reports at <https://education.alaska.gov/tls/assessments/peaks.html>

#### Score Summary — By Grade **E**

Grade	Group	# Tested	Scale Score Median/Mean	400	450	500	550	600
3	District	9,999	500/492					
	State	99,999	540/550					
4	District	9,999	550/555					
	State	99,999	525/520					
5	District	9,999	511/511					
	State	99,999	560/553					
6	District	9,999	500/515					
	State	99,999	540/537					
7	District	0	N/A	N/A				
	State	99,999	540/550					
8	District	9,999	511/511					
	State	99,999	560/553					
9	District	9,999	500/515					
	State	99,999	540/537					

## PEAKS District Summary Report (continued)



### District Summary Report

District: District Name

SUBJECT: ENGLISH LANGUAGE ARTS

Test Date: Spring 9999

### Performance by Reporting Category **F**

The table below shows how the performance of the district and state compared to the state standard for proficiency on specific areas of the English Language Arts test.

Grade	# Tested	English Language Arts Reporting Category	District	State
3	9,999	Reading	≡	△
		Key Ideas and Details	△	≡
		Craft and Structure/Integration of Knowledge and Ideas	≡	△
		Literary Text	▽	▽
		Informational Text	≡	≡
		Writing	▽	≡
		Text Types and Purposes	△	≡
		Distribution and Production/Research	△	△
		Language	△	▽
4	9,999	Reading	≡	△
		Key Ideas and Details	△	≡
		Craft and Structure/Integration of Knowledge and Ideas	≡	△
		Literary Text	▽	▽
		Informational Text	≡	≡
		Writing	▽	≡
		Text Types and Purposes	△	≡
		Distribution and Production/Research	△	△
		Language	△	▽
5	9,999	Reading	≡	△
		Key Ideas and Details	△	≡
		Craft and Structure/Integration of Knowledge and Ideas	≡	△
		Literary Text	▽	▽
		Informational Text	≡	≡
		Writing	▽	≡
		Text Types and Purposes	△	≡
		Distribution and Production/Research	△	△
		Language	△	▽
6	9,999	Reading	≡	△
		Key Ideas and Details	△	≡
		Craft and Structure/Integration of Knowledge and Ideas	≡	△
		Literary Text	▽	▽
		Informational Text	≡	≡
		Writing	▽	≡
		Text Types and Purposes	△	≡
		Distribution and Production/Research	△	△
		Language	△	▽

#### Performance Results Key **G**

The district or state

△ did better than the state standard for proficiency.

≡ did about as well as the state standard for proficiency.

▽ did not do as well as the state standard for proficiency.

■ did not attempt any items in this category.

250060-000003-02319

Page 3 of 7

## PEAKS District Summary Report (continued)

- A** This section presents the district information.
- B** This section shows the Achievement Level Summary: the number of students tested within the district, as well as the percentage of students that scored within each achievement level. For comparison, this table also shows the full population of students that tested within the state. Additionally, the percentages of students that scored in each achievement level within the state are shown to assist with comparison. Note: if the horizontal bar is replaced with a statement about student privacy, or if the data is displayed in ranges instead of a specific percentage, see the Data Privacy section and data suppression rules on pages 12–15 of this guide.
- C** This is the key that shows each color representing each achievement level within the horizontal graphs on page 1 of the District Summary Report.
- D** This section shows the Achievement Level Summary by Grade: the number of students tested within the district broken down by grade level, as well as the percentage of students that scored within each achievement level. Again, state percentages are shown for comparison. Note: if the horizontal bar is replaced with a statement about student privacy, or if the data is displayed in ranges instead of a specific percentage, see the Data Privacy section and data suppression rules on pages 12–15 of this guide.
- E** This section shows the Score Summary by Grade, providing the median and mean scores, as well as the standard error of estimate (SEE) for the mean. Data is shown for the district as well as the state to assist with comparison. Note: see page 9 of this guide for more information about the median score, mean score, and SEE. Also, if the horizontal bar is replaced with a statement about student privacy, see the Data Privacy section on page 12 of this guide.
- F** This section shows the Performance by Reporting Category, represented by symbols. Information is shown for the district and state. See page 10 for more information about performance by reporting categories for groups of students on the summary reports. Note: if the symbols are replaced with a statement about student privacy, see the Data Privacy section on page 12 of this guide.
- G** This section shows the Performance Results Key, which provides the meaning of each of the four performance symbols.

