

Wisconsin Alternate Assessment for Students with Disabilities

Reading, Mathematics, and Science Performance Levels

(Updated 2009)

This document contains descriptors of what students in grades 3-8 and 10 participating in the WAA-SwD are expected to know and be able to do in reading, mathematics, and science at each of the four state performance levels.



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Table of Contents

Detailed Narratives.....	1
Grade 3-4 Reading	2
Grade 5-6 Reading	4
Grade 7-8 Reading	6
Grade 10 Reading	8
Grade 3-4 Mathematics.....	10
Grade 5-6 Mathematics.....	12
Grade 7-8 Mathematics.....	14
Grade 10 Mathematics	16
Grade 4 Science	18
Grade 8 Science	20
Grade 10 Science	22
Elements	25
Grade 3-4 Reading	26
Grade 5-6 Reading	29
Grade 7-8 Reading	32
Grade 10 Reading	35
Grade 3-4 Mathematics.....	38
Grade 5-6 Mathematics.....	41
Grade 7-8 Mathematics.....	44
Grade 10 Mathematics	48
Grade 4 Science	52
Grade 8 Science	54
Grade 10 Science	57
Document Revision History	61

Wisconsin Extended Grade Band Standards Performance Level Descriptors Reading, Mathematics and Science

The performance level descriptors (PLD) are intended to help parents, educators, and others understand what students performing at a given performance level—Advanced, Proficient, Basic and Minimal Performance—on the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) are expected to know and be able to do at the time of testing. The performance level descriptors were first created in 2007 as part of the Wisconsin Extended Grade Band Standards and can be found located at the end of each grade band for each content area. The performance level descriptors are also referred to as alternate assessment achievement descriptors.

The descriptors found within this document were created in February 2009 by a group of general and special educators from around Wisconsin, with input from content specialists from the Wisconsin Department of Public Instruction and the facilitation of Dr. Jan Sheinker, National Faculty, Edvantia, Inc. These descriptors provide further clarification to the 2007 descriptors and are based on professional judgment; state assessment data; Wisconsin’s Extended Grade Band Standards for Reading, Mathematics, and Science; and the Wisconsin’s Model Academic Standards.

The PLDs describe the expected academic functioning of students with significant cognitive disabilities at each of the levels of performance. Students access academic content information and express what knowledge and skills they have acquired in many different ways within instruction and on assessments. Examples of how students may access information include but are not limited to

- Visual
- Auditory
- Tactile
- Braille
- Sign
- Assistive technology devices

Examples of how students express what they know or have learned include but are not limited to

- Oral
- Visual gaze
- Using a switch
- Print
- Sign
- Touch
- Head nod
- Assistive technology devices
- Augmentative communication

The performance level descriptors differentiate the cognitive challenge demonstrated by each level. Mastery is considered to be demonstrated at Proficient and Advanced levels and is identified as meeting proficient level, as specified in No Child Left Behind. Students functioning at the Advanced and Proficient levels will do so without support during instruction and when taking the WAA-SwD. Students functioning at the Basic and Minimal Performance levels require support during instruction but will perform on the WAA-SwD without support.

The descriptors are in order by grade level. This document is divided into two parts:

Detailed Narrative

These descriptors contain more detail than descriptors found on the assessment reports, but are still structured in a way that makes the information easy to grasp.

Elements of Performance Levels

The elements are descriptions of discrete knowledge and skills students typically demonstrate at each performance level. They complement the narratives by enumerating the knowledge and skills described in the narratives.

For information about these performance level descriptors, please contact:

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Performance Level Descriptors:

Detailed Narratives

Reading Grade Band 3-4

Detailed Performance Level Descriptors

The grade band 3-4 reading alternate assessment presents items aligned with the Wisconsin Extended Grade Band Standards. These standards represent extensions of the knowledge and skills described in the Wisconsin Assessment Frameworks and the Wisconsin Model Academic Standards. All test items are either in a selected-response (multiple-choice) or constructed-response format. In recognition of the unique characteristics of the students taking the alternate assessment, students may be asked to read or have passages read to them and have items presented using manipulatives, objects, or text.

Advanced **Students demonstrate an in-depth understanding of academic content and skills tested on the WAA-SwD.** Students use text to determine the meaning of words. Students select a picture that visually represents the word they read. Students select a word that correlates with the word that is read to them. Students read a short paragraph of five simple sentences in length. They recall stated information and make inferences based on the text. Students also answer recall and inference questions based on fiction and non-fiction material that has been read to them.

Students sequence text that has been read to them by identifying first, next, and last from a passage five sentences in length using text, pictures, or object representations. Students predict events before, during, and after text has been read to them using words, pictures or object representation. Given a text students independently predict events before, during, and after reading using words, pictures, or object representations.

After listening to two selections students make connections between the passages. Students select a picture or object that represents their experience related to something in the passages.

Proficient **Students demonstrate understanding of the academic content and skills tested on the WAA-SwD.** Students select a picture that visually represents the word they read. Students select a printed word that matches the word read to them. Students read a short paragraph of three simple sentences in length and recall information and details. Students also answer questions based on material that has been read to them.

Students sequence text that has been read to them by identifying first or last events using pictures or object representations. After reading text students also sequence first or last events using pictures or object representations. Given a series of events the students make simple predictions about what might come next in the text using prior knowledge.

Students connect text to self using common experiences. Students select a picture or object that represents common experiences related to something in the passage.

Basic

Students demonstrate some understanding of the academic content and skills tested on the WAA-SwD. Students use picture support or object representation to determine the meaning of words. Students select a word that matches a picture or object representation. Students read a short paragraph of two simple sentences in length and recall information and details stated in the text. Students also answer questions based on material that has been read to them.

Students identify one event that occurred in a three-sentence story that has been read to them using pictures or object representations. Students also identify using pictures or object representations one event in a three-sentence story that they have read. Students predict what activity will come next in a known routine. After listening to a description of an event, students predict what happens next using pictures or object representations.

Students connect a picture or object representation to text that has been read to them. The students connect a picture or object representation to text that they have read.

