September 2017

MCAS ELA and Math Grades 3-8

Standard Setting Meeting Executive Summary

This report summarizes the process and results of setting achievement levels for the Massachusetts Comprehensive Assessment System (MCAS) English language arts (ELA) and mathematics assessments for grades 3 through 8. The Massachusetts Department of Elementary and Secondary Education (ESE) partnered with Measured Progress and Pearson (the MCAS assessment contractors) to collect recommendations for cut scores associated with the achievement levels for the MCAS assessments.

MCAS Standard Setting Process and Results

Achievement levels are used to classify student achievement on an assessment. In order to classify student achievement into the four different achievement levels, the following components are required: 1) policy-level definitions, 2) Achievement Level Descriptors (ALDs), and 3) cut scores. Policy-level definitions provide general descriptions of the knowledge, skills, and abilities students must demonstrate to be classified into each achievement level that apply to all courses or subject areas. ALDs illustrate the achievement levels in terms that are specific to a course or subject area. Cut scores represent the lowest boundary of each achievement level on the scale.

The process of recommending performance standards for the MCAS ELA and mathematics tests for grades 3-8 was based on standard setting procedures in line with national best practice, and with review and approval of the MA technical advisory committee (TAC). Results and details of that process are presented in the following sections.

Policy-level Definitions

Policy-level definitions for the MCAS achievement levels are shown in Table 1. The titles and descriptions of the achievement levels were defined to be part of a cohesive assessment system. The achievement levels indicate a student’s ability to demonstrate proficiency in relation to subject- and grade-specific expectations, as defined in the Massachusetts curriculum framework, as indicators of a student’s readiness for the next grade-level or college and career.

The Commissioner and the Board of Elementary and Secondary Education approved the final policy-level definitions for MCAS in March 2017.

Table 1. Policy-level definitions for MCAS Achievement Levels

|  |  |
| --- | --- |
| **Achievement Level** | **Policy-level Definition** |
| **Exceeding Expectations** | A student who performed at this level exceeded grade-level expectations by demonstrating mastery of the subject matter. |
| **Meeting Expectations** | A student who performed at this level met grade-level expectations and is academically on-track to succeed in the current grade in this subject. |
| **Partially Meeting Expectations** | A student who performed at this level partially met grade-level expectations in this subject. The school, in consultation with the student's parent/guardian, should consider whether the student needs additional academic assistance to succeed in this subject. |
| **Not Meeting Expectations** | A student who performed at this level did not meet grade-level expectations in this subject. The school, in consultation with the student's parent/guardian, should determine the coordinated academic assistance and/or additional instruction the student needs to succeed in this subject. |

Achievement Level Descriptors (ALDs)

Draft sets of ALDs for the grades 3-8 ELA and mathematics tests, shown in appendix A, indicate the knowledge and skills that students performing at a given achievement level should be able to demonstrate within each specific content area and at each grade-level. A multi-step process was used in developing, reviewing, and approving the ALDs for each assessment. Prior to the standard setting committee, the ESE content staff worked in cooperation with staff from the Center for Instructional Support (CIS) to create a draft set of ALDs for each content and grade-level specific course. Educators from the ESE’s Assessment Development Committees also reviewed the drafts. The set of ALDs for each grade within each subject was created, such that they represented a gradual increase in expectations across the achievement levels within a grade and across the grades. Descriptors were developed for the *Partially Meeting Expectations, Meeting Expectations,* and *Exceeding Expectations* only, since the most accurate way to describe the performance of a student classified as *Not Meeting Expectations* is a student who has not demonstrated the knowledge, skills, and abilities necessary to achieve *Partially Meeting Expectations.*

Teachers who participated in the standard setting committees had the opportunity to provide suggestions and edits to the draft set of ALDs, based on their recommended cut score for each achievement level and the items reviewed during the standard setting meeting. To produce the final set of ALDs, the DESE content staff will edit the set of draft ALDs based on suggestions generated by the participants in the standard setting meeting.

Cut Scores

The cut scores that were recommended for adoption for the MCAS ELA and mathematics assessments are based on a standardized set of procedures implemented during the standard setting meeting and vertical articulation meeting. Details pertaining to the general methods used during these meetings for obtaining the recommended cut scores and the resulting recommendations are provided below.

Standard Setting Meeting

From August 14 to August 17, 2017, after the first year of operational administration in spring 2017, a standard setting meeting was conducted to obtain cut score recommendations for each test. There were six committees, with each committee recommending cuts scores for two adjacent grades:

* ELA Committees:
	+ ELA grades 3 and 4
	+ ELA grades 5 and 6
	+ ELA grades 7 and 8
* Math Committees:
	+ Math grades 3 and 4
	+ Math grades 5 and 6
	+ Math grades 7 and 8

Each committee was composed of between 18 to 24 individuals, including teachers and non-teacher educators (e.g., administrators, curriculum specialists, professors of higher education). The participants were selected for the standard setting committee to provide content and grade-level expertise during the committee meeting and be representative of the state teaching population, including geographic region, gender, ethnicity, educational experience, community size, and community socioeconomic status.

The Extended Modified (Yes/No) Angoff standard setting method was used for the standard setting meeting (Davis & Moyer, 2015; Plake, Ferdous, Impara, & Budkendahl, 2005). This is a content- and item-based method which leads participants through a standardized process through which they consider student expectations, as defined by ALDs, and the individual items administered to students to recommend cut scores for each achievement level. The standardized process was used by the committees for each grade, which resulted in cut score recommendations for each grade.

The process started with participants experiencing the test from the spring 2017 administration within the online testing system. Based on their experience with the test items and a review of the draft ALDs, panellists created borderline achievement level descriptors. During this process, participants worked within their committees to modify the draft ALDs to create descriptors of the knowledge, skills, and abilities the “borderline” students, or those students who just barely enter an achievement level, would be expected to demonstrate.

During the judgment process, participants reviewed each item on the test, referencing the borderline achievement level descriptors, and answered the following question for each achievement level:

“How many points would a borderline student at the [specific] achievement level likely earn if he or she answered the question?”

The cut score recommendation for each individual participant was the expected raw score a borderline student at the respective achievement level would likely earn, calculated as the sum of the individual item judgments. For the purposes of the standard setting, “likely” was defined as 2 out 3 students at the borderline level. Each recommended cut score from the standard setting committee is the median of the recommendations from the individual participants in the committee.

Additionally, the percentage of students who would be classified into each achievement level based on committee recommendations—also known as impact data—was calculated. The impact data was determined using student data from the spring 2017 online administration only. Since grades 4 and 8 administrations were required to be online for spring 2017, except for approved instances, the impact data for these grades represented approximately 95% of the overall population. For the remaining grades, 3, 5, 6, and 7, the impact data is based on a sample approximately 20,000 students from the online administration, which was selected to be representative of the overall population. This method was used to provide impact data to the standard setting committees that would be representative of the overall population.

The results (Round 3 recommendation) from the standard setting meeting for ELA and math are presented in Tables 2 and 3, respectively.

Table 2. Standard Setting Recommendations for ELA Tests (Grades 3-8)

|  |  |
| --- | --- |
| Grade | Achievement Level |
| Not Meeting Expectations | Partially Meeting Expectations | Meeting Expectations | Exceeding Expectations |
| Raw Score Range | % in Level | Raw Score Range | % in Level | Raw Score Range | % in Level | Raw Score Range | % in Level |
| 3 | 0 to 10 | 6 | 11 to 23 | 44 | 24 to 34 | 46 | 35 to 42 | 4 |
| 4 | 0 to 12 | 5 | 13 to 27 | 39 | 28 to 37 | 51 | 38 to 42 | 5 |
| 5 | 0 to 11 | 3 | 12 to 27 | 34 | 28 to 39 | 56 | 40 to 46 | 7 |
| 6 | 0 to 10 | 7 | 11 to 27 | 42 | 28 to 39 | 43 | 40 to 49 | 8 |
| 7 | 0 to 13 | 8 | 14 to 29 | 37 | 30 to 42 | 50 | 43 to 49 | 5 |
| 8 | 0 to 15 | 8 | 16 to 31 | 41 | 32 to 42 | 45 | 43 to 49 | 6 |

Table 3. Standard Setting Recommendations for Mathematics Tests (Grades 3-8)

|  |  |
| --- | --- |
| Grade | Achievement Level |
| Not Meeting Expectations | Partially Meeting Expectations | Meeting Expectations | Exceeding Expectations |
| Raw Score Range | % in Level | Raw Score Range | % in Level | Raw Score Range | % in Level | Raw Score Range | % in Level |
| 3 | 0 to 11 | 9 | 12 to 28 | 40 | 29 to 42 | 43 | 43 to 48 | 8 |
| 4 | 0 to 13 | 8 | 14 to 32 | 41 | 33 to 48 | 45 | 49 to 54 | 6 |
| 5 | 0 to 10 | 4 | 11 to 30 | 48 | 31 to 47 | 41 | 48 to 54 | 7 |
| 6 | 0 to 7 | 7 | 8 to 27 | 45 | 28 to 43 | 37 | 44 to 54 | 11 |
| 7 | 0 to 8 | 10 | 9 to 30 | 58 | 31 to 43 | 24 | 44 to 54 | 8 |
| 8 | 0 to 10 | 5 | 11 to 30 | 48 | 31 to 44 | 34 | 45 to 54 | 13 |

Figure 1 presents the impact data from the final recommendations from the standard setting meeting as stacked bar graphs.



|  |  |
| --- | --- |
|  |  |
| ELA | Math |

Figure 1. Impact Data for ELA and Math Tests based on Standard Setting Recommendations

Vertical Articulation Meeting

Subsequent to the standard setting meeting, on August 18, 2017, a vertical articulation meeting was convened. The meeting consisted of two committees, one that reviewed the ELA cut score recommendations and another which reviewed the math cut score recommendations. The participants of the vertical articulation meeting consisted of table leaders from each of the standard setting committees, selected prior to the standard setting meeting. The focus of the vertical articulation meeting was to review the cut score recommendations from the standard setting meeting along with impact data to consider whether and to what extent adjustments to the recommended cut scores might be warranted based on both content and policy. The adjustments to the recommendations made by the vertical articulation committees were influenced by a desire to honor the content-based recommendations of the standard setting process, maintain high expectations for achievement across the MCAS assessments, and ensure the relationship among standards was coherent and defensible.

