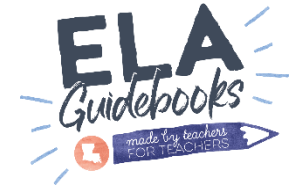




2022-2023 LEAP ELA Guidebooks Innovative Assessment Interpretive Guide



PURPOSE OF THE INTERPRETIVE GUIDE

This interpretive guide is designed to help school system and school administrators, teachers, parents, and the general public better understand the LEAP English Language Arts (ELA) Guidebooks Innovative Assessment Program (IAP). Through a better understanding of the assessment, school and school system personnel will be able to use the results in more strategic ways.

The information that follows describes the grades 6-8 ELA Guidebooks Innovative Assessments administered in the 2022-2023 school year and provides information about how to read and interpret the data on the 2022-2023 End-of-Year (EOY) reports.

INNOVATIVE ASSESSMENT DESIGN

The LEAP ELA Guidebooks Innovative Assessment includes features that make it different from existing LEAP 2025 ELA assessments:

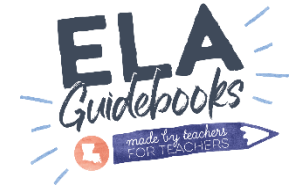
- It consists of a series of End-of-Unit assessments aligned to ELA Guidebooks units that ask students to interpret texts and topics they have studied with their teachers as part of the ELA Guidebooks curriculum.
- The assessments are administered throughout the school year in three testing windows (Fall, Winter, and Spring), which provides teachers and schools the opportunity to administer the assessment soon after a unit of study and to receive information about their students' performance throughout the year and at the end of the year.

The table on the next page identifies the general test design of the sections of each end-of-unit test administered throughout the 2022-2023 school year. Students who took the grades 6-8 operational innovative assessments took three end-of-unit tests based on the administration schedule below:

| Grade | Window 1 | Window 2 | Window 3 |
|---------|---------------------------|--|----------------------------|
| Grade 6 | Hatchet Unit | Steve Jobs Unit or Out of the Dust Unit | If Stones Could Speak Unit |
| Grade 7 | The Giver Unit | A Christmas Carol Unit or Written in Bone Unit | Behind the Scenes Unit |
| Grade 8 | Flowers for Algernon Unit | The Tell-Tale Heart Unit or The Call of the Wild Unit | Sugar Unit |



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At the end of each unit, student performance was reported, as described in the [Parent Guide for the IAP Student Reports](#). At the end of the year, performance was reported in an end-of-year report, which includes additional information, such as scale scores, achievement levels, and overall performance on the reporting categories that appear on the end-of-unit reports.

| 2022-2023 GRADES 6-8 OPERATIONAL END-OF-UNIT ASSESSMENT DESIGN | | | | |
|--|---|----------------------|---|--------------|
| Test Section | Focus of Section | Number/Type of Items | Assessable ELA Student Standards | Testing Time |
| 1 | Reading comprehension of unit text(s) and new text(s) related to the unit | 10 SR 1 CR | RL/RI standards; vocabulary standards R.4, L.4, L.5 | 60 minutes |
| 2 | Reading comprehension and written expression to show understanding and synthesis of key knowledge built in the unit | 1 Essay | RL/RI standards; Writing standards 1, 2, 4, and 9; and Language standards 1, 2, and 3 | 60 minutes |
| 3 | Reading comprehension of a text or pair of texts not related to the unit content | 6-8 SR | RL/RI standards; vocabulary standards R.4, L.4, L.5 | 20 minutes |

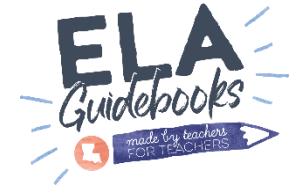
SR: Selected-Response—includes evidence-based selected-response (two-part item), multiple-choice, multiple-select, and technology-enhanced items

CR: Constructed Response—requires a shorter written response

More information regarding test design for the 2023-2024 school year can be found in the grade-level assessment guides in the [Assessment Guidance Library](#).



