

Extended Assessment

**Alternate Achievements Standards:
English/Language Arts (ELA)**



Oregon Department of Education

Achievement Level Descriptors: Overview

Oregon's Alternate Achievement Standards describe what students know and can do based on their performance on the state's alternate assessments in the various content areas. These Descriptors may be used by educators to target instruction and inform parents and students of the range of expectations for students with significant cognitive disabilities to be considered proficient at a particular grade level.

The Alternate Achievement Standards are based on a sampling of a larger set of content outlined in the Oregon Content Standards. Results for individual students are only one indicator of student ability as measured at the time of testing. These statements give a general description of what most students know and can do within a particular band of achievement based on a particular subset of content aligned to the general content standards but reduced in depth, breadth, and complexity. Students who score at or within a particular level of achievement possess the bulk of the abilities described at that level.

The Alternate Achievement Level Descriptors (ALD) for each subject area were developed to parallel the Achievement Level Descriptors for the general education population while capturing an alternate set of expectations based on grade level content that has systematically been reduced in depth, breadth, and complexity. Category descriptions align to those used in the general education population: Level 1-Level 4. Expectations for this population reflect the state's commitment to holding all students to high standards of academic achievement.

The Alternate Achievement Level Descriptors do not represent academic expectations that are identical to the general Achievement Level Descriptors. While the state's general Achievement Level Descriptors refer and align to the grade level content standards directly, the Alternate Achievement Level Descriptors refer to the state's grade level content that is reduced in depth, breadth, and complexity via a process (i.e., essentialization) incorporated at the assessment development level.

Level expectations were developed by specialists at the department and were modeled on the format, language structure, and design of the general Achievement Level Descriptors. The draft ALDs were circulated for initial review of structure, form, and essence. These edited ALDs were incorporated for thorough review by educators in conjunction with the standard setting session for the state's alternate assessment. In this session, educators familiar with the content expectations of this population (these individuals are described in the Standard Setting Report) were given authorship responsibility for the draft ALDs and invited to recommend content changes that adequately captured the expectations associated with each of the described categories (Level 1 – Level 4). During this level of the review, educators recommended changes to develop consistency between the grade levels. The general structure, form, and essence (as linked to the general Achievement Level Descriptors) was not significantly impacted by this level of review.

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

TABLE I: CATEGORY DESCRIPTIONS

Category	Description
Level 4	Students demonstrate exceptional knowledge and skills related to essentialized standards that exceed the requirements for proficiency .
Level 3	Students demonstrate adept knowledge and skills related to essentialized standards that meet proficiency .
Level 2	Students demonstrate inconsistent or partial mastery of knowledge and skills related to essentialized standards that do not meet proficiency .
Level 1	Students demonstrate limited to no mastery of knowledge and skills related to essentialized standards that do not meet proficiency .

TABLE 2: ENGLISH/LANGUAGE ARTS (ELA)

Ranges of Scale Scores by Category

Grade	Level 1	Level 2	Level 3	Level 4
3	191 or below	192 - 212	213 - 227	228 or above
4	199 or below	200 - 212	213 - 227	228 or above
5	201 or below	202 - 219	220 - 231	232 or above
6	204 or below	205 - 219	220 - 232	233 or above
7	207 or below	208 - 221	222 - 235	236 or above
8	212 or below	213 - 223	224 - 235	236 or above
11	898 or below	899 - 919	920 - 926	927 or above

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Alternate Achievement Level Descriptors: ELA

The Alternate Achievement Level Descriptors reflect expectations for students with the most significant cognitive disabilities as reflected by performance on academic assessments that are reduced in depth, breadth, and complexity (*Oregon's Extended Assessments).

**Oregon's Extended Assessments are created by linking assessment items to the state's grade level content standards while reducing the assessed content (i.e., essentialization) in depth, breadth, and complexity. Reduced depth, breadth, and complexity items reflect simplified grammatical structures, simplified vocabulary, shortened length (reduced wordiness), increased inclusion of and reference to prerequisite skills, and increased scaffolding and support.*

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

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THIRD GRADE ELA

Achievement Level Descriptors (ALDs)

General and Content-Specific Policy ALDs

	Level 1	Level 2	Level 3	Level 4
General Policy Definitions	Students demonstrate limited to no mastery of knowledge and skills related to essentialized standards that do not meet proficiency .	Students demonstrate inconsistent or partial mastery of knowledge and skills related to essentialized standards that do not meet proficiency .	Students demonstrate adept knowledge and skills related to essentialized standards that meet proficiency .	Students demonstrate exceptional knowledge and skills related to essentialized standards that exceed the requirements for proficiency .
Content-Specific Policy Definitions: English Language Arts	Performance indicates that the student has limited to no understanding of academic concepts aligned to essentialized standards.	Performance indicates an inconsistent or partial understanding of academic concepts aligned to essentialized standards.	Performance indicates consistent understanding of academic concepts aligned to essentialized standards.	Performance indicates superior understanding of academic concepts aligned to essentialized standards.