**NOTE:** *If N/A is reported on the Summary Report this indicates that no students tested in that particular grade and subject.*

**THIS PAGE IS INTENTIONALLY BLANK**



## **Appendix B:**

### **Achievement Level Ranges**

- English Language Arts Achievement Level Ranges
- Mathematics Achievement Level Ranges

### ***English Language Arts Achievement Level Ranges***

<b>Grade</b>	<b>Far Below Proficient</b>	<b>Below Proficient</b>	<b>Proficient</b>	<b>Advanced</b>
3	400–463	464–499	500–541	542–600
4	400–467	468–499	500–537	538–600
5	400–463	464–499	500–547	548–600
6	400–472	473–499	500–550	551–600
7	400–470	471–499	500–545	546–600
8	400–468	469–499	500–540	541–600
9	400–470	471–499	500–534	535–600

### ***Mathematics Achievement Level Ranges***

<b>Grade</b>	<b>Far Below Proficient</b>	<b>Below Proficient</b>	<b>Proficient</b>	<b>Advanced</b>
3	400–457	458–499	500–553	554–600
4	400–459	460–499	500–558	559–600
5	400–461	462–499	500–567	568–600
6	400–453	454–499	500–553	554–600
7	400–450	451–499	500–558	559–600
8	400–447	448–499	500–561	562–600
9	400–450	451–499	500–561	562–600

## **Appendix C:**

### **Achievement Level Descriptor Summary Statements**

- English Language Arts Achievement Level Descriptors
- Mathematics Achievement Level Descriptors

**THIS PAGE IS INTENTIONALLY BLANK**

## English Language Arts Achievement Level Descriptors

### Grade 3

Achievement Level	Description
<b>Advanced</b>	Students who score at this level read and comprehend complex grade 3 text. Students summarize and determine implied themes, subtopics, point of view, and purpose more effectively and at an in-depth level. When writing and revising, students extend their use of language to use more challenging vocabulary and conventions. Students incorporate implicit details at an in-depth level when reading or writing.
<b>Proficient</b>	Students who score at this level read and comprehend grade 3 text. Students summarize, determine themes and purpose of a text, determine meanings of more difficult words and complex figurative language, and identify literary elements and text structures, including providing connections between these features. When writing and revising, students use grade-appropriate language, conventions, and techniques to elaborate upon and structure texts logically and sequentially.
<b>Below Proficient</b>	Students who score at this level read and partially comprehend grade 3 text to identify main ideas and explicit details, determine meanings of common words and straightforward figurative language, identify text features and structures used to organize a text, and identify relationships between parts of a text. When writing or revising, students use appropriate language and conventions, use strategies particular to a type of text, and structure a text to support a purpose or opinion.
<b>Far Below Proficient</b>	Students who score at this level attempt to read and minimally comprehend grade 3 text to identify main ideas and explicit details, determine meanings of basic words and phrases while identifying literal and figurative language, identify text features and structures used to organize a text, and identify relationships between parts of a text. When writing or revising, students attempt to use appropriate language and conventions, use strategies particular to a type of text, and structure a text to support a purpose or opinion.

## English Language Arts Achievement Level Descriptors

### Grade 4

Achievement Level	Description
<b>Advanced</b>	Students who score at this level read and comprehend complex grade 4 text. Students summarize and determine implied themes, subtopics, point of view, and purpose more effectively and at an in-depth level. When writing and revising, students extend their use of language to use more challenging vocabulary and conventions. Students incorporate implicit details at an in-depth level when reading or writing.
<b>Proficient</b>	Students who score at this level read and comprehend grade 4 text. Students summarize, determine themes and purpose of a text, determine meanings of more difficult words and complex figurative language, and identify literary elements and text structures, including providing connections between these features. When writing and revising, students use grade-appropriate language, conventions, and techniques to elaborate upon and structure texts logically and sequentially.
<b>Below Proficient</b>	Students who score at this level read and partially comprehend grade 4 text to identify main ideas and explicit details, determine meanings of common words and straightforward figurative language, identify text features and structures used to organize a text, and identify relationships between parts of a text. When writing or revising, students use appropriate language and conventions, use strategies particular to a type of text, and structure a text to support a purpose or opinion.
<b>Far Below Proficient</b>	Students who score at this level attempt to read and minimally comprehend grade 4 text to identify main ideas and explicit details, determine meanings of basic words and phrases while identifying literal and figurative language, identify text features and structures used to organize a text, and identify relationships between parts of a text. When writing or revising, students attempt to use appropriate language and conventions, use strategies particular to a type of text, and structure a text to support a purpose or opinion.

