



2004 CRCT Score Interpretation Guide

This score interpretation guide is intended to assist teachers and administrators in understanding each of the score reports and their specific uses. First, an overview of several key terms and test-related concepts is presented. Subsequently, an overview of each report is provided.

General Terms and Concepts

- ***Mean***: the arithmetic average of a set of scores. It is found by adding all the scores in the distribution and dividing by the total number of scores.
- ***Median***: The middle score in a distribution or set of ranked scores; the point (score) that divides a group into two equal parts; the 50th percentile. Half of the scores are below the median, and half are above it.
- ***Performance Level Descriptor***: A short verbal statement describing each performance level in terms of what the student has learned and can do.
- ***Performance Level***: A range of scores that define a specific level of performance as articulated in the Performance Level Descriptors. The CRCT has three performance levels: Exceeds the Standard, Meets the Standard, and Does Not Meet the Standard.
- ***Quartile***: One of three points that divide the scores in a distribution into four groups of equal size. The first quartile (Q1), or 25th percentile, separates the lowest fourth of the group; the middle quartile (Q2), the 50th percentile or median, divides the second fourth of the cases from the third; and the third quartile (Q3), the 75th percentile, separates the top quarter.
- ***Scale Score***: A mathematical transformation of a raw score. Scale scores provide a uniform metric for interpreting and comparing scores.
- ***Standard Deviation***: A measure of the variability, or dispersion, of a distribution of scores that represents the average difference between individual scores and the mean. The more the scores cluster around the mean, the smaller the standard deviation.
- ***Standard Error of Measurement (SEM)***: The amount of variation in the test scores related to the reliability of the test. The SEM provides a method for describing the expected variation of each examinee's observed score about the examinee's true score.

Test-Related Concepts for Score Report Interpretation

Scale Score and Performance Levels

Scores on all reports are expressed as scale scores, which can range from 150 to 450 for each grade and content area. A scale score is reported for each content area as well as the domains within the content area. Scale scores are developed using various statistical procedures. The process converts the number correct on the test (raw score) to the CRCT scale. Since the scale scores are equivalent across test forms within the same content area and grade, students obtaining the same score have demonstrated the same performance with respect to the Georgia QCC. Scores that are at or above 350 indicate a level of performance that *Exceeds the Standard* set for the test. Scores from 300 to 349 indicate a level of performance that *Meets the Standard* set for the test. Score below 300 indicate a level of performance that *Does Not Meet the Standard* set for the test, i.e. the state's minimum level of proficiency, based on this test administration, and may indicate a need for some type of additional instructional support.

Scale Scores at the Test Level

The scale score system of 150 to 450 was constructed independently for each content area and each grade level. Thus, the scale score values of 300 and 350 are the same for all content areas. However, the means, standard deviations, and standard errors of measurement are unique to each content area and grade, since the scale scores of each are based on the standards set for that content area. Standards can vary in difficulty across grades and content areas.

Scale Scores at the Domain Level

Scores for each content domain are also expressed in terms of a scale score. The domain level scores are on the same scale as the test level scale scores, making it possible to compare performance on each domain within a given grade level and content area with performance in other domains and on the total test for that grade and content area.

Standard Error of Measurement and Error Bands

Since no test measures performance with perfect consistency (reliability), it is important to take into account the standard error of measurement when interpreting the test scores. For the CRCT, the SEM is computed for each scale score and an error band (plus/minus one SEM unit) is constructed for each scale score. It is important to note that the SEM is a function of the number of items on which a particular score is based. The SEM is noted on the student score reports as a bar that extends to either side of the student's score. The larger the bar, the greater the error associated with the reported score.

General Guidelines for Score Report Interpretation

The following are general guidelines that should be used when interpreting CRCT score reports.

It should be noted that the sum of the percents of students falling in each performance level may not total exactly 100 percent due to rounding. A designation of DNA indicates that a student *Did Not Attempt* a test according to the guidelines established for the CRCT program. A designation of PTNA indicates *Present Test Not Attempted*. A PTNA designation occurs if a student did not attempt enough items (10 or more) or any time the PTNA bubble is marked on the answer document. A designation of IR indicates that there was an *Irregularity* associated with a student's test administration. Scores associated with an irregular administration are not included when computing statistics for the summary reports. Moreover, scores are not reported for any administration in which cheating was reported.

Interpreting Scale Scores – Total Test

The scale scores at the test level are comparable across forms and administrations for the same content/grade. A scale score of 320 from one administration, for example, indicates the same examinee ability as a score of 320 from any other administration.

The content and the associated performance standards differ for each grade and content area assessment. Therefore, scale scores are not comparable across content areas or grade levels.

Interpreting Scale Scores – Domain

The scale scores at the domain level are comparable across forms and administrations for the same content/grade.

Although domain scores are placed on the same scale as the total test scores, one should avoid performance level interpretations for domains because (1) the performance standard is set at the

test level but not at the domain level and (2) there are a limited number of items in each domain. Domain scores and performance levels are provided as indicators of relative strengths and weaknesses.

Furthermore, caution should be taken in comparing student performance across domains. The number of items in a domain, the width of the error band, and the possible score range of the domain should be taken into consideration when the domain scores are interpreted. Some domains have a small number of items and, as a result, a relatively wide error band. Some domains may have a limited score range due to the small number and/or the relative difficulty of the items. Consequently, domain scores may not reflect the full range of the score scale, i.e. 150 to 450. As indicated above, domain scores and performance levels should only be interpreted as indicators of relative strengths and weaknesses, particularly since performance levels were not determined at the domain level.

Interpreting Performance Data

The cutscores, or points on the scale score system distinguishing different performance levels, are the same across forms and administrations. A scale score of 300 is the cutscore for *Meets the Standard* and a score of 350 is the cutscore for *Exceeds the Standard*.

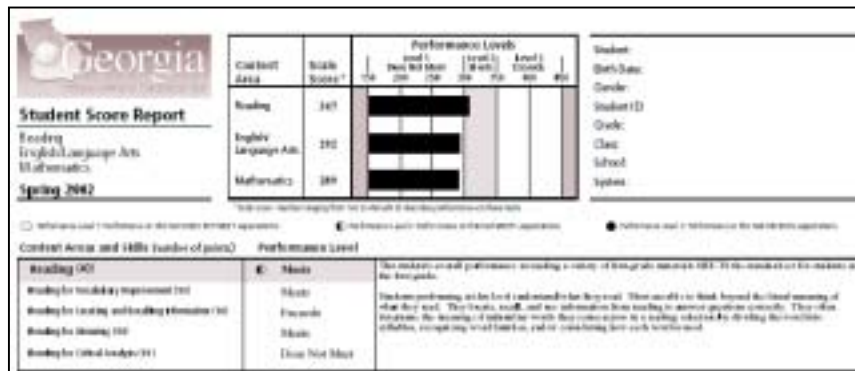
Interpreting Group Data

When interpreting group level statistics such as percentages, means, medians, and quartiles, it is important to take into account the group size. The smaller the group size, the larger the measurement error associated with the calculated statistic.

Score Reports

A brief description is provided for each of the CRCT reports. The descriptions are intended to familiarize you with the general layouts of the reports, their intended purposes, and specific information contained in the report.

Student Score Report



This report is designed for parents. It is intended to give a general, easy to understand interpretation of the student's performance in each content area. Parents are encouraged to contact the school for more detailed information. The report shows the scale score and the level of

performance on a bar graph. Bars denote where on the scale a student is performing. It identifies the student's level of performance for each content area and whether the student *Does Not Meet the Standard*, *Meets the Standard*, or *Exceeds the Standard* set for the CRCT. The content areas and associated domains are listed on the left side of the report. A circle is displayed indicating the level of performance attained. The narrative to the right is a brief performance-level description, written in a style that is easy to understand. (See pages 6-41 of this document for a more detailed explanation of each performance level.)

Individual Student Report



This report is for the classroom teacher to use with the parent. It is intended to provide more detailed information about an individual student's performance on each of the tests and may be useful as a follow-up report during a parent-teacher conference. For each content area the number of test items are reported along with the performance level, the scale score, and the state median. To the right is a graph depicting the scale

score and associated error band. This is followed by domain reporting of the number of items, the scale score, the state median, and a line graph with error bands.