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

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Grade 3 English Language Arts ALDs

		Level 1	Level 2	Level 3	Level 4
Content Area	Domain	In grade level content reduced in depth, breadth, and complexity, the student demonstrates limited to no performance when presented with items that ask them to:	In grade level content reduced in depth, breadth, and complexity, student demonstrates inconsistent or partial performance when presented with items that ask them to:	In grade level content reduced in depth, breadth, and complexity, student demonstrates proficient performance when presented with items that ask them to:	In grade level content reduced in depth, breadth, and complexity, student demonstrates superior proficient performance when presented with items that ask them to:
English Language Arts	Reading Literature	<ul style="list-style-type: none"> • Answer questions about a literature text that is read to them. 	<ul style="list-style-type: none"> • Answer questions about a text; identify a character, word of 4 letters or less, word meaning, setting, illustration, or main idea in a sentence of 5 words or less read to them. 	<ul style="list-style-type: none"> • Answer questions about a text, as well as identify a character, word of 4-5 letters, word meaning, setting, illustrations, or main idea in a sentence of 6 words or more read to them, or that they read independently. 	<ul style="list-style-type: none"> • Answer questions about a text, as well as identify a character, word of 5-6 letters, word meaning, setting, illustration, or main idea in a sentence of 7 words or more read to them, or that they read independently.

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

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	Reading Informational Text	<ul style="list-style-type: none"> • Answer questions about an informational text read to them. 	<ul style="list-style-type: none"> • Answer questions about a text; identify an individual, word meaning, event, idea, the beginning, ending, and main idea in a sentence of 5 words or less read to them. 	<ul style="list-style-type: none"> • Answer questions about a text, as well as identify an individual, word meaning, event, idea, the beginning, ending, and main idea in a sentence of 6 words or more read to them, or that they read independently. 	<ul style="list-style-type: none"> • Answer questions about a text, as well as identify an individual, word meaning, event, idea, the beginning, ending, and main idea in a sentence of 7 words or more read to them, or that they read independently.
	Reading Foundational Skills	<ul style="list-style-type: none"> • Identify common words, including when used in a sentence. 	<ul style="list-style-type: none"> • Identify common words of 4 letters or less, and a word used in a sentence of 5 words or less read to them. 	<ul style="list-style-type: none"> • Identify common words of 4-5 letters, as well as a word used in a sentence of 6 words or more read to them. 	<ul style="list-style-type: none"> • Identify common words of 5-6 letters, as well as a word used in a sentence of 7 words or more read to them.

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

	Writing	<ul style="list-style-type: none"> • Write copy or trace their name or 1-2 common words. 	<ul style="list-style-type: none"> • Identify a topic, fact, person, event, beginning, ending, detail, and word in a sentence of 5 words or less read to them. Low ability to trace or copy their first name or 1 word. 	<ul style="list-style-type: none"> • Identify a topic, fact, person, event, beginning, ending, detail, and word in a sentence of 6 words or more read to them; can copy or write their first and last name or 2 words. 	<ul style="list-style-type: none"> • Identify a topic, fact, person, event, beginning, ending, detail, and word in a sentence of 7 words or more read to them; can write their first and last name or 2 words or more from dictation.
	Language	<ul style="list-style-type: none"> • Identify a letter, common word of 4 letters, and meanings of 3-4 letter words, including when used in a sentence. 	<ul style="list-style-type: none"> • Identify a letter, common words of 4 letters or less, meanings of 3-4 letter words, capitalized words, and identify a word (noun, pronoun, verb, adjective, or adverb) in a sentence of 5 words or less read to them. 	<ul style="list-style-type: none"> • Identify common words of 4-5 letters, meanings of words of 4-5 letters, capitalized words, and identify a word (noun, pronoun, verb, adjective, or adverb) used in a sentence of 6 words or more read to them. 	<ul style="list-style-type: none"> • Identify common words of 5-6 letters, meanings of words of 5-6 letters, capitalized words, and identify a word (noun, pronoun, verb, adjective, or adverb) used in a sentence of 7 words or more read to them.

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

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FOURTH GRADE ELA

Achievement Level Descriptors (ALDs)

General and Content-Specific Policy ALDs

	Level 1	Level 2	Level 3	Level 4
General Policy Definitions	Students demonstrate limited to no mastery of knowledge and skills related to essentialized standards that do not meet proficiency .	Students demonstrate inconsistent or partial mastery of knowledge and skills related to essentialized standards that do not meet proficiency .	Students demonstrate adept knowledge and skills related to essentialized standards that meet proficiency .	Students demonstrate exceptional knowledge and skills related to essentialized standards that exceed the requirements for proficiency .
Content-Specific Policy Definitions: English Language Arts	Performance indicates that the student has limited to no understanding of academic concepts aligned to essentialized standards.	Performance indicates an inconsistent or partial understanding of academic concepts aligned to essentialized standards.	Performance indicates consistent understanding of academic concepts aligned to essentialized standards.	Performance indicates superior understanding of academic concepts aligned to essentialized standards.

