



PARCC COLLEGE- AND CAREER-READY DETERMINATION POLICY IN ENGLISH LANGUAGE ARTS/LITERACY AND MATHEMATICS & POLICY-LEVEL PERFORMANCE LEVEL DESCRIPTORS

*Adopted by the PARCC Governing Board and Advisory Committee on College Readiness
October 25, 2012*

The PARCC draft College- and Career-Ready (CCR) Determination Policy and Policy-Level Performance Level Descriptors (PLDs) were released for public feedback in summer and fall 2012. PARCC received nearly 800 responses from K-12 educators, higher education faculty, parents, and community members. The revised CCR Determination Policy and Policy-Level PLDs will be used by PARCC to guide the development of items and tasks for the PARCC assessments in both English language arts/literacy (ELA/literacy) and mathematics and, ultimately, will serve as a guidepost for setting the performance levels for the PARCC assessments.

The **PARCC CCR Determinations in ELA/literacy and mathematics** describe the academic knowledge, skills, and practices in English language arts/literacy and mathematics students must demonstrate to show they are able to enter directly into and succeed in entry-level, credit-bearing courses and relevant technical courses in those content areas at two- and four-year public institutions of higher education. The CCR Determination will provide policymakers, educators, parents, and students with a clear signal about the level of academic preparation needed for success in these postsecondary courses. It will provide a strong indicator of college and career readiness that can be used to set performance goals at any level and show progress towards those goals. Finally, students who attain a CCR Determination in ELA/literacy and/or mathematics will have a tangible benefit – direct entry into relevant entry-level, credit-bearing courses without need for remediation.

The **Policy-Level PLDs** include both policy claims, which describe the educational implications for students who attain a particular performance level on the PARCC assessments, as well as general content claims, which describe in broad terms the knowledge, skills, and practices students performing at a given performance level are able to demonstrate at any grade level. These PLDs will be used by PARCC to guide the development of items and tasks for the PARCC assessments and will form the basis for standard-setting. They will also be used as a foundation for the development of PARCC's grade- and subject-specific PLDs, which will profile the knowledge, skills and practices students performing at a given performance level in a specific course or grade level are able to demonstrate. The grade- and subject-specific PLDs will be an important tool for K-12 and postsecondary educators, parents, and students to gain a better understanding of the performance expectations for the PARCC assessments and how student mastery of the CCSS will be evaluated through PARCC. The student assessment scores ultimately reported by performance level for schools and school districts for each grade and subject will also be important components of state accountability and public reporting systems, and numerous other state-specific policies that use student performance results.

I. College- and Career-Ready Determinations in English Language Arts/Literacy and Mathematics Policy

Meaning of the College- and Career-Ready Determinations

A student who is determined to be College- and Career-Ready through performance on the PARCC high school assessments is one who has demonstrated the *academic* knowledge, skills, and practices in ELA/literacy or mathematics necessary to enter directly into and succeed in entry-level, credit-bearing courses in those content areas in programs leading to a credential or degree¹ which may be aligned to the student’s career aspirations, from two- and four-year public² institutions of higher education. PARCC will make College- and Career-Ready Determinations in ELA/literacy and in mathematics.

- Students who earn a College- and Career-Ready Determination in ELA/literacy will have demonstrated the academic knowledge, skills and practices necessary to enter directly into and succeed in entry-level, credit-bearing courses in College English Composition, Literature, and technical courses requiring college-level reading and writing.
- Students who earn a College- and Career-Ready Determination in mathematics will have demonstrated the academic knowledge, skills and practices necessary to enter directly into and succeed in entry-level, credit-bearing courses in College Algebra, Introductory College Statistics, and technical courses requiring an equivalent level of mathematics³.