Tables 4 and 5 present the results from the vertical articulation meeting for ELA and math, respectively.

Table 4. Vertical Articulation Recommendations for ELA Tests (Grades 3-8)

|  |  |
| --- | --- |
| Grade | Achievement Level |
| Not Meeting Expectations | Partially Meeting Expectations | Meeting Expectations | Exceeding Expectations |
| Raw Score Range | % in Level | Raw Score Range | % in Level | Raw Score Range | % in Level | Raw Score Range | % in Level |
| 3 | 0 to 10 | 6 | 11 to 23 | 44 | 24 to 33 | 44 | 34 to 42 | 6 |
| 4 | 0 to 12 | 5 | 13 to 27 | 39 | 28 to 37 | 51 | 38 to 42 | 5 |
| 5 | 0 to 13 | 5 | 14 to 29 | 41 | 30 to 39 | 47 | 40 to 46 | 7 |
| 6 | 0 to 10 | 7 | 11 to 27 | 42 | 28 to 39 | 43 | 40 to 49 | 8 |
| 7 | 0 to 13 | 8 | 14 to 29 | 37 | 30 to 41 | 47 | 42 to 49 | 8 |
| 8 | 0 to 15 | 8 | 16 to 31 | 41 | 32 to 41 | 43 | 42 to 49 | 8 |

Table 5. Vertical Articulation Recommendations for Mathematics Tests (Grades 3-8)

|  |  |
| --- | --- |
| Grade | Achievement Level |
| Not Meeting Expectations | Partially Meeting Expectations | Meeting Expectations | Exceeding Expectations |
| Raw Score Range | % in Level | Raw Score Range | % in Level | Raw Score Range | % in Level | Raw Score Range | % in Level |
| 3 | 0 to 11 | 9 | 12 to 28 | 40 | 29 to 42 | 43 | 43 to 48 | 8 |
| 4 | 0 to 13 | 8 | 14 to 32 | 41 | 33 to 47 | 43 | 48 to 54 | 8 |
| 5 | 0 to 11 | 6 | 12 to 30 | 46 | 31 to 47 | 41 | 48 to 54 | 7 |
| 6 | 0 to 7 | 7 | 8 to 27 | 45 | 28 to 44 | 39 | 45 to 54 | 9 |
| 7 | 0 to 7 | 7 | 8 to 24 | 47 | 25 to 42 | 37 | 43 to 54 | 9 |
| 8 | 0 to 10 | 5 | 11 to 30 | 48 | 31 to 45 | 36 | 46 to 54 | 11 |

Figure 2 presents the impact data from the final recommendations from the vertical articulation meeting as stacked bar graphs.

|  |  |
| --- | --- |
| Bar graphs showing grades 3-8 ELA and math impact data from the final standard setting recommendations.  ELA Math |  |
|  |  |

Figure 2. Impact Data for ELA and Math Tests based on Vertical Articulation Recommendations

Reporting Scale

The process of determining the transformation rules from the Item Response Theory (IRT) scale to the final reporting scale was guided by several principals identified by ESE:

1. Respect the cut score recommendations from the vertical articulation committees by the final scaling solution maintaining the final cut scores as close as possible to the recommendations
2. The impact data from the final scaling solution should reflect a coherent assessment system across the grades
3. The reporting scaled scores for the three achievement level cuts should be the same across grades and tests
4. The scaling solution should involve a single linear transformation, from the IRT scale to the reporting scale
5. The reporting scaled score range should be the same across grades and tests.

An iterative process involving Pearson, Measured Progress and ESE was used to determine a final reporting scale and transformation rules for each test. First, based on recommended raw score cuts for the three achievement levels, the IRT scale cuts were adjusted so that the differences between every two IRT scale cuts were the same, allowing for a single linear transformation rule. Based on the adjusted IRT cut scores, scaling constants for the linear transformation were determined. Using the scaling constants, look-up tables for each grade and test were created, displaying the relationship between the raw scores and reporting scaled scores. Based on the look-up tables, adjusted raw score cuts for each achievement level were determined. Finally, the resulting impact data based on the adjusted raw score cuts was calculated and reviewed to ensure a coherent system across grades. This process was repeated several times until a final scaling solution was determined.

The recommended reporting scale ranges from a lowest obtainable scale score (LOSS) of 440 to a highest obtainable scale score (HOSS) of 560. In order to create common points of reference across the assessments, the same scaled score cuts for each achievement level were defined, with a *Partially Meeting Expectations* cut of 470, a *Meeting Expectations* cut of 500, and an *Exceeding Expectations* cut of 530. While the cut scores were defined with the same scaled scores and descriptions across the grades, they are not identical, and direct comparisons through averaging and aggregation across grades should not be made without study and/or statistical adjustments. The scaled scores and distributions of students resulting from the cuts set for English language arts and mathematics were not designed for direct comparison.

Tables 6 and 7 present the results from the final scaling solution for ELA and math, respectively.

Table 6. Final Recommendations for ELA Tests (Grades 3-8)

|  |  |
| --- | --- |
| Grade | Achievement Level |
| Not Meeting Expectations | Partially Meeting Expectations | Meeting Expectations | Exceeding Expectations |
| Raw Score Range | % in Level | Raw Score Range | % in Level | Raw Score Range | % in Level | Raw Score Range | % in Level |
| 3 | 0 to 11 | 8 | 12 to 23 | 42 | 24 to 32 | 42 | 33 to 42 | 8 |
| 4 | 0 to 14 | 8 | 15 to 28 | 41 | 29 to 36 | 43 | 37 to 42 | 8 |
| 5 | 0 to 15 | 7 | 16 to 30 | 43 | 31 to 40 | 45 | 41 to 46 | 5 |
| 6 | 0 to 11 | 9 | 12 to 27 | 40 | 28 to 40 | 45 | 41 to 49 | 6 |
| 7 | 0 to 14 | 10 | 15 to 30 | 38 | 31 to 42 | 47 | 43 to 49 | 5 |
| 8 | 0 to 16 | 9 | 17 to 31 | 40 | 32 to 41 | 43 | 42 to 49 | 8 |

Table 7. Final Recommendations for Mathematics Tests (Grades 3-8)

|  |  |
| --- | --- |
| Grade | Achievement Level |
| Not Meeting Expectations | Partially Meeting Expectations | Meeting Expectations | Exceeding Expectations |
| Raw Score Range | % in Level | Raw Score Range | % in Level | Raw Score Range | % in Level | Raw Score Range | % in Level |
| 3 | 0 to 12 | 11 | 13 to 28 | 38 | 29 to 42 | 43 | 43 to 48 | 8 |
| 4 | 0 to 15 | 10 | 16 to 32 | 39 | 33 to 48 | 45 | 49 to 54 | 6 |
| 5 | 0 to 13 | 9 | 14 to 30 | 43 | 31 to 47 | 41 | 48 to 54 | 7 |
| 6 | 0 to 9 | 10 | 10 to 26 | 40 | 27 to 46 | 44 | 47 to 54 | 6 |
| 7 | 0 to 8 | 10 | 9 to 24 | 44 | 25 to 43 | 38 | 44 to 54 | 8 |
| 8 | 0 to 12 | 9 | 13 to 29 | 42 | 30 to 46 | 40 | 47 to 54 | 9 |

Figure 3 presents the impact data from the final recommendations as stacked bar graphs.



|  |  |
| --- | --- |
|  |  |
| ELA | Math |

Figure 3. Impact Data for ELA and Math Tests based on Final Recommendations

Next Steps

Since the mode of administration for the MCAS is planned to transition over the next three years from dual modes of paper and online (based on grade) to a priority mode of online for all grades, the standard setting was performed using online test forms and analysis of data from the online administrations. The final recommended cut scores and constants for the scaling transformation, displayed in Appendix B, are based on analysis using data from the online administrations only. The final cut score recommendations from this process will be used to classify student performance on tests from both administration modes, paper and online, into achievement levels for each grade and test.

Before the final scoring and reporting using the final recommended cut scores can be completed, an analysis of the student results from the paper administrations for each grade will be performed to place the results on the same reporting scale as the online result, so the online and paper results are comparable. This process will involve several steps. The paper results will be placed on an IRT scale for the paper administration for the grade and test. Using a mode comparison process, the results from online and paper administrations will be compared and, if needed, a mode adjustment will be defined to transform the IRT paper scale to the IRT online scale. Since the scaling constants and achievement level cuts are based on the online scale, they can then be used on the adjusted paper scale. When this is completed, all student results for a grade and test will be on the same scale and final results, including impact data, will be calculated and reported.

The final approved result from this standard setting will be used for future administrations of the MCAS ELA and math tests for grades 3 through 8 to classify student results into achievement levels for reporting until it is determined that new standards need to be established for the MCAS by the ESE.

References

Cizek, G. J., Bunch, M. B., & Koons, H. (2004). Setting performance standards: Contemporary methods. *Educational Measurement: Issues and Practice*, 23(4), 31-50.

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Hambleton, R. K., & Plake, B. S. (1995). Extended Angoff procedure to set standards on complex performance assessments. *Applied Measurement in Education*, 8, 41-56.

Plake, B.S., & Cizek, G. J. (2012). Variations on a Theme. In G.J. Cizek (Ed.), Setting performance standards (2nd ed.). New York: Routledge.

Plake, B. S., Ferdous, A. A., Impara, J. C., & Buckendahl, C. W. (2005). *Setting Multiple Performance Standards Using the Yes/No Method: An Alternative Item Mapping Method.* Meeting of the National Council on Measurement in Education*.* Montreal, Canada.