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

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Grade 4 English Language Arts ALDs

		Level 1	Level 2	Level 3	Level 4
Content Area	Domain	In grade level content reduced in depth, breadth, and complexity, the student demonstrates limited to no performance when presented with items that ask them to:	In grade level content reduced in depth, breadth, and complexity, student demonstrates inconsistent or partial performance when presented with items that ask them to:	In grade level content reduced in depth, breadth, and complexity, student demonstrates proficient performance when presented with items that ask them to:	In grade level content reduced in depth, breadth, and complexity, student demonstrates superior proficient performance when presented with items that ask them to:
English Language Arts	Reading Literature	<ul style="list-style-type: none"> Answer questions about a literature text that is read to them. 	<ul style="list-style-type: none"> Answer questions about a text, identify a character, narrator, words of 4-5 letters and the meanings of those words, a setting, event, illustration, or main idea in a sentence of 6 words or less read to them. 	<ul style="list-style-type: none"> Answer questions about a text, as well as identify a character, narrator, words of 5-6 letters and the meanings of those words, a setting, event, illustration, or main idea in a sentence (or two) of 7 words or more read to them, or that they read independently. 	<ul style="list-style-type: none"> Answer questions about a text, as well as identify a character, narrator, words of 7 letters and the meanings of those words, a setting, event, illustration, or main idea in 2 or more sentences read to them, or that they read independently.

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The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

	Reading Informational Text	<ul style="list-style-type: none"> • Answer questions about an informational text that is read to them. 	<ul style="list-style-type: none"> • Answer questions about a text, identify an individual, speaker, word meaning, event, idea, step, word meaning, event, information, and main idea in a sentence of 6 words or less read to them. 	<ul style="list-style-type: none"> • Answer questions about a text, as well as identify an individual, speaker, word meaning, event, idea, step, word meaning, event, information, and main idea in a sentence (or two) of 7 words or more read to them, or that they read independently. 	<ul style="list-style-type: none"> • Answer questions about a text, as well as identify an individual, speaker, word meaning, event, idea, step, word meaning, event, information, and main idea in 2 or more sentences read to them, or that they read independently.
	Reading Foundational Skills	<ul style="list-style-type: none"> • Identify common words, including when used in a sentence. 	<ul style="list-style-type: none"> • Identify common words of 4-5 letters, and a word used in a sentence of 6 words or less read to them. 	<ul style="list-style-type: none"> • Identify common words of 5-6 letters, as well as a word used in a sentence (or two) of 7 words or more read to them. 	<ul style="list-style-type: none"> • Identify common words of 7 letters, as well as a word used in 2 or more sentences read to them.

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

	Writing	<ul style="list-style-type: none"> • Write copy or trace their name or 1-2 common words. 	<ul style="list-style-type: none"> • Identify a topic or what a text is about, facts, person, setting, event, detail in a sentence of 6 words or less read to them; trace or copy their first and last name or 2 words. 	<ul style="list-style-type: none"> • Identify a topic or what a text is about, facts, person, setting, event, detail, beginning, and ending in a sentence (or two) of 7 words or more read to them; can copy or write 3 words. 	<ul style="list-style-type: none"> • Identify a topic or what a text is about, facts, person, setting, event, detail, beginning, and ending, and word in 2 or more sentences read to them; can write 3 words from dictation.
	Language	<ul style="list-style-type: none"> • Identify a word of 2 letters, and meanings of 4 letter words, including when used in a sentence. 	<ul style="list-style-type: none"> • Identify a correctly spelled word of 2 letters, meanings of 4 letter words, capitalized words, common punctuation in a sentence of 6 words, figurative language, synonyms, antonyms, and identify a word (noun, pronoun, verb, adjective, adverb) in a sentence of 6 words or less read to them. 	<ul style="list-style-type: none"> • Identify a correctly spelled word of 3-4 letters, meanings of words of 4 letters, capitalized words, common punctuation in a sentence (or two) of 7 words, figurative language, synonyms, antonyms, and identify a word (noun, pronoun, verb, adjective, adverb) in a sentence (or two) of 7 words or more read to them. 	<ul style="list-style-type: none"> • Identify a correctly spelled word of 4 letters, meanings of words of 4 letters, capitalized words, common punctuation in a sentence (or two) of 8 words, figurative language, synonyms, antonyms, and identify a word (noun, pronoun, verb, adjective, adverb) in 2 or more sentences of 7 words or more read to them.

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FIFTH GRADE ELA

Achievement Level Descriptors (ALDs)

General and Content-Specific Policy ALDs

	Level 1	Level 2	Level 3	Level 4
General Policy Definitions	Students demonstrate limited to no mastery of knowledge and skills related to essentialized standards that do not meet proficiency .	Students demonstrate inconsistent or partial mastery of knowledge and skills related to essentialized standards that do not meet proficiency .	Students demonstrate adept knowledge and skills related to essentialized standards that meet proficiency .	Students demonstrate exceptional knowledge and skills related to essentialized standards that exceed the requirements for proficiency .
Content-Specific Policy Definitions: English Language Arts	Performance indicates that the student has limited to no understanding of academic concepts aligned to essentialized standards.	Performance indicates an inconsistent or partial understanding of academic concepts aligned to essentialized standards.	Performance indicates consistent understanding of academic concepts aligned to essentialized standards.	Performance indicates superior understanding of academic concepts aligned to essentialized standards.