It must be noted that the academic knowledge, skills, and practices defined by the PARCC CCR Determinations in ELA/literacy and mathematics are an essential part of students’ readiness for college and careers, but do not encompass the full range of knowledge, skills, and practices students need for success in postsecondary programs and careers. For example, Conley (2012) includes learning skills and techniques such as persistence, motivation, and time management as critical elements of college and career readiness, along with transition skills and knowledge such as awareness of postsecondary norms and culture and career awareness⁴. The Association of Career Technical Education (2010) includes employability skills and technical skills, as well as academic skills, as critical components of career readiness⁵. A comprehensive determination of college and career readiness that would include additional factors such as these is beyond the scope of the PARCC

¹ This is inclusive of any public postsecondary institution awarding degrees and/or credentials that are aligned with entry into middle and high skills jobs (i.e. programs that are typically at least one year in length), including public technical colleges/institutions. Apprenticeship and other training programs that lead to middle and high skill jobs are also encouraged to take advantage of the PARCC CCRD Policy in their placement practices. In the future, PARCC may validate the CCRD Policy for such programs, pending the availability of data to do so.

² Private institutions of higher education are also encouraged to use the PARCC CCRD Policy for placing students into the entry-level, credit-bearing courses identified in the policy.

³ PARCC’s first priority is to validate the College- and Career-Ready Determination Policy for College Algebra and Introductory Statistics, given relatively high enrollment rates in these courses. However, institutions of higher education are encouraged to use College- and Career-Ready Determinations for placement of students into other entry-level, credit-bearing mathematics courses such as Quantitative Literacy/Mathematics for Liberal Arts. Over time, PARCC may validate the use of the CCR Determination in mathematics for these courses as well.

⁴ David T. Conley (2012). “A Complete Definition of College and Career Readiness.” The Educational Policy Improvement Center. <https://www.epiconline.org/readiness/definition.dot>

⁵ ACTE (2010). “What is Career-Ready?” Association of Career and Technical Education. <https://www.acteonline.org/readiness.aspx>

assessments in ELA/literacy and mathematics. Many states, however, are engaged in identifying these factors and determining ways to support students in strengthening them as part of a broad agenda to increase college graduation rates and career success.

Since these non-academic factors are so important, PARCC College- and Career-Ready Determinations can only provide an estimate of the likelihood that students who earn them have the academic preparation necessary to succeed in entry-level, credit-bearing courses. Accordingly, the information and process used to identify the scores on PARCC assessments used to make College- and Career-Ready Determinations will be designed to promote confidence in the estimate, realizing that no estimate can be 100 percent accurate. A brief description of the information and process that will be used to establish the scores is provided in the section titled “Determining and Validating College- and Career-Ready Threshold Scores.”

Benefit of Earning a PARCC College- and Career-Ready Determination

One of PARCC’s primary objectives is that students who earn a College- and Career-Ready Determination and are admitted to two- or four-year public institutions of higher education will be exempted from having to take and pass placement tests designed to determine whether they are academically prepared to enter directly into entry-level, credit-bearing courses in ELA/literacy, mathematics, and technical courses requiring college-level reading, writing, or mathematics skills.

The College- and Career-Ready Determination is not being designed to inform postsecondary admission decisions or to exempt students from having to take tests designed to place them into more advanced courses beyond entry-level courses.

Criteria Used to Make College- and Career-Ready Determinations

In order to earn and maintain a College- and Career-Ready Determination in ELA/literacy, a student will need to achieve at least the threshold score for Level 4 on the grade 11 PARCC ELA/literacy assessment.

In order to earn and maintain a College- and Career-Ready Determination in mathematics, a student will need to achieve at least the threshold score for Level 4 on the designated PARCC high school mathematics assessment(s)⁶.

Maintaining a College- and Career-Ready Determination

To use the PARCC College- and Career-Ready Determination to place students into entry-level, credit-bearing courses, higher education institutions may impose additional conditions, such as continuous enrollment through graduation from high school in courses offered through dual/concurrent enrollment or high school courses that build on the standards used to make the College- and Career-Ready Determination.