**Minimal
Performance**

Students demonstrate an emerging understanding of the academic content and skills tested on the WAA-SwD. Students select a picture or object from a set of two upon request. Students read one simple sentence and recall one fact by choosing a picture or object representation to a factual question. Students listen to one simple sentence and recall one fact by choosing a picture or object representation to a factual question. Students demonstrate understanding of simple cause/effect related to a routine action by indicating a picture or representation.

Students make a connection between two related pictures or objects. As an example, students connect tools to their uses or school supplies to their uses.

Reading Grade Band 5-6

Detailed Performance Level Descriptors

The grade band 5-6 reading alternate assessment presents items aligned with the Wisconsin Extended Grade Band Standards. These standards represent extensions of the knowledge and skills described in the Wisconsin Assessment Frameworks and the Wisconsin Model Academic Standards. All test items are either in a selected-response (multiple-choice) or constructed-response format. In recognition of the unique characteristics of the students taking the alternate assessment, students may be asked to read or have passages read to them and have items presented using manipulatives, objects, or text.

Advanced **Students demonstrate an in-depth understanding of academic content and skills tested on the WAA-SwD.** When reading text, students state meaning of words and phrases. They select a word or pictures that represent the word they read. Students use pictures or words to determine word meaning. They select a word given several options to match the definition in the passage.

Students identify story elements including the main character, the setting, the events and the problem/solution within a story. Students identify the sequence of events in a story, communicating what happens first, next and last using words. Students follow a written multistep process. Students identify the topic sentence of written content, given three sentence choices.

Students make connections between text and self and text to text using pictures, words, or representations. Students make a connection between self and an experience or event in the passage. They also name another story with a similar idea. Students make predictions that include at least two to three story elements before reading. During reading, students also make a prediction about an appropriate ending to a story. Students state the reason why something is fact or fantasy.

Proficient **Students demonstrate understanding of the academic content and skills tested on the WAA-SwD.** When reading text, or being read to, students identify word meaning. They select from multiple pictures that visually represent the word they read. Students use pictures or words to determine word meaning. They select a word, given several options to match the actions in a picture.

Students are also able to identify story elements such as characters, setting, and sequence of events within a story. They use pictures, words, or representations to identify story elements including who, what, when, and where. They also communicate what happens at the beginning, middle, and end of a story using pictures, word clues, or representations to answer questions about the text. Students identify the topic of written content, given three single-word choices.

Students make connections between text and self using pictures, words, or representations. They make a connection between self and a person, place, or thing in the passage. Students also make predictions before reading—using pictures, words, or representations—about what they think will happen in a story. Students also make predictions—using pictures, words, or representations—during reading about what they think will happen next. Using pictures, words, or representations, students also distinguish between fact and fantasy, such as “is it real?” or “it is not real?”

Basic

Students demonstrate some understanding of the academic content and skills tested on the WAA-SwD. When reading text, or being read to, students use prompts and picture clues to identify word meaning. They select a picture or object that represents the same meaning as the pictured subject. Students match a simple word to a picture to determine word meaning. Students are also able to identify story elements such as characters and one event within a story. They use pictures, words, or representations to identify story elements including who or what the story is about.

Given pictures or objects, students identify the topic of written content by choosing the picture or object that represents the topic. Students make connections between text and self by answering questions. They make a connection between self and the subject of a story. Using pictures or representation, students also distinguish between fact and fantasy, such as is it real or not.

**Minimal
Performance**

Students demonstrate an emerging understanding of the academic content and skills tested on the WAA-SwD. Given words and/or pictures, students use picture clues or representation to identify word meaning. They select a picture or object that matches the pictured subject. Students identify, using pictures, what the story is about. Students choose a book on a given topic. Students indicate if they like or dislike a story.

Reading Grade Band 7-8

Detailed Performance Level Descriptors

The grade band 7-8 reading alternate assessment presents items aligned with the Wisconsin Extended Grade Band Standards. These standards represent extensions of the knowledge and skills described in the Wisconsin Assessment Frameworks and the Wisconsin Model Academic Standards. All test items are either in a selected-response (multiple-choice) or constructed-response format. In recognition of the unique characteristics of the students taking the alternate assessment, students may be asked to read or have passages read to them and have items presented using manipulatives, objects, or text.

Advanced **Students demonstrate in-depth understanding of academic content and skills tested on the WAA-SwD.** Students read a variety of simple literary and informational texts. Students choose answers from three single-word choices. Students use and apply context clues to understand meaning of words and phrases.

Students identify from stated information story elements, main ideas and supporting details, text features, and five events in correct sequence. They listen to a passage and select two correct responses to show understanding of word meaning. They choose the correct response to show understanding of the main idea.

Students connect to text, predict outcomes, draw conclusions, and distinguish between fact and opinion from literary and informational text. They choose the correct sentence to show opinion. They read a passage with illustration and use context clues to predict what would happen next.

Proficient **Students demonstrate understanding of the academic content and skills tested on the WAA-SwD.** Students read a variety of simple literary and informational texts. Students choose answers from three single-word choices.

Students use context clues to determine word meaning. Students read text and select illustrations to show understanding of the main idea.

Students identify stated information and events in sequence in literary and informational text. They use illustrations to sequence first, second, and third events in a short passage.

Students connect to text, make predictions, and draw conclusions from literary and informational text. Students select illustrations to show how the text relates to their lives. They predict what will happen next in a passage. Students select pictures and other representations to show their conclusions about what happened in the story.

Basic

Students demonstrate some understanding of the academic content and skills tested on the WAA-SwD. Students read a passage including a sentence or simple paragraph. Students use verbal or picture clues to determine word meaning. They use context clues to determine word meaning.

Students identify stated information from either literary or informational text and identify first and last events. They listen to text with illustrations and select pictures or other representations to show understanding of the main idea. They read a title and select words to show understanding of the main idea. They listen to text and, choose the correct word to show order of events as first, second, and third. They determine what happens at the end and the beginning of the story. They select illustrations to show understanding of what happened first.