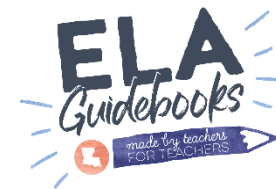
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ELA Item Types and Scoring

The LEAP ELA Guidebooks Innovative Assessment contains multiple types of items that allow students the opportunity to demonstrate their knowledge in different ways, as described below:

- **Multiple Choice (MC):** Students select the correct response from among four answer choices. The MC items are worth one point and students cannot earn partial credit.
- **Multiple Select (MS):** This item type is a one-part item that asks students to choose two answer options. The MS items are worth two points, and students can earn partial credit (1 point).
- **Evidence-Based Selected Response (EBSR):** This item type consists of two parts; part A asks students to show their understanding of a text, and part B asks students to identify evidence to support that understanding. The EBSR items are worth two points, and students can earn partial credit (1 point) if they answer only part A correctly. Students do not receive any credit if they answer only part B correctly.
- **Technology Enhanced (TE):** This item type uses technology (e.g., drag and drop, match interaction, text highlight, etc.) to capture student comprehension of texts. Each TE item is worth two points, and students can earn partial credit (1 point). For a description of each TE item type for ELA, refer to [LEAP Technology-Enhanced Item Types](#).
- **Constructed Response (CR):** This item appears at the end of Section 1 of the End-of-Unit assessments and asks students to respond to a question in writing. As this response is not as in-depth as an essay, it is scored for reading comprehension only and not for written expression or knowledge and use of language conventions. This item type is worth up to four points.
- **Essay Prompt:** This item type appears in Section 2 of the assessment and asks students to create an extended and complete written response showing their understanding and synthesis of the key knowledge of the unit and unit texts. For the end-of-unit essay prompt for windows 1 and 2, students were required to support their response with information they recalled from the unit texts. In response to school systems' requests, the end-of-unit essay prompt for Window 3 included the new text(s) from section 1, and students were required to use specific details from the new text(s) in addition to information they recalled from two unit texts to support their response to the prompt.



INTERPRETING THE RESULTS

This section explains the key components of the LEAP ELA Guidebooks Innovative Assessment end-of-year reports as shown on the sample report on page 10 and how to use the information on the reports to better understand student performance, the performance of a school, school system, and the Innovative Assessment Program (IAP) as a whole.

Scale Scores

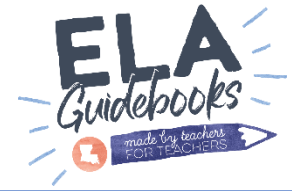
Scale scores are derived from raw scores (the sum of points for all items across all the end-of-unit tests) using methods that take into account differences in difficulty among forms. The use of scale scores avoids a misunderstanding associated with raw scores such as interpreting percentage correct to mean the same thing as percentage of subject matter mastered. Since test items represent only a sample of questions that could be asked, it is false to assume that a percentage of those items represents some actual percentage of information learned in that content area. For the LEAP ELA Guidebooks Innovative Assessment, scale scores have a range of 650 to 850.

Uses

Scale scores are used to represent student performance across the entire year of IAP testing. A higher scale score represents more knowledge, skill, and ability than a lower scale score. Scale scores for the IAP assessment can be compared across years. For example, the scale-score range for the *Basic* achievement level on the Grade 7 LEAP ELA Guidebooks Innovative Assessment is 725–749. Because the range does not change from year to year, a student who receives a scale score within this range on the grade 7 IAP test in any year will score at the *Basic* achievement level. IAP scale scores are also comparable to the LEAP 2025 scale scores.

The scale-score ranges for IAP and LEAP 2025 ELA Grades 6-8 are listed below:

| Achievement Level | Achievement Level Description | Grade 6 Scale Score Range | Grade 7 Scale Score Range | Grade 8 Scale Score Range |
|-----------------------------|-------------------------------|---------------------------|---------------------------|---------------------------|
| Level 5 (Advanced) | Exceeded Expectations | 790-850 | 785-850 | 794-850 |
| Level 4 (Mastery) | Met Expectations | 750-789 | 750-784 | 750-793 |
| Level 3 (Basic) | Nearly Met Expectations | 725-749 | 725-749 | 725-749 |
| Level 2 (Approaching Basic) | Partially Met Expectations | 700-724 | 700-724 | 700-724 |
| Level 1 (Unsatisfactory) | Expectations Not Met | 650-699 | 650-699 | 650-699 |