⁶ The specific assessments used to make PARCC College- and Career-Ready Determinations in mathematics have not yet been determined. The Advisory Committee on College Readiness (ACCR) and Governing Board will be asked to consider various options and vote on adopting one in December 2012.

Determining and Validating College- and Career-Ready Threshold Scores

PARCC will establish a systematic standard-setting process to identify the threshold scores, also known as cut scores, on the designated high school assessments that will be used for making College- and Career-Ready Determinations.

The standard-setting process will begin with the development of PARCC performance levels and associated performance level descriptors. The descriptors will describe the knowledge, skills and practices in ELA/literacy and mathematics contained in the Common Core State Standards that students performing at each level must be able to demonstrate. PARCC will have five performance levels. The descriptors for Level 4 for PARCC high school assessments will depict the knowledge, skills and practices that are needed to succeed in entry-level, credit-bearing courses in two- and four-year public institutions of higher education.

The standard-setting process will continue with a standard-setting event after the first administration of PARCC in summer 2015. The event will result in identification of the threshold scores for all PARCC performance levels and make use of multiple sources of information including the judgments of K-12 and higher education professionals serving on standard-setting panels, as well as relevant data about how students participating in PARCC assessments perform on other achievement measures.

While details of the standard-setting event will be considered by the PARCC Governing Board and ACCR in the near future, in addition to the sources of information described above, the following statement will be used to inform the judgments of the panelists and to conduct validation studies of the efficacy of PARCC's College- and Career-Ready Determinations in the future.

Students who earn a College- and Career-Ready Determination by performing at level 4 in ELA/literacy and enroll in College English Composition, Literature, and technical courses requiring college-level reading and writing have approximately a 0.75 probability of earning college credit by attaining at least a grade of C or its equivalent in those courses.

Students who earn a PARCC College- and Career-Ready Determination by performing at level 4 in mathematics and enroll in College Algebra, Introductory College Statistics, and technical courses requiring an equivalent level of mathematics have approximately a 0.75 probability of earning college credit by attaining at least a grade of C or its equivalent in those courses.

In the statement above, a 0.75 probability of earning a C is used as a *benchmark* against which the CCR cut score on the PARCC assessments will be validated through empirical research. The 0.75 probability of a student earning a C or better was chosen for two reasons. First, a "C" is the minimum grade needed to earn credit for a course (at nearly all postsecondary institutions) -- thus the validation criteria aligns with the college completion agenda at many higher education institutions/systems. Second, the 0.75 probability was chosen, after much discussion, because it is a reasonably high standard but not so high that using it would create a CCR cut score that is unattainable. It is also similar to the criteria used by ACT, thus there is some research/evidence on a similar criterion. Lastly, a 0.75 probability indicates that a student's performance on the PARCC assessments will provide a good estimate of academic readiness, but other non-academic skills that contribute to success in college and careers will not be measured by PARCC assessments.

II. Policy-Level Performance Level Descriptors

PARCC will report student achievement on the PARCC assessments using five performance levels. No names for the levels have been proposed at this time. Level 4 is the proposed level for earning a CCR Determination.

Although many current state assessments report student achievement using three or four performance levels, PARCC will use five levels for a number of reasons:

- PARCC assessments will include a sufficient number of score points to support the accurate classification of student performance into five levels;
- Five levels will help schools better target assistance to students;
- Five levels will provide states with options for using performance levels with greater precision in various accountability mechanisms and decisions; and
- Five levels will provide increased opportunities for students, schools and districts to demonstrate growth.

Definitions of Terms

Performance Levels

- Student results on PARCC ELA/literacy and mathematics assessments will be reported according to numerical scaled scores and performance levels. Performance levels are used to classify student performances into categories that describe the knowledge, skills and practices students in the category are typically able to demonstrate, including the consistency with which they can demonstrate these traits. Each PARCC performance level will have a specified minimum scaled score associated with it – often referred to as a cut score. Cut scores for PARCC performance levels will be determined through a systematic standard-setting process in the summer of 2015. The *policy claims* and *general content claims* that follow in the remainder of this document will constitute the performance levels and serve as the basis for the standard-setting process.