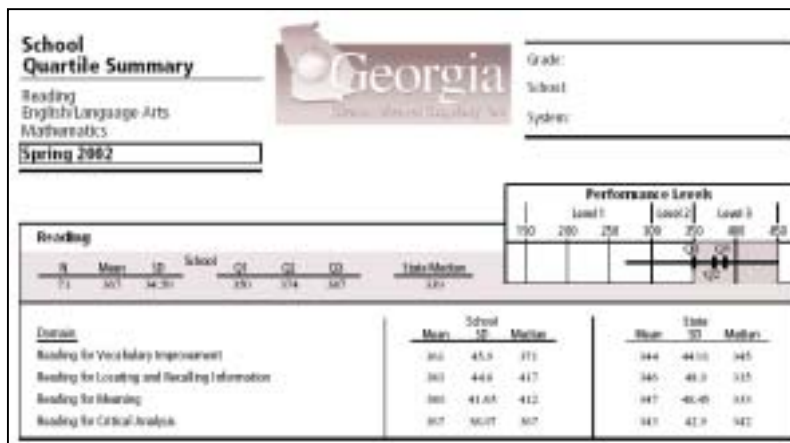
Class Roster Summary

Student Name ID Number - Date of Birth	READING					ENGLISH LANGUAGE ARTS					MATHEMATICS				
	Total	Level 1	Level 2	Level 3	Level 4	Total	Level 1	Level 2	Level 3	Level 4	Total	Level 1	Level 2	Level 3	Level 4
	360	307	307	276	295	344	333	313	312	343	346	334	336	336	341
	307	371	317	333	340	346	342	317	332	360	349	371	333	333	337
	307	423	317	422	340	344	380	302	336	363	355	376	376	376	360
	304	347	363	413	347	303	347	333	443	336	333	374	349	333	343

This report is produced for the classroom teacher. It lists all students alphabetically within a class. Following the student name is the content scale score and domain scale scores for each

of the content areas. Student scores that are at or above 300 are shaded. This is done to show graphically those students who have met or exceeded the standards. Those scores not shaded have not met the standard. At the end of this report are summary data for the class. It includes the percent of students within the class at each performance level for each of the content areas. It is followed by the percent of students at or above 300 for each of the domains. Also reported are the class mean and standard deviation for each content area and domain. The number of students tested within the class completes the report.

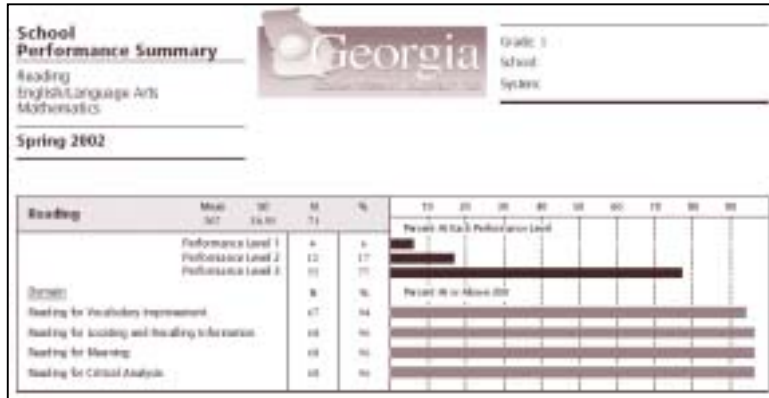
Quartile Summary



This summary report is produced for each class, school, and system. It gives an indication of the dispersion of scores and provides a way to compare a particular group to the overall state performance. For each content area the following information is reported: the number of students tested, the mean, the standard deviation, the first

quartile, the second quartile (i.e. the median), and the third quartile. Also reported are the state mean, standard deviation, and median. This is followed by a graph depicting each of the quartile points. For each domain, the report shows the group's mean, standard deviation, and median compared to the state's mean, standard deviation, and median.

Performance Summary



This summary report is produced for each class, school, and system. This report presents a group's performance in a graphical format. It focuses on students meeting or exceeding the standard. For each content area the following information is reported: the mean, standard deviation, number tested, and the number and percent of students at each performance level. The

percent is then shown on a bar graph. For each domain the number and percent of students at or above 300 is reported and shown on a bar graph.

Summary Report of All Student Populations

Student Population Group	Number of Students			Mean Score	% Performance Level ¹		
	All	ISA ²	SA ³		1	2	3
1 All Students	112772	2986	109787	741	14	45	41
2 All Regular Program Students	110374	678	109696	744	11	43	46
Section 504	344	62	282	522	28	51	21
Limited English Proficient	4481	489	3992	587	42	46	8
Migrant	713	57	656	514	58	31	14
All Others	87131	344	86787	745	18	42	40
3 All Special Education Students	7068	2223	4845	518	54	44	22
Mental Impairment	76	12	64	328	21	53	26
Deafness or Hard of Hearing	89	35	54	290	62	25	13
Deaf-Blind	*	*	*	*	*	*	*
Residual Standard Deviation	178.4	130	497	764	46	46	8

This report is produced at the school, system, and state level. It is intended to provide disaggregated performance information for students. The left column shows the student group for which performance information is presented. For each group the following information, based on all administrations, is provided: total number of students tested, number of non-standard administrations, number of standard

administrations, the mean score, and the percent of students at each performance level. An asterisk is printed if the number of students in particular group is less than six.

Line six shows summary information for "All Others." This category presents summary information for all students whose status or administration type is not otherwise specified. This category includes: Title I (Reading or Mathematics), Braille or large print administrations, EIP served, and IEP.

CRCT Performance Level Descriptors

Grade 1 Reading	
Does Not Meet	<p>The student’s overall performance in reading a variety of first-grade materials does not meet the standard set for students in the first grade.</p> <p>Students performing at this level have a limited understanding of what they read. They tend to focus on the literal or basic meaning of a passage. They may find it difficult to locate, recall, and use information to answer questions. They may not understand new or unfamiliar words in a passage. Students at this level need additional assistance and practice with reading a variety of materials, both fiction and nonfiction.</p> <p>Parents should contact the student’s school for more information about helping the student improve his/her reading skills.</p>
Meets	<p>The student’s overall performance in reading a variety of first-grade materials meets the standard set for students in the first grade.</p> <p>Students performing at this level understand what they read. Most are able to think beyond the literal meaning of what they read. They locate, recall, and use information from reading to correctly answer questions. They often determine the meaning of unfamiliar words they come across in a passage by dividing the word into syllables, recognizing word families, and/or considering how the word is used.</p>
Exceeds	<p>The student’s overall performance in reading a variety of first-grade materials exceeds the standard set for students in the first grade.</p> <p>Students performing at this level have a clear understanding of what they read and are able to think beyond the literal meaning of the material. They are able to examine, interpret, and understand the meaning behind what is stated in writing. They effectively locate, recall, use, and think about information to answer questions. They determine the meaning of unfamiliar words they read by applying strategies such as dividing the word into syllables, recognizing word families, and considering how the word is used.</p>

Grade 1 ELA

Does Not Meet	<p>The student's overall performance in language arts does not meet the standard set for first-grade students.</p> <p>Students performing at this level struggle with the beginning rules of grammar, punctuation, spelling, and word usage. They have difficulty constructing simple sentences. Their ability to use resource materials and parts of books to gather information is limited.</p> <p>Parents should contact the student's school for more information about helping the student improve his/her language skills.</p>
Meets	<p>The student's overall performance in language arts meets the standard set for first-grade students.</p> <p>Students performing at this level apply most beginning rules of grammar, punctuation, spelling, and word usage correctly, as appropriate for first grade. They understand how to construct simple sentences using nouns, verbs, and adjectives, although control may be inconsistent. They can identify and use some resource materials and parts of books to gather information, but may have difficulty with some materials.</p>
Exceeds	<p>The student's overall performance in language arts exceeds the standard set for first-grade students.</p> <p>Students performing at this level consistently apply rules of grammar, punctuation, spelling, and capitalization, as appropriate for first grade. They understand how to construct simple sentences using nouns, verbs, and adjectives. They can identify and use appropriate resource materials and parts of books to gather information.</p>