Students connect to text and make predictions from literary and/or informational text. They read text with and without illustrations and predict what comes next.

**Minimal
Performance**

Students demonstrate an emerging understanding of the academic content and skills tested on the WAA-SwD. Students answer questions based on materials presented. Students also answer questions based on an illustration. Students may read simple texts paired with pictorial support. Students choose answers from three single-word choices. Students also choose from three picture choices to respond to questions. Students recognize that words or symbols have meaning.

Students identify information stated in text. They read text and select illustrations to show understanding of the main idea. They select pictures or other representations with captions and read to them to show understanding of individual words and phrases. They read text and select pictures or other representations to show word meaning.

Students connect text to self. Students connect to text using prior knowledge.

Reading Grade 10

Detailed Performance Level Descriptors

The grade 10 reading alternate assessment presents items aligned with the Wisconsin Extended Grade Band Standards. These standards represent extensions of the knowledge and skills described in the Wisconsin Assessment Frameworks and the Wisconsin Model Academic Standards. All test items are either in a selected-response (multiple-choice) or constructed-response format. In recognition of the unique characteristics of the students taking the alternate assessment, students may be asked to read or have passages read to them and have items presented using manipulatives, objects, or text.

Advanced **Students demonstrate in-depth understanding of academic content and skills tested on the WAA-SwD.** Students read a variety of simple literary and informational texts. Students choose answers from word choices.

Students complete sentences within a passage using words with appropriate connotation or context. Students apply information regarding appropriate social responses by choosing from multiple responses. Students apply knowledge of how to write a formal and friendly letter by choosing the appropriate format for the beginning or end of the letter such as e-mails, notes to friends. Students classify information about the text and distinguish multiple viewpoints. Students recall information from a reading passage. Students identify character conversations by choosing sentences with dialogue included.

Students identify emotions from multiple characters in a reading passage. Students use graphic organizers to sort information from a passage. Students draw and justify conclusions from literary and informational text. They predict what will happen next based on a passage by choosing from possible outcomes. They apply information from a passage and use prior knowledge to identify what a character is doing or is interested in doing.

Proficient **Students demonstrate understanding of the academic content and skills tested on the WAA-SwD.** Students read a variety of simple literary and informational texts. Students also answer questions based on materials presented. Students choose answers from three single-word choices.

Students use context or connotation of the passage to identify the meaning of a word in a sentence or paragraph. They match a vocabulary word to a word that relays a similar meaning from a choice of three words. Students classify information and distinguish between viewpoints. They identify character feelings and viewpoints from a passage.

Students choose the feeling that most closely matches the feeling of characters in that passage from a choice of sentences or words. Students sort vocabulary

into categories based on prior knowledge of word meanings. They draw conclusions from literary and informational texts. They predict what will happen next based on a passage by choosing from three possible outcomes. They recall and apply information from a passage and use prior knowledge to identify what a character is doing or is interested in doing.

Basic

Students demonstrate some understanding of the academic content and skills tested on the WAA-SwD. Students read a passage including a sentence or simple paragraph. Students also answer questions based on materials presented. Students choose answers from choices. In addition, students choose answers from pictures or object representations. Picture clues may be included with reading passages.

Students identify words and their meanings. Given a short passage, students match a vocabulary word to a word that most closely matches the meaning from a choice of words. When given three words with no reading passage, students locate the requested word from a list. Students interpret text by organizing information and recognizing a viewpoint. They categorize a picture based on prior knowledge of word meanings. They recall information from a passage to identify what a character is doing or is interested in doing.

Students connect the text with themselves and the world. Students use prior knowledge of the world around them to match an illustration to a reading passage. They predict what will happen from a passage by choosing from possible outcomes. They use information from a passage to identify a choice made by a character.

Minimal Performance

Students demonstrate an emerging understanding of the academic content and skills tested on the WAA-SwD. Students answer questions based on materials presented. Students also answer questions based on an illustration. Students may read simple texts paired with pictorial support. Students choose answers from word choices that have been read to them. Students also choose from picture choices to respond to questions.

Students use visual or picture clues to understand the meaning of words and symbols. Students choose pictures that match an individual stated vocabulary word. They match similar items.

Students recognize feelings in text and pictures. Students look at a single picture and identify the character's feelings shown from a choice of words. They match an illustration to a question to identify actions of characters in the passage. Students recall what happened in a written passage with picture clues by selecting from a choice of picture responses. Students connect text to themselves. Students identify a picture that illustrates a passage.

Mathematics Grade Band 3-4

Detailed Performance Level Descriptors

The grade band 3-4 mathematics alternate assessment presents items aligned with the Wisconsin Extended Grade Band Standards. These standards represent extensions of the knowledge and skills described in the Wisconsin Assessment Frameworks and the Wisconsin Model Academic Standards. All test items are either in a selected-response (multiple-choice) or constructed-response format. In recognition of the unique characteristics of the students taking the alternate assessment, students may be presented the items using mathematical tools, objects, or text.

- Advanced** **Students demonstrate in-depth understanding of academic content and skills tested on the WAA-SwD.** Students apply mathematical processes and number operations and relationships by ordering or rote counting numbers to 50, representing numbers to 20. They sort and name coins into like groups. Students solve single-digit, one-step addition and subtraction problems (e.g., using symbols or numerals), and combine or separate numbers/objects to 20 into requested equal groups (e.g., count by 2's, 5's, and 10's). In the area of geometry, students identify and match four basic shapes (e.g., circle, square, triangle, and rectangle) and recognize basic positional concepts (e.g., behind, over, under, in front, next to, left, and right). In the area of measurement, students compare three objects by size (e.g., longest – shortest or small-medium-large) or weight (i.e., heaviest – lightest). They identify and use tools of measurement (e.g., clock—match noon with lunch time; calendar—find Tuesday; measurement—using units to find length). Statistics and probability are demonstrated by identifying and displaying data on a graph showing most, least, and same. Finally, in algebraic relationships, students recognize and extend a three-part pattern A/B/C (e.g., objects or shapes).
- Proficient** **Students demonstrate understanding of the academic content and skills tested on the WAA-SwD.** Students apply mathematical processes and number operations and relationships by representing numbers 0-10 (e.g., matching pictures of objects with numbers); ordering or rote counting 0 to 20 (e.g., rote count with visuals); sorting and identifying coins to like groups; solving single-digit one-step addition or subtraction problems (using a visual); and combining or separating numbers or objects into requested equal groups (e.g., count by 2's, 5's and 10's). In the area of geometry, students identify and match three basic shapes in a field of three (e.g., circle, square, triangle, rectangle), and recognize basic positional concepts (such as behind, above, over, under, in front of, next to). In the area of measurement, students compare two objects by size (e.g., larger-smaller) or weight (e.g., heavier-lighter) and identify the purpose of basic tools of measurement (e.g., calendar, clock, ruler, scale). Statistics and probability are demonstrated by identifying most, least, and same on a graph or chart. Finally, in algebraic relationships, students recognize and extend two-part patterns, A/B (e.g., cat, dog, cat, dog...).