Policy Claims

- *Policy claims* describe the educational implications for students who attain a particular performance level on the PARCC assessments.

General Content Claims

- *General content claims* in a particular content area describe, in broad terms, the knowledge, skills, and practices students performing at a given performance level are able to demonstrate. General content claims are applicable to any grade level and are addressed through this document.

Grade- and Subject-Specific Content Claims

- PARCC will also develop *grade- and subject-specific content claims* within *grade- and subject-specific performance level descriptors*. These claims will profile the knowledge, skills and practices students performing at a given performance level/course and grade level are able to demonstrate (e.g., grade 4 ELA/literacy, Algebra I). These grade- and subject-specific content claims will be developed through a detailed process following approval of the general content claims and will be described in a separate document.

Level 5

Students performing at this level demonstrate a **distinguished command** of the knowledge, skills, and practices embodied by the Common Core State Standards assessed at their grade level.

Policy Claims

For reporting results of assessments used to make College- and Career-Ready Determinations

- Students performing at this level demonstrate a **distinguished command** of the knowledge, skills, and practices embodied by the Common Core State Standards for English language arts/literacy assessed at grade 11. They are academically well prepared to engage successfully in entry-level, credit-bearing courses in College English Composition, Literature, and technical courses requiring college-level reading and writing. Students performing at this level are exempt from having to take and pass placement tests in two- and four-year public institutions of higher education designed to determine whether they are academically prepared for such courses without need for remediation.
- Students performing at this level demonstrate a **distinguished command** of the knowledge, skills, and practices embodied by the Common Core State Standards for Mathematics assessed at the end of their course(s). They are academically well prepared to engage successfully in entry-level, credit-bearing courses in College Algebra, Introductory College Statistics, and technical courses requiring an equivalent level of mathematics. Students performing at this level are exempt from having to take and pass placement tests in two- and four-year public institutions of higher education designed to determine whether they are academically prepared for such courses without need for remediation.

For reporting results of grades 9 and 10 assessments

- Students performing at this level demonstrate a **distinguished command** of the knowledge, skills, and practices embodied by the Common Core State Standards for English language arts/literacy assessed at their grade level, and are academically well prepared to engage successfully in further studies in this content area. They are *on-track* to become academically well prepared to engage successfully in entry-level, credit-bearing courses in College English Composition, Literature, and technical courses requiring college-level reading and writing, without the need for remediation.
- Students performing at this level demonstrate a **distinguished command** of the knowledge, skills, and practices embodied by the Common Core State Standards for Mathematics assessed at the end of their course, and are academically well prepared to engage successfully in further studies in this content area. They are *on-track* to become academically well prepared to engage successfully in entry-level, credit-bearing courses in College Algebra, Introductory College Statistics, and technical courses requiring an equivalent level of mathematics, without the need for remediation.

For reporting results of grades 3-8 assessments

- Students performing at this level demonstrate a **distinguished command** of the knowledge, skills, and practices embodied by the Common Core State Standards for English language arts/literacy or Mathematics assessed at their grade level. They are academically well prepared to engage successfully in further studies in this content area.

General Content Claims

- In ELA/literacy, students at this level demonstrate the following as appropriate for the grade level at which they are assessed:
 - Full comprehension of a range of complex literary and informational texts by drawing relevant evidences from texts to construct effective arguments and analyses;
 - Use of context to effectively determine the meaning of words and phrases;
 - Highly effective writing when using and analyzing sources, with comprehensive development of the claim, topic and/or narrative elements by using clear and convincing reasoning, details, text-based evidence, and/or description; the development and organization are consistently appropriate to the task, purpose, and audience;
 - Highly effective command of the conventions of standard English consistent with effectively edited writing;
 - Highly effective ability to build and present knowledge through integration, comparison, and synthesis of complex ideas.