Appendix A – Achievement Level Descriptors

English Language Arts (ELA) – Grades 3-8

**MCAS Next Generation Achievement Level Descriptors**

**English Language Arts**

**General: Grades 3-8**

Student results on the MCAS tests are reported according to four achievement levels: *Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, and Not Meeting Expectations.* The descriptors below illustrate the knowledge and skills students demonstrate on MCAS at each level. Knowledge and skills are cumulative at each level. No descriptors are provided for the *Not Meeting Expectations* achievement level because students work at this level, by definition, does not meet the criteria of the *Partially Meeting Expectations* level.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Partially Meeting Expectations**On MCAS, a student at this level: | **Meeting Expectations**On MCAS, a student at this level: | **Exceeding Expectations**On MCAS, a student at this level: |
| **Reading** | Demonstrates **partial** understanding of what a text implies and states explicitly; cites **limited** textual support for conclusions; **incompletely** summarizes key details and ideas; provides a **partial** analysis of a character, event, or idea in grade-appropriate textsDemonstrates **partial** understanding of words and phrases used in a text; provides **limited** understanding of how structural elements, point of view or purpose affects the content and style in text(s)Makes **basic** comparisons between texts; shows **partial** understanding of content in diverse media; **partially** evaluates and analyzes claims and evidence in text(s) | Demonstrates **sufficient** understanding of what a text implies and states explicitly; cites **solid** textual support for conclusions; **appropriately** summarizes key details and ideas; provides a **mostly complete** analysis of a character, event, or idea in grade-appropriate textsDemonstrates **general** understanding of words and phrases used in a text**;** provides **general** understanding of how structural elements, point of view or purpose affects the content and style in text(s)Makes **appropriate** comparisons between texts; shows **solid** understanding of content in diverse media; **appropriately** evaluates and analyzes claims and evidence in text(s) | Demonstrates **comprehensive** understanding of what a text implies and states explicitly; cites **in-depth** textual support for conclusions; **skillfully** summarizes key details and ideas; provides a **sophisticated** analysis of a character, event, or idea in grade-appropriate textsDemonstrates **in-depth** understanding of words and phrases used in a text; provides **sophisticated** understanding of how structural elements, point of view or purpose affects the content and style in text(s)Makes **insightful** comparisons between texts; shows **sophisticated** understanding of content in diverse media; **insightfully** evaluates and analyzes claims and evidence in text(s) |
| **Writing** | Produces **basic** writing with **limited** selection and explanation of evidence and details related to grade-appropriate texts, topics, or subject areasProduces writing with **little** development of a central idea or sequenced events, **limited** organization, and **basic** expression of ideasExhibits **partial** awareness of task, purpose, and audience | Produces **solid** writing with **appropriate** selection and explanation of evidence and details related to grade-appropriate texts, topics, or subject areasProduces writing with **appropriate** development of a central idea or sequenced events, **moderate** organization, and **adequate** expression of ideasExhibits **sufficient** awareness of task, purpose, and audience | Produces **clear** writing with **skillful** selection and explanation of evidence and details related to grade-appropriate texts, topics, or subject areasProduces writing with **full** development of a central idea or sequenced events, **effective** organization, and **clear** expression of ideasExhibits **full** awareness of task, purpose, and audience |
| **Language** | Demonstrates **limited** reading vocabulary of general academic and domain-specific words and phrases in grade-appropriate textsDemonstrates **limited** understanding of unfamiliar words in text and shows **partial** understanding of word parts and word relationships in word meaningsDemonstrates **little** control of the standard English conventions of sentence structure, grammar, usage, and mechanics  | Demonstrates **solid** reading vocabulary of general academic and domain-specific words and phrases in grade-appropriate textsDemonstrates **solid** understanding of unfamiliar words in text and shows **sufficient** understanding of word parts and word relationships in word meaningsDemonstrates **mostly consistent** control of the standard English conventions of sentence structure, grammar, usage, and mechanics | Demonstrates **comprehensive** reading vocabulary of general academic and domain-specific words and phrases in grade-appropriate texts Demonstrates **comprehensive** understanding of unfamiliar words in text and shows **full** understanding of word parts and word relationships in word meaningsDemonstrates **consistent** control of the standard English conventions of sentence structure, grammar, usage, and mechanics |

**MCAS Next Generation Achievement Level Descriptors**

**English Language Arts**

**Grade 3**

Student results on the MCAS tests are reported according to four achievement levels: *Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, and Not Meeting Expectations.* The descriptors below illustrate the knowledge and skills students demonstrate on MCAS at each level. Knowledge and skills are cumulative at each level. No descriptors are provided for the *Not Meeting Expectations* achievement level because students work at this level, by definition, does not meet the criteria of the *Partially Meeting Expectations* level.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Partially Meeting Expectations**On MCAS, a student at this level: | **Meeting Expectations**On MCAS, a student at this level: | **Exceeding Expectations**On MCAS, a student at this level: |
| **Reading** | Demonstrates **partial** understanding of what a text states explicitly; cites **limited** textual support; demonstrates **incomplete** understanding of key details and how they support the main idea; provides a **partial** description of a character, event, or idea in grade 3 textsDemonstrates **partial** understanding of words and phrases (e.g. figurative language); demonstrates a **limited** understanding of structural elements, and different points of view Makes **basic** comparisons between texts; shows **partial** understanding of information presented in illustrations; **partially** compares and contrasts important points in text(s) | Demonstrates **sufficient** understanding of what a text states explicitly; cites **solid** textual support; demonstrates **appropriate** understanding of key details and how they support the main idea; provides a **mostly complete** description of a character, event, or idea in grade 3 textsDemonstrates **general** understanding of words and phrases (e.g. figurative language); demonstrates a **general** understanding of structural elements and different points of view Makes **appropriate** comparisons between texts; shows **solid** understanding of information presented in illustrations; **appropriately** compares and contrasts important points in text(s) | Demonstrates **comprehensive** understanding of what a text states explicitly; cites **in-depth** textual support; demonstrates **in-depth** understanding of key details and how they support the main idea; provides a **comprehensive** description of a character, event, or idea in grade 3 textsDemonstrates **in-depth** understanding of words and phrases (e.g. figurative language); demonstrates a **clear** understanding of structural elements and different points of view Makes **effective** comparisons between texts; shows **clear** understanding of information presented in illustrations; **effectively** compares and contrasts important points in text(s) |
| **Writing** | Produces **basic** writing with **limited** selection and explanation of facts and details related to grade 3 texts, topics, or subject areasProduces writing with **little** development of a central idea or sequenced events, **limited** organization, and **basic** expression of ideasExhibits **partial** awareness of task, purpose, and audience | Produces **solid** writing with **appropriate** selection and explanation of facts and details related to grade 3 text, topics, or subject areasProduces writing with **appropriate** development of a central idea or sequenced events, **moderate** organization, and **adequate** expression of ideasExhibits **sufficient** awareness of task, purpose, and audience | Produces **clear** writing with **effective** selection and explanation of facts and details related to grade 3 texts, topics, or subject areasProduces writing with **full** development of a central idea or sequenced events, **effective** organization, and **clear** expression of ideasExhibits **full** awareness of task, purpose, and audience |
| **Language** | Demonstrates **limited** reading vocabulary of grade 3 academic and domain-specific words and phrases Demonstrates **limited** understanding of unfamiliar words in text; shows **partial** understanding of word parts and word relationships in word meaningsDemonstrates **little** control of the standard English conventions of sentence structure, grammar, usage, and mechanics | Demonstrates **solid** reading vocabulary of grade 3 academic and domain-specific words and phrasesDemonstrates **solid** understanding of unfamiliar words in text; shows **sufficient** understanding of word parts and word relationships in word meaningsDemonstrates **mostly consistent** control of the standard English conventions of sentence structure, grammar, usage, and mechanics | Demonstrates **comprehensive** reading vocabulary of grade 3 academic and domain-specific words and phrases Demonstrates **comprehensive** understanding of unfamiliar words in text; shows **full** understanding of word parts and word relationships in word meaningsDemonstrates **consistent** control of the standard English conventions of sentence structure, grammar, usage, and mechanics |

**MCAS Next Generation Achievement Level Descriptors**

**English Language Arts**

**Grade 4**

Student results on the MCAS tests are reported according to four achievement levels: *Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, and Not Meeting Expectations.* The descriptors below illustrate the knowledge and skills students demonstrate on MCAS at each level. Knowledge and skills are cumulative at each level. No descriptors are provided for the *Not Meeting Expectations* achievement level because students work at this level, by definition, does not meet the criteria of the *Partially Meeting Expectations* level.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Partially Meeting Expectations**On MCAS, a student at this level: | **Meeting Expectations**On MCAS, a student at this level: | **Exceeding Expectations**On MCAS, a student at this level: |
| **Reading** | Demonstrates **partial** understanding of what a text implies and states explicitly; cites **limited** textual support; **incompletely** summarizes key details and main ideas; provides a **partial** description of a character, event, or idea in grade 4 textsDemonstrates **partial** understanding of words and phrases (e.g. figurative language); provides a **limited** understanding of structural elements and different points of viewMakes **basic** comparisons between texts; shows **partial** understanding of information presented in media; **partially** explains important points and themes in text(s) | Demonstrates **sufficient** understanding of what a text implies and states explicitly; cites **solid** textual support; **appropriately** summarizes key details and main ideas; provides a **mostly complete** description of a character, event, or idea in grade 4 textsDemonstrates **general** understanding of words and phrases (e.g. figurative language); provides a **general** understanding of structural elements and different points of viewMakes **appropriate** comparisons between texts; shows **solid** understanding of information present in media; **appropriately** explains important points and themes in text(s) | Demonstrates **comprehensive** understanding of what a text implies and states explicitly; cites **in-depth** textual support; **skillfully** summarizes key details and main ideas; provides a **comprehensive** description of a character, event, or idea in grade 4 textsDemonstrates **in-depth** understanding of words and phrases (e.g. figurative language); provides a **clear** understanding of structural elements and different points of viewMakes **effective** comparisons between texts; shows **clear** understanding of information present in media; **effectively** explains important points and themes in text(s) |
| **Writing** | Produces **basic** writing with **limited** selection and explanation of facts and details related to grade 4 texts, topics, or subject areasProduces writing with **little** development of a central idea or sequenced events, **limited** organization, and **basic** expression of ideasExhibits **partial** awareness of task, purpose, and audience | Produces **solid** writing with **appropriate** selection and explanation of facts and details related to grade 4 texts, topics, or subject areasProduces writing with **appropriate** development of a central idea or sequenced events, **moderate** organization, and **adequate** expression of ideasExhibits **sufficient** awareness of task, purpose, and audience | Produces **clear** writing with **effective** selection and explanation of facts and details related to grade 4 texts, topics, or subject areasProduces writing with **full** development of a central idea or sequenced events, **effective** organization, and **clear** expression of ideasExhibits **full** awareness of task, purpose, and audience |
| **Language** | Demonstrates **limited** reading vocabulary of grade 4 academic and domain-specific words and phrases Demonstrates **limited** understanding of unfamiliar words in text; shows **partial** understanding of word parts, word relationships, and nuances in word meaningsDemonstrates **little** control of the standard English conventions of sentence structure, grammar, usage, and mechanics | Demonstrates **solid** reading vocabulary of grade 4 academic and domain-specific words and phrasesDemonstrates **solid** understanding of unfamiliar words in text; shows **sufficient** understanding of word parts, word relationships, and nuances in word meaningsDemonstrates **mostly consistent** control of the standard English conventions of sentence structure, grammar, usage, and mechanics | Demonstrates **comprehensive** reading vocabulary of grade 4 academic and domain-specific words and phrases Demonstrates **comprehensive** understanding of unfamiliar words in text; shows **full** understanding of word parts, word relationships, and nuances in word meaningsDemonstrates **consistent** control of the standard English conventions of sentence structure, grammar, usage, and mechanics |