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

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Grade 5 English Language Arts ALDs

		Level 1	Level 2	Level 3	Level 4
Content Area	Domain	In grade level content reduced in depth, breadth, and complexity, the student demonstrates limited to no performance when presented with items that ask them to:	In grade level content reduced in depth, breadth, and complexity, student demonstrates inconsistent or partial performance when presented with items that ask them to:	In grade level content reduced in depth, breadth, and complexity, student demonstrates proficient performance when presented with items that ask them to:	In grade level content reduced in depth, breadth, and complexity, student demonstrates superior proficient performance when presented with items that ask them to:
English Language Arts	Reading Literature	<ul style="list-style-type: none"> Answer questions about a literature text that is read to them. 	<ul style="list-style-type: none"> Answer questions about a text, identify a character, narrator, words of 5-6 letters and the meanings of those words, meanings of metaphors, similes, setting, events, or main idea in a sentence of 7 words or less read to them. 	<ul style="list-style-type: none"> Answer questions about a text, as well as identify a character, narrator, words of 7 letters and the meanings of those words, meanings of metaphors and similes, setting, events, or main idea in 2 sentences read to them, or that they read independently. 	<ul style="list-style-type: none"> Answer questions about a text, as well as identify a character, narrator, words of 8 letters or more and the meanings of those words, meanings of metaphors and similes, a setting, events, or main idea in 2 or more sentences read to them, or that they read independently.

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

	Reading Informational Text	<ul style="list-style-type: none"> • Answer questions about an informational text that is read to them. 	<ul style="list-style-type: none"> • Answer questions about a text, identify an individual, speaker, meanings of general academic or domain-specific words, an event, idea, information, and main idea in a sentence of 7 words or less read to them. 	<ul style="list-style-type: none"> • Answer questions about a text, as well as identify an individual, speaker, meanings of general academic or domain-specific words, an event, idea, information, and main idea in 2 sentences read to them, or that they read independently. 	<ul style="list-style-type: none"> • Answer questions about a text, as well as identify an individual, speaker, meanings of general academic or domain-specific words, an event, idea, information, and main idea in 2 or more sentences read to them, or that they read independently.
	Reading Foundational Skills	<ul style="list-style-type: none"> • Identify common words, including when used in a sentence. 	<ul style="list-style-type: none"> • Identify common words of 5 letters, words with prefixes and suffixes of 5 letters, and words used in a sentence of 7 words or more read to them. 	<ul style="list-style-type: none"> • Identify common words of 6 letters, words with prefixes and suffixes of 6 letters, and words used in 2 sentences read to them. 	<ul style="list-style-type: none"> • Identify common words of 7 letters or more, words with prefixes and suffixes of 7 letters, and words used in 2 or more sentences read to them.

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

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	Writing	<ul style="list-style-type: none"> • Write copy or trace 3 common words. 	<ul style="list-style-type: none"> • Identify a topic or what a text is about, fact, character, setting, event, detail, beginning, ending, and word in a sentence of 7 words or more read to them; trace or copy 3 words. 	<ul style="list-style-type: none"> • Identify a topic or what a text is about, fact, character, setting, event, detail, beginning, ending, and word in 2 sentences read to them; can copy or write 3 words from dictation. 	<ul style="list-style-type: none"> • Identify a topic or what a text is about, fact, character, setting, event, detail, beginning, ending, and word in 2 or more sentences read to them; can write 4 words or more from dictation.
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NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

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	Language	<ul style="list-style-type: none"> Identify common word of 3 letters, and meanings of 4 letter words, including when used in a sentence. 	<ul style="list-style-type: none"> Identify a correctly spelled word of 3 letters, meanings of 4 letter words or words in context, meanings of metaphors and similes, synonyms, antonyms, or homographs, or a conjunction, preposition, interjection, or verb when used in a sentence, and identify a word in a sentence of 7 words or less read to them. 	<ul style="list-style-type: none"> Identify a correctly spelled word of 4 letters, meanings of 5 letter words or words with an affix or root in context, meanings of metaphors and similes, synonyms, antonyms, or homographs, comma(s) in a sentence, or a conjunction, preposition, interjection, or verb when used in a sentence, and identify a word in 2 sentences of 7 words or less read to them. 	<ul style="list-style-type: none"> Identify a correctly spelled word of 5 letters, meanings of 6 letter words or words with an affix or root in context, meanings of metaphors and similes, synonyms, antonyms, or homographs, comma(s) in a sentence, or a conjunction, preposition, interjection, or verb when used in a sentence, and identify a word in 3 or more sentences of 7 words or more read to them.
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NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

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SIXTH GRADE ELA

Achievement Level Descriptors (ALDs)