Basic **Students demonstrate some understanding of the academic content and skills tested on the WAA-SwD.** Students apply mathematical processes and number operations and relationships by rote counting numbers to 10; separating two different kinds of coins; and solving single-digit, one-step addition problems by adding one. In the area of geometry students identify and match two basic shapes in a field of three (e.g., circle, square, triangle, rectangle) and recognize two basic positional concepts (e.g., behind, over, under, in front, next to, in, out, top, and bottom). In the area of measurement, students identify a tool of measurement (e.g., clock, calendar, ruler, and scale) and compare two objects by size (larger – smaller). Statistics and probability are demonstrated by identifying what is the same on a graph or chart. Finally, in algebraic relationships, students copy a two-part pattern from an existing pattern.

Minimal Performance **Students demonstrate an emerging understanding of the academic content and skills tested on the WAA-SwD.** Students apply mathematical processes and number operations and relationships by recognizing numbers (e.g., given a star and a number, students will pick the number) and adding one to a group of objects. In the area of geometry, students match one basic shape, given three choices, and recognize one basic positional concept (e.g., in, out, top, and bottom). In the area of measurement, students recognize a calendar or clock. Statistics and probability are demonstrated by students recognizing a graph or chart (e.g., given two objects, students will recognize the graph). Finally, in algebraic relationships, students extend a sequence of like pictures or objects (e.g., A, A, A pattern).

Mathematics Grade Band 5-6

Detailed Performance Level Descriptors

The grade band 5-6 mathematics alternate assessment presents items aligned with the Wisconsin Extended Grade Band Standards. These standards represent extensions of the knowledge and skills described in the Wisconsin Assessment Frameworks and the Wisconsin Model Academic Standards. All test items are either in a selected-response (multiple-choice) or constructed-response format. In recognition of the unique characteristics of the students taking the alternate assessment, students may be presented the items using mathematical tools, objects, or text.

Advanced **Students demonstrate in-depth understanding of academic content and skills tested on the WAA-SwD.**

In mathematical processes, students will recognize and order numbers beyond 50 such as placing numbers in sequential order. They indicate parts of a whole (e.g., $\frac{1}{2}$, $\frac{1}{4}$). Students identify and count coins up to a dollar and bills up to five dollars (using like coins and bills). In number operations and relationships, students solve two-digit addition and subtraction problems without regrouping (e.g., $30 + 10 =$, $30 - 10 =$). They multiply and divide sets of objects by numbers greater than two (e.g., making three groups of four objects). They compare two groups of smallest and biggest (e.g., given objects, students will put them in order according to size). In the area of geometry, students name and compare basic shapes and identify how they are different (e.g., given two objects, students indicate how many sides a square has compared to a triangle). They apply directional concepts by stating: east, west, south, north, and left and right from a given position (e.g., if students are facing south, which direction is west). In the area of measurement, they use calendars and clocks in everyday situations (e.g., students will match time to activity or birthday to calendar). In statistics and probability, students determine whether or not a situation is fair and why. They sort and display data on a grid to make a simple graph including labels. In algebraic relationships, students recognize, create, extend, and explain a three-part A/B/C pattern (e.g., red, yellow, blue, red, _?_, blue).

Proficient **Students demonstrate understanding of the academic content and skills tested on the WAA-SwD.**

Students apply mathematical processes by recognizing, counting, and ordering numbers up to 50 by rote counting. They indicate part of a whole such as whole and half of an object or representation. They identify and count like coins up to one dollar and bills up to five dollars. In the area of number operation relationships, students solve single-digit addition and subtraction problems using pictures, numbers, and simple equations (e.g., $2 - 1 =$). They multiply and divide sets of objects by two (e.g., grouping like objects into sets) and compare two groups based on *more* or *less*, using objects and representations. In the area of geometry, students name and compare basic

shapes (e.g., circle, rectangle, square, and triangle) and identify directions (e.g., east, west, north, south, left, and right) on a simple grid. In the area of measurement, students identify correct measurement tools for the task such as connecting calendars and clocks to everyday situations (e.g., morning/night, before/after, and today/ tomorrow). In statistics and probability, students sort and display data on a simple graph that show numbers of objects. In the area of algebraic relationships, students recognize or extend a three-part A/B/C pattern (e.g., red, green, yellow, red....).

Basic

Students demonstrate some understanding of the academic content and skills tested on the WAA-SwD. In mathematical processes, students recognize, represent, count, and order numbers to 10 (e.g., rote count to 10, place numbers in order to 10). In number operations, they identify and count like coins (e.g., sort into like values, count coins to make a purchase). Students solve single-digit addition and subtraction problems to 5 (e.g., $1 + 2 =$, $3 - 1 =$). In the area of geometry, students identify basic shapes (e.g., circles, rectangles, squares, triangles) and recognize four basic positional concepts (e.g., top/bottom, front/back, in/out). In the area of measurement, students match a situation with whether to use a clock or calendar in everyday situations (e.g., tool to use to tell time, and tool to use to find day or date). Statistics and probability are demonstrated by sorting and placing on a graph, data based on one attribute (sort by color or by gender). They also determine if two amounts are the same (equal shares). In algebraic relationships, students recognize and extend a one- or two-part pattern (e.g., circle/triangle).