- In mathematics, students at this level demonstrate the following as appropriate for the grade at which they are assessed:
 - Consistently solve problems correctly involving the major content⁷ for their grade with connection to the Standards for Mathematical Practice;
 - Consistently solve problems correctly involving the additional and supporting content⁸ for their grade with connection to the Standards for Mathematical Practice;
 - Consistently express grade level appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others and/or attending to precision when making mathematical statements;
 - Consistently solve real world problems correctly, engaging particularly in the Modeling practice; and
 - Strong fluency as set forth in the Standards for Mathematical Content in their grade.

⁷ The Major Content in a grade/course is determined by the grade level's Major Clusters as identified in the *PARCC Model Content Frameworks for Mathematics* (<http://www.parcconline.org/parcc-content-frameworks>).

⁸ The Additional and Supporting Content in a grade/course is determined by the grade level's Additional and Supporting Clusters as identified in the *PARCC Model Content Frameworks for Mathematics* (<http://www.parcconline.org/parcc-content-frameworks>).

Level 4

Students performing at this level demonstrate a **strong command** of the knowledge, skills, and practices embodied by the Common Core State Standards assessed at their grade level.

Policy Claims

For reporting results of assessments used to make College- and Career-Ready Determinations

- Students performing at this level demonstrate a **strong command** of the knowledge, skills, and practices embodied by the Common Core State Standards for English language arts/literacy assessed at grade 11. They are academically prepared to engage successfully in entry-level, credit-bearing courses in College English Composition, Literature, and technical courses requiring college-level reading and writing. Students performing at this level are exempt from having to take and pass college placement tests in two- and four-year public institutions of higher education designed to determine whether they are academically prepared for such courses without need for remediation.
- Students performing at this level demonstrate a **strong command** of the knowledge, skills, and practices embodied by the Common Core State Standards for Mathematics assessed at the end of their course(s). They are academically prepared to engage successfully in entry-level, credit-bearing courses in College Algebra, Introductory College Statistics, and technical courses requiring an equivalent level of mathematics. Students performing at this level are exempt from having to take and pass placement tests in two- and four-year public institutions of higher education designed to determine whether they are academically prepared for such courses without need for remediation.

For reporting results of grades 9 and 10 assessments

- Students performing at this level demonstrate a **strong command** of the knowledge, skills, and practices embodied by the Common Core State Standards for English language arts/literacy assessed at their grade level, and are academically prepared to engage successfully in further studies in this content area. They are *on-track* to become academically prepared for successful engagement in entry-level, credit-bearing courses in College English Composition, Literature, and technical courses requiring college-level reading and writing, without the need for remediation.
- Students performing at this level demonstrate a **strong command** of the knowledge, skills, and practices embodied by the Common Core State Standards for Mathematics assessed at the end of their course, and are academically prepared to engage successfully in further studies in this content area. They are *on-track* to become academically prepared for successful engagement in entry-level, credit-bearing courses in College Algebra, Introductory College Statistics, and technical courses requiring an equivalent level of mathematics, without the need for remediation.

For reporting results of grades 3-8 assessments

- Students performing at this level demonstrate a **strong command** of the knowledge, skills, and practices embodied by the Common Core State Standards for English language arts/literacy or Mathematics assessed at their grade level. They are academically prepared to engage successfully in further studies in this content area.