**MCAS Next Generation Achievement Level Descriptors**

**English Language Arts**

**Grade 5**

Student results on the MCAS tests are reported according to four achievement levels: *Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, and Not Meeting Expectations.* The descriptors below illustrate the knowledge and skills students demonstrate on MCAS at each level. Knowledge and skills are cumulative at each level. No descriptors are provided for the *Not Meeting Expectations* achievement level because students work at this level, by definition, does not meet the criteria of the *Partially Meeting Expectations* level.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Partially Meeting Expectations**On MCAS, a student at this level: | **Meeting Expectations**On MCAS, a student at this level: | **Exceeding Expectations**On MCAS, a student at this level: |
| **Reading** | Demonstrates **partial** understanding of what a text implies and states explicitly; cites **limited** textual support; **incompletely** summarizes key details and main ideas; provides a **partial** analysis of a character, event, or idea in grade 5 textsDemonstrates **partial** understanding of words and phrases (e.g. figurative language); provides a **limited** explanation of how structural elements or points of view influence text(s)Makes **basic** comparisons between texts; shows **partial** understanding of information present in multiple sources or media; **partially** analyzes important points and themes in text(s) | Demonstrates **sufficient** understanding of what a text implies and states explicitly; cites **solid** textual support; **appropriately** summarizes key details and main ideas; provides a **mostly complete** analysis of a character, event, or idea in grade 5 textsDemonstrates **general** understanding of words and phrases(e.g. figurative language); provides a **general** explanation of how structural elements or points of view influence text(s)Makes **appropriate** comparisons between texts; shows **solid** understanding of information present in multiple sources or media; **appropriately** analyzes important points and themes in text(s) | Demonstrates **comprehensive** understanding of what a text implies and states explicitly; cites **in-depth** textual support; **skillfully** summarizes key details and main ideas; provides a **comprehensive** analysis of a character, event, or idea in grade 5 textsDemonstrates **in-depth** understanding of words and phrases (e.g. figurative language); provides a **clear** explanation of how structural elements or points of view influence text(s)Makes **effective** comparisons between texts; shows **clear** understanding of information present in multiple sources or media; **effectively** analyzes important points and themes in text(s) |
| **Writing** | Produces **basic** writing with **limited** selection and explanation of facts and details related to grade 5 texts, topics, or subject areasProduces writing with **little** development of a central idea or sequenced events, **limited** organization, and **basic** expression of ideasExhibits **partial** awareness of task, purpose, and audience | Produces **solid** writing with **appropriate** selection and explanation of facts and details related to grade 5 texts, topics, or subject areasProduces writing with **appropriate** development of a central idea or sequenced events, **moderate** organization, and **adequate** expression of ideasExhibits **sufficient** awareness of task, purpose, and audience | Produces **clear** writing with **effective** selection and explanation of facts and details related to grade 5 texts, topics, or subject areasProduces writing with **full** development of a central idea or sequenced events, **effective** organization, and **clear** expression of ideasExhibits **full** awareness of task, purpose, and audience |
| **Language** | Demonstrates **limited** reading vocabulary of grade 5 academic and domain-specific words and phrases Demonstrates **limited** understanding of unfamiliar words in text; shows **partial** understanding of word parts, word relationships, and nuances in word meaningsDemonstrates **little** control of the standard English conventions of sentence structure, grammar, usage, and mechanics  | Demonstrates **solid** reading vocabulary of grade 5 academic and domain-specific words and phrasesDemonstrates **solid** understanding of unfamiliar words in text; shows **sufficient** understanding of word parts, word relationships, and nuances in word meaningsDemonstrates **mostly consistent** control of the standard English conventions of sentence structure, grammar, usage, and mechanics | Demonstrates **comprehensive** reading vocabulary of grade 5 academic and domain-specific words and phrases Demonstrates **comprehensive** understanding of unfamiliar words in text; shows **full** understanding of word parts, word relationships, and nuances in word meaningsDemonstrates **consistent** control of the standard English conventions of sentence structure, grammar, usage, and mechanics |

**MCAS Next Generation Achievement Level Descriptors**

**English Language Arts**

**Grade 6**

Student results on the MCAS tests are reported according to four achievement levels: *Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, and Not Meeting Expectations.* The descriptors below illustrate the knowledge and skills students demonstrate on MCAS at each level. Knowledge and skills are cumulative at each level. No descriptors are provided for the *Not Meeting Expectations* achievement level because students work at this level, by definition, does not meet the criteria of the *Partially Meeting Expectations* level.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Partially Meeting Expectations**On MCAS, a student at this level: | **Meeting Expectations**On MCAS, a student at this level: | **Exceeding Expectations**On MCAS, a student at this level: |
| **Reading** | Demonstrates **partial** understanding of what a text implies and states explicitly; uses quotations and paraphrases to **partially** support conclusions; **incompletely** summarizes text; provides a **partial** analysis of a character, event, or idea in grade 6 textsDemonstrates **partial** understanding of meanings (e.g., figurative, connotative, technical) and effects (e.g., on mood) of words and phrases; demonstrates **limited** understanding of how structural elements and point of views contribute to the development of ideasMakes **basic** comparisons between texts; **partially** integrates information in different media or formats; **partially** analyzes important claims, arguments, or themes in text(s)  | Demonstrates **sufficient** understanding of what a text implies and states explicitly; uses quotations and paraphrases to **generally** support conclusions; **appropriately** summarizes text; provides a **mostly complete** analysis of a character, event, or idea in grade 6 texts Demonstrates **general** understanding of meanings (e.g., figurative, connotative, technical) and effects (e.g., on mood) of words and phrases; demonstrates **general** understanding of how structural elements and point of views contribute to the development of ideasMakes **appropriate** comparisons between texts; **solidly** integrates information in different media or formats; **appropriately** analyzes important claims, arguments, or themes in text(s) | Demonstrates **comprehensive** understanding of what a text implies and states explicitly; uses quotations and paraphrases to **insightfully** support conclusions; **skillfully** summarizes text; provides a **sophisticated** analysis of a character, event, or idea in grade 6 textsDemonstrates **in-depth** understanding of meanings (e.g., figurative, connotative, technical) and effects (e.g., on mood) of words and phrases; demonstrates **sophisticated** understanding of how structural elements and point of views contribute to the development of ideasMakes **insightful** comparisons between texts; **skillfully** integrates information in different media or formats; **insightfully** analyzes important claims, arguments, or themes in text(s) |
| **Writing** | Produces **basic** writing with **limited** selection and explanation of evidence and details related to grade 6 texts, topics, or subject areasProduces writing with **little** development of a central idea, claim or sequenced events, **limited** organization, and **basic** expression of ideasExhibits **partial** awareness of task, purpose, and audience | Produces **solid** writing with **appropriate** selection and explanation of evidence and details related to grade 6 texts, topics, or subject areasProduces writing with **appropriate** development of a central idea, claim or sequenced events, **moderate** organization, and **adequate** expression of ideasExhibits **sufficient** awareness of task, purpose, and audience | Produces **sophisticated** writing with **skillful** selection and explanation of evidence and details related to grade 6 texts, topics, or subject areasProduces writing with **full** development of a central idea, claim or sequenced events**,** **skillful** organization, and **rich** expression of ideasExhibits **full** awareness of task, purpose, and audience |
| **Language** | Demonstrates **limited** reading vocabulary of grade 6 academic and domain-specific words and phrases Demonstrates **limited** understanding of unfamiliar words in text and shows **partial** understanding of word parts, figurative language, word relationships, and nuances in word meaningsDemonstrates **little** control of the standard English conventions of sentence structure, grammar, usage, and mechanics | Demonstrates **solid** reading vocabulary of grade 6 academic and domain-specific words and phrases Demonstrates **solid** understanding of unfamiliar words in text and shows **sufficient** understanding of word parts, figurative language, word relationships, and nuances in word meaningsDemonstrates **mostly consistent** control of the standard English conventions of sentence structure, grammar, usage, and mechanics | Demonstrates **comprehensive** reading vocabulary of grade 6 academic and domain-specific words and phrases Demonstrates **comprehensive** understanding of unfamiliar words in text and shows **full** understanding of word parts, figurative language, word relationships, and nuances in word meaningsDemonstrates **consistent** control of the standard English conventions of sentence structure, grammar, usage, and mechanics |