Minimal Performance

Students demonstrate an emerging understanding of the academic content and skills tested on the WAA-SwD. In mathematical processes, students rote count or identify numbers to 3. They recognize a coin, given a picture or a coin. In numbers and operations, students demonstrate 1-to-1 correspondence (e.g., placing an object in each given space). In geometry, they identify basic shapes (e.g., circle, rectangle, square, and triangle) and match like shapes. They also recognize two basic positional concepts (e.g., top/bottom, in/out, front/back). In the area of measurement, students recognize a calendar or a clock (e.g., given two objects, students recognize calendar). In statistics and probability, they select data based on one attribute (e.g., by color or shape). They also demonstrate the concept of sharing (equal portions). In the area of algebraic relationships, students identify one piece of the pattern (e.g., circle, square, circle, _?_).

Mathematics Grade Band 7-8

Detailed Performance Level Descriptors

The grade band 7-8 mathematics alternate assessment presents items aligned with the Wisconsin Extended Grade Band Standards. These standards represent extensions of the knowledge and skills described in the Wisconsin Assessment Frameworks and the Wisconsin Model Academic Standards. All test items are either in a selected-response (multiple-choice) or constructed-response format. In recognition of the unique characteristics of the students taking the alternate assessment, students may be presented the items using mathematical tools, objects, or text.

Advanced **Students demonstrate in-depth understanding of academic content and skills tested on the WAA-SwD.** Students apply mathematical processes and number operations and relationships by reading, writing, representing, and ordering whole numbers (100+). They identify and compare basic fractions (e.g., $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{8}$, $\frac{1}{10}$) to use in everyday situations (e.g., divide an object into ten equal pieces). Students count and compare coins and bills of differing value to make change. They solve basic addition, subtraction, multiplication, and division facts in everyday situations, including two-step problems. They estimate (without counting) based on most or least (e.g., compare three quantities and determine which has most or least). In the area of geometry, students sort and classify a variety of three-dimensional objects based on shape, and tell why the objects belong together. They also identify lines that are parallel and intersecting in objects. Students identify and locate coordinates in real-world context. Students demonstrate measurement skills by identifying the correct unit of measurement for everyday objects such as pounds, cups, and inches (e.g., length and width). They identify, describe, and compute perimeter/circumference and area of an object on a grid. Students apply statistics and probability by creating and interpreting data from tables and simple graphs. They determine whether an event is impossible, certain, or likely (e.g., always, sometimes, never). In the area of algebraic relationships, students complete a given sequence. They solve a simple one-step, open inequality sentence problem (e.g., $y + 2 > 4$).

Proficient **Students demonstrate understanding of the academic content and skills tested on the WAA-SwD.** Students apply mathematical processes and number operations and relationships by reading, writing, and representing whole numbers (100+). They represent basic fractions (e.g., $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$) in everyday situations (e.g., object divided in half, thirds, quarters). Students count and compare coins and bills of differing value. They solve basic addition and subtraction number problems and use basic multiplication and division facts to solve real-world problems (e.g., combine or separate objects into requested equal groups). They estimate (without counting) group sizes based on more or

less. In the area of geometry, students sort and classify a variety of three-dimensional objects (e.g., cube, pyramid, sphere). They also identify parallel and intersecting lines. Students locate coordinates in real-world context on a simple grid. Students apply measurement skills by identifying the correct unit of measurement (e.g., pounds and inches for everyday objects). They identify perimeter/circumference and area of an object on a grid. Students apply statistics and probability by interpreting data from tables and simple graphs. They determine whether an event is impossible or certain. In the area of algebraic relationships, students extend a given sequence. They will solve a simple one-step, open-equality sentence.

Basic

Students demonstrate some understanding of the academic content and skills tested on the WAA-SwD. Students apply mathematical processes and number operations and relationships by reading, writing and representing whole numbers to 20. They identify basic fractions (e.g., $\frac{1}{2}$, $\frac{1}{4}$) in everyday situations. Students identify the value of coins and bills (e.g., a dime is 10 cents). They solve single-digit addition and subtraction number problems. In the area of geometry, students sort two types of three-dimensional objects into like groups. They also identify lines that do not cross in everyday situations (e.g., streets on a coordinate grid map). Students locate pictures on a coordinate grid (e.g., given coordinates, will locate object). Students apply measurement skills by selecting the appropriate unit of measure to determine the weight of everyday objects. They identify the perimeter of an object. Students apply statistics and probability by locating specific data from tables and simple graphs in a real-life context. They determine whether an event is impossible. In the area of algebraic relationships, students repeat a two-item pattern using objects or pictures. They recognize equal quantities.

**Minimal
Performance**

Students demonstrate an emerging understanding of the academic content and skills tested on the WAA-SwD. Students apply mathematical processes and number operations and relationships by identifying whole numbers to 10. Students compare coins and bills (e.g., given a collection of coins, sort into like groups). They solve single-digit addition to sums lower than 10 in everyday situations. In the area of geometry, students identify a three-dimensional object. Students locate a number on a number line. Students apply measurement skills by determining whether an object is heavier or lighter than two other objects. They recognize the outside of an object. In the area of statistics and probability, students identify a graph in a resource (e.g., given a group of pictures, pick out the example of a graph). They identify what is certain. In the area of algebraic relationships, students identify the next item in a pattern using objects or pictures. Given a number, they show the addition of one more.

Mathematics Grade 10

Detailed Performance Level Descriptors

The grade 10 mathematics alternate assessment presents items aligned with the Wisconsin Extended Grade Band Standards. These standards represent extensions of the knowledge and skills described in the Wisconsin Assessment Frameworks and the Wisconsin Model Academic Standards. All test items are either in a selected-response (multiple-choice) or constructed-response format. In recognition of the unique characteristics of the students taking the alternate assessment, students may be presented the items using mathematical tools, objects, or text.