General and Content-Specific Policy ALDs

	Level 1	Level 2	Level 3	Level 4
General Policy Definitions	Students demonstrate limited to no mastery of knowledge and skills related to essentialized standards that do not meet proficiency .	Students demonstrate inconsistent or partial mastery of knowledge and skills related to essentialized standards that do not meet proficiency .	Students demonstrate adept knowledge and skills related to essentialized standards that meet proficiency .	Students demonstrate exceptional knowledge and skills related to essentialized standards that exceed the requirements for proficiency .
Content-Specific Policy Definitions: English Language Arts	Performance indicates that the student has limited to no understanding of academic concepts aligned to essentialized standards.	Performance indicates an inconsistent or partial understanding of academic concepts aligned to essentialized standards.	Performance indicates consistent understanding of academic concepts aligned to essentialized standards.	Performance indicates superior understanding of academic concepts aligned to essentialized standards.

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

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Grade 6 English Language Arts ALDs

		Level 1	Level 2	Level 3	Level 4
Content Area	Domain	In grade level content reduced in depth, breadth, and complexity, the student demonstrates limited to no performance when presented with items that ask them to:	In grade level content reduced in depth, breadth, and complexity, student demonstrates inconsistent or partial performance when presented with items that ask them to:	In grade level content reduced in depth, breadth, and complexity, student demonstrates proficient performance when presented with items that ask them to:	In grade level content reduced in depth, breadth, and complexity, student demonstrates superior proficient performance when presented with items that ask them to:
English Language Arts	Reading Literature	<ul style="list-style-type: none"> Answer questions about a literature text that is read to them. 	<ul style="list-style-type: none"> Answer questions about a text; identify a character or speaker, setting, event, meanings of figurative or connotative words, and main ideas in 2 sentences of 4 or more words read to them. 	<ul style="list-style-type: none"> Answer questions about a text, identify a character or speaker, setting, event, meanings of figurative or connotative words, and main ideas in 2 sentences of 5 words or more read to them, or that they read independently. 	<ul style="list-style-type: none"> Answer questions about a text, identify a character or speaker, setting, event, meanings of figurative or connotative words, and main ideas in 3 or more sentences of 5 words or more read to them, or that they read independently.

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

	Reading Informational Text	<ul style="list-style-type: none"> • Identify individuals, main ideas, or meanings of common words in an informational text that is read to them. 	<ul style="list-style-type: none"> • Answer questions about a text, identify an individual or speaker, meanings of figurative, connotative, or technical words, an event, idea, information, and main idea in 2 sentences of 4 or more words read to them. 	<ul style="list-style-type: none"> • Answer questions about a text, as well as identify an individual or speaker, meanings of figurative, connotative, or technical words, an event, idea, information, and main idea in 2 sentences of 5 words or more read to them, or that they read independently. 	<ul style="list-style-type: none"> • Answer questions about a text, as well as identify an individual or speaker, meanings of figurative, connotative, or technical words, an event, idea, information, and main idea in 3 or more sentences of 5 words or more read to them, or that they read independently.
	Writing	<ul style="list-style-type: none"> • Write, copy, or trace 4 common words. 	<ul style="list-style-type: none"> • Identify a claim or what a text is about, identify a person, fact, event, detail, and word in 2 sentences of 4 or more words read to them; trace or copy 4 words. 	<ul style="list-style-type: none"> • Identify a claim or what a text is about, identify a person, fact, event, detail, and word in 2 sentences of 5 words or more read to them; can copy or write 5 words from dictation. 	<ul style="list-style-type: none"> • Identify a claim or what a text is about, identify a person, fact, beginning, ending, event, detail, and word in 3 or more sentences of 5 words or more read to them; can write 5 words from dictation.

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

	Language	<ul style="list-style-type: none"> Identify common word of 4 letters, and meanings of 5 letter words, including when used in a sentence. 	<ul style="list-style-type: none"> Identify a correctly spelled word of 4 letters, meanings of 5 letter words, meanings of figurative language, word connotations or denotations, or a pronoun when used in 2 sentences of 4 or more words read to them. 	<ul style="list-style-type: none"> Identify a correctly spelled word of 5 letters, meanings of 6 letter words with an affix or root in context, meanings of figurative language, word connotations or denotations, correct use of commas, parentheses, dashes, or a pronoun when used in 2 sentences of 5 words or more read to them. 	<ul style="list-style-type: none"> Identify a correctly spelled word of 6 letters, meanings of 7 letter words with an affix or root in context, meanings of figurative language, word connotations or denotations, correct use of commas, parentheses, dashes, or a pronoun when used in 3 or more sentences 5 words or more read to them.
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NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

SEVENTH GRADE ELA

Achievement Level Descriptors (ALDs)

General and Content-Specific Policy ALDs

	Level 1	Level 2	Level 3	Level 4
General Policy Definitions	Students demonstrate limited to no mastery of knowledge and skills related to essentialized standards that do not meet proficiency .	Students demonstrate inconsistent or partial mastery of knowledge and skills related to essentialized standards that do not meet proficiency .	Students demonstrate adept knowledge and skills related to essentialized standards that meet proficiency .	Students demonstrate exceptional knowledge and skills related to essentialized standards that exceed the requirements for proficiency .
Content-Specific Policy Definitions: English Language Arts	Performance indicates that the student has limited to no understanding of academic concepts aligned to essentialized standards.	Performance indicates an inconsistent or partial understanding of academic concepts aligned to essentialized standards.	Performance indicates consistent understanding of academic concepts aligned to essentialized standards.	Performance indicates superior understanding of academic concepts aligned to essentialized standards.