**MCAS Next Generation Achievement Level Descriptors**

**English Language Arts**

**Grade 7**

Student results on the MCAS tests are reported according to four achievement levels: *Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, and Not Meeting Expectations.* The descriptors below illustrate the knowledge and skills students demonstrate on MCAS at each level. Knowledge and skills are cumulative at each level. No descriptors are provided for the *Not Meeting Expectations* achievement level because students work at this level, by definition, does not meet the criteria of the *Partially Meeting Expectations* level.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Partially Meeting Expectations**On MCAS, a student at this level: | **Meeting Expectations**On MCAS, a student at this level: | **Exceeding Expectations**On MCAS, a student at this level: |
| **Reading** | Demonstrates **partial** understanding of what a text implies and states explicitly; uses quotations and paraphrases to **partially** support conclusions; **incompletely** summarizes text; provides a **partial** analysis of the interactions of characters, events, or ideas in grade 7 textsDemonstrates **partial** understanding of meanings (e.g., figurative, connotative, technical) and effects (e.g., on mood) of words and phrases; demonstrates **limited** understanding of how structural elements and point of view contribute to the development of ideasMakes **basic** comparisons between texts; **partially** integrates information in different media or formats; **partially** analyzes important claims, arguments, or themes in text(s) | Demonstrates **sufficient** understanding of what a text implies and states explicitly; uses quotations and paraphrases to **generally** support conclusions; **appropriately** summarizes text;provides a **mostly complete** analysis of the interactions of characters, events, or ideas in grade 7 textsDemonstrates **general** understanding ofmeanings (e.g., figurative, connotative, technical) and effects (e.g., on mood) of words and phrases; demonstrates **general** understanding of how structural elements and point of view contribute to the development of ideasMakes **appropriate** comparisons between texts; **solidly** integrates information in different media or formats; **appropriately** analyzes important claims, arguments, or themes in text(s) | Demonstrates **comprehensive** understanding of what a text implies and states explicitly; uses quotations and paraphrases to **insightfully** support conclusions; **skillfully** summarizes text; provides a **sophisticated** analysis of the interactions of characters, events, or ideas in grade 7 texts Demonstrates **in-depth** understanding ofmeanings (e.g., figurative, connotative, technical) and effects (e.g., on mood) of words and phrases; demonstrates **sophisticated** understanding of how structural elements and point of view contribute to the development of ideasMakes **insightful** comparisons between texts; **skillfully** integrates information in different media or formats; **insightfully** analyzes important claims, arguments, or themes in text(s) |
| **Writing** | Produces **basic** writing with **limited** selection and explanation of evidence and details related to grade 7 texts, topics, or subject areasProduces writing with **little** development of a central idea, claim or sequenced events, **limited** organization, and **basic** expression of ideasExhibits **partial** awareness of task, purpose, and audience | Produces **solid** writing with **appropriate** selection and explanation of evidence and details related to grade 7 texts, topics, or subject areasProduces writing with **appropriate** development of a central idea, claim or sequenced events, **moderate** organization, and **adequate** expression of ideasExhibits **sufficient** awareness of task, purpose, and audience | Produces **sophisticated** writing with **skillful** selection and explanation of evidence and details related to grade 7 texts, topics, or subject areasProduces writing with **full** development of a central idea, claim or sequenced events, **skillful** organization, and **rich** expression of ideasExhibits **full** awareness of task, purpose, and audience |
| **Language** | Demonstrates **limited** reading vocabulary of grade 7 academic and domain-specific words and phrases Demonstrates **limited** understanding of unfamiliar words in text and shows **partial** understanding of word parts, figurative language, word relationships, and nuances in word meaningsDemonstrates **little** control of the standard English conventions of sentence structure, grammar, usage, and mechanics | Demonstrates **solid** reading vocabulary of grade 7 academic and domain-specific words and phrases Demonstrates **solid** understanding of unfamiliar words in text and shows **sufficient** understanding of word parts, figurative language, word relationships, and nuances in word meaningsDemonstrates **mostly consistent** control of the standard English conventions of sentence structure, grammar, usage, and mechanics | Demonstrates **comprehensive** reading vocabulary of grade 7 academic and domain-specific words and phrases Demonstrates **comprehensive** understanding of unfamiliar words in text and shows **full** understanding of word parts, figurative language, word relationships, and nuances in word meanings Demonstrates **consistent** control of the standard English conventions of sentence structure, grammar, usage, and mechanics |

**MCAS Next Generation Achievement Level Descriptors**

**English Language Arts**

**Grade 8**

Student results on the MCAS tests are reported according to four achievement levels: *Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, and Not Meeting Expectations.* The descriptors below illustrate the knowledge and skills students demonstrate on MCAS at each level. Knowledge and skills are cumulative at each level. No descriptors are provided for the *Not Meeting Expectations* achievement level because students work at this level, by definition, does not meet the criteria of the *Partially Meeting Expectations* level.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Partially Meeting Expectations**On MCAS, a student at this level: | **Meeting Expectations**On MCAS, a student at this level: | **Exceeding Expectations**On MCAS, a student at this level: |
| **Reading** | Demonstrates **partial** understanding of what a text implies and states explicitly; uses quotations and paraphrases to **partially** support conclusions; **incompletely** summarizes text; provides a **partial** analysis of connections among characters, events, or ideas in grade 8 texts Demonstrates **partial** understanding of meanings (e.g., figurative, ironic, allusive) and effects (e.g., on mood) of words and phrases; demonstrates **limited** understanding of how structural elements and point of view contributes to the development of ideasProvides a **basic** analysis between texts; **partially** integrates information from different media or formats; **partially** analyzes important claims, arguments, or themes in multiple texts  | Demonstrates **sufficient** understanding of what a text implies and states explicitly; uses quotations and paraphrases to **generally** support conclusions; **appropriately** summarizes text; provides a **mostly complete** analysis of connections among characters, events, or ideas in grade 8 textsDemonstrates **general** understanding ofmeanings (e.g., figurative, ironic, allusive) and effects (e.g., on mood) of words and phrases; demonstrates **general** understanding of how structural elements and point of view contributes to the development of ideasProvidesan **appropriate** analysis between texts; **solidly** integrates information from different media or formats; **appropriately** analyzes important claims, arguments, or themes in multiple texts  | Demonstrates **comprehensive** understanding of what a text implies and states explicitly; uses quotations and paraphrases to **insightfully** support conclusions; **skillfully** summarizes text; provides a **sophisticated** analysis of connections among characters, events, or ideas in grade 8 texts Demonstrates **in-depth** understanding ofmeanings (e.g., figurative, ironic, allusive) and effects (e.g., on mood) of words and phrases; demonstrates **sophisticated** understanding of how structural elements and point of view contributes to the development of ideasProvides an **insightful** analysis between texts; **skillfully** integrates information from different media or formats; **insightfully** analyzes important claims, arguments, or themes in multiple texts  |
| **Writing** | Produces **basic** writing with **limited** selection and explanation of evidence and details related to grade 8 texts, topics, or subject areasProduces writing with **little** development of a central idea, claim or sequenced events, **limited** organization, and **basic** expression of ideasExhibits **partial** awareness of task, purpose, and audience | Produces **solid** writing with **appropriate** selection and explanation of evidence and details related to grade 8 texts, topics, or subject areasProduces writing with **appropriate** development of a central idea, claim or sequenced events, **moderate** organization, and **adequate** expression of ideasExhibits **sufficient** awareness of task, purpose, and audience | Produces **sophisticated** writing with **skillful** selection and explanation of evidence and details related to grade 8 texts, topics, or subject areasProduces writing with **full** development of a central idea, claim or sequenced events, **skillful** organization, and **rich** expression of ideasExhibits **full** awareness of task, purpose, and audience |
| **Language** | Demonstrates **limited** reading vocabulary of grade 8 academic and domain-specific words and phrases Demonstrates **limited** understanding of unfamiliar words in text and shows **partial** understanding of word parts, figurative language, word relationships, and nuances in word meaningsDemonstrates **little** control of the standard English conventions of sentence structure, grammar, usage, and mechanics | Demonstrates **solid** reading vocabulary of grade 8 academic and domain-specific words and phrases Demonstrates **solid** understanding of unfamiliar words in text and shows **sufficient** understanding of word parts, figurative language, word relationships, and nuances in word meaningsDemonstrates **mostly consistent** control of the standard English conventions of sentence structure, grammar, usage, and mechanics | Demonstrates **comprehensive** reading vocabulary of grade 8 academic and domain-specific words and phrases Demonstrates **comprehensive** understanding of unfamiliar words in text and shows **full** understanding of word parts, figurative language, word relationships, and nuances in word meaningsDemonstrates **consistent** control of the standard English conventions of sentence structure, grammar, usage, and mechanics |

Mathematics – Grades 3-8

**MCAS Achievement Level Descriptors**

**Mathematics: Grades 3 through 8**

Student results on the MCAS tests are reported according to four achievement levels: *Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, and Not Meeting Expectations.* The descriptors below illustrate the knowledge and skills students demonstrate on MCAS at each level. Knowledge and skills are cumulative at each level. No descriptors are provided for the *Not Meeting Expectations* achievement level because students work at this level, by definition, does not meet the criteria of the *Partially Meeting Expectations* level.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Partially Meeting Expectations On MCAS, a student at this level:** | **Meeting Expectations On MCAS, a student at this level:** | **Exceeding Expectations On MCAS, a student at this level:** |
| **Conceptual Understanding and Procedural Knowledge**  | * Demonstrates partial understanding of the grade appropriate numeration system
* Performs some calculations and estimations
* Identifies examples of basic math facts or mathematical concepts
* Mostly reads and sometimes constructs graphs, tables and charts
 | * Applies understanding of the base-ten system and fractions to interpret numbers and solve problems
* Performs most calculations and estimations
* Describes mathematical concepts and generates examples and counterexamples of concepts
* Represents data and mathematical relationships using equations, verbal descriptions, tables, and graphs
 | * Performs complex calculations and estimations
* Selects the best representations for a given set of data
* Explains relationships between models such as equations, verbal descriptions, tables, and graphs
* Applies math facts and connects mathematical concepts from various areas of mathematics, and uses the concepts to develop generalizations
* Recognizes and makes use of structure, discerning patterns by seeing complicated things as single objects
 |
| **Problem Solving**  | * Applies learned procedures to solve routine problems
* Uses concrete objects or pictures to help conceptualize and solve problems.
 | * Applies learned procedures and mathematical concepts to solve a variety of problems, including multi-step problems
* Solves problems using multiple methods
* Demonstrates the relationships between operations used to solve problems and the context of the problems
 | * Generates strategies and procedures to solve non-routine problems
* Solves problems using multiple methods, evaluating reasonableness of intermediate steps leading to the standard algorithms
* Draws connections between strategies
* Analyzes givens, constraints, and relationships in problems, using multiple methods and appropriate tools
 |
| **Mathematical Reasoning** | * Applies some reasoning methods to solve routine problems
 | * Uses a variety of reasoning methods to solve routine and non-routine problems
* Uses symbols to solve routine mathematical problems
 | * Reasons abstractly and quantitatively, using multiple reasoning methods to solve complex problems and provides justification for the reasoning
* Decontextualizes situations and represents them symbolically
 |
| **Mathematical Communication**  | * Identifies and uses basic terms
 | * Uses logical forms of representation (e.g., text, graphs, symbols) to illustrate steps to a solution
 | * Uses logical forms of representation (e.g., text, graphs, symbols) to justify solutions and solution strategies
* Constructs viable arguments and critiques the reasoning of others, attending to precision
 |