Grade 1 Math

Does Not Meet	<p>The student's overall performance in mathematics does not meet the standard set for first-grade students.</p> <p>Students performing at this level usually can count to 100. They can recall addition and subtraction facts to 10 but have difficulty with the larger facts to 18. They can identify basic 2-dimensional shapes (circles, squares, and rectangles), but have difficulty distinguishing 3-dimensional shapes. Students can solve some simple types of 1-step addition and subtraction word problems. Students at this level need additional assistance and practice in mathematics.</p> <p>Parents should contact the student's school for more information about helping the student improve his/her math skills.</p>
Meets	<p>The student's overall performance in mathematics meets the standard set for first-grade students.</p> <p>Students performing at this level can count to 100 by 1s, 5s, and 10s. They can recall addition and subtraction facts to 18. They can continue repeating patterns involving three objects. They can identify basic 3-dimensional shapes (spheres, cones, and cubes). Students can solve 1-step addition and subtraction word problems using facts to 12.</p>
Exceeds	<p>The student's overall performance in mathematics exceeds the standard set for first-grade students.</p> <p>Students performing at this level consistently count accurately to 100 by 1s, 2s, 5s, and 10s. They can add and subtract 2-digit numbers without regrouping (carrying and borrowing). They can determine values of sets of coins worth 50¢ or less. Students can solve 1-step addition and subtraction problems using number facts to 18.</p>

Grade 2 Reading

Does Not Meet	<p>The student's overall performance in reading a variety of second-grade materials does not meet the standard set for students in the second grade.</p> <p>Students performing at this level have a limited understanding of what they read. They tend to focus on the literal or basic meaning of a passage. They may find it difficult to locate, recall, and use information to answer questions. They may not understand new or unfamiliar words in a passage. Students at this level need additional assistance and practice with reading a variety of materials, both fiction and nonfiction.</p> <p>Parents should contact the student's school for more information about helping the student improve his/her reading skills.</p>
Meets	<p>The student's overall performance in reading a variety of second-grade materials meets the standard set for students in the second grade.</p> <p>Students performing at this level understand what they read. Most are able to think beyond the literal meaning of what they read. They locate, recall, and use information from reading to correctly answer questions. They often determine the meaning of unfamiliar words they come across in a passage by dividing the word into syllables, recognizing word families, and/or using context clues.</p>
Exceeds	<p>The student's overall performance in reading a variety of second-grade materials exceeds the standard set for students in the second grade.</p> <p>Students performing at this level have a clear understanding of what they read and are able to think beyond the literal meaning of the material. They are able to examine, interpret, and understand the meaning behind what is stated in writing. They effectively locate, recall, use, and think about information to answer questions. They determine the meaning of unfamiliar words they read by applying strategies such as dividing the word into syllables, recognizing word families, and considering how the word is used.</p>

Grade 2 ELA

Does Not Meet	<p>The student's overall performance in language arts does not meet the standard set for second-grade students.</p> <p>Students performing at this level struggle with rules of grammar, punctuation, spelling, and word usage. They may have difficulty constructing sentences. They demonstrate little understanding of how to construct a paragraph. Their ability to use resource materials and parts of books to gather information is limited.</p> <p>Parents should contact the student's school for more information about helping the student improve his/her language skills.</p>
Meets	<p>The student's overall performance in language arts meets the standard set for second-grade students.</p> <p>Students performing at this level apply most rules of grammar, punctuation, spelling, and word usage correctly, as appropriate for second grade. They understand how to construct sentences using nouns, verbs, adjectives, and pronouns, though control may be inconsistent. They have a general understanding of how to construct a short paragraph. They can identify and use some resource materials and parts of books to gather information, but may have difficulty with some materials.</p>
Exceeds	<p>The student's overall performance in language arts exceeds the standard set for second-grade students.</p> <p>Students performing at this level consistently apply rules of grammar, punctuation, spelling, and capitalization, as appropriate for second grade. They understand how to construct sentences using nouns, verbs, adjectives, and pronouns. They understand how to construct a short paragraph that is organized and on-topic. Students can identify and use appropriate resource materials and parts of books to gather information.</p>

Grade 2 Math

Does Not Meet	<p>The student's overall performance in mathematics does not meet the standard set for second-grade students.</p> <p>Students performing at this level can add 3-digit numbers without regrouping (carrying) but have difficulty adding 2-digit numbers with regrouping. They can tell time to the hour or half hour only. Students can find the value of a small set of coins. They can solve some 1-step addition and subtraction problems involving facts to 18. Students at this level need additional assistance and practice in mathematics.</p> <p>Parents should contact the student's school for more information about helping the student improve his/her math skills.</p>
Meets	<p>The student's overall performance in mathematics meets the standard set for second-grade students.</p> <p>Students performing at this level can add 3-digit numbers with regrouping (carrying). They can tell time to five minutes, and find the value of a set of coins worth less than \$1. They can sort objects in several different ways. The students can solve 2-step addition and subtraction problems involving facts to 18.</p>
Exceeds	<p>The student's overall performance in mathematics exceeds the standard set for second-grade students.</p> <p>Students performing at this level can add and subtract 3-digit numbers with regrouping (carrying and borrowing) and show understanding of the meaning of multiplication. They can sort sets of objects in a variety of ways. They can measure lengths using both customary and metric rulers. They can determine the amount of change due from a purchase if it is 50¢ or less. The students can solve 2-step addition and subtraction problems involving 2-digit numbers.</p>

Grade 3 Reading

Does Not Meet	<p>The student's overall performance in reading a variety of third-grade materials does not meet the standard set for students in the third grade.</p> <p>Students performing at this level have a limited understanding of what they read. They tend to focus on the literal or basic meaning of a passage. They may find it difficult to locate, recall, and use information to answer questions. They may not understand new or unfamiliar words in a passage. Students at this level need additional assistance and practice with reading a variety of materials, both fiction and nonfiction.</p> <p>Parents should contact the student's school for more information about helping the student improve his/her reading skills.</p>
Meets	<p>The student's overall performance in reading a variety of third-grade materials meets the standard set for students in the third grade.</p> <p>Students performing at this level understand what they read. Most are able to think beyond the literal meaning of what they read. They locate, recall, and use information from reading to correctly answer questions. They often determine the meaning of unfamiliar words they come across in a passage by dividing the word into syllables, recognizing word families, and/or using context clues.</p>
Exceeds	<p>The student's overall performance in reading a variety of third-grade materials exceeds the standard set for students in the third grade.</p> <p>Students performing at this level have a clear understanding of what they read and are able to think beyond the literal meaning of the material. They are able to examine, interpret, and understand the meaning behind what is stated in writing. They effectively locate, recall, use, and think about information to answer questions. They determine the meaning of unfamiliar words they read by applying strategies such as dividing the word into syllables, recognizing word families, and considering how the word is used.</p>

Grade 3 ELA

Does Not Meet	<p>The student's overall performance in language arts does not meet the standard set for third-grade students.</p> <p>Students performing at this level struggle with rules of grammar, punctuation, spelling, and word usage. They have difficulty constructing sentences and/or identifying their purposes. They demonstrate little understanding of how to construct a paragraph that is organized and on-topic. Their ability to use resource materials and parts of books to gather information is limited.</p> <p>Parents should contact the student's school for more information about helping the student improve his/her language skills.</p>
Meets	<p>The student's overall performance in language arts meets the standard set for third-grade students.</p> <p>Students performing at this level apply most standard rules of grammar, punctuation, spelling, and word usage correctly, as appropriate for third grade. They understand how to construct a variety of sentences for a variety of purposes, though control may be inconsistent. They have a general understanding of how to construct a short paragraph, though weaknesses may exist in content and/or organization. They can identify and use some resource materials and parts of books to gather information, but may have difficulty with more advanced materials.</p>
Exceeds	<p>The student's overall performance in language arts exceeds the standard set for third-grade students.</p> <p>Students performing at this level consistently apply rules of grammar, punctuation, spelling, and capitalization, as appropriate for third grade. They understand how to construct a variety of sentences for a variety of purposes. They understand how to construct a short, effective paragraph that is organized and on-topic. Students can identify and use appropriate resource materials and parts of books to gather information.</p>

Grade 3 Math

Does Not Meet	<p>The student's overall performance in mathematics does not meet the standard set for third-grade students.</p> <p>Students performing at this level can add and subtract some 2- and 3-digit numbers, but have difficulty with regrouping (carrying and borrowing). They have only a beginning knowledge of multiplication and division. They demonstrate limited knowledge of geometric shapes. They are able to gather information from simple charts, tables, and graphs. Students at this level need additional assistance and practice in mathematics.</p> <p>Parents should contact the student's school for more information about helping the student improve his/her math skills.</p>
Meets	<p>The student's overall performance in mathematics meets the standard set for third-grade students.</p> <p>Students performing at this level add and subtract 1-, 2-, and 3-digit numbers and know the basic multiplication and division facts. They demonstrate an understanding of geometric shapes. They interpret and compare information from charts, tables, and graphs. They can solve various word problems using more than one strategy.</p>
Exceeds	<p>The student's overall performance in mathematics exceeds the standard set for third-grade students.</p> <p>Students performing at this level accurately add and subtract 1-, 2-, and 3-digit numbers, and multiply 2-digit numbers by 1-digit numbers. They know the basic multiplication and division facts. They demonstrate excellent understanding of place value of whole numbers (ones, tens, hundreds, thousands) and of decimals (tenths). They recognize properties of geometric figures. Students solve a variety of word problems using different strategies.</p>