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

Grade 7 English Language Arts ALDs

		Level 1	Level 2	Level 3	Level 4
Content Area	Domain	In grade level content reduced in depth, breadth, and complexity, the student demonstrates limited to no performance when presented with items that ask them to:	In grade level content reduced in depth, breadth, and complexity, student demonstrates inconsistent or partial performance when presented with items that ask them to:	In grade level content reduced in depth, breadth, and complexity, student demonstrates proficient performance when presented with items that ask them to:	In grade level content reduced in depth, breadth, and complexity, student demonstrates superior proficient performance when presented with items that ask them to:
English Language Arts	Reading Literature	<ul style="list-style-type: none"> • Answer questions about a literature text that is read to them. 	<ul style="list-style-type: none"> • Answer questions about a text, identify a character or narrator, setting, event, time, place, meanings of figurative, connotative, or rhyming words, and main idea in 2 or more sentences read to them. 	<ul style="list-style-type: none"> • Answer questions about a text, identify a character or narrator, setting, event, time, place, meanings of figurative, connotative, or rhyming words, and main idea in 3 or more sentences read to them, or that they read independently. 	<ul style="list-style-type: none"> • Answer questions about a text, identify a character or narrator, setting, event, time, place, meanings of figurative, connotative, or rhyming words, and main idea in 4 or more sentences read to them, or that they read independently.

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

	Reading Informational Text	<ul style="list-style-type: none"> • Identify individuals, main ideas, or meanings of common words in an informational text read to them. 	<ul style="list-style-type: none"> • Answer questions about a text, identify an individual or author, meanings of figurative, connotative, or technical words, an event, idea, information, a sentence, and main idea in 2 or more sentences read to them. 	<ul style="list-style-type: none"> • Answer questions about a text, as well as identify an individual or author, meanings of figurative, connotative, or technical words, an event, idea, information, a sentence, and main idea in 3 or more sentences read to them, or that they read independently. 	<ul style="list-style-type: none"> • Answer questions about a text, as well as identify an individual or author, meanings of figurative, connotative, or technical words, an event, idea, information, a sentence, and main idea in 4 or more sentences read to them, or that they read independently.
	Writing	<ul style="list-style-type: none"> • Write, copy, or trace 5 common words. 	<ul style="list-style-type: none"> • Answer questions about a text; identify a claim or what a text is about; identify a fact, event, detail, sequence, or domain-specific word in 2 or more sentences read to them; trace or copy 5 words. 	<ul style="list-style-type: none"> • Answer questions about a text; identify a claim or what a text is about; identify a fact, beginning, ending, event, detail, sequence, or domain-specific word in 3 or more sentences read to them; can copy or write 6 words from dictation. 	<ul style="list-style-type: none"> • Answer questions about a text; identify a claim or what a text is about; identify a fact, beginning, ending, event, detail, sequence, or domain-specific word in 4 or more sentences read to them; can write 6 words from dictation.

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

	Language	<ul style="list-style-type: none"> Identify common word of 5 letters, and meaning of 6 letter words, including when used in a sentence. 	<ul style="list-style-type: none"> Identify a correctly spelled word of 5 letters, meanings of 6 letter words or words with an affix or root in context, meanings of figurative language, synonyms, antonyms, or analogies; identify a correct phrase or simple sentence with correct grammar in 2 or more sentences read to them. 	<ul style="list-style-type: none"> Identify a correctly spelled word of 6 letters, meanings of 7 letter words or words with an affix or root in context, meanings of figurative language, synonyms, antonyms, or analogies; identify a correct phrase or simple sentence with correct grammar in 3 or more sentences read to them. 	<ul style="list-style-type: none"> Identify a correctly spelled word of 7 letters, meanings of 7 letter words or words with an affix or root in context, meanings of figurative language, synonyms, antonyms, or analogies; identify a correct phrase or simple sentence with correct grammar in 4 or more sentences read to them.
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NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

EIGHTH GRADE ELA

Achievement Level Descriptors (ALDs)

General and Content-Specific Policy ALDs

	Level 1	Level 2	Level 3	Level 4
General Policy Definitions	Students demonstrate limited to no mastery of knowledge and skills related to essentialized standards that do not meet proficiency .	Students demonstrate inconsistent or partial mastery of knowledge and skills related to essentialized standards that do not meet proficiency .	Students demonstrate adept knowledge and skills related to essentialized standards that meet proficiency .	Students demonstrate exceptional knowledge and skills related to essentialized standards that exceed the requirements for proficiency .
Content-Specific Policy Definitions: English Language Arts	Performance indicates that the student has limited to no understanding of academic concepts aligned to essentialized standards.	Performance indicates an inconsistent or partial understanding of academic concepts aligned to essentialized standards.	Performance indicates consistent understanding of academic concepts aligned to essentialized standards.	Performance indicates superior understanding of academic concepts aligned to essentialized standards.