Advanced **Students demonstrate in-depth understanding of academic content and skills tested on the WAA-SwD.** Students apply mathematical processes and number operations and relationships by solving problems using positive and negative integers (~~-20 to 20~~) and comparing fractions, decimals, and percents in terms of more or less. In the area of geometry, students compare angles in relationship to a right angle (e.g., bigger or smaller than a right angle). Students apply measurement skills by solving problems, using measurement tools (e.g., ruler, tape measure, thermometer, meter stick, or scale) and determine the perimeter and area of irregular shapes (e.g., L-shaped). Statistics and probability are demonstrated by collecting and organizing data in simple graphs using real-world content and predicting and determining the likelihood of an event occurring. Finally, in algebraic relationships, students describe what specific letters represent in a given formula (e.g., $x = ?$) and predict and explain a simple mathematical pattern such as add multiples of 2 (e.g., 2, 4, 6, ...).

Proficient **Students demonstrate understanding of the academic content and skills tested on the WAA-SwD.** Students apply mathematical processes and number operations and relationships by comparing positive and negative numbers, ordering them from least to greatest (~~-20 to 20~~), and applying the concept of more or less using fractions (e.g., $\frac{1}{2}$ to $\frac{1}{3}$ to $\frac{1}{4}$), decimals (e.g., 2.5 to 2.25 to 1.75), and percents (e.g., 50% to 40% to 25%). In the area of geometry, students identify lines that form right angles. Students apply measurement skills by selecting and using tools to determine the measurement of real objects using rulers, tape measures, thermometers, meter stick, and scales. Using one or more of these tools, students determine the perimeter, area, and circumference of regular shapes. Statistics and probability are demonstrated by being able to read, organize, and compare data from simple graphs (e.g., bar graphs) and by determining the likelihood of events occurring (e.g., certain, maybe, impossible), and being able to find a specific object among a like-sorted group. Finally, in algebraic relationships, they take a numeric simple formula and apply it to practical problems (e.g., distance, time, miles) and predict a simple mathematical pattern.

Basic **Students demonstrate some understanding of the academic content and skills tested on the WAA-SwD.** Students apply mathematical processes and number operations and relationships by recognizing and locating positive and negative integers (**-20 to 20**) and identifying the difference between two simple fractions (e.g., $\frac{1}{3}$ to $\frac{1}{4}$), decimals (e.g., 2.5 to 1.75), and percents (e.g., 50% to 25%). In the area of geometry, students identify right angles (e.g., corners) in a picture. Students apply measurement skills by identifying the appropriate tool used for measurement (e.g., ruler, tape measure, thermometer, meter stick, or scale) and identify perimeter and area of regular shapes (e.g., tracing or shading the given shapes). Statistics and probability are demonstrated by identifying points on a simple graph, using their meaning to determine a given quantity (e.g., highest, lowest, and specific), and determining the likelihood of events occurring (e.g., impossible or certain). Finally, in algebraic relationships, students solve a simple one-step, open-number sentence (using pictures) and describe a simple mathematical pattern.

Minimal Performance **Students demonstrate an emerging understanding of the academic content and skills tested on the WAA-SwD.** Students apply mathematical processes and number operations and relationships by identifying and locating whole positive integers on a number line (0 to 20). In the area of geometry, students find an object that has corners and find an object that has no corners. Students apply measurement skills by naming a tool from a picture (e.g., ruler, tape measure, thermometer, meter stick, scale) and indicate a perimeter (e.g., point to a picture that shows perimeter). Statistics and probability are demonstrated by identifying any part of a simple graph (e.g., a bar, section, or item). They identify data that can be used in a probability problem (e.g., coin, spinner, die). Finally, in algebraic relationships, students continue a pattern in a set of numbers or objects (e.g., circle, square, circle, square).

Science Grade 4

Detailed Performance Level Descriptors

The grade 4 alternate assessment presents items aligned with the Wisconsin Extended Grade Band Standards. These standards represent extensions of the knowledge and skills described in the Wisconsin Assessment Frameworks and the Wisconsin Model Academic Standards. All test items are either in a selected-response (multiple-choice) or constructed-response format. In recognition of the unique characteristics of the students taking the alternate assessment, students may be presented the items using science tools, objects, or text.

Advanced **Students demonstrate in-depth understanding of academic content and skills tested on the WAA-SwD.** Students select the appropriate science tool or book and use it to gather information (e.g., determine which tool should be used to measure length or weight, or which book would be appropriate to locate information). Students select basic science vocabulary and tools for conducting simple science experiments (e.g., choose a scale, not a ruler, to weigh an object). They describe the changes in physical characteristics of objects (e.g., size, shape, length, and weight). They describe verbally, in sign, in print, through pictures or technology, the basic properties of earth features (e.g., the differences between a mountain and a lake, or how an ocean is different from a river, as well as the characteristics of seasons). They describe changes in earth and sky or day and night during different seasons, including changes in temperature. They describe the needs of living things (e.g., plants and animals, including the need for food, water, and shelter). They describe how science can benefit their lives (e.g., how going to the dentist helps them keep their teeth healthy, how exercising keeps them strong and healthy, and how washing hands will prevent illness).

Proficient **Students demonstrate understanding of the academic content and skills tested on the WAA-SwD.** Students identify and use appropriate science vocabulary and science tools (e.g., thermometers, magnifying glasses, and scales needed to gather information and complete a task). Students identify differences in the physical characteristics of objects (e.g., size, texture, temperature, speed, and shapes). Students recognize representations of earth features (e.g., mountains, lakes, and oceans and their properties). They recognize changes in earth and sky including the seasons of the year, weather, and time of day and night. They recognize what plants and animals need to live and grow (e.g., food, water, and shelter). They can recognize familiar technology and how science can benefit their lives (e.g., the use of phones, computers, household objects, and various modes of transportation).