## English Language Arts Achievement Level Descriptors

### Grade 5

Achievement Level	Description
<b>Advanced</b>	Students who score at this level read and comprehend complex grade 5 text. Students summarize and determine implied themes, subtopics, point of view, and purpose more effectively and at an in-depth level. When writing and revising, students extend their use of language to use more challenging vocabulary and conventions. Students incorporate implicit details at an in-depth level when reading and writing.
<b>Proficient</b>	Students who score at this level read and comprehend grade 5 text. Students summarize, determine themes and purpose of a text, determine meanings of more difficult words and complex figurative language, and identify literary elements and text structures, including explaining connections between these features. Students explain how an author uses reasons and evidence to support particular points in a text. When writing and revising, students use grade-appropriate language, conventions, and techniques to structure text logically and sequentially.
<b>Below Proficient</b>	Students who score at this level read and partially comprehend grade 5 text to identify main ideas and explicit details, determine meanings of basic words and phrases while identifying literal and figurative language, identify text features and structures used to organize a text, and identify relationships between parts of a text. When writing or revising, students use appropriate language and conventions, use strategies particular to a type of text, and structure a text to support a purpose or opinion.
<b>Far Below Proficient</b>	Students who score at this level attempt to read and minimally comprehend grade 5 text to identify main ideas and explicit details, determine meanings of basic words and phrases while identifying literal and figurative language, identify text features and structures used to organize a text, and identify relationships between parts of a text. When writing or revising, students attempt to use appropriate language and conventions, use strategies particular to a type of text, and structure a text to support a purpose or opinion.

## English Language Arts Achievement Level Descriptors

### Grade 6

Achievement Level	Description
<b>Advanced</b>	Students who score at this level read and comprehend complex grade 6 text. Students thoroughly summarize, explain in-depth how implied themes, subtopics, point of view, and purpose are developed throughout the text and analyze in-depth their impact on meaning. When writing and revising, students extend their use of language to use more challenging vocabulary and conventions. Students incorporate implicit details at an in-depth level when reading and writing.
<b>Proficient</b>	Students who score at this level read and comprehend text in the grade 6 level. Students summarize, explain how themes and purpose are developed throughout the text, determine meanings of more difficult words and complex figurative language, identify literary elements and text structures and analyze their impact on meaning, and trace and evaluate arguments and claims in a text using supporting evidence. When writing and revising, students use grade-appropriate language, conventions, and techniques to elaborate upon and structure texts logically and sequentially.
<b>Below Proficient</b>	Students who score at this level read and partially comprehend grade 6 text to identify central ideas and explicit details, determine meanings of common words and literal and figurative language, identify text features and structures used to organize a text, and identify relationships between parts of a text. When writing or revising, students use appropriate language and conventions, as well as strategies particular to a type of text, and structure a text to support a purpose or opinion.
<b>Far Below Proficient</b>	Students who score at this level attempt to read and minimally comprehend grade 6 text to identify and summarize central ideas and explicit details, determine meanings of basic words and phrases while identifying literal and figurative language, identify text features and structures used to organize a text, and identify relationships between parts of a text. When writing or revising, students attempt to use appropriate language and conventions, use strategies particular to a type of text, and elaborate upon and structure a text to support a purpose or opinion.