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

Grade 8 English Language Arts ALDs

		Level 1	Level 2	Level 3	Level 4
Content Area	Domain	In grade level content reduced in depth, breadth, and complexity, the student demonstrates limited to no performance when presented with items that ask them to:	In grade level content reduced in depth, breadth, and complexity, student demonstrates inconsistent or partial performance when presented with items that ask them to:	In grade level content reduced in depth, breadth, and complexity, student demonstrates proficient performance when presented with items that ask them to:	In grade level content reduced in depth, breadth, and complexity, student demonstrates superior proficient performance when presented with items that ask them to:
English Language Arts	Reading Literature	<ul style="list-style-type: none"> • Answer questions about a literature text that is read to them. 	<ul style="list-style-type: none"> • Answer questions about a text; identify a character or narrator, event, meanings of figurative and connotative words, and main idea in text of 3 or more sentences read to them. 	<ul style="list-style-type: none"> • Answer questions about a text, identify a character or narrator, event, meanings of figurative and connotative words, and main idea in text of 4 or more sentences read to them, or that they read independently. 	<ul style="list-style-type: none"> • Answer questions about a text, identify a character or narrator, event, meanings of figurative and connotative words, and main idea in text of 5 or more sentences read to them, or that they read independently.

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

	Reading Informational Text	<ul style="list-style-type: none"> Identify individuals, main ideas, or meanings of common words in an informational text read to them. 	<ul style="list-style-type: none"> Answer questions about a text, identify an individual or author, meanings of figurative, connotative, or technical words, an event, idea, information, a sentence, and main idea in text of 3 or more sentences read to them. 	<ul style="list-style-type: none"> Answer questions about a text, and identify an individual or author, meanings of figurative, connotative, or technical words, an event, idea, information, a sentence, and main idea in text of 4 or more sentences read to them, or that they read independently. 	<ul style="list-style-type: none"> Answer questions about a text, and identify an individual or author, meanings of figurative, connotative, or technical words, an event, idea, information, a sentence, and main idea in text of 5 or more sentences read to them, or that they read independently.
	Writing	<ul style="list-style-type: none"> Write, copy, or trace 6 common words. 	<ul style="list-style-type: none"> Answer questions about a text; identify a claim or what a text is about; identify a fact, event, detail, sequence, domain-specific word, or identify the correct word to use in editing when 3 or more sentences are read to them; trace or copy 6 words. 	<ul style="list-style-type: none"> Answer questions about a text; identify a claim or what a text is about; identify a fact, beginning, ending, event, detail, sequence, domain-specific word, or identify the correct word to use in editing when 4 or more sentences are read to them; can copy or write 7 words from dictation. 	<ul style="list-style-type: none"> Answer questions about a text; identify a claim or what a text is about; identify a fact, beginning, ending, event, detail, sequence, domain-specific word, or identify the correct word to use in editing when 5 or more sentences are read to them; can write 7 words from dictation.

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

	Language	<ul style="list-style-type: none"> • Identify common word of 6 letters, and meaning of 6 letter words, including when used in a sentence. 	<ul style="list-style-type: none"> • Identify a correctly spelled word of 6 letters; identify the meanings of 6 letter words, verbs, or words with an affix or root in context; identify the meanings of figurative language, word connotations or denotations; or identify a correct gerund, participle, infinitive, or verb in 3 or more sentences read to them. 	<ul style="list-style-type: none"> • Identify a correctly spelled word of 7 letters; identify the meanings of 7 letter words, verbs, or words with an affix or root in context; identify the meanings of figurative language, word connotations or denotations; or identify a correct gerund, participle, infinitive, or verb in 4 or more sentences read to them. 	<ul style="list-style-type: none"> • Identify a correctly spelled word of 8 letters; identify the meanings of 7 letter words, verbs, or words with an affix or root in context; identify the meanings of figurative language, word connotations or denotations; or identify a correct gerund, participle, infinitive, or verb in 5 or more sentences read to them.
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NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

HIGH SCHOOL ELA

Achievement Level Descriptors (ALDs)

General and Content-Specific Policy ALDs

	Level 1	Level 2	Level 3	Level 4
General Policy Definitions	Students demonstrate limited to no mastery of knowledge and skills related to essentialized standards that do not meet proficiency .	Students demonstrate inconsistent or partial mastery of knowledge and skills related to essentialized standards that do not meet proficiency .	Students demonstrate adept knowledge and skills related to essentialized standards that meet proficiency .	Students demonstrate exceptional knowledge and skills related to essentialized standards that exceed the requirements for proficiency .
Content-Specific Policy Definitions: English Language Arts	Performance indicates that the student has limited to no understanding of academic concepts aligned to essentialized standards.	Performance indicates an inconsistent or partial understanding of academic concepts aligned to essentialized standards.	Performance indicates consistent understanding of academic concepts aligned to essentialized standards.	Performance indicates superior understanding of academic concepts aligned to essentialized standards.