Basic

Students demonstrate some understanding of the academic content and skills tested on the WAA-SwD. Students recognize basic science tools, resources, and vocabulary (e.g., a scale, science reference book, or plant). Students recognize a physical characteristic of an object (e.g., its size or color). Students recognize elements of the earth (e.g., clouds belonging in the sky and a tree growing in the ground). They recognize their own basic needs (e.g., the need for food when feeling hungry, the need for a coat when feeling cold or when it's cold outside). They access technology in their lives (e.g., turning on a light when it is dark so they can see, turning on a radio to listen to music, or pressing a switch to open a door).

**Minimal
Performance**

Students demonstrate an emerging understanding of the academic content and skills tested on the WAA-SwD. Students see, listen to, and/or touch science materials, tools, or information during a science lesson or demonstration (e.g., during a lesson about soils, the students touch sand and clay to feel the different textures). The students sort objects by color (e.g., sorting colored balls by the colors red or green). The students identify which items are and are not edible (e.g., an apple but not a rock). Students use simple one-step technology (e.g., hitting a switch to activate a computer).

Science Grade 8

Detailed Performance Level Descriptors

The grade 8 science alternate assessment presents items aligned with the Wisconsin Extended Grade Band Standards. These standards represent extensions of the knowledge and skills described in the Wisconsin Assessment Frameworks and the Wisconsin Model Academic Standards. All test items are either in a selected-response (multiple-choice) or constructed-response format. In recognition of the unique characteristics of the students taking the alternate assessment, students may be presented the items using science tools, objects, or text.

- Advanced** **Students demonstrate in-depth understanding of academic content and skills tested on the WAA-SwD.** Students use and describe various science materials such as models, diagrams, or pictures and how they represent parts of an object or idea (e.g., an arm is part of a skeleton, a solar system is part of the larger galaxy, and rain is part of the water cycle). Students use knowledge of simple cause-and-effect relationships to explain what will happen under certain conditions (e.g., what happens when heat is applied or when more of a substance is added). Students predict the direction of motion of an object when it is thrown or dropped. Students compare the physical characteristics of a substance related to its state of matter, shapes, colors, or textures (e.g., given a sugar cube and a rock, they compare their crystalline structures, color, and roughness of texture). Students predict changes in the earth (e.g., storms or natural disasters, including if these changes could be due to wind or water). They sequence cycles that occur on the earth (e.g., the water cycle or seasons). Students compare characteristics of living and nonliving things (e.g., recognize the physical attributes of two different items or the dissimilar offspring of living organisms such as a butterfly growing from a caterpillar). Students describe safety equipment and safe habits and connect them to a situation (e.g., describing how wearing a helmet when riding a bike keeps them safe).
- Proficient** **Students demonstrate understanding of the academic content and skills tested on the WAA-SwD.** Students use specific materials to represent science concepts (e.g., identifying a globe as a model of the Earth). Students identify simple cause-and-effect relationships by recognizing how human behavior or states of matter change because of changes in weather or temperature. Students identify the direction of motion on released objects related to gravity. Students identify two or more physical characteristics of a substance (e.g., water being a solid when frozen and having no color). Students recognize changes resulting from storms or other natural disasters. Students recognize the cycles of the earth (e.g., seasons and going from day to night). Students describe and identify the characteristics of living and nonliving things (e.g., reproduction, stages of life, states of matter, and physical attributes). Students identify safety concepts, habits, and technologies (e.g., the use of safety equipment and safe behaviors in school and the community).

Basic	<p>Students demonstrate some understanding of the academic content and skills tested on the WAA-SwD. Students interact with materials that represent simple science concepts (e.g., identifying a cloud on a poster in the classroom). Students identify the effect of a science-related event (e.g., a seed grows into a plant when planted, or a switch operates a computer program when activated). They tell or indicate the direction of motion of an object after it is dropped (e.g., where a ball dropped from a desk will go). Students identify physical characteristics of matter (e.g., color, shape, and size). Students identify different seasons of the year based on the weather occurring outside or represented on a weather map. Students identify day and night by selecting appropriate activities or identifying specific objects in the sky during these time frames. Students identify living versus nonliving organisms by pointing to pictures of animals or real objects. Students recognize a safe habit while participating in a science activity (e.g., passing scissors appropriately or not touching a lit Bunsen burner).</p>
Minimal Performance	<p>Students demonstrate an emerging understanding of the academic content and skills tested on the WAA-SwD. Students follow the teacher’s lead by pointing to science materials in an activity after the teacher demonstrates. They observe—by seeing, hearing, or touching—cause and effect during a teacher- or peer-led science experiment. Students can identify the direction of a dropped object by visually tracking the object or tracking with a body part (e.g., using an arm). Students identify pictures or other representations (e.g., verbal narratives or descriptions of day and night). Students identify an animal as a living thing. Students imitate safe behaviors during science activities (e.g., wearing safety glasses or washing their hands).</p>

Science Grade 10

Detailed Performance Level Descriptors

The grade band 3-4 reading alternate assessment presents items aligned with the Wisconsin Extended Grade Band Standards. These standards represent extensions of the knowledge and skills described in the Wisconsin Assessment Frameworks and the Wisconsin Model Academic Standards. All test items are either in a selected-response (multiple-choice) or constructed-response format. In recognition of the unique characteristics of the students taking the alternate assessment, students may be presented the items using science tools, objects, or text.

Advanced **Students demonstrate in-depth understanding of academic content and skills tested on the WAA-SwD.** Students construct or use models and the steps of science inquiry to make observations and draw conclusions in basic science experiments. They use models, charts, and graphs to make observations about the natural world (e.g., the positioning of objects in our solar system like the moon and sun, and interpreting weather symbols to identify what weather will occur). As part of science inquiry, students identify tools (e.g., binoculars, rulers, and scales and their function). Students list the types of energy needed by a given organism (e.g., a dog needing food to live and grow, while a plant needs sunlight and water). They identify forces and motion, including the direction in which something travels, and how an incline affects the speed of a car. Students identify different kinds of natural disasters and their consequences (e.g., lava flows from volcanoes and the destruction during flooding or a tornado). Students explain why certain characteristics of organisms developed as adaptations to the needs of their lives (e.g., birds having wings to fly and escape predators or trees having leaves to get energy from the sun and grow). They identify why characteristics are transferred in a given species (e.g., similarities between dogs of the same breed). Students identify different scientific careers that may interest students (e.g., a doctor who helps sick people or an astronaut who explores outer space). They figure out steps they can take to improve overall quality of life (e.g., collecting and sorting recyclable materials).