Grade 3 Science

Does Not Meet	<p>The student's overall performance in science does not meet the standard set for third-grade students.</p> <p>Students performing at this level are inconsistent in using the basic science process skills. They have difficulty becoming engaged in science experiences and in researching assigned science topics. They often do not use the correct tools for science activities and they may not recognize and apply safe laboratory procedures. They have a limited ability to understand grade-level appropriate science concepts, skills, and abilities.</p> <p>Parents should contact the student's school for more information about helping the student improve his/her science skills.</p>
Meets	<p>The student's overall performance in science meets the standard set for third-grade students.</p> <p>Students performing at this level often show stronger skills in some science areas than in others. They are beginning to understand basic science process skills. They usually become engaged in science experiences and are often able to research assigned science topics. They typically use the correct tools for science activities and practice safe laboratory procedures. They generally understand grade-level appropriate science concepts, skills, and abilities.</p>
Exceeds	<p>The student's overall performance in science exceeds the standard set for third-grade students.</p> <p>Students performing at this level consistently use basic science process skills. They easily become engaged in science experiences and are able to effectively research assigned science topics. They use the correct tools for science activities and practice safe laboratory procedures. They thoroughly understand grade-level appropriate science concepts, skills, and abilities.</p>

Grade 3 Social Studies	
Does Not Meet	<p>The student's overall performance in social studies does not meet the standard set for students in the third grade.</p> <p>Students performing at this level typically demonstrate limited factual knowledge, particularly in the areas of geography and early United States and Georgia history. They are often unable to accurately read and interpret maps, timelines, tables, and graphs associated with social studies. They demonstrate limited understanding about the role of government and the rights and responsibilities of citizens in a democratic society. They demonstrate limited understanding of basic economic concepts and terms and are often unable to apply them to real life situations.</p> <p>Parents should contact the student's school for more information about helping the student improve his/her social studies skills.</p>
Meets	<p>The student's overall performance in social studies meets the standard set for students in the third grade.</p> <p>Students performing at this level typically demonstrate solid factual knowledge, particularly in the areas of geography and early United States and Georgia history. They are often able to accurately read and interpret maps, time lines, tables, and graphs associated with social studies. They demonstrate a general understanding about the role of government and the rights and responsibilities of citizens in a democratic society. They demonstrate a general understanding of basic economic concepts and terms and are often able to apply them to real life situations.</p>
Exceeds	<p>The student's overall performance in social studies exceeds the standard set for students in the third grade.</p> <p>Students performing at this level typically demonstrate broad and in-depth factual knowledge, particularly in the areas of geography and early United States and Georgia history. They are consistently able to read and interpret accurately maps, timelines, tables, and graphs associated with social studies. They demonstrate a thorough understanding about the role of government and the rights and responsibilities of citizens in a democratic society. They demonstrate a clear understanding of basic economic concepts and terms and are consistently able to apply them to real life situations.</p>

Grade 4 Reading

Does Not Meet	<p>The student's overall performance in reading is below the standard set for students in fourth grade.</p> <p>Students performing at this level are inconsistent in the application of their reading skills. They typically have a limited understanding of text and tend to read at a literal level. They may find it difficult to locate and use information from the text to respond to questions. Students display a limited understanding of purpose and organization of text and of literary elements. They demonstrate a basic ability to examine and interpret text. Students are limited in their reading strategies and apply basic word recognition skills in their reading.</p> <p>Parents should contact the student's school for more information about helping the student improve his/her reading skills.</p>
Meets	<p>The student's overall performance in reading meets the standard set for students in fourth grade.</p> <p>Students performing at this level generally apply reading skills appropriately. They typically understand much of what they read and at times can go beyond the literal meaning of text. They use information from the text to correctly respond to questions. They locate and recall some information from the text. They identify the purpose of text and recognize some text organization structures. Students recognize and identify some literary elements to facilitate comprehension. They sometimes examine and interpret text information. Students apply some effective reading strategies and vocabulary skills while reading.</p>
Exceeds	<p>The student's overall performance in reading exceeds the standard set for students in fourth grade.</p> <p>Students performing at this level are consistent in the application of their reading skills. They typically have a clear understanding of what they read and can go beyond the literal meaning of text. They often work with text in which the meaning is implicit, requiring them to synthesize or deduce information from the text to accurately respond to questions. They skillfully locate and recall information from a variety of texts. They understand different text purposes and recognize that text can be organized in a variety of ways. Students use knowledge of literary elements such as setting and plot to facilitate comprehension. They read critically by examining and interpreting text information in order to draw conclusions, make predictions and generalizations about text, and distinguish between facts and opinions. Students apply effective reading strategies and vocabulary skills while reading.</p>

Grade 4 ELA

Does Not Meet	<p>The student's overall performance in language arts is below the standard set for students in fourth grade.</p> <p>Students performing at this level are inconsistent in their application of language arts skills. They have limited understanding of effective written communication skills. Students demonstrate little familiarity with the research process and with use of resource materials. They show limited control of the conventions of grammar, spelling, mechanics, and usage. They have a minimal understanding of paragraph organization and focus. Students demonstrate a limited ability to identify parts of sentences and sentence types and to recognize effective sentence revision.</p> <p>Parents should contact the student's school for more information about helping the student improve his/her language skills.</p>
Meets	<p>The student's overall performance in language arts meets the standard set for students in fourth grade.</p> <p>Students performing at this level generally apply language arts skills appropriately. They show understanding of effective written communication skills. Students demonstrate a basic familiarity with the research process and with use of resource materials. They correctly apply many conventions of grammar, spelling, mechanics, and usage. They are developing an understanding of paragraph organization and focus. Students identify some parts of sentences and sentence types, and they often recognize effective sentence revision.</p>
Exceeds	<p>The student's overall performance in language arts exceeds the standard set for students in fourth grade.</p> <p>Students performing at this level are consistent in their application of language arts skills. They have a thorough understanding of effective written communication skills. Students demonstrate a solid familiarity with the research process and with use of a variety of resource materials. They display control of the standard conventions of grammar, spelling, mechanics, and usage. They have developed a good understanding of paragraph organization and focus. They recognize the unifying idea of a paragraph, identify topic and clincher sentences, and delete unrelated information and redundancy. They select appropriate transitions within and between paragraphs. Students identify parts of sentences and sentence types, and they recognize effective sentence revision.</p>

Grade 4 Math

Does Not Meet	<p>The student's overall performance in mathematics is below the standard set for students in fourth grade.</p> <p>Students at this level are inconsistent in the application of their mathematical skills. They demonstrate limited evidence of mathematical conceptual understanding and procedural knowledge. Students' computation skills are not fully developed. They may use basic graphing skills. Students recognize properties of shapes and names of solid figures. They recognize some numerical relationships. Students may have difficulty transferring learning from guided experience to new problems.</p> <p>Parents should contact the student's school for more information about helping the student improve his/her math skills.</p>
Meets	<p>The student's overall performance in mathematics meets the standard set for students in fourth grade.</p> <p>Students performing at this level generally apply mathematical skills appropriately. They demonstrate evidence of mathematical conceptual understanding and procedural knowledge. Students' computation skills are usually accurate. They have some ability to analyze and interpret data from graphs. Students recognize geometric relationships of shapes. They can represent pictures or arrays as number sentences. Students at this level show evidence of problem-solving ability.</p>
Exceeds	<p>The student's overall performance in mathematics exceeds the standard set for students in fourth grade.</p> <p>Students performing at this level are consistent in the application of their mathematical skills. They demonstrate strong mathematical conceptual understanding and procedural knowledge. Students' computation skills are accurate. Students can use data to predict the probability of events. They apply their understanding of geometric relationships by sorting and classifying objects. They are able to determine an element when given a relation or rule. Students are able to solve multi-step problems.</p>