**MCAS Achievement Level Descriptors**

**Mathematics: Grade 3**

Student results on the MCAS tests are reported according to four achievement levels: *Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, and Not Meeting Expectations.* The descriptors below illustrate the knowledge and skills students demonstrate on MCAS at each level. Knowledge and skills are cumulative at each level. No descriptors are provided for the *Not Meeting Expectations* achievement level because students work at this level, by definition, does not meet the criteria of the *Partially Meeting Expectations* level.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Partially Meeting Expectations** **On MCAS, a student at this level:** | **Meeting Expectations** **On MCAS, a student at this level:** | **Exceeding Expectations** **On MCAS, a student at this level:** |
| **Operation and Algebraic Thinking** | * Determines products and quotients of whole numbers
* Solves one-step word problems by multiplying and dividing within 100 with limited accuracy
* Determines the unknown whole number in a multiplication or division equation
* Recognizes simple arithmetic patterns
 | * Interprets products and quotients of whole numbers
* Solves word problems by multiplying and dividing within 100 accurately
* Solves two-step word problems with unknowns in equations involving all four operations
* Applies the properties of multiplication
* Recognizes arithmetic patterns
* Recognizes products of two single-digit numbers
* Uses equal groups and arrays to solve word problems involving multiplication and division within 100
* Consistently uses estimation strategies to assess the reasonableness of answers
 | * Creates and solves equations with unknown factors to solve word problems
* Explains arithmetic patterns using the properties of operations
* Uses area models to solve word problems involving multiplication and division within 100
* Recognizes products of two single-digit numbers and the related division facts
 |
| **Number and Operations in Base Ten** | * Uses place value to round two-digit numbers to the nearest 10
* Solves problems by adding and subtracting within 1000 using various strategies with limited accuracy
 | * Uses place value to round three digit numbers to the nearest 10
* Fluently adds and subtracts within 1000 using various strategies
* Solves problems involving multiplication of a one-digit whole number by multiples of 10 in the range 10-90
 | * Uses algorithms to add and subtract within 1000 and multiply one-digit whole numbers by multiples of 10 in the range 10-90, and explain why they work
* Recognizes the relationship between addition and subtraction
 |
| **Number and Operations – Fractions**  | * Visually identifies fractional parts of a whole
* Recognizes equivalent fractions
* Compares two fractions with like numerators or like denominators
 | * Identifies fractional parts of a whole
* Identifies and represents fractions on number lines or other visual fraction models that are already created
* Generates equivalent fractions
* Represents whole numbers as fractions
* Compares fractions with like numerators and denominators by reasoning about their size using visual fraction models that are already created, and symbols <, > and =
 | * Explains fraction equivalence
* Recognizes and explains fractional equivalence of whole numbers
* Creates visual fraction models to justify the size comparison made about two fractions that refer to the same whole.
 |
| **Measurement and Data** | * Tells, writes and measures time to the nearest minute
* Identifies appropriate tools and units of measurement to solve problems
* Uses line plots to solve problems
* Uses scaled picture graphs and bar graphs to solve problems
* Finds area by using non-standard units
* Solves mathematical problems involving perimeters of polygons, including finding the perimeter given the side length
 | * Solves word problems involving addition and subtraction of time intervals in minutes
* Selects and uses appropriate tools and units of measure to solve problems
* Draws simple scaled picture graphs and bar graphs and uses them to solve one-step problems
* Generates measurement data using rulers marked with halves and fourths of an inch
* Creates line plots with whole numbers, halves and fourths to record and show data to solve problems
* Finds area by using standard units
* Relates multiplication and addition to area
* Determines area by decomposing shapes into non-overlapping rectangles and adding the areas of the non-overlapping parts
* Solves mathematical problems involving perimeters of polygons, including finding an unknown side length and identifies rectangles with the same perimeter and different area
 | * Uses estimation to solve word problems involving measurement
* Draws scaled picture graphs and scaled bar graphs and uses them to solve two-step problems
* Differentiates perimeter from area
* Interprets scaled picture and bar graphs, and line plots
* Solves mathematical and real-world problems involving perimeters of polygons, including finding an unknown side length and is able to reproduce rectangles with the same perimeter and different area
 |
| **Geometry** | * Identifies two-dimensional shapes based on their sides and angles
* Partitions shapes into parts
 | * Describes two-dimensional shapes based their sides and angles
* Partitions shapes into parts with equal areas and expresses the area as a unit fraction of the whole
 | * Compares and classifies two-dimensional shapes based on their sides and angles
 |

**MCAS Achievement Level Descriptors**

**Mathematics: Grade 4**

Student results on the MCAS tests are reported according to four achievement levels: *Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, and Not Meeting Expectations.* The descriptors below illustrate the knowledge and skills students demonstrate on MCAS at each level. Knowledge and skills are cumulative at each level. No descriptors are provided for the *Not Meeting Expectations* achievement level because students work at this level, by definition, does not meet the criteria of the *Partially Meeting Expectations* level.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Partially Meeting Expectations** **On MCAS, a student at this level:** | **Meeting Expectations** **On MCAS, a student at this level:** | **Exceeding Expectations** **On MCAS, a student at this level:** |
| **Operation and Algebraic Thinking** | * Interprets a multiplication equation as a comparison
* Solves multiplication and division word problems
* Solves two-step word problems using the four operations with whole numbers, including problems where remainders must be interpreted
* Identifies multiplication facts through 12 x 12
* Identifies factor pairs in the 1-100 range
* Identifies a pattern that follows a rule
 | * Recognizes verbal statements of multiplicative comparisons as multiplication equations.
* Represents multiplication and division word problems using drawings and equations
* Uses the four operations to solve multi-step word problems and represents the problems by equations
* Indentifies related multiplication and division facts through 12 x 12
* Finds factor pairs in the 1-100 range and recognizes that a whole number is a multiple of each of its factors
* Distinguishes between prime and composite numbers in the range 1-100
* Identifies a pattern that follows a rule and, generates a pattern, given a rule
 | * Explains the difference between multiplicative and additive comparison
* Uses equations to represent problems, and justifies solutions with estimation
* Identifies multiples and their corresponding factors, and distinguishes between prime and composite numbers.
* Generates patterns not explicit to the rule
* Uses estimation to assess the reasonableness of answers
 |
| **Number and Operations in Base Ten** | * Reads and writes whole numbers using base-ten number names and expanded form
* Uses place value understanding to round whole numbers to the thousands place
* Solves problems involving multiplication of four digit numbers by a one-digit numbers
* Solves problems involving quotients and remainders with up to three-digit dividends and one-digit divisors based on place value and properties of operations
 | * Uses place value to recognize that in a multi-digit number, a digit in any place represents 10 times as much as it represents in the place to its right
* Compares two multi-digit numbers based on place value position using <, > and =
* Uses place value understanding to round whole numbers to the ten thousands place
* Adds and subtracts whole numbers using the standard algorithm
* Solves problems involving multiplication of two-digit numbers by two-digit numbers
* Solves problems involving quotients and remainders with up to four-digit dividends and one-digit divisors, using p the relationship between multiplication and division understanding
 | * Uses place value understanding to round whole numbers up to one million
* Uses understanding of structure to explain the standard algorithm for addition and subtraction.
* Solves problems involving multiplication of four digit numbers by one-digit, and justifies solutions by using equations, rectangular arrays or area models.
* Justifies solutions using equations, rectangular arrays, and/or area models
 |
| **Number and Operations – Fractions**  | * Recognizes equivalency in fractions
* Compares fractions with different numerators and different denominators by using common denominators or common numerators
* Decomposes fractions into a sum of fractions and uses visual fraction models to solve problems
* Multiplies a fraction by a whole number
 | * Explains why fractions are equivalent using visual fraction models
* Consistently compares two fractions when the two fractions refer to the same whole
* Consistently compares two decimals when the two decimals refer to the same whole
* Compares fractions with different numerators and different denominators by comparing to a benchmark fraction
* Adds and subtracts fractions with like denominators
* Decomposes fractions into a sum of fractions and uses equations to solve problems
* Adds and subtracts mixed numbers with like denominators by replacing with equivalent fraction and by using properties of operations or the relationship of addition and subtraction
* Uses visual fraction models and equations to solve word problems involving multiplication of a fraction by a whole number
* Uses decimal notation to represent fractions with denominators of 10 and 100
* Compares decimals to hundredths by reasoning about their size
 | * Generates equivalent fractions including fractions greater than 1
* Decomposes fractions into a sum of fractions and justifies solutions to problems with visual fraction models and equations
* Justifies the conversion of a fraction with denominator of 10 to an equivalent fraction with a denominator of 100 and expresses it as a decimal
 |
| **Measurement and Data** | * Solves measurement problems involving whole numbers using all four operations
* Solves measurement problems involving perimeter and area
* Interprets data presented in line plots (dot plots) and uses addition and subtraction of fractions to solve problems involving line plots
* Identifies concepts of angles and angle measurement
 | * Solves problems involving converting measurements from larger units to smaller units
* Creates line plots (dot plots) in fractions of a unit (1/2, ¼, 1/8), to display given data, and uses addition and subtraction of fractions solve problems involving line plots
* Uses a protractor to measure , sketch or interpret an angle
* Finds unknown angles in diagrams
* Justifies solutions to perimeter and area problems
 | * Reasons about relative sizes of measurement units within one system of units
* Sketches an angle without a protractor
 |
| **Geometry** | * Identifies right triangles, points, lines, line segments, rays, angles, perpendicular and parallel lines, lines of symmetry
 | * Identifies right triangles and draws points, lines, line segments, rays, angles, perpendicular and parallel lines, in two dimensional shapes
* Classifies two-dimensional shapes based on their attributes, including the presence and absence of parallel or perpendicular lines or angles of a specified size.
* Recognizes lines of symmetry in two-dimensional figures and identifies line-symmetric figures
 | * Draws two-dimensional shapes based on attributes.
 |