Achievement Levels

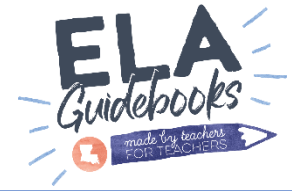
Definitions

The LEAP ELA Guidebooks Innovative Assessment uses the achievement-level definitions common to all LEAP 2025 assessments, which briefly describe the expectations for student performance at each of Louisiana’s five achievement levels:

- **Advanced:** Students performing at this level have **exceeded** college and career readiness expectations and are well prepared for the next level of study in this content area.
- **Mastery:** Students performing at this level have **met** college and career readiness expectations and are prepared for the next level of study in this content area.
- **Basic:** Students performing at this level have **nearly met** college and career readiness expectations and may need additional support to be fully prepared for the next level of study in this content area.
- **Approaching Basic:** Students performing at this level have **partially met** college and career readiness expectations and will need much support to be prepared for the next level of study in this content area.
- **Unsatisfactory:** Students performing at this level have **not yet met** the college and career readiness expectations and will need extensive support to be prepared for the next level of study in this content area.

Uses

On the end-of-year reports, a student’s achievement level is included, as well as the average achievement level and percent of students in each achievement level for the school, school system, and for all students who participated in the IAP. Since this information is based on scale scores, it is comparable across groups of students and programs (i.e., IAP and LEAP 2025). Unlike scale scores, it may be used to monitor performance from year to year. For example, if 15 percent of grade 7 students taking the ELA innovative test had scores in the Mastery achievement level this year, but only 12 percent of those same students have scores in the Mastery achievement level in Spring 2023, then there has been a decrease in the number of students with scores in the Mastery achievement level for that group. This could mean that a greater percentage of students scored at a higher achievement level, a lower achievement level, or some students scored at a higher level while others scored at a lower level.



Limitations

Because the achievement-level definitions are the same across grade levels and programs, the achievement-level information offers more comparison opportunities than the scale scores. However, the achievement level only tells part of the student’s story, so other relevant information (e.g., student work samples, course grades, teacher observations, etc.) should be examined when assessing student performance.

Student Rating by Reporting Category

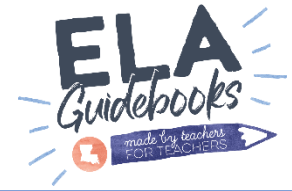
The intent of the LEAP ELA Guidebooks Innovative Assessment is to provide information on student performance throughout the school year. Therefore, student-level reporting includes (1) performance information on the end-of-unit assessments, provided after each testing window, and (2) information that accounts for student performance on all of the unit assessments. Both the end-of-unit and end-of-year reports provide information by reporting category, which are described in the table that follows.

| CATEGORY | CATEGORY DESCRIPTION |
|---|--|
| Knowledge of Unit Texts | Students answer questions about the anchor texts they read in class to show their understanding of key knowledge and skills taught in the units. |
| Application of Unit Knowledge | Students read new texts related to the unit content and respond to questions that measure their ability to apply the key knowledge and skills taught in the unit. |
| Synthesis and Expression of Knowledge Across Texts | Students write an extended response that demonstrates their ability to express their overall understanding of the key knowledge they gained in the unit by developing their ideas with information from the unit texts and a new text. |

This year’s end-of-unit reports included only raw scores for each category; however, on the end-of-year report, a student’s overall performance in each category is noted as Strong, Moderate, or Weak, as described in the tables that follow:



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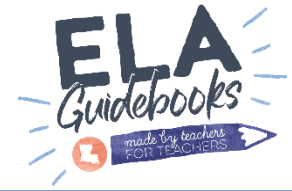
GRADE 6:

Grade 6 Descriptors For Knowledge

| | |
|---|--|
| WEAK Will need support for further study | Students whose performance is weak in this category will need support in understanding the texts studied in class. They may be able to recall some information and recognize literal word meanings but will need support in making inferences and identifying text elements such as central idea, characterization, and figurative word meanings. |
| MODERATE May need support for further study | Students whose performance is moderate in this category show a general understanding of the texts studied in class. They are able to identify some basic text elements, such as characterization and point of view, and use context clues to determine the meanings of vocabulary words but may need support in analyzing more complex text elements, such as structure and figurative language, and in selecting relevant text evidence. |
| STRONG Ready for further study | Students whose performance is strong in this category show a thorough understanding of the texts studied in class. They are able to analyze more complex text elements, such as theme, the development of characters and ideas, symbolism, and structure. They can also select relevant evidence to support text interpretations. |



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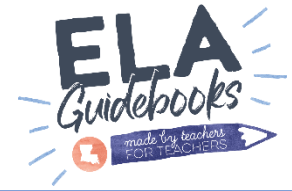


Grade 6 Descriptors for Application of Unit Knowledge

| | |
|---|---|
| WEAK Will need support for further study | Students whose performance is weak in this category will need support to show understanding of new texts related to the knowledge taught throughout the units. They may be able to identify more literal ideas, such as character traits and simple text features, but will need support using context clues to determine meanings of vocabulary words and in staying focused on the topic and showing some understanding of key ideas when writing about related texts. |
| MODERATE May need support for further study | Students whose performance is moderate in this category show a general understanding of new texts related to the knowledge taught throughout the units. They are able to use context clues to determine the meanings of key words and phrases and can make simple connections within texts but may need support in analyzing authors' techniques and in providing relevant evidence to support their ideas when writing about related texts. |
| STRONG Ready for further study | Students whose performance is strong in this category show a solid understanding of new texts related to the knowledge taught throughout the units. They are able to analyze the development of characters and more complex text elements, such as theme and tone, and select relevant evidence. They are able to make claims and provide some development when writing about related texts. |



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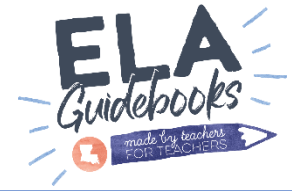


Grade 6 Descriptors for Synthesis and Expression of Knowledge Across Texts

| | |
|---|---|
| WEAK Will need support for further study | Students whose performance is weak in this category will need much support in writing extended responses that make connections across multiple texts and show understanding of key unit ideas. They may be able to include a few details about the texts studied in class but will need support in addressing the task, providing accurate information about related texts, and following simple grammar and punctuation rules. |
| MODERATE May need support for further study | Students whose performance is moderate in this category will need some support in writing extended responses that make connections across multiple texts and show understanding of key unit ideas. They are able to partially address the task and include some accurate information from the unit texts but will need support in developing their ideas with evidence from the related texts, organizing their response, and following grade-level grammar and punctuation rules. |
| STRONG Ready for further study | Students whose performance is strong in this category are able to write extended responses that make connections across multiple texts and show understanding of key unit ideas. They are able to address the task, express understanding of multiple texts by providing some evidence, and demonstrate control of grade-level grammar and punctuation. |



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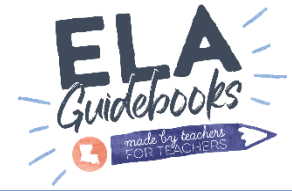
GRADE 7:

Grade 7 Descriptors For Knowledge of Unit Texts

| | |
|---|---|
| WEAK Will need support for further study | Students whose performance is weak in this category will need support in understanding the texts studied in class. They may be able to recall some details about plot, the main characters, and stated central ideas but will need support in identifying an author's purpose and claims and in using context clues to define key vocabulary words. |
| MODERATE May need support for further study | Students whose performance is moderate in this category show a general understanding of the texts studied in class. They are able to make some inferences when analyzing texts and use context clues to determine the meanings of vocabulary words but may need support in analyzing more complex text elements, such as theme and the development of characters and ideas, and in selecting relevant text evidence. |
| STRONG Ready for further study | Students whose performance is strong in this category show a thorough understanding of the texts studied in class. They are able to analyze complex text elements, such as theme, multiple central ideas, characters' intentions, and author's purpose. They can also select several pieces of relevant text evidence to support inferences and authors' claims. |