Grade 4 Science

Does Not Meet	<p>The student's overall performance in science does not meet the standard set for fourth-grade students.</p> <p>Students performing at this level have difficulty using and applying science process skills. They participate in science experiences with structured guidance and often require additional assistance in researching assigned science topics. They are inconsistent in their use of correct tools for science activities and they frequently make mistakes in practicing safe laboratory procedures. They have a limited ability to understand grade-level appropriate science concepts, skills, and abilities.</p> <p>Parents should contact the student's school for more information about helping the student improve his/her science skills.</p>
Meets	<p>The student's overall performance in science meets the standard set for fourth-grade students.</p> <p>Students performing at this level often show stronger skills in some science areas than in others. They demonstrate a general understanding of science process skills. They usually become engaged in science experiences and are able to research assigned science topics. They typically use correct tools, equipment, and materials for science activities and practice safe laboratory procedures. They generally understand grade-level appropriate science concepts, skills, and abilities.</p>
Exceeds	<p>The student's overall performance in science exceeds the standard set for fourth-grade students.</p> <p>Students performing at this level consistently use and apply science process skills. They easily become engaged in science experiences and are able to effectively research assigned science topics. They successfully use correct tools, equipment, and materials for science activities and they clearly recognize and practice safe laboratory procedures. They thoroughly understand grade-level appropriate science concepts, skills, and abilities.</p>

Grade 4 Social Studies	
Does Not Meet	<p>The student's overall performance in social studies does not meet the standard set for students in the fourth grade.</p> <p>Students performing at this level typically demonstrate limited factual knowledge, particularly in the areas of United States history from the time of exploration to the Civil War and in geography. They are often unable to accurately read and interpret maps, tables, and graphs associated with social studies. They demonstrate a limited understanding about how the United States system of government was created and the rights and responsibilities of citizens in a democratic society. They demonstrate a limited understanding of basic economic concepts and terms and are often unable to apply them to real life situations.</p> <p>Parents should contact the student's school for more information about helping the student improve his/her social studies skills.</p>
Meets	<p>The student's overall performance in social studies meets the standard set for students in the fourth grade.</p> <p>Students performing at this level typically demonstrate solid factual knowledge, particularly in the areas of United States history from the time of exploration to the Civil War and in geography. They are often able to accurately read and interpret maps, tables, and graphs associated with social studies. They demonstrate a general understanding about how the United States system of government was created and the rights and responsibilities of citizens in a democratic society. They demonstrate a general understanding of basic economic concepts and terms and are often able to apply them to real life situations.</p>
Exceeds	<p>The student's overall performance in social studies exceeds the standard set for students in the fourth grade.</p> <p>Students performing at this level typically demonstrate broad and in-depth factual knowledge, particularly in the areas of United States history from the time of exploration to the Civil War and in geography. They are consistently able to accurately read and interpret maps, tables, and graphs associated with social studies. They demonstrate a thorough understanding about how the United States system of government was created and the rights and responsibilities of citizens in a democratic society. They demonstrate a clear understanding of basic economic concepts and terms and are consistently able to apply them to real life situations.</p>

Grade 5 Reading

Does Not Meet	<p>The student's overall performance in reading a variety of fifth-grade materials does not meet the standard set for students in the fifth grade.</p> <p>Students performing at this level have a limited understanding of what they read. They tend to focus on the literal or basic meaning of a passage. They may find it difficult to locate, recall, and use information to answer questions. They may not understand new or unfamiliar words in a passage, even when considering how the word is used. Students at this level need additional assistance and practice with reading a variety of materials, both fiction and nonfiction.</p> <p>Parents should contact the student's school for more information about helping the student improve his/her reading skills.</p>
Meets	<p>The student's overall performance in reading a variety of fifth-grade materials meets the standard set for students in the fifth grade.</p> <p>Students performing at this level understand what they read. Most are able to think beyond the literal meaning of what they read. They locate, recall, and use information from reading to correctly answer questions. They often determine the meaning of unfamiliar words they come across in a passage by considering how the word is used.</p>
Exceeds	<p>The student's overall performance in reading a variety of fifth-grade materials exceeds the standard set for students in the fifth grade.</p> <p>Students performing at this level have a clear understanding of what they read and are able to think beyond the literal meaning of the material. They are able to examine, interpret, and understand the meaning behind what is stated in writing. They effectively locate, recall, use, and think about information to answer questions. They determine the meaning of unfamiliar words they read by considering how the word is used.</p>

Grade 5 ELA

Does Not Meet	<p>The student's overall performance in language arts does not meet the standard set for fifth-grade students.</p> <p>Students performing at this level struggle with the rules of grammar, punctuation, spelling, and word usage. While they may have control over simple sentences, they have difficulty constructing complex sentences and/or identifying the purposes of sentences. They demonstrate little understanding of how to construct a paragraph that is organized and on-topic. Their ability to use resource materials and parts of books to gather information is limited.</p> <p>Parents should contact the student's school for more information about helping the student improve his/her language skills.</p>
Meets	<p>The student's overall performance in language arts meets the standard set for fifth-grade students.</p> <p>Students performing at this level apply most rules of grammar, punctuation, spelling, and word usage correctly, as appropriate for fifth grade. They understand how to construct a variety of sentences for a variety of purposes, though control may be inconsistent. They understand how to construct a paragraph, though weaknesses may exist in content and/or organization. They can identify and use some resource materials and parts of books to gather information, but may have difficulty with more advanced materials.</p>
Exceeds	<p>The student's overall performance in language arts exceeds the standard set for fifth-grade students.</p> <p>Students performing at this level consistently apply rules of grammar, punctuation, spelling, and capitalization, as appropriate for fifth grade. They understand how to construct a variety of sentences for a variety of purposes. They understand how to construct an effective paragraph that is organized and on-topic. Students can identify and use appropriate resource materials and parts of books to gather information.</p>

Grade 5 Math

Does Not Meet	<p>The student's overall performance in mathematics does not meet the standard set for fifth-grade students.</p> <p>Students performing at this level add and subtract whole numbers, often with errors, and have difficulty multiplying and dividing. They can identify appropriate customary units (inches, pounds) to measure length and weight, but have difficulty with metric units (centimeters, kilograms) and with units for area and volume. They have trouble in determining how to solve problems. Students at this level need additional assistance and practice in mathematics.</p> <p>Parents should contact the student's school for more information about helping the student improve his/her math skills.</p>
Meets	<p>The student's overall performance in mathematics meets the standard set for fifth-grade students.</p> <p>Students performing at this level identify place value for whole numbers (ones, tens, hundreds, etc.) through millions and can add, subtract, multiply, and divide whole numbers. They identify appropriate customary units (inches, pounds, etc.) and metric units (centimeters, kilograms, etc.) to measure length, area, capacity, and weight. Students can solve multi-step word problems.</p>
Exceeds	<p>The student's overall performance in mathematics exceeds the standard set for fifth-grade students.</p> <p>Students performing at this level consistently identify place value for whole numbers (ones, tens, hundreds, etc.) through millions and accurately add, subtract, multiply, and divide whole numbers. They consistently select and use appropriate customary units (inches, pounds, etc.) and metric units (centimeters, kilograms, etc.) to measure length, area, capacity, and weight. Students successfully solve multi-step word problems using a variety of strategies.</p>

Grade 5 Science

Does Not Meet	<p>The student's overall performance in science does not meet the standard set for fifth-grade students.</p> <p>Students performing at this level have difficulty in clearly understanding and consistently applying science process skills. They participate in science experiences and activities with structured guidance and often require additional assistance in researching information related to assigned science topics. They frequently make mistakes in identifying and practicing safe laboratory procedures and are inconsistent in using correct science tools, equipment, and materials. They have a limited ability to understand grade-level appropriate science concepts, skills, and abilities.</p> <p>Parents should contact the student's school for more information about helping the student improve his/her science skills.</p>
Meets	<p>The student's overall performance in science meets the standard set for fifth-grade students.</p> <p>Students performing at this level often show stronger skills in some science areas than in others. They demonstrate an adequate understanding of science process skills. They usually become engaged in science experiences and activities and are able to research information related to assigned science topics. They typically identify and practice safe laboratory procedures and often use correct science tools, equipment, and materials. They generally understand grade-level appropriate science concepts, skills, and abilities.</p>
Exceeds	<p>The student's overall performance in science exceeds the standard set for fifth-grade students.</p> <p>Students performing at this level clearly understand and consistently apply science process skills. They are eager to engage in science experiences and activities and they are able to successfully research information related to assigned science topics. They effectively identify and practice safe laboratory procedures and reliably use correct science tools, equipment, and materials. They thoroughly understand grade-level appropriate science concepts, skills, and abilities.</p>