**MCAS Achievement Level Descriptors**

**Mathematics: Grade 5**

Student results on the MCAS tests are reported according to four achievement levels: *Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, and Not Meeting Expectations.* The descriptors below illustrate the knowledge and skills students demonstrate on MCAS at each level. Knowledge and skills are cumulative at each level. No descriptors are provided for the *Not Meeting Expectations* achievement level because students work at this level, by definition, does not meet the criteria of the *Partially Meeting Expectations* level.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Partially Meeting Expectations** **On MCAS, a student at this level:** | **Meeting Expectations** **On MCAS, a student at this level:** | **Exceeding Expectations** **On MCAS, a student at this level:** |
| **Operation and Algebraic Thinking** | * Recognizes when parentheses, brackets, or braces are appropriately used in numerical expressions
* Given two rules, generates numerical patterns
 | * Uses parentheses, brackets, or braces to write, interpret and evaluate numerical expressions
* Interprets numerical expressions without evaluating
* Given two rules, identifies the relationship between corresponding terms
 | * Given two rules, forms and graphs ordered pairs and interprets the relationship between corresponding terms
 |
| **Number and Operations in Base Ten** | * Recognizes that in a multi-digit number, including a decimal, a digit in any place represents 10 times as much as it represents in the pace to its right or 1/10 of what it represents in the place to its left
* Reads decimals to thousandths using base 10 numerals, number names, and expanded form
* Identifies which comparison symbols to use when comparing decimals to hundredths
* Uses various strategies to solve problems involving all operation with whole numbers including quotients with division limited to four digit dividends and 2 digit divisors
* Solves problems involving addition and subtraction with decimals to tenths
* Identifies the quotient of whole numbers
 | * Uses whole number exponents to denote powers of 10
* Uses place value to round decimals to any place
* Fluently multiplies multi-digit whole numbers
* Writes decimals to thousandths using base ten numerals, number names, expanded form and comparison symbols
* Compares decimals using base ten numerals, number names and comparison symbols <, > and =
* Uses various strategies to solve problems involving all operation with whole numbers including quotients with division limited to four digit dividends and 2 digit divisors

 and explains using rectangular arrays and/or area models * Applies understandings of models for decimals, place value, and properties of operations to add, subtract, multiply and divide decimals to hundredths
* Solves mathematical and real-world problems involving multiplication of whole numbers and decimals to hundredths using the standard algorithm.
* Uses models to find the quotients of whole numbers.
* Solves problems involving all operations on decimals to hundredths.
 | * Uses place value understanding of multi-digit numbers including decimals to explain patterns in the number of zeros and the placement of the decimal point, when multiplying a number by powers of 10.
* Compares decimals using expanded form
* Makes reasonable estimates of decimal results
* Explains understandings of models for decimals, decimal notation, and properties of operations to add, subtract, multiply and divide decimals to hundredths
* Uses the relationship between decimals and fractions, as well as the relationship between finite decimals and whole numbers to understand and explain why the procedures for multiplying and dividing finite decimals make sense.
 |
| **Number and Operations – Fractions**  | * Adds and subtracts fractions with like denominators (including mixed numbers)
* Uses visual fraction models to multiply fractions or whole numbers by fractions
* Finds areas or rectangles with fractional side lengths by tiling with unit squares
* Recognizes multiplication as scaling by comparing the factors with computation
 | * Adds and subtracts fractions with unlike denominators (including mixed numbers)
* Uses visual fraction models to solve real-world problems by multiplying fractions or whole numbers by fractions, and fractions by mixed numbers
* Shows that the area of rectangles with fractional side lengths, found by tiling with unit squares, is the same as multiplying the side lengths
* Recognizes multiplication as scaling by comparing the factors without computation
* Interprets division of a unit fraction by a non-zero whole number and division of a whole number
* Solves real-world and mathematical problems involving division of a unit fraction by a non-zero whole number and a whole number by a unit fraction
 | * Applies understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators in the context of solving word p problems.
* Uses understanding of fraction equivalence to make sense of sums and differences of fractions, and makes reasonable estimates of them.
* Uses the relationship between multiplication and division of fractions to solve and explain mathematical and real-world problems including finding the area of rectangles with fractional side lengths, finding quotients of division of non zero whole number by unit fractions
 |
| **Measurement and Data** | * Converts among different-sized measurement units within a given measurement system
* Interprets and represents data presented in line plots (dot plots) to solve problems
* Recognizes volume as an attribute of solid figures and calculates volume of right rectangular prisms by packing it with unit cubes, counting unit cubes, and with standard and non-standard units
 | * Applies conversion among different-sized measurement units within a given measurement system to solve multi-step real-world problems
* Uses a line plot (dot plot) to represent data and uses operations on fractions to solve problems involving the line plots
* Recognizes volume as additive and calculates volume by finding the total number of same-size units of volume required to fill a space without gaps or overlaps.
* Decomposes three-dimensional shapes and finds volumes of right rectangular prisms by viewing them as decomposed into layers of arrays of cubes
 | * Uses appropriate units, strategies, and tools for solving problems that involve estimating and measuring volume with application of the volume formula
* Decomposes three-dimensional shapes and finds volumes of right rectangular prisms by viewing them as decomposed into layers of arrays of cubes and relate to the volume formula
* Solves real world application problems requiring the application of V =l wh and V=Bh
 |
| **Geometry** | * Represents mathematical and real-world problems by locating points in the first quadrant
* Identifies two-dimensional figures based on properties
 | * Represents mathematical and real-world problems by locating and graphing in the first quadrant
* Classifies two-dimensional figures in a hierarchy based on properties
 | * Solves mathematical and real-world problems by graphing in the first quadrant and interpreting the coordinate values of points based on the context of the situation
* Applies knowledge of number and length to the order and distance relationships of a coordinate plane
 |

**MCAS Achievement Level Descriptors**

**Mathematics: Grade 6**

Student results on the MCAS tests are reported according to four achievement levels: *Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, and Not Meeting Expectations.* The descriptors below illustrate the knowledge and skills students demonstrate on MCAS at each level. Knowledge and skills are cumulative at each level. No descriptors are provided for the *Not Meeting Expectations* achievement level because students work at this level, by definition, does not meet the criteria of the *Partially Meeting Expectations* level.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Partially Meeting Expectations** **On MCAS, a student at this level:** | **Meeting Expectations** **On MCAS, a student at this level:** | **Exceeding Expectations** **On MCAS, a student at this level:** |
| **The Number System** | * Interprets quotients of fractions to solve problems
* Identifies greatest common factors or least common multiples
* Uses positive and negative numbers to describe quantities having opposite directions or values
* Solves mathematical problems by using all operations on multi-digit decimals
* Graphs ordered pairs in all four quadrants to solve problems
* Interprets statements of order for rational numbers
 | * Computes quotients of fractions to solve problems
* Uses prime factorization to find the greatest common factors, least common multiples to solve problems
* Represents quantities in real-world context on a number line, explaining the meaning of zero
* Uses the understanding of structure to explain the standard algorithm to divide multi-digit numbers
* Uses the standard algorithm to fluently operate on multi-digit decimals
* Finds the absolute value of a rational number by recognizing its distance from zero on the number line
* Uses the standard algorithm to divide multi-digit numbers
* Computes all operations on multi-digit decimals
* Solve problems by graphing in all four quadrants and finds distances between points with same first coordinate or same second coordinate
* Interprets and writes statements of order for rational numbers
 | * Applies interpretation of quotients of fractions to solving word problems
* Uses visual fraction models to solve word problems involving computing quotients of fractions
* Applies number theory concepts to the solution of problems.
* Solves problems involving order and absolute value of rational numbers
 |
| **Ratios and Proportional Relationships** | * Identifies part to part and part to whole relationships
* Uses rate language in the context of a ratio relationship
* Sometimes solves unit rate problems
 | * Solves problems requiring part to part ratios to be converted to part to whole ratios
* Consistently solves unit rate problems
* Uses rate reasoning to solve problems
* Finds the percent of a quantity
* Uses ratio reasoning to convert measurement units within measurement systems
* Interprets and manipulates models with ratios such as tape diagrams, tables and double number lines to compare ratios
 | * Determines what percent of a quantity is a given amount
* Explains when to use part to part ratios, and when to use part to whole ratios to solve problems
* Uses ratio reasoning to convert measurement units between measurement systems
* Creates models with ratios such as tape diagrams, tables and double number lines to compare ratios
* Relates mass of an object to its volume to solve problems
 |
| **Expressions and Equations** | * Evaluates given expressions and equations involving whole-number exponents to solve problems
* Identifies parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient)
 | * Interprets, evaluates and writes expressions and equations involving whole-number exponents
* Views one or more parts of an expression as a single entity
* Generate and identify equivalent expressions
* Relates tables and graphs to equations
* Writes and solves equations of the form *x*+ *p* = *q* and *px* = *q*
* Solves and graphs inequalities that represent a constraint or condition in a mathematical or real-world problem.
* Analyzes the relationships between dependent and independent variables in real-world problems.
 | * Writes and graphs inequalities that represent a constraint or condition in a mathematical or real-world problem
* Creates equations of the form *x*+ *p* = *q* and *px* = *q* from a given situation
* Uses equations to describe relationships between quantities
 |
| **Geometry** | * Solves mathematical problems involving areas of triangles, including right triangles and quadrilaterals
* Solves mathematical problems involving volume of right rectangular prisms with whole number edge lengths
* Represents three-dimensional figures using nets
* Given coordinates of a polygon, draws the polygon on a coordinate plane
 | * Solves real-world problems involving areas of triangles, including right triangles and quadrilaterals by decomposing shapes, rearranging or removing pieces, and relating shapes to rectangles
* Finds volume of right rectangular prisms with fractional edge lengths
* Uses nets of three-dimensional figures to find the surface area
* Given coordinates of a polygon on a coordinate plane, finds lengths of the sides of the polygon
 | * Reasons about geometric shapes and their measurements
* Develops, and justifies formulas to solve mathematical and real-world problems that involve areas of triangles, including right triangles, and quadrilaterals
* Applies the formula for volume of right rectangular prisms with fractional edge lengths
* Applies knowledge of nets to solve mathematical and real-world problems involving surface area
* Given coordinates of a polygon (without a coordinate plane), finds lengths of the sides of the polygon and applies these techniques to solve real-world problems
 |
| **Statistics and Probability** | * Recognizes a statistical question
* Visually recognizes measures of center and variability
* Interprets dot plots and histograms
 | * Solve problems involving finding the measures of center and variability
* Constructs dot plots, histograms, box plots and circle graphs given real-world situations
 | * Recognizes that a data distribution may not have a definite center, and different ways to measure center can yield different values, and uses this understanding to interpret a situation
* Describes and summarizes numerical data sets, identifying clusters, peaks, gaps, and symmetry in a real-world problem
 |