## English Language Arts Achievement Level Descriptors

### Grade 7

Achievement Level	Description
<b>Advanced</b>	Students who score at this level read and comprehend complex grade 7 text. Students thoroughly summarize and analyze in-depth how implied themes, subtopics, point of view, and purpose are developed throughout the text and analyze in-depth their impact on meaning. When writing or revising, students extend their use of language to use more challenging vocabulary and conventions. Students analyze and incorporate implicit details at an in-depth level when reading and writing.
<b>Proficient</b>	Students who score at this level read and comprehend grade 7 text. Students determine themes and purpose of a text and analyze how they are developed throughout the text, determine meanings of more difficult words and complex figurative language, identify literary elements and text structures and analyze their impact on meaning, and students trace and evaluate arguments and claims in a text using supporting evidence. When writing and revising, students use grade-appropriate language, conventions, and techniques to elaborate upon and structure texts logically and sequentially.
<b>Below Proficient</b>	Students who score at this level read and partially comprehend grade 7 text to identify central ideas and explicit details, determine meanings of common words and literal and figurative language, identify text features and structures used to organize a text, and identify relationships between parts of a text. When writing or revising, students use appropriate language and conventions, as well as strategies particular to a type of text, and structure a text to support a purpose or opinion.
<b>Far Below Proficient</b>	Students who score at this level attempt to read and minimally comprehend grade 7 text to identify central ideas and explicit details, determine meanings of basic words and phrases while identifying literal and figurative language, identify text features and structures used to organize a text, and identify relationships between parts of a text. When writing or revising, students attempt to use appropriate language and conventions, use strategies particular to a type of text, and structure a text to support a purpose or opinion.

## English Language Arts Achievement Level Descriptors

### Grade 8

Achievement Level	Description
<b>Advanced</b>	Students who score at this level read and comprehend complex grade 8 text. Students thoroughly summarize and analyze in-depth how implied themes, subtopics, point of view, and purpose are developed throughout the text and analyze in-depth their impact on meaning. When writing and revising, students extend their use of language to use more challenging vocabulary and conventions. Students analyze and incorporate implicit details at an in-depth level when reading and writing.
<b>Proficient</b>	Students who score at this level read and comprehend grade 8 text. Students determine themes and purpose of multiple texts, analyzing how they are developed throughout the texts; determine meanings of difficult words and complex figurative language; analyze literary elements and text structures for impact on meaning; and evaluate arguments and claims in texts, assessing the reasoning, relevance, and conflicting information of the evidence. When writing and revising, students use grade-appropriate language, conventions, and techniques to elaborate upon and structure texts logically and sequentially.
<b>Below Proficient</b>	Students who score at this level read and partially comprehend grade 8 text to identify central ideas and explicit details, determine meanings of common words and literal and figurative language, identify text features and structures used to organize a text, and identify relationships between parts of a text. When writing or revising, students use appropriate language and conventions, as well as strategies particular to a type of text, and structure a text to support a purpose or opinion.
<b>Far Below Proficient</b>	Students who score at this level attempt to read and minimally comprehend grade 8 text to identify central ideas and explicit details, determine meanings of basic words and phrases while identifying literal and figurative language, identify text features and structures used to organize a text, and identify relationships between parts of a text. When writing or revising, students attempt to use appropriate language and conventions, use strategies particular to a type of text, and structure a text to support a purpose or opinion.

## English Language Arts Achievement Level Descriptors

### Grade 9

Achievement Level	Description
<b>Advanced</b>	Students who score at this level read and comprehend complex grade 9 text. Students thoroughly analyze in-depth how implied themes, subtopics, point of view, and purpose are developed throughout the text and analyze in-depth their impact on meaning. When writing and revising, students extend their use of language to use more challenging vocabulary and conventions. Students analyze and incorporate implicit details at an in-depth level when reading and writing.
<b>Proficient</b>	Students who score at this level read and comprehend grade 9 text. Students determine themes and purpose of multiple texts, analyzing how they are developed throughout the texts; determine meanings of difficult words and complex figurative language; analyze seminal U.S. and world texts; analyze literary elements and text structures for impact on meaning; and evaluate arguments in texts, assessing the reasoning, relevance, and conflicting information of the evidence. When writing and revising, students use grade-appropriate language, conventions, and techniques to elaborate and structure texts logically and sequentially.
<b>Below Proficient</b>	Students who score at this level read and partially comprehend grade 9 text to identify central ideas and explicit details, determine meanings of common words and literal and figurative language, identify text features and structures used to organize a text, and identify relationships between parts of a text. When writing and revising, students use appropriate language and conventions, as well as strategies particular to a type of text, and structure a text to support a purpose or opinion.
<b>Far Below Proficient</b>	Students who score at this level attempt to read and minimally comprehend grade 9 text to identify central ideas and explicit details, determine meanings of basic words and phrases while identifying literal and figurative language, identify text features and structures used to organize a text, and identify relationships between parts of a text. When writing or revising, students attempt to use appropriate language and conventions, use strategies particular to a type of text, and structure a text to support a purpose or opinion.