General Content Claims

- In ELA/literacy, students at this level demonstrate the following as appropriate for the grade level at which they are assessed:
 - Extensive comprehension of a range of complex literary and informational texts by drawing relevant evidences from texts to construct effective arguments and analyses;
 - Use of context to effectively determine the meaning of words and phrases;
 - Effective writing when using and analyzing sources that provides effective development of the claim, topic and/or narrative elements by using clear reasoning, details, text-based evidence, and/or description; the development and organization are largely appropriate to the task, purpose, and audience;
 - Effective command of the conventions of standard English consistent with edited writing;
 - Effective ability to build and present knowledge through integration, comparison, and synthesis of complex ideas.
- In mathematics, students at this level demonstrate the following as appropriate for the grade level at which they are assessed:
 - Frequently solve problems correctly involving the major content for their grade with connection to the Standards for Mathematical Practice;
 - Frequently solve problems correctly involving the additional and supporting content for their grade with connection to the Standards for Mathematical Practice;
 - Frequently express grade level appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others and/or attending to precision when making mathematical statements;
 - Frequently solve real world problems correctly, engaging particularly in the Modeling practice; and
 - Frequent fluency as set forth in the Standards for Mathematical Content in their grade.

Level 3

Students performing at this level demonstrate a **moderate command** of the knowledge, skills, and practices embodied by the Common Core State Standards assessed at their grade level.

Policy Claims

For reporting results of assessments used to make College- and Career-Ready Determinations

- Students performing at this level demonstrate a **moderate command** of the knowledge, skills, and practices embodied by the Common Core State Standards for English language arts/literacy assessed at grade 11. They will likely need academic support to be prepared to engage successfully in entry-level, credit-bearing courses in College English Composition, Literature, and technical courses requiring college-level reading and writing. Students performing at this level are not exempt from having to take and pass college placement tests in two- and four-year public institutions of higher education designed to determine whether they are academically prepared for such courses without need for remediation.
- Students performing at this level demonstrate a **moderate command** of the knowledge, skills, and practices embodied by the Common Core State Standards for Mathematics assessed at the end of their course(s). They will likely need academic support to engage successfully in entry-level, credit-bearing courses in College Algebra, Introductory College Statistics, and technical courses requiring an equivalent level of mathematics. Students performing at this level are not exempt from having to take and pass placement tests in two- and four-year public institutions of higher education designed to determine whether they are academically prepared for such courses without need for remediation.

For reporting results of grades 9 and 10 assessments

- Students performing at this level demonstrate a **moderate command** of the knowledge, skills, and practices embodied by the Common Core State Standards for English language arts/literacy assessed at their grade level. They will likely need academic support to engage successfully in further studies in this content area. Students performing at this level will likely need continued academic support to engage successfully in entry-level, credit-bearing courses in College English Composition, Literature, and technical courses requiring college-level reading and writing, without the need for remediation.
- Students performing at this level demonstrate a **moderate command** of the knowledge, skills, and practices embodied by the Common Core State Standards for Mathematics assessed at the end of their course. They will likely need academic support to engage successfully in further studies in this content area. Students performing at this level will likely need continued academic support to engage successfully in entry-level, credit-bearing courses in College Algebra, Introductory College Statistics, and technical courses requiring an equivalent level of mathematics, without the need for remediation.

For reporting results of grades 3-8 assessments

- Students performing at this level demonstrate a **moderate command** of the knowledge, skills, and practices embodied by the Common Core State Standards for English language arts/literacy or Mathematics assessed at their grade level. They will likely need academic support to engage successfully in further studies in this content area.

General Content Claims

- In ELA/literacy, students at this level demonstrate the following as appropriate for the grade level at which they are assessed:
 - Comprehension of a range of complex literary and informational texts by drawing relevant evidences from texts to construct effective arguments and analyses;
 - Use of context to determine the meaning of words and phrases;
 - Somewhat effective writing when using and analyzing sources that provides some development of the claim, topic and/or narrative elements by using some reasoning, details, text-based evidence, and/or description; the development and organization are somewhat appropriate to the task, purpose, and audience;
 - Inconsistent command of the conventions of standard English;
 - Somewhat effective ability to build and present knowledge through integration, comparison, and synthesis of complex ideas.
- In mathematics, students at this level demonstrate the following as appropriate for the grade level at which they are assessed:
 - Adequately solve some problems correctly involving the major content for their grade with connection to the Standards for Mathematical Practice;
 - Adequately solve some problems correctly involving the additional and supporting content for their grade with connection to the Standards for Mathematical Practice;
 - Adequately express grade level appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others and/or attending to precision when making mathematical statements;
 - Adequately solve some real world problems correctly, showing some evidence of engaging in the Modeling practice; and
 - Adequate fluency as set forth in the Standards for Mathematical Content in their grade.