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

Grade 11 English Language Arts ALDs

		Level 1	Level 2	Level 3	Level 4
Content Area	Domain	In grade level content reduced in depth, breadth, and complexity, the student demonstrates limited to no performance when presented with items that ask them to:	In grade level content reduced in depth, breadth, and complexity, student demonstrates inconsistent or partial performance when presented with items that ask them to:	In grade level content reduced in depth, breadth, and complexity, student demonstrates proficient performance when presented with items that ask them to:	In grade level content reduced in depth, breadth, and complexity, student demonstrates superior proficient performance when presented with items that ask them to:
English Language Arts	Reading Literature	<ul style="list-style-type: none"> Answer questions about a literature text that is read to them. 	<ul style="list-style-type: none"> Answer questions about text, identify a character, narrator, setting, event, theme, or topic; limited ability to identify meanings of figurative, connotative, or words with 2 or more meanings; limited ability to identify main idea in 4 or more sentences read to them. 	<ul style="list-style-type: none"> Answer questions about text, identify a character, narrator, setting, event, theme, or topic; identify meanings of figurative, connotative, or words with 2 or more meanings; distinguish what is directly stated from what is meant; identify main idea in 5 or more sentences read to them, or independently. 	<ul style="list-style-type: none"> Answer questions about text, identify a character, narrator, setting, event, theme, or topic; identify meanings of figurative, connotative, or words with 2 or more meanings; distinguish what is directly stated from what is meant; identify main idea in 2 or more paragraphs read to them, or independently.
	Reading Informational Text	<ul style="list-style-type: none"> Identify individuals, main ideas, or meanings of common words in an informational text read to them. 	<ul style="list-style-type: none"> Answer questions about the text, identify an individual or author, meanings of figurative, connotative, or technical 	<ul style="list-style-type: none"> Answer questions about the text, as well as identify an individual or author, meanings of figurative, connotative, 	<ul style="list-style-type: none"> Answer questions about the text, as well as identify an individual or author, meanings of figurative, connotative,

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The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

			words, an event, idea, information, a sentence, and main idea in 4 or more sentences read to them.	or technical words, an event, idea, information, a sentence, and main idea in 5 or more sentences read to them, or independently.	or technical words, an event, idea, information, a sentence, and main idea in 2 or more paragraphs read to them, or independently.
	Writing	<ul style="list-style-type: none"> • Write, copy, or trace 7 common words. 	<ul style="list-style-type: none"> • Answer questions about a text; identify a claim or what a text is about; identify a fact, beginning, ending, event, detail, sequence, domain-specific word, or identify the correct word to use in editing when 4 or more sentences are read to them; trace or copy 7 words. 	<ul style="list-style-type: none"> • Answer questions about a text; identify a claim or what a text is about; identify a fact, beginning, ending, event, detail, sequence, domain-specific word, or identify the correct word to use in editing when 5 or more sentences are read to them; can copy or write 8 words from dictation. 	<ul style="list-style-type: none"> • Answer questions about a text; identify a claim or what a text is about; identify a fact, beginning, ending, event, detail, sequence, domain-specific word, or identify the correct word to use in editing when 2 or more paragraphs are read to them; can write 8 words from dictation.

NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.

	Language	<ul style="list-style-type: none"> • Identify common word of 7 letters, and meaning of 7 letter words, including when used in a sentence. 	<ul style="list-style-type: none"> • Identify a correctly spelled word of 7 letters; identify the meanings of 7 letter words, or words with an affix or root in context; identify the meanings of figurative language, word meanings, or words with similar denotations in text of 4 or more sentences read to them; identify correct grammar when used in a sentence read to them. 	<ul style="list-style-type: none"> • Identify a correctly spelled word of 8 letters; identify the meanings of 8 letter words, or words with an affix or root in context; identify the meanings of figurative language, word meanings, or words with similar denotations in text of 5 or more sentences read to them; identify correct grammar when used in a sentence read to them. 	<ul style="list-style-type: none"> • Identify a correctly spelled word of 9 letters; identify the meanings of 9 letter words, or words with an affix or root in context; identify the meanings of figurative language, word meanings, or words with similar denotations in text of 2 or more paragraphs read to them; identify correct grammar when used in a sentence read to them.
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NOTE: All Alternate Achievement Level Descriptors assume that student curriculum and assessment is based on content standards that have been reduced in depth, breadth, and complexity. For Parents: Because your child has a significant cognitive disability, he or she was given a specially designed test called the EXTENDED ASSESSMENT that was created for students with similar disabilities. This means that these test results cannot be used to compare your child's performance to that of students who are taking the General OAKS assessment and who are in the same enrolled grade.

The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.