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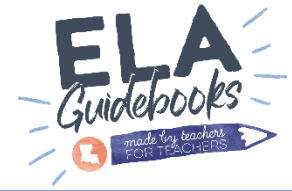


Grade 7 Descriptors for Application of Unit Knowledge

| | |
|---|---|
| WEAK Will need support for further study | Students whose performance is weak in this category will need support to show understanding of new texts related to the knowledge taught throughout the units. They may be able to identify simple text features and make inferences when analyzing characters but will need support in recognizing suspense and author's purpose and in staying focused on the topic and showing a basic understanding of key ideas when writing about related texts. |
| MODERATE May need support for further study | Students whose performance is moderate in this category show a general understanding of new texts related to the knowledge taught throughout the units. They are able to use context clues to determine meanings of key words and phrases and identify changes in characters and points of view but will need support in analyzing tone and word choice and in developing their ideas with relevant evidence when writing about related texts. |
| STRONG Ready for further study | Students whose performance is strong in this category show a solid understanding of new texts related to the knowledge taught throughout the units. They are able to analyze the relationship between text elements, evaluate the claims of authors, and select relevant evidence. They can also develop their ideas when writing about related texts. |



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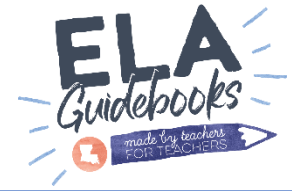


Grade 7 Descriptors for Synthesis and Expression of Knowledge Across Texts

| | |
|---|--|
| WEAK Will need support for further study | Students whose performance is weak in this category will need much support in writing extended responses that make connections across multiple texts and show understanding of key unit ideas. They may be able to include details about the texts studied in class but will need support in addressing the task, providing accurate information about related texts, and following simple grammar and punctuation rules. |
| MODERATE May need support for further study | Students whose performance is moderate in this category will need some support in writing extended responses that make connections across multiple texts and show understanding of key unit ideas. They are able to partially address the task and include some accurate information from the unit texts but will need support in developing their ideas with evidence from the related texts, using effective organization, and following grade-level grammar and punctuation rules. |
| STRONG Ready for further study | Students whose performance is strong in this category are able to write extended responses that make connections across multiple texts and show understanding of key unit ideas. They are able to address the task, express understanding of multiple texts by providing some relevant evidence, and demonstrate control of grade-level grammar and punctuation. |



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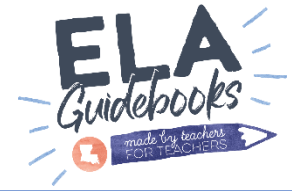
GRADE 8:

Grade 8 Descriptors For Knowledge of Unit Texts

| | |
|---|---|
| WEAK Will need support for further study | Students whose performance is weak in this category will need support in understanding the texts studied in class. They may be able to recall some information about the characters, plot, and central ideas but will need support in identifying authors' claims and the development of ideas and characters within texts, and in using context clues to show understanding of vocabulary words and figurative language. |
| MODERATE May need support for further study | Students whose performance is moderate in this category show a general understanding of the texts studied in class. They are able to analyze relationships between characters and how characters change and use context clues to determine the meanings of vocabulary words and some figurative language but may need support in analyzing more complex text elements, such as theme, irony, authors' claims, and in selecting relevant text evidence. |
| STRONG Ready for further study | Students whose performance is strong in this category show a thorough understanding of the texts studied in class. They are able to analyze complex text elements, such as theme and irony, and the techniques authors use to develop their ideas. They can determine meanings of technical words and select the most relevant evidence to support interpretations of texts. |



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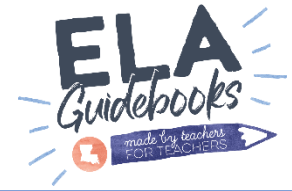