Level 2

Students performing at this level demonstrate a **partial command** of the knowledge, skills, and practices embodied by the Common Core State Standards assessed at their grade level.

Policy Claims

For reporting results of assessments used to make College- and Career-Ready Determinations

- Students performing at this level demonstrate a **partial command** of the knowledge, skills, and practices embodied by the Common Core State Standards for English language arts/literacy assessed at grade 11. They will need academic support to be prepared to engage successfully in entry-level, credit-bearing courses in College English Composition, Literature, and technical courses requiring college-level reading and writing. Students performing at this level are not exempt from having to take and pass college placement tests in two- and four-year public institutions of higher education designed to determine whether they are academically prepared for such courses without the need for remediation.
- Students performing at this level demonstrate a **partial command** of the knowledge, skills, and practices embodied by the Common Core State Standards for Mathematics assessed at the end of their course(s). They will need academic support to engage successfully in entry-level, credit-bearing courses in College Algebra, Introductory College Statistics, and technical courses requiring an equivalent level of mathematics. Students performing at this level are not exempt from having to take and pass placement tests in two- and four-year public institutions of higher education designed to determine whether they are academically prepared for such courses without the need for remediation.

For reporting results of grades 9 and 10 assessments

- Students performing at this level demonstrate a **partial command** of the knowledge, skills, and practices embodied by the Common Core State Standards for English language arts/literacy assessed at their grade level. They will need academic support to engage successfully in further studies in this content area. Students will need continued academic support to become prepared to engage successfully in entry-level, credit-bearing courses in College English Composition, Literature, and technical courses requiring college-level reading and writing, without the need for remediation.
- Students performing at this level demonstrate a **partial command** of the knowledge, skills, and practices embodied by the Common Core State Standards for Mathematics assessed at the end of their course. They will need academic support to engage successfully in further studies in this content area. Students will need continued academic support to become prepared to engage successfully in entry-level, credit-bearing courses in College Algebra, Introductory College Statistics, and technical courses requiring an equivalent level of mathematics, without the need for remediation.

For reporting results of grades 3-8 assessments

- Students performing at this level demonstrate a **partial command** of the knowledge, skills, and practices embodied by the Common Core State Standards for English language arts/literacy or Mathematics assessed at their grade level. They will need academic support to engage successfully in further studies in this content area.

General Content Claims

- In ELA/literacy, students at this level demonstrate the following as appropriate for the grade level at which they are assessed:
 - Limited comprehension of a range of complex literary and informational texts by drawing relevant evidences from texts to construct effective arguments and analyses;
 - Inconsistent use of context to determine the meaning of words and phrases;
 - Write with limited effectiveness when using and analyzing sources by developing the claim, topic and/or narrative elements minimally by using limited reasoning, details, text-based evidence and/or description; the development and organization is limited in its appropriateness to the task, purpose, and/or audience;
 - Limited command of the conventions of standard English;
 - Show limited ability to build and present knowledge through integration, comparison, and synthesis of complex ideas.

- In mathematics, students at this level demonstrate the following as appropriate for the grade level at which they are assessed:
 - Solve a limited number of problems correctly involving the major content for their grade with connection to the Standards for Mathematical Practice;
 - Solve a limited number of problems correctly involving the additional and supporting content for their grade with connection to the Standards for Mathematical Practice;
 - Limited expression of grade level appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others and/or attending to precision when making mathematical statements;
 - Solve a limited number of real world problems correctly, often not showing evidence of engaging in the Modeling practice; and
 - Limited fluency as set forth in the Standards for Mathematical Content in their grade.