## Mathematics Achievement Level Descriptors

### Grade 3

Achievement Level	Description
<b>Advanced</b>	Students who score at this level can solve multistep word problems and can explain rules for arithmetic patterns. Students can round multi-digit whole numbers; they can multiply 1-digit whole numbers by multiples of 100; and they can evaluate and identify errors in a solution strategy for simple equations. Students can understand fractional equivalence and can recognize and interpret mixed numbers. Students can solve multistep problems involving the interpretation of data displays; they can recognize patterns between area and perimeter. Students can partition shapes into equal areas and relate them to fractional parts.
<b>Proficient</b>	Students who score at this level can solve 2-step word problems using any of the four operations and can identify rules for arithmetic patterns. Students can round whole numbers; they can multiply 1-digit whole numbers by multiples of ten; and they can apply strategies to fluently add and subtract whole numbers. Students can understand fractions and can recognize fractional equivalence. Students can perform basic measurements; they can draw and interpret scaled data displays; and they can solve problems related to area. Students can partition shapes into equal areas and relate them to unit fractions.
<b>Below Proficient</b>	Students who score at this level can solve 1-step problems using all four operations and can extend arithmetic patterns. Students can identify place values of digits; they can multiply 1-digit numbers; and they can add and subtract whole numbers. Students can compare fractions with the same denominator. Students can tell and write time and can measure length to the nearest whole unit; they can draw and interpret unit-scaled data displays; and they can find perimeters of polygons. Students can identify the fractions associated with partitioned shapes.
<b>Far Below Proficient</b>	Students who score at this level may be able to add or subtract whole numbers up to 100, solve 1-step word problems using addition and subtraction, identify place values to the hundreds place, identify fractional parts, recognize standard and metric units of measure, and partition symmetrical shapes.

## Mathematics Achievement Level Descriptors

### Grade 4

Achievement Level	Description
<b>Advanced</b>	Students who score at this level can solve multistep word problems with a variable; they can explain the difference between prime and composite numbers. Students can identify and evaluate strategies for operating with multi-digit whole numbers; they can use place value to explain multiplication algorithms. Students can understand, explain, and represent fraction equivalence; they can solve multistep word problems involving fractions. Students can solve multistep word problems involving measurement conversion and data displays. Students can draw, define, and interpret properties of 2-D figures.
<b>Proficient</b>	Students who score at this level can solve multistep word problems; they can find and compare factors and multiples. Students can perform operations with multi-digit whole numbers; they can understand and represent place value; and they can explain calculations when multiplying/dividing. Students can understand and use fraction equivalence; they can solve word problems involving fractions. Students can solve 1-step problems involving measurement conversion and 2-step problems involving data displays. Students can draw, identify, and classify properties of 2-D figures.
<b>Below Proficient</b>	Students who score at this level can solve single-step word problems; they can recognize multiples and find factor pairs. Students can perform operations with whole numbers; they can round numbers to their greatest place value; and they can recognize whole-number patterns in base ten. Students can compare fractions with like numerators or denominators; they can solve word problems involving adding/subtracting fractions with like denominators. Students can convert units of measurement using multiplication. Students can draw and identify properties of 2-D figures.
<b>Far Below Proficient</b>	Students who score at this level may be able to solve 1-step word problems using all four operations and find the factor pairs to 24. They may also be able to add and subtract problems with up to 3-digit whole numbers, use place value to read and write numbers to 1,000, compare fractions with like denominators and identify tenths as both fractions and decimals, and distinguish between larger and smaller units of measurement by recognizing units of conversion. Students may also be able to order angles by size, draw points and line segments, and recognize symmetrical and nonsymmetrical figures.