Grade 5 Social Studies	
Does Not Meet	<p>The student's overall performance in social studies does not meet the standard set for students in the fifth grade.</p> <p>Students performing at this level typically demonstrate limited factual knowledge, particularly in the areas of United States history from the Civil War to modern times and in geography. They are often unable to recognize and interpret the significance of events, developments, and people that have influenced the history of the United States. They demonstrate limited understanding about the duties and responsibilities of the three branches of the federal government. They demonstrate limited understanding of basic economic concepts and terms and are often unable to apply them to real life situations.</p> <p>Parents should contact the student's school for more information about helping the student improve his/her social studies skills.</p>
Meets	<p>The student's overall performance in social studies meets the standard set for students in the fifth grade.</p> <p>Students performing at this level typically demonstrate solid factual knowledge, particularly in the areas of United States history from the Civil War to modern times and in geography. They are often able to recognize and interpret the significance of events, developments, and people that have influenced the history of the United States. They demonstrate a general understanding about the duties and responsibilities of the three branches of the federal government. They demonstrate a general understanding of basic economic concepts and terms and are often able to apply them to real life situations.</p>
Exceeds	<p>The student's overall performance in social studies exceeds the standard set for students in the fifth grade.</p> <p>Students performing at this level typically demonstrate broad and in-depth factual knowledge, particularly in the areas of United States history from the Civil War to modern times and in geography. They are consistently able to recognize and interpret the significance of events, developments, and people that have influenced the history of the United States. They demonstrate a thorough understanding about the duties and responsibilities of the three branches of the federal government. They demonstrate a clear understanding of basic economic concepts and terms and are consistently able to apply them to real life situations.</p>

Grade 6 Reading

Does Not Meet	<p>The student's overall performance in reading is below the standard set for students in sixth grade.</p> <p>Students performing at this level are inconsistent in the application of their reading skills. They typically have a limited understanding of text and tend to read at a literal level. They may find it difficult to locate and use information from the text to respond to questions. They demonstrate a limited ability to identify the purpose of text and recognize text organizational structures. Students display a basic knowledge of literary elements and techniques. They demonstrate a basic ability to examine and interpret text. They are limited in their reading strategies and vocabulary skills. Students primarily interpret literal meanings of words and phrases.</p> <p>Parents should contact the student's school for more information about helping the student improve his/her reading skills.</p>
Meets	<p>The student's overall performance in reading meets the standard set for students in sixth grade.</p> <p>Students performing at this level generally apply reading skills appropriately. They typically understand much of what they read and at times can go beyond the literal meaning of text. They use information from the text to correctly respond to questions. Students locate, recall, and generalize some information from a variety of texts. They identify the purpose of text and recognize some text organization structures. Students can identify and use some literary elements and techniques to facilitate comprehension. They sometimes examine, interpret, and make inferences from information in the text. They apply some effective reading strategies and vocabulary skills while reading. Students can interpret most literal and some non-literal meanings of words and phrases.</p>
Exceeds	<p>The student's overall performance in reading exceeds the standard set for students in sixth grade.</p> <p>Students performing at this level are consistent in the application of their reading skills. They typically have a clear understanding of what they read and can go beyond the literal meaning of text. They often work with text in which the meaning is implicit, requiring them to synthesize or deduce information from the text to accurately respond to questions. Students summarize, interpret, and analyze relevant information from a variety of texts. They understand different text purposes and recognize that text can be organized in a variety of ways. Students recognize and analyze literary elements and techniques to facilitate comprehension. They read critically by examining, interpreting, and evaluating text information. Students apply a variety of effective reading strategies and vocabulary skills. Students can interpret literal and most non-literal meanings of words and phrases.</p>

Grade 6 ELA

Does Not Meet	<p>The student's overall performance in language arts is below the standard set for students in sixth grade.</p> <p>Students performing at this level are inconsistent in their application of language arts skills. They have limited understanding of effective written communication skills. Students demonstrate little familiarity with the research process and with use of resource materials. They show limited control of the conventions of grammar, spelling, mechanics, and usage. They are developing an understanding of paragraph organization and focus. Students demonstrate a limited ability to identify parts of sentences and sentence types and to recognize effective sentence revision.</p> <p>Parents should contact the student's school for more information about helping the student improve his/her language skills.</p>
Meets	<p>The student's overall performance in language arts meets the standard set for students in sixth grade.</p> <p>Students performing at this level generally apply language arts skills appropriately. They show understanding of effective written communication skills. Students demonstrate a basic familiarity with the steps in the research process and with use of resource materials. They correctly apply many conventions of grammar, spelling, mechanics, and usage. They have some understanding of paragraph organization and focus. Students identify some parts of sentences and sentence types, and they often recognize effective sentence revision.</p>
Exceeds	<p>The student's overall performance in language arts exceeds the standard set for students in sixth grade.</p> <p>Students performing at this level are consistent in their application of language arts skills. They have a thorough understanding of effective written communication skills. Students demonstrate a solid familiarity with the steps in the research process and with use of a variety of resource materials. They display control of the standard conventions of grammar, spelling, mechanics, and usage. They have a solid understanding of paragraph organization and focus. They recognize the unifying idea of a paragraph, identify topic and clincher sentences, and delete unrelated information and redundancy. They select appropriate transitions within and between paragraphs. They identify parts of a sentence in various sentence patterns. Students demonstrate a thorough understanding of sentence construction and recognize effective sentence revision.</p>

Grade 6 Math	
Does Not Meet	<p>The student's overall performance in mathematics is below the standard set for students in sixth grade.</p> <p>Students at this level are inconsistent in the application of their mathematical skills. They demonstrate limited evidence of mathematical conceptual understanding and procedural knowledge. Students' computation skills are often inaccurate. They have difficulty analyzing and using data to predict and determine the probability of an event. Students use basic geometric skills. They are beginning to use algebraic symbols. Students' problem-solving strategies are limited.</p> <p>Parents should contact the student's school for more information about helping the student improve his/her math skills.</p>
Meets	<p>The student's overall performance in mathematics meets the standard set for students in sixth grade.</p> <p>Students performing at this level generally apply mathematical skills appropriately. They demonstrate evidence of mathematical conceptual understanding and procedural knowledge. Students' computation skills are usually accurate. They can analyze and use data to the point of predicting and determining the probability of an event. Students can identify, compare, and classify figures and identify solids. They can solve simple algebraic equations. Students identify and use problem-solving strategies and can communicate their strategies to others.</p>
Exceeds	<p>The student's overall performance in mathematics exceeds the standard set for students in sixth grade.</p> <p>Students performing at this level are consistent in the application of their mathematical skills. They demonstrate strong mathematical conceptual understanding and procedural knowledge. Students accurately apply computation skills to complex problems. They use data to explore relationships between expected and actual outcomes. They graph ordered pairs in all quadrants of a plane. Students can identify, compare, and classify figures and solids. They use order of operations in complex expressions. Students use mathematical vocabulary in communicating problem-solving strategies.</p>

Grade 6 Science

Does Not Meet	<p>The student's overall performance in science does not meet the standard set for sixth-grade students.</p> <p>Students performing at this level have difficulty in clearly understanding and consistently applying science process skills. They show a limited understanding of and ability to apply laboratory safety rules. They frequently make mistakes in identifying and using correct tools and units of scientific measurement. They demonstrate a minimal understanding of grade-level appropriate science concepts, skills, and abilities.</p> <p>Parents should contact the student's school for more information about helping the student improve his/her science skills.</p>
Meets	<p>The student's overall performance in science meets the standard set for sixth-grade students.</p> <p>Students performing at this level demonstrate an adequate understanding of science process skills. They show a general understanding of and ability to apply laboratory safety rules. They usually identify and use correct tools and units of scientific measurement. They demonstrate an acceptable understanding of grade-level appropriate science concepts, skills, and abilities.</p>
Exceeds	<p>The student's overall performance in science exceeds the standard set for sixth-grade students.</p> <p>Students performing at this level clearly understand and consistently apply science process skills. They show an in-depth understanding of and ability to apply laboratory safety rules. They effectively identify and use correct tools and units of scientific measurement. They demonstrate a thorough understanding of grade-level appropriate science concepts, skills, and abilities.</p>