Grade 8 Descriptors for Application of Unit Knowledge

| | |
|---|--|
| WEAK Will need support for further study | Students whose performance is weak in this category will need support to show understanding of new texts related to the knowledge taught throughout the units. They may be able to make some inferences when analyzing characters but will need support in using context clues to determine meanings of key words and phrases, central ideas, and authors' claims, and in staying focused on the topic and showing a basic understanding of key ideas when writing about related texts. |
| MODERATE May need support for further study | Students whose performance is moderate in this category show a general understanding of new texts related to the knowledge taught throughout the units. They are able to make connections within texts and use context clues when determining meanings of key words and phrases but will need support in analyzing irony and theme and in developing their ideas with relevant evidence when writing about related texts. |
| STRONG Ready for further study | Students whose performance is strong in this category show a solid understanding of new texts related to the knowledge taught throughout the units. They are able to analyze more complex text elements, like irony and theme, and make connections across multiple texts. They can express their understanding and develop their ideas when writing about related texts. |



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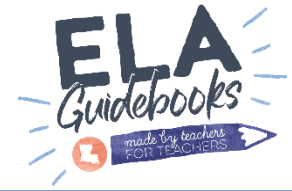


Grade 8 Descriptors for Synthesis and Expression of Knowledge Across Texts

| | |
|---|--|
| WEAK Will need support for further study | Students whose performance is weak in this category will need much support in writing extended responses that make connections across multiple texts and show understanding of key unit ideas. They may be able to include details from the texts studied in class but will need support in addressing the task, providing accurate information from the related texts, and following simple grammar and punctuation rules. |
| MODERATE May need support for further study | Students whose performance is moderate in this category will need some support in writing extended responses that make connections across multiple texts and show understanding of key unit ideas. They are able to partially address the task and include some accurate information from the unit texts but will need support in developing their ideas with well-chosen evidence from the related texts, using effective organization, and following grade-level grammar and punctuation rules. |
| STRONG Ready for further study | Students whose performance is strong in this category are able to write extended responses that make connections across multiple texts and show understanding of key unit ideas. They are able to address the task, express understanding of multiple texts by providing some well-chosen evidence, and demonstrate control of grade-level grammar and punctuation. |



LEAP ELA Guidebooks Innovative Assessment Interpretive Guide



Uses

By analyzing the reporting category information, teachers can better understand how to support their students moving forward. For example, if a high percentage of students in a class are identified as Moderate or Weak in the Application of Knowledge category, the teacher might note opportunities in the ELA Guidebooks lessons that support application of the unit knowledge built through the unit texts and unit activities (e.g., lessons that introduce students to a new text that connects to the anchor text).

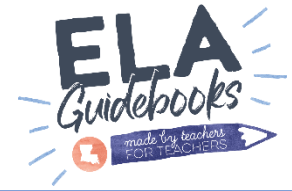
Limitations

Although the descriptions reference particular skills, educators should not focus on teaching skills and specific standards in isolation, since knowledge building can only happen by following the integrated approach that defines the ELA Guidebooks curriculum. The reporting category information should be used in conjunction with relevant information gathered throughout the year (e.g., student work samples, teacher observations, etc.), especially when discussing individual student interventions.

SAMPLE STUDENT REPORT

Online student reports for each school participating in the Innovative Assessment may be downloaded and printed from ADAM (adamexam.com). Schools should print two copies of each student's report. One copy should be sent home and the second copy filed in the student's cumulative folder. A copy of the [Parent Guide for the IAP End-of-Year Reports](#) should be included when sending individual student reports home so that parents can better understand how to read and use their child's report.

The sample student report presents realistic data for a fictitious student and includes letters that identify important parts of the reports. The information that follows explains what each letter represents. It may be helpful to refer to the explanations found in the earlier section, [Interpreting the Results](#), when reading through this section.



A

OVERALL STUDENT PERFORMANCE

Results are reported according to five achievement levels: *Advanced*, *Mastery*, *Basic*, *Approaching Basic*, and *Unsatisfactory*. Scale scores range from 650 to 850. On the sample report, the sample student’s scale score for the ELA Guidebooks Innovative Assessment is 750, which corresponds to Level 4, the *Mastery* achievement level.

B

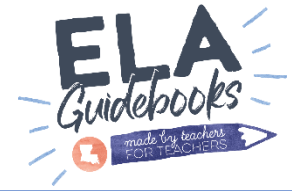
SCHOOL SYSTEM AND INNOVATIVE ASSESSMENT PROGRAM AVERAGE

For a more complete picture of the student’s performance, it is helpful to compare the student’s achievement level and scale score to the school system and IAP averages, located next to the student’s individual performance information. The sample report shows that the sample student’s overall score of 750 for the ELA Innovative Assessment is better than the school system average score of 745, and also is higher than the IAP average of 742. The School System Average is at the *Basic* achievement level, and the IAP average is at the *Basic* achievement level.