## Mathematics Achievement Level Descriptors

### Grade 5

Achievement Level	Description
<b>Advanced</b>	Students who score at this level can write, evaluate, and interpret numerical expressions with multiple sets of parentheses; they can generate complex numerical patterns, translate them into ordered pairs, plot them on a coordinate plane, and explain data displayed on a coordinate plane. Students can read, write, compare, and perform all four operations with multi-digit numbers, decimals, and fractions. Students can calculate multistep measurement conversions; they can identify applications of perimeter, area, and volume. Students can classify 2-D shapes by hierarchy.
<b>Proficient</b>	Students who score at this level can write, evaluate, and interpret numerical expressions with parentheses; they can generate numerical patterns from given rules, translate them into ordered pairs, and plot them on a coordinate plane. Students can read, write, and compare decimals to the thousandths; they can multiply and divide multi-digit whole numbers and decimals to the hundredths. Students can solve problems involving fractions and all four operations. Students can calculate measurement conversions; they can distinguish between perimeter, area, and volume. Students can recognize 2-D figures by hierarchy.
<b>Below Proficient</b>	Students who score at this level can write numerical expressions and apply parentheses; they can identify a rule for a given pattern and identify ordered pairs on a coordinate plane. Students can read, write, compare, and multiply decimals to the hundredths. Students can solve problems involving addition and subtraction of fractions; they can multiply a fraction by a whole number. Students can calculate simple measurement conversions; they can identify volume as an attribute of 3-D objects. Students can classify figures according to their attributes.
<b>Far Below Proficient</b>	Students who score at this level may be able to evaluate 1-step numerical expressions, identify the next term in a pattern, and identify the coordinate plane. Students may be able to identify the place-value name for a given digit or decimal to the tenth and add and subtract decimals to the hundredth. They may be able to use models to subtract unit fractions with unlike denominators. Students may also be able to calculate 1-step conversions of length, identify measures of volume, and find the volume of rectangular prisms by counting unit cubes. They may also be able to plot points on a coordinate plane.

## Mathematics Achievement Level Descriptors

### Grade 6

Achievement Level	Description
<b>Advanced</b>	Students who score at this level can understand and apply ratio concepts: rates/unit rates/percentages/measurement conversions. Students can interpret and apply understanding of numbers and operations to the system of rational numbers. Students can read, write, evaluate, and compare expressions with variables and exponents; they can interpret expressions, equations, inequalities, and relationships between two variables in real-world contexts. Students can solve multistep word problems involving surface area and volume. Students can determine and explain appropriate measures of center and variability for given data.
<b>Proficient</b>	Students who score at this level can use ratio reasoning to solve problems. Students can apply understanding of numbers and operations to the system of rational numbers. Students can read, write, and evaluate expressions with variables and exponents; they can write inequalities and equivalent expressions; and they can represent and model relationships between two variables. Students can solve word problems involving surface area and volume. Students can describe data in terms of shape, center, spread, and the number of observations.
<b>Below Proficient</b>	Students who score at this level can understand simple ratio concepts. Students can solve problems involving division of fractions; they can add, subtract, and multiply whole numbers; and they can identify and order integers on a number line. Students can read, write, and evaluate expressions with variables and write equivalent expressions; they can solve 1-step equations. Students can solve word problems involving areas of rectangles and triangles and surface areas and volumes of right rectangular prisms. Students can find measures of center and variability for given data.
<b>Far Below Proficient</b>	Students who score at this level may be able to understand ratio concepts and identify equivalent ratios. They may also be able to identify common multiples, order positive integers on a number line, and identify integer coordinate pairs in Quadrant I. Students may be able to read and write expressions with variables and use trial and error to test 1-step, 1-variable equations. They may be able to solve word problems involving area, surface area, and volume of cubes and describe differences between uniform and variable data.

## Mathematics Achievement Level Descriptors

### Grade 7

Achievement Level	Description
<b>Advanced</b>	Students who score at this level can interpret proportional relationships. Students can use rational numbers to solve multistep problems; they can use fractions and decimals interchangeably. Students can use properties of operations to strategize and write equivalent expressions; they can use variables in complex situations and interpret solutions in context. Students can analyze properties of geometric figures; they can solve complex problems involving geometric measurements. Students can draw interpretive inferences about multiple populations; they can distinguish between uniform and non-uniform probability models.
<b>Proficient</b>	Students who score at this level can analyze proportional relationships and solve problems with percentages. Students can fluently operate with rational numbers. Students can use properties of operations to generate equivalent expressions; they can use variables to represent and solve multistep problems. Students can describe and construct geometric figures; they can solve problems involving geometric measurements. Students can draw comparative inferences about two populations; they can use and compare probability models.
<b>Below Proficient</b>	Students who score at this level can determine proportional relationships and compute unit rates. Students can add and subtract rational numbers and can add, subtract, multiply, and divide integers. Students can use one property of operations to generate equivalent expressions. Students can describe the vertices, edges, and faces of a rectangular prism and can understand surface area as the sum of the areas of its six rectangular faces. Students can calculate simple probability.
<b>Far Below Proficient</b>	Students who score at this level may be able to identify proportional relationships; solve 1-step word problems using positive fractions and decimals; combine like terms in an expression using properties; write 1-step equations to solve a problem; identify the vertices, edges, and faces of a rectangular prism; draw and describe specific polygons; identify parts of a circle; distinguish between populations and samples and know that samples can be used to gain information about a population; and understand probability as between 0 and 1.