Grade 6 Social Studies	
Does Not Meet	<p>The student’s overall performance in social studies does not meet the standard set for students in the sixth grade.</p> <p>Students performing at this level typically demonstrate limited factual knowledge, particularly about the history, culture, and geography of Europe, the Americas, and Oceania (Australia, New Zealand, and islands in the Pacific Ocean.) They are often unable to recognize and interpret the significance of events, developments, and people that have influenced these world regions from ancient times to the present. They demonstrate limited understanding of how European exploration and colonization affected the Americas and Oceania. They demonstrate a limited understanding of fairly complex economic concepts and terms and are often unable to apply them.</p> <p>Parents should contact the student’s school for more information about helping the student improve his/her social studies skills.</p>
Meets	<p>The student’s overall performance in social studies meets the standard set for students in the sixth grade.</p> <p>Students performing at this level typically demonstrate solid factual knowledge, particularly about the history, culture, and geography of Europe, the Americas, and Oceania (Australia, New Zealand, and islands in the Pacific Ocean.) They are often able to recognize and interpret the significance of events, developments, and people that have influenced these world regions from ancient times to the present. They demonstrate a general understanding of how European exploration and colonization affected the Americas and Oceania. They demonstrate a general understanding of fairly complex economic concepts and terms and are often able to apply them to historical and real life situations.</p>
Exceeds	<p>The student’s overall performance in social studies exceeds the standard set for students in the sixth grade.</p> <p>Students performing at this level typically demonstrate broad and in-depth factual knowledge, particularly about the history, culture, and geography of Europe, the Americas, and Oceania (Australia, New Zealand, and islands in the Pacific Ocean.) They are consistently able to recognize and interpret the significance of events, developments, and people that have influenced these world regions from ancient times to the present. They demonstrate a thorough understanding of how European exploration and colonization affected the Americas and Oceania. They demonstrate a clear understanding of fairly complex economic concepts and terms and are consistently able to apply them to historical and real life situations.</p>

Grade 7 Reading

Does Not Meet	<p>The student's overall performance in reading a variety of seventh-grade materials does not meet the standard set for students in the seventh grade.</p> <p>Students performing at this level have a limited understanding of what they read. They tend to focus on the literal or basic meaning of a passage. They may find it difficult to locate, recall, and use information to answer questions. They may not understand new or unfamiliar words in a passage, even when considering how the word is used. Students at this level need additional assistance and practice with reading a variety of materials, both fiction and nonfiction.</p> <p>Parents should contact the student's school for more information about helping the student improve his/her reading skills.</p>
Meets	<p>The student's overall performance in reading a variety of seventh-grade materials meets the standard set for students in the seventh grade.</p> <p>Students performing at this level understand what they read. Most are able to think beyond the literal meaning of what they read. They locate, recall, and use information from reading to correctly answer questions. They often determine the meaning of unfamiliar words they come across in a passage by considering how the word is used.</p>
Exceeds	<p>The student's overall performance in reading a variety of seventh-grade materials exceeds the standard set for students in the seventh grade.</p> <p>Students performing at this level have a clear understanding of what they read and are able to think beyond the literal meaning of the material. They are able to examine, interpret, and understand the meaning behind what is stated in writing. They effectively locate, recall, use, and think about information to answer questions. They determine the meaning of unfamiliar words they read by considering how the word is used.</p>

Grade 7 ELA

Does Not Meet	<p>The student's overall performance in language arts does not meet the standard set for seventh-grade students.</p> <p>Students performing at this level struggle with the rules of grammar, punctuation, spelling, and word usage. While they have control over simple sentences, they have difficulty constructing complex sentences and/or identifying the purposes of sentences. They demonstrate little understanding of how to construct a paragraph that is organized and on-topic. Their ability to use resource materials and parts of books to gather information is limited.</p> <p>Parents should contact the student's school for more information about helping the student improve his/her language skills.</p>
Meets	<p>The student's overall performance in language arts meets the standard set for seventh-grade students.</p> <p>Students performing at this level apply most rules of grammar, punctuation, spelling, and word usage correctly, as appropriate for seventh grade. They understand how to construct a variety of sentences for a variety of purposes, though control may be inconsistent. They understand how to construct a paragraph, though weaknesses may exist in content and/or organization. They can identify and use some resource materials and parts of books to gather information, but may have difficulty with more advanced materials.</p>
Exceeds	<p>The student's overall performance in language arts exceeds the standard set for seventh-grade students.</p> <p>Students performing at this level consistently apply rules of grammar, punctuation, spelling, and capitalization, as appropriate for seventh grade. They understand how to construct a variety of sentences for a variety of purposes. They understand how to construct an effective paragraph that is organized and on-topic. Students can identify and use appropriate resource materials and parts of books to gather information.</p>

Grade 7 Math

Does Not Meet	<p>The student's overall performance in mathematics does not meet the standard set for seventh-grade students.</p> <p>Students performing at this level are limited in their knowledge of the relationships among fractions, decimals, and percents. Their ability to add, subtract, multiply, and divide whole numbers, fractions, and decimals is limited. They organize and display uncomplicated data sets and interpret simple graphs. Students generally use appropriate strategies to solve one-step problems, but have difficulty with multi-step problems. Students at this level need additional assistance and practice in mathematics.</p> <p>Parents should contact the student's school for more information about helping the student improve his/her math skills.</p>
Meets	<p>The student's overall performance in mathematics meets the standard set for seventh-grade students.</p> <p>Students performing at this level demonstrate understanding of the relationship among fractions, decimals, and percents. They compute and estimate using whole numbers, fractions, and decimals. They can compute averages (means, medians, and modes) and interpret tables and graphs. Students use appropriate strategies in solving a variety of problems.</p>
Exceeds	<p>The student's overall performance in mathematics exceeds the standard set for seventh-grade students.</p> <p>Students performing at this level demonstrate excellent knowledge of fractions, decimals, and percents and can use those numbers interchangeably. They accurately compute and estimate with whole numbers, fractions, and decimals. They use averages (means, medians, and modes) as well as tables and graphs to organize and describe data and to make predications. Students solve multi-step problems including those involving proportions.</p>

Grade 7 Science

Does Not Meet	<p>The student's overall performance in science does not meet the standard set for seventh-grade students.</p> <p>Students performing at this level have difficulty in clearly understanding and consistently applying science process skills. They show a limited understanding of and ability to apply laboratory safety rules. They frequently make mistakes in identifying and using correct tools and units of scientific measurement. They demonstrate a minimal understanding of grade-level appropriate science concepts, skills, and abilities.</p> <p>Parents should contact the student's school for more information about helping the student improve his/her science skills.</p>
Meets	<p>The student's overall performance in science meets the standard set for seventh-grade students.</p> <p>Students performing at this level demonstrate an adequate understanding of science process skills. They show a general understanding of and ability to apply laboratory safety rules. They usually identify and use correct tools and units of scientific measurement. They demonstrate an acceptable understanding of grade-level appropriate science concepts, skills, and abilities.</p>
Exceeds	<p>The student's overall performance in science exceeds the standard set for seventh-grade students.</p> <p>Students performing at this level clearly understand and consistently apply science process skills. They show an in-depth understanding of and ability to apply laboratory safety rules. They effectively identify and repeatedly use correct tools and units of scientific measurement. They demonstrate a thorough understanding of grade-level appropriate science concepts, skills, and abilities.</p>

Grade 7 Social Studies	
Does Not Meet	<p>The student's overall performance in social studies does not meet the standard set for students in the seventh grade.</p> <p>Students performing at this level typically demonstrate limited factual knowledge, particularly about the history, culture, and geography of Asia, Africa, and the Middle East. They are often unable to recognize and interpret the significance of events, developments, and people that have influenced these world regions from ancient times to the present. They demonstrate a limited understanding of how geographical features and natural resource have affected the history of these world regions. They demonstrate a limited understanding of fairly complex economic concepts and terms and are often unable to apply them to historical and real life situations.</p> <p>Parents should contact the student's school for more information about helping the student improve his/her social studies skills.</p>
Meets	<p>The students overall performance in social studies meets the standard set for students in the seventh grade.</p> <p>Students performing at this level typically demonstrate solid factual knowledge, particularly about the history, culture, and geography of Asia, Africa, and the Middle East. They are often able to recognize and interpret the significance of events, developments, and people that have influenced these world regions from ancient times to the present. They demonstrate a general understanding of how geographical features and natural resources have affected the history of these world regions. They demonstrate a general understanding of fairly complex economic concepts and terms and are often able to apply them to historical and real world situations.</p>
Exceeds	<p>The student's overall performance in social studies exceeds the standard set for students in the seventh grade.</p> <p>Students performing at this level typically demonstrate broad and in-depth factual knowledge, particularly about the history, culture, and geography of Asia, Africa, and the Middle East. They are consistently able to recognize and interpret the significance of events, developments, and people that have influenced these world regions from ancient times to the present. They demonstrate a thorough understanding of how geographical features and natural resources have affected the history these world regions. They demonstrate a clear understanding of fairly complex economic concepts and terms and are consistently able to apply them to historical and real life situations.</p>