Level 1

Students performing at this level demonstrate a **minimal command** of the knowledge, skills, and practices embodied by the Common Core State Standards assessed at their grade level.

Policy Claims

For reporting results of assessments used to make College- and Career-Ready Determinations

- Students performing at this level demonstrate a **minimal command** of the knowledge, skills, and practices embodied by the Common Core State Standards for English language arts/literacy assessed at grade 11. They will need extensive academic support to be prepared to engage successfully in entry-level, credit-bearing courses in College English Composition, Literature, and technical courses requiring college-level reading and writing. Students performing at this level are not exempt from having to take and pass college placement tests in two- and four-year public institutions of higher education designed to determine whether they are academically prepared for such courses without need for remediation.
- Students performing at this level demonstrate a **minimal command** of the knowledge, skills, and practices embodied by the Common Core State Standards for Mathematics assessed at the end of their course(s). They will need extensive academic support to engage successfully in entry-level, credit-bearing courses in College Algebra, Introductory College Statistics, and technical courses requiring an equivalent level of mathematics. Students performing at this level are not exempt from having to take and pass placement tests in two- and four-year public institutions of higher education designed to determine whether they are academically prepared for such courses without need for remediation.

For reporting results of grades 9 and 10 assessments

- Students performing at this level demonstrate a **minimal command** of the knowledge, skills, and practices embodied by the Common Core State Standards for English language arts/literacy assessed at their grade level. They will need extensive academic support to engage successfully in further studies in this content area. Students performing at this level will need continued extensive academic support to become prepared to engage successfully in entry-level, credit-bearing courses in College English Composition, Literature, and technical courses requiring college-level reading and writing, without the need for remediation.
- Students performing at this level demonstrate a **minimal command** of the knowledge, skills, and practices embodied by the Common Core State Standards for Mathematics assessed at the end of their course. They will need extensive academic support to engage successfully in further studies in this content area. Students performing at this level will need continued extensive academic support to become prepared to engage successfully in entry-level, credit-bearing courses in College Algebra, Introductory College Statistics, and technical courses requiring an equivalent level of mathematics, without the need for remediation.

For reporting results of grades 3-8 assessments

- Students performing at this level demonstrate a **minimal command** of the knowledge, skills, and practices embodied by the Common Core State Standards for English language arts/literacy or Mathematics assessed at their grade level. They will need extensive academic support to engage successfully in further studies in this content area.

General Content Claims

- In ELA/literacy, students at this level demonstrate the following as appropriate for the grade level at which they are assessed:
 - Minimal comprehension of a range of complex literary and informational texts and limited ability to draw relevant evidences from texts to construct effective arguments and analyses;
 - Ineffective use of context to determine the meaning of words and phrases;
 - Write with little or no effectiveness when using and analyzing sources; writing is underdeveloped and unorganized and therefore inappropriate to the task, purpose, and/or audience;
 - Little to no command of the conventions of standard English;
 - Minimal ability to build and present knowledge through integration, comparison, and synthesis of complex ideas.
- In mathematics, students at this level demonstrate the following as appropriate for the grade level at which they are assessed:
 - Inconsistently solve a minimal number of problems correctly involving the major content for their grade with connection to the Standards for Mathematical Practice;
 - Inconsistently solve a minimal number of problems correctly involving the additional and supporting content for their grade with connection to the Standards for Mathematical Practice;
 - Little to no expression of grade level appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others and/or attending to precision when making mathematical statements;
 - Inconsistently solve a minimal number of real world problems correctly while not demonstrating evidence of engaging in the Modeling practice; and
 - Little to no fluency as set forth in the Standards for Mathematical Content in their grade.