## Mathematics Achievement Level Descriptors

### Grade 8

Achievement Level	Description
<b>Advanced</b>	Students who score at this level can distinguish between rational and irrational numbers; they can write fractions to represent repeating decimals. Students can interpret properties of integer exponents and scientific notation; they can solve systems of linear equations and identify those with zero, one, or infinitely many solutions. They can analyze functions that model nonlinear relationships; they can characterize different types of functions. Students can justify, interpret, and apply the Pythagorean theorem; they can use volume formulas to solve real-world problems. Students can analyze data in 2-way tables.
<b>Proficient</b>	Students who score at this level can interpret and approximate irrational numbers. Students can apply properties of integer exponents; they can solve linear equations and systems of linear equations. Students can define, compare, and use functions that model linear relationships. Students can understand and apply the Pythagorean theorem, volume formulas, and properties of triangles and angles. Students can describe data between two quantities and identify patterns of association between two quantities.
<b>Below Proficient</b>	Students who score at this level can recognize examples of irrational numbers and prime factorizations. Students can express quantities using integer exponents; they can understand the meaning of equations with two variables and how to use them to solve problems. Students can distinguish between linear and nonlinear functions. Students can identify congruence and similarity via transformations, apply the Pythagorean theorem, and identify supplementary angles. Students can describe associations in data between two quantities.
<b>Far Below Proficient</b>	Students who score at this level may be able to recognize that irrational numbers are different from rational numbers, understand exponents as repeated multiplication, find the slope of a line using a graph, represent whole numbers in scientific notation, identify whether a relation is a function, recognize congruence and similarity, recognize single transformations of geometric figures, find the hypotenuse in a right triangle with sides whose lengths are whole numbers that are Pythagorean triples, and recognize associations in data that represent two quantities.

## Mathematics Achievement Level Descriptors

### Grade 9

Achievement Level	Description
<b>Advanced</b>	Students who score at this level can explain how units are applied to solve multistep problems; they can explain how portions of an expression relate to a context. Students can determine variables from context to solve problems and can use the properties of rational and irrational numbers to make justifications. Students can compare and combine functions to solve problems, interpret parameters of functions, and interpret different forms of quadratic and exponential functions. Students can compare integer and polynomial operations, solve quadratics by completing the square, and interpret and analyze linear models.
<b>Proficient</b>	Students who score at this level can choose appropriate quantities and units to solve problems; they can determine if numbers are rational or irrational and identify how expressions relate to context. Students can solve problems using linear equations/inequalities and systems of equations. Students can interpret key features of graphs and rewrite formulas; they can operate with, identify appropriate contexts for, and determine equivalent forms of linear, exponential, and quadratic functions. Students can operate with polynomials and solve quadratic equations. Students can interpret linear models.
<b>Below Proficient</b>	Students who score at this level can choose appropriate unit scales for graphs and rewrite radical expressions. Students can graph linear equations and solve linear inequalities. Students can understand a function as including a domain and range and can evaluate functions for given inputs. Students can identify and interpret the constant difference for linear functions and the growth factor for exponential functions; they can identify equivalent forms of linear, quadratic, and exponential functions. Students can operate selectively with polynomials, solve some quadratic equations, and summarize data on a single variable.
<b>Far Below Proficient</b>	Students who score at this level may be able to use units in formulas, identify rational and irrational numbers, identify parts of a linear expression, identify a linear equation to describe a situation, add and subtract linear expressions, solve simple linear equations in one variable, identify variables of a function, use function notation, identify linear equations and functions from context, factor a common factor from a linear expression, identify a polynomial, solve a quadratic equation by inspection, and represent data on a single measurement.

**THIS PAGE IS INTENTIONALLY BLANK**



## **Educator Guide to Assessment Reports**

**2021**