Grade 8 Reading

Does Not Meet	<p>The student's overall performance in reading is below the standard set for students in eighth grade.</p> <p>Students performing at this level are inconsistent in the application of their reading skills. They read for a general understanding of text. They may find it difficult to locate and use information from the text to respond to questions. Students demonstrate a limited ability to identify the purpose of text and recognize text organizational structures. They display a basic knowledge of literary elements and techniques. They demonstrate a basic ability to examine and interpret text. They are limited in their reading strategies and vocabulary skills. Students primarily interpret literal meanings of words and phrases.</p> <p>Parents should contact the student's school for more information about helping the student improve his/her reading skills.</p>
Meets	<p>The student's overall performance in reading meets the standard set for students in eighth grade.</p> <p>Students performing at this level generally apply reading skills appropriately. They typically understand much of what they read and at times can go beyond the literal meaning of text. They use information from the text to correctly respond to questions. Students recall, interpret, and summarize information from a variety of texts. They identify the purpose of text and recognize some text organization structures. Students can identify and use some literary elements and techniques to facilitate comprehension. They attempt to read critically by analyzing the text. They apply some effective reading strategies and vocabulary skills while reading. Students can interpret literal and non-literal meanings of most words and phrases.</p>
Exceeds	<p>The student's overall performance in reading exceeds the standard set for students in eighth grade.</p> <p>Students performing at this level are consistent in the application of their reading skills. They typically have a clear understanding of what they read and can go beyond the literal meaning of text. They often work with text in which the meaning is implicit, requiring them to synthesize or deduce information from the text to accurately respond to questions. Students apply and evaluate relevant information from a variety of texts. They understand different text purposes and recognize that text can be organized in a variety of ways. Students use understanding of literary elements and techniques to analyze information from the text. They read critically by interpreting, analyzing, and evaluating the text. They apply a variety of effective reading strategies and vocabulary skills. Students can interpret literal and most non-literal meanings of words and phrases.</p>

Grade 8 ELA	
Does Not Meet	<p>The student’s overall performance in language arts is below the standard set for students in eighth grade.</p> <p>Students performing at this level are inconsistent in their application of language arts skills. They have limited understanding of effective written communication skills. Students demonstrate little familiarity with the research process and with use of resource materials. They show limited control of the conventions of grammar, spelling, mechanics, and usage. They show basic understanding of paragraph organization and focus. Students demonstrate a limited ability to identify parts of sentences and sentence types and to recognize effective sentence revision.</p> <p>Parents should contact the student’s school for more information about helping the student improve his/her language skills.</p>
Meets	<p>The student’s overall performance in language arts meets the standard set for students in eighth grade.</p> <p>Students performing at this level generally apply language arts skills appropriately. They show understanding of effective written communication skills. Students demonstrate a basic familiarity with the steps in the research process and with use of resource materials. They correctly apply many conventions of grammar, spelling, mechanics, and usage. They show an understanding of paragraph organization and focus. Students identify some parts of sentences and sentence types, and they often recognize effective sentence revision.</p>
Exceeds	<p>The student’s overall performance in language arts exceeds the standard set for students in eighth grade.</p> <p>Students performing at this level are consistent in their application of language arts skills. They have a thorough understanding of effective written communication skills. Students demonstrate a solid familiarity with the steps in the research process and with use of a variety of resource materials. They display control of the standard conventions of grammar, spelling, mechanics, and usage. They have a thorough understanding of paragraph organization and focus. They recognize the unifying idea of a paragraph, identify topic and clincher sentences, and delete unrelated information and redundancy. They select appropriate transitions within and between paragraphs. They identify parts of a sentence in various sentence patterns. Students demonstrate a thorough understanding of sentence construction and recognize effective sentence revision.</p>

Grade 8 Math

Does Not Meet	<p>The student's overall performance in mathematics is below the standard set for students in eighth grade.</p> <p>Students at this level are inconsistent in the application of their mathematical skills. They demonstrate limited evidence of mathematical conceptual understanding and procedural knowledge. Students' computation skills are limited. Students' skills are weak in using mean, median, mode, and range to describe data. They use tables and concrete methods for converting measures. Students' problem-solving strategies are limited.</p> <p>Parents should contact the student's school for more information about helping the student improve his/her math skills.</p>
Meets	<p>The student's overall performance in mathematics meets the standard set for students in eighth grade.</p> <p>Students performing at this level generally apply mathematical skills appropriately. They demonstrate evidence of mathematical conceptual understanding and procedural knowledge. Students' computation skills are usually accurate. They can use mean, median, mode, and range to describe data and to make predictions. Students can solve multi-step equations. Students identify and use problem-solving strategies and can communicate their strategies to others.</p>
Exceeds	<p>The student's overall performance in mathematics exceeds the standard set for students in eighth grade.</p> <p>Students performing at this level are consistent in the application of their mathematical skills. They demonstrate strong mathematical conceptual understanding and procedural knowledge. Students accurately apply computation skills to problem-solving situations. They evaluate real-world data for accurate representation. Students are able to make predictions on how changes in data will affect the measures of central tendency (mean, median, mode, and range). Students discover formulas to solve problems and respond to practical situations.</p>

Grade 8 Science

Does Not Meet	<p>The student's overall performance in science does not meet the standard set for eighth-grade students.</p> <p>Students performing at this level have difficulty in clearly understanding and consistently applying science process skills. They show a limited understanding of and ability to apply laboratory safety rules. They frequently make mistakes in identifying and using correct tools and units of scientific measurement. They demonstrate a minimal understanding of grade-level appropriate science concepts, skills, and abilities.</p> <p>Parents should contact the student's school for more information about helping the student improve his/her science skills.</p>
Meets	<p>The student's overall performance in science meets the standard set for eighth-grade students.</p> <p>Students performing at this level demonstrate an adequate understanding of science process skills. They show a general understanding of and ability to apply laboratory safety rules. They usually identify and use correct tools and units of scientific measurement. They demonstrate an acceptable understanding of grade-level appropriate science concepts, skills, and abilities.</p>
Exceeds	<p>The student's overall performance in science exceeds the standard set for eighth-grade students.</p> <p>Students performing at this level clearly understand and consistently apply science process skills. They show an in-depth understanding of and ability to apply laboratory safety rules. They effectively identify and use correct tools and units of scientific measurement. They demonstrate a thorough understanding of grade-level appropriate science concepts, skills, and abilities.</p>

Grade 8 Social Studies	
Does Not Meet	<p>The student’s overall performance does not meet the standard set for students in the eighth grade.</p> <p>Students performing at this level typically demonstrate limited factual knowledge, particularly about Georgia’s history, geography, government, and economy. They are often unable to recognize and interpret the significance of events, developments, and people that have influenced Georgia from its settlement to modern times. They demonstrate a limited knowledge about the state’s varied natural resources and geography. They demonstrate a limited understanding of the major political, social, and economic changes that occurred in the state from Reconstruction through the late-twentieth century</p> <p>Parents should contact the student’s school for more information about helping the student improve his/her social studies skills.</p>
Meets	<p>The student’s overall performance in social studies meets the standard set for students in the eighth grade.</p> <p>Students performing at this level typically demonstrate solid factual knowledge, particularly about Georgia’s history, geography, government, and economy. They are often able to recognize and interpret the significance of events, developments, and people that have influenced Georgia from its settlement to modern times. They demonstrate a general knowledge about the state’s varied natural resources and geography. They demonstrate a general understanding of the major political, social, and economic changes that occurred in the state from Reconstruction through the late-twentieth century.</p>
Exceeds	<p>The student’s overall performance in social studies exceeds the standard set for students in the eighth grade.</p> <p>Students performing at this level typically demonstrate broad and in-depth factual knowledge, particularly about Georgia’s history, geography, government, and economy. They are consistently able to recognize and interpret the significance of events, developments, and people that have influenced Georgia from its settlement to modern times. They demonstrate extensive knowledge about the state’s varied natural resources and geography. They demonstrate a clear understanding of the major political, social, and economic changes that occurred in the state from Reconstruction through the late-twentieth century.</p>