**MCAS Achievement Level Descriptors**

**Mathematics: Grade 7**

Student results on the MCAS tests are reported according to four achievement levels: *Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, and Not Meeting Expectations.* The descriptors below illustrate the knowledge and skills students demonstrate on MCAS at each level. Knowledge and skills are cumulative at each level. No descriptors are provided for the *Not Meeting Expectations* achievement level because students work at this level, by definition, does not meet the criteria of the *Partially Meeting Expectations* level.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Partially Meeting Expectations** **On MCAS, a student at this level:** | **Meeting Expectations** **On MCAS, a student at this level:** | **Exceeding Expectations** **On MCAS, a student at this level:** |
| **The Number System** | * Represents addition and subtraction on a horizontal and vertical number line
* Operates with rational numbers
 | * Recognizes situations in which opposite quantities combine to make zero
* Operates with rational numbers in mathematical and real world problems
* Translates between rational numbers and decimals
 | * Translates from repeating decimal form of a rational number to fraction form
* Interprets quotient and remainder of rational numbers
* Applies properties of operations as strategies to add, subtract, multiply and divide
 |
| **Ratios and Proportional Relationships** | * Recognizes a proportional relationship
* Uses ratios and proportionality to solve simple mathematical problems, including percent problems
 | * Represents a proportional relationship by equations
* Sometimes uses ratios and proportionality to solve multi-step mathematical and real world problems, including percent problems
* Interprets the meaning of any point on a graph of a proportional relationship
 | * Consistently uses ratios and proportionality to solve multi-step mathematical and real world problems, including percent problems
 |
| **Expressions and Equations** | * Uses properties of operations to add and subtract linear expressions
* Solves simple mathematical problems using numerical and algebraic expressions and equations
* Identifies simple arithmetic and geometric sequences from tables, graphs, words and expressions.
* Extends patterns in simple arithmetic and geometric sequences from tables, graphs, words and expressions.
 | * Uses properties of operations to expand linear expressions
* Uses properties of operations to factor linear expressions
* Given a real-world problem, rewrites expressions in different forms to show understanding of the problem
* Interprets the solution of an inequality in a real-world problem
* Solves multi-step mathematical and real-world problems using numerical and algebraic expressions and equations
* Fluently converts between different forms
* Create equations and inequalities to solve problems
* Graphs the solutions of an inequality
 | * Uses properties of operations to factor linear expressions and interprets the result in the context of a problem
* Justifies solutions to multi-step problems
* Analyzes patterns and determines expressions for simple arithmetic and geometric sequences using tables, graphs, words and expressions
 |
| **Geometry** | * Draws triangles with given conditions
* Applies the formulas to find the circumference of circles
* Applies the formulas to find the area of two-dimensional figures, including circles
* Recognizes attributes of angles (supplementary, complementary, vertical, adjacent)
 | * Constructs triangles with given conditions and describes some of their attributes
* Describes the shape of the two-dimensional face of the figure that results from slicing three-dimensional figures.
* Solves problems involving the relationship between area and circumference of circles
* Solves problems involving the surface area and volume of three-dimensional shapes
* Solves mathematical problems involving scale drawings
* Solves multi-step problems using attributes of angles (supplementary, complementary, vertical, adjacent)
 | * Finds unknown supplementary, complementary, vertical, and adjacent angles by solving equations
 |
| **Statistics and Probability** | * Makes inferences about a population by examining the sample population
* Visually compares two populations based on measures of center and variability
* Differentiates between representative and non-representative samples
* Indentifies probability as a number between 0 and 1
* Finds probabilities of simple events
 | * Uses random sampling to draw inferences about a population
* Recognizes the probabilities of 0 through 1 as likely, unlikely, or neither.
* Develops probability models and uses it to find probabilities of events
* Finds probabilities for compound events using organized lists, tables, and tree diagrams
 | * Evaluates probability models
* Designs and uses a simulation to generate frequencies for compound events
* Computes the differences of the centers as a multiple of the measure of variability for two populations
 |

**MCAS Achievement Level Descriptors**

**Mathematics: Grade 8**

Student results on the MCAS tests are reported according to four achievement levels: *Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, and Not Meeting Expectations.* The descriptors below illustrate the knowledge and skills students demonstrate on MCAS at each level. Knowledge and skills are cumulative at each level. No descriptors are provided for the *Not Meeting Expectations* achievement level because students work at this level, by definition, does not meet the criteria of the *Partially Meeting Expectations* level.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Partially Meeting Expectations** **On MCAS, a student at this level:** | **Meeting Expectations** **On MCAS, a student at this level:** | **Exceeding Expectations** **On MCAS, a student at this level:** |
| **The Number System** | * Distinguishes between rational and irrational numbers
 | * Recognizes that rational and irrational numbers have decimal expansions
* Uses rational approximations of irrational numbers to compare the size of irrational numbers
* Finds approximate location of irrational numbers on the number line
* Finds rational approximations of irrational numbers
 | * Estimates the values of expressions with irrational numbers
* Converts a decimal expansion which repeats eventually to a rational number
 |
| **Expressions and Equations** | * Identifies the properties of integer exponents
* Know that √2 is irrational
* Uses and evaluates square root s of small squares
* Graphs proportional relationships, and identifies the unit rate as the slope
* Solves one-variable linear equations with one or many solutions
* Recognizes that the point of intersection of two linear equations is the solution
 | * Applies the properties of integer exponents to generate equivalent expressions
* Performs operations with decimals and scientific notation
* Uses and evaluates cube roots of small cubes
* Uses numbers in the form of a single digit times an integer power of 10 to estimate the magnitude and relationships of quantities
* Uses scientific notation and chooses appropriate units of measurement for varying magnitudes
* Uses linear equations and systems of linear equations to represent and solve problems.
* Compares proportional relationships represented in different ways
* Recognizes the difference between proportional and non-proportional in linear relationships
* Solves one-variable linear equations with rational coefficients
* Solves systems of two linear equations algebraically or graphically in real-world and mathematical problems
 | * Uses numbers in the form of a single digit times an integer power of 10 to estimate the magnitude and interpret relationships of quantities in word problems
* Uses linear equations and systems of linear equations to represent, analyze, and solve problems.
* Use similar triangles to explain why the slope is the same between any two distinct points on a non-vertical line in the coordinate plane
* Derives the equation y=mx for a line through the origin and the equation y=mx + b for a line intercepting the vertical axis b
* Estimates solutions to systems of two equations from a graph
* Uses understanding of a proportional relationship and structure to interpret the meaning of b, the vertical axis intercept
 |
| **Functions** | * Identifies a relationship as a function
* Interprets the equation of a linear function
 | * Determines the rate of change and initial value of a function from a table or graph
* Compares the properties of functions represented in different ways
* Writes a function to model a linear relationship
* Determines the rate of change of a function from a table, graph or description
* Describes or sketches functional relationships represented graphically
 | * Identifies functions as linear and non-linear from graphs or equations
* Interprets the rate of change of a function from a table, graph, equation or description
 |
| **Geometry** | * Identifies the properties of rotations, reflections and translations
* Uses the relationship among the sides of a right triangle to solve problems
* Translates and reflects two dimensional figures
* Uses Pythagorean theorem to find the hypotenuse
 | * Describes the congruence relationship between two congruent figures
* Describes the effect of transformations on two-dimensional figures using coordinates
* Describes the similarity relationship between two similar figures
* Rotates two-dimensional figures around the origin
* Finds angle sum and exterior angle of triangles, angles created when parallel lines are cut by a transversal, and angle-angle criterion for similarity of triangles
* Applies the Pythagorean theorem to find distances between points on the coordinate plane
* Applies the Pythagorean theorem to determine the unknown side lengths in right triangles in mathematical and real-world problems
* Solves mathematical and real-world problems involving volume of cones, cylinders, and spheres
 | * Use informal arguments to establish facts about the angle sum and exterior angle of triangles, angles created when parallel lines are cut by a transversal, and angle-angle criterion for similarity of triangles
* Justifies Pythagorean theorem and its converse
* Given the volume of a cone, finds unknown dimensions of the cone
* Given the volume of a cylinder, finds unknown dimensions of the cylinder
* Given the volume of a sphere, finds unknown dimensions of the sphere
 |
| **Statistics and Probability** | * Describes the patterns associated with bivariate data
* Identifies and constructs a line of best fit
 | * Constructs and interprets scatter plots
* Constructs and interprets two-way tables
* Uses the equation of a linear model to solve problems
 | * Interprets the slope and intercept of linear models
* Analyzes scatter plots
* Analyzes relative frequencies in two-way tables
 |

Appendix B – Final Recommended Cut Scores on IRT Scale and Scaling Constants

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject** | **Grade** | **Cut Score (IRT)** | **Scaling Constants** |
| **Partially Meeting Expectations** | **Meeting Expectations** | **Exceeding Expectations** | **A** | **B** |
| ELA | 3 | -1.58104 | 0.011395 | 1.603829 | 18.83909 | 499.78533 |
| ELA | 4 | -1.56114 | 0.030745 | 1.622634 | 18.84554 | 499.42059 |
| ELA | 5 | -1.65872 | 0.03758 | 1.733879 | 17.68556 | 499.33538 |
| ELA | 6 | -1.59094 | -0.01066 | 1.569615 | 18.98401 | 500.20242 |
| ELA | 7 | -1.55993 | 0.010925 | 1.581776 | 19.09793 | 499.79136 |
| ELA | 8 | -1.45633 | 0.051195 | 1.558718 | 19.90020 | 498.98121 |
| Math | 3 | -1.37722 | 0.02747 | 1.432156 | 21.35708 | 499.41332 |
| Math | 4 | -1.37876 | 0.054015 | 1.486789 | 20.93841 | 498.86901 |
| Math | 5 | -1.55075 | 0.024933 | 1.600619 | 19.03932 | 499.52530 |
| Math | 6 | -1.51808 | -0.00828 | 1.501518 | 19.87021 | 500.16453 |
| Math | 7 | -1.41406 | 0.031158 | 1.476376 | 20.75810 | 499.35323 |
| Math | 8 | -1.49566 | -0.00844 | 1.47879 | 20.17180 | 500.17015 |