C

REPORTING CATEGORY PERFORMANCE INDICATORS

Student performance in each of the categories is reported using one of three ratings – Strong, Moderate, or Weak. Strong in a particular reporting category indicates the student should be prepared for further study, while Moderate indicates a student may need additional support and Weak indicates the student will need additional support in that area. These performance ratings can help parents and educators better understand in what areas students are doing well and where they might need additional support. For example, on the sample report, the sample student’s performance rating on Knowledge of Unit Texts and Application of Unit Knowledge is Strong, but the rating on Synthesis and Expression of Knowledge Across Texts is Moderate, which suggests that the student may need additional support in writing an essay that addresses a given prompt and synthesizes knowledge gained in the units studied in class.



D

PERCENT OF STUDENTS AT EACH ACHIEVEMENT LEVEL

The chart on the bottom of the student report lists the percentage of students in each achievement level by school, school system, and IAP. This information allows users to compare an individual student's overall achievement level with the achievement level of their peers. The sample report shows that the student's achievement level is *Mastery*, which is a higher achievement level than most of the other grade 7 students at the same school and school system who took the innovative assessment. The left side of the Student Achievement Level chart shows the scale-score ranges and short definitions that correspond with the achievement levels. This information helps define the expectations, relative to each achievement level.

| | | |
|---------------------|---------------------------|-----------------------------------|
| STUDENT NAME | Date of Birth: 01/01/2010 | School: 099 Egret Middle School |
| LASID: 1234567890 | Grade: 7 | School System: 099 Pelican Parish |

How did my student do?
 Current Achievement Level

4 MASTERY
 Students performing at this level have met college and career readiness expectations and are prepared for the next level of study in this content area.

A SCORE **750**

School System Average **B** **3 BASIC** SCORE **745**

IAP Average **3 BASIC** SCORE **742**

Performance by Category

Knowledge of Unit Texts

STRONG
 Ready for further study

Students whose performance is **strong** in this category show a thorough understanding of the texts studied in class. They are able to analyze complex text elements, such as theme, multiple central ideas, characters' intentions, and author's purpose. They can also select several pieces of relevant text evidence to support inferences and authors' claims.

C

Application of Unit Knowledge

STRONG
 Ready for further study

Students whose performance is **strong** in this category show a solid understanding of new texts related to the knowledge taught throughout the units. They are able to analyze the relationship between text elements, evaluate the claims of authors, and select relevant evidence. They can also develop their ideas when writing about related texts.

Synthesis and Expression of Knowledge Across Texts

MODERATE
 May need support for further study

Students whose performance is **moderate** in this category will need some support in writing extended responses that make connections across multiple texts and show understanding of key unit ideas. They are able to partially address the task and include some accurate information from the unit texts but will need support in developing their ideas with evidence from the related texts, using effective organization, and following grade-level grammar and punctuation rules.

Percent of Students at Each Achievement Level

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| Level | Achievement Level Performance | Achievement Level Description | School | School System | IAP |
|-------|-------------------------------|-------------------------------|--------|---------------|-----|
| 5 | Advanced (785 - 850) | Exceeded Expectations | 8% | 11% | 10% |
| 4 | Mastery (750 - 784) | Met Expectations | 19% | 35% | 33% |
| 3 | Basic (725 - 749) | Nearly Met Expectations | 25% | 27% | 27% |
| 2 | Approaching Basic (700 - 724) | Partially Met Expectations | 33% | 19% | 20% |
| 1 | Unsatisfactory (650 - 699) | Expectations Not Met | 14% | 8% | 10% |

This report has been suppressed to protect student privacy. Achievement level percentages have been rounded to whole numbers. Values from 0 through 1 are reported as ≤ 1%. Percentages from 99 through 100 are reported as ≥ 99%. If there are less than 10 students in a group, the percentage will not be reported (i.e., NR).