Proficient **Students demonstrate understanding of the academic content and skills tested on the WAA-SwD.** Students use models (e.g., the human body and solar system to demonstrate scientific concepts). Students follow directions to complete the basic steps of science inquiry, and answer questions (e.g., “What did they do; what did they see; what did they use; and what happened?”). Students identify characteristics of organisms (e.g., their offspring, traits that are transferred from parent to offspring, their means of survival, including the use of camouflage for protection, and the type of food these various organisms need for energy). They also identify forces of motion (e.g., push and pull.) Students identify where the Earth is located in the solar system. They also identify a given natural disaster and its consequences (e.g., choosing pictures

depicting a flood and its aftermath). Students distinguish different career options related to science such as becoming a doctor, veterinarian, or an astronaut. Students choose an action that will either harm or improve the quality of life (e.g., polluting, recycling, and exercising).

Basic

Students demonstrate some understanding of the academic content and skills tested on the WAA-SwD. Students recognize and identify the basic parts of a simple model or picture (e.g., materials that make up a building or that the Sun and the Earth are part of the solar system). Students participate in two or more steps of science inquiry (e.g., helping observe an experiment and reporting what they observed). Students recognize that different animals have different energy needs (e.g., cows eat grass to live while a more active lion eats more protein to live). They also predict the direction of a dropped object (e.g., that a dropped rock will fall in a downward direction). They recognize the consequences of a natural disaster (e.g., when shown a tornado, choose a picture that shows a devastated trailer park). Students recognize that animals living in different environments look different (e.g., those living in water will have fins and those on land will have feet); however, offspring will have the same characteristics as their parents. They match scientific equipment with a scientific career (e.g., an astronomer with a telescope or a scientist with a microscope). Students identify a way to improve their quality of life (e.g., by explaining something that would make them happier).

**Minimal
Performance**

Students demonstrate an emerging understanding of the academic content and skills tested on the WAA-SwD. Students recognize that models or pictures stand for real objects (e.g., selecting a picture of an apple when asked for an apple, or indicating that a picture shows the Planet Earth). They attend to one or more of the basic steps of scientific inquiry (e.g., observing their teacher conduct an experiment in the science classroom). Students recognize that humans need food and match a picture of a person to food they eat. They indicate if an object has moved up or down. Students recognize natural disasters (e.g., selecting a picture of a volcano but not a tree). They identify basic habitats (e.g., a jungle or the ocean). Students match offspring to their parents. Students recognize science-related careers by looking at or orienting to pictures or other representations (e.g., a video or verbal narrative of people working). They identify unsafe behaviors and show they recognize an unsafe behavior by selecting a picture or other depiction of the unsafe action.

Performance Level Descriptors:

Elements

WAA-SwD Performance Level Descriptors

Grade Band 3-4 Reading

The grade band 3-4 reading alternate assessment presents items aligned with the Wisconsin Extended Grade Band Standards. These standards represent extensions of the knowledge and skills described in the Wisconsin Assessment Frameworks and the Wisconsin Model Academic Standards. All test items are either in a selected-response (multiple-choice) or constructed-response format. In recognition of the unique characteristics of the students taking the alternate assessment, students may be asked to read or have passages read to them and have items presented using manipulatives, objects, or text. *The descriptors below provide examples, rather than a complete list, of knowledge and skills students may demonstrate at each level.*

Performance Level	WAA-SwD Performance Level Descriptors
Advanced	<p>Students demonstrate in-depth understanding of academic content and skills tested on the WAA-SwD.</p> <ul style="list-style-type: none">• Use text to determine the meaning of words.• Select a picture that visually represents the word they read.• Select a word that correlates with the word that is read to them.• Read a short paragraph of five simple sentences in length.• Recall stated information and make inferences based on the text.• Answer recall and inference questions based on fiction and non-fiction material that has been read to them.• Sequence text that has been read to them by identifying first, next, and last from a passage five sentences in length using text, pictures, or object representations.• Sequence first, next, and last using text, pictures, or object representations after reading a five-sentence text.• Predict events before, during, and after text has been read to them using words, pictures, or object representation.• Predict events before, during, and after reading using words, pictures, or object representations, given a text• Make connections between the passages after listening to two selections.• Select a picture or object representation that represents their experience related to something in the passages.

Performance Level	WAA-SwD Performance Level Descriptors
Proficient	<p>Students demonstrate understanding of the academic content and skills tested on the WAA-SwD.</p> <ul style="list-style-type: none"> • Select a picture that visually represents the word they read. • Select a word that matches the word read to them. • Read a short paragraph of three simple sentences in length and recall stated information and details. • Answer questions based on material that has been read to them. • Sequence text that has been read to them by identifying first or last events using pictures or object representations. • Sequence first or last events using pictures or object representations after reading text. • Make simple predictions about what might come next in the text using prior knowledge, given a series of events. • Connect text to self using common experiences. • Select a picture or object representation that represents common experiences related to something in the passage.
Basic	<p>Students demonstrate some understanding of the academic content and skills tested on the WAA-SwD.</p> <ul style="list-style-type: none"> • Use picture supports or object representation to determine the meaning of words. • Select a word that matches a picture or object representation. • Read a short paragraph of two simple sentences in length and recall information and details stated in the text. • Answer questions based on material that has been read to them. • Identify one event that occurred in a three-sentence story that has been read to them using pictures or object representations. • Identify using pictures or object representations one event in a three-sentence story that they have read. • Predict what activity will come next in a known routine. • Predict what happens next using pictures or object representations after listening to a description of an event. • Connect a picture or object representation to text that has been read to them. • Connect a picture or object representation to text that they have read.

Performance Level	WAA-SwD Performance Level Descriptors
Minimal Performance	<p>Students demonstrate an emerging understanding of the academic content and skills tested on the WAA-SwD.</p> <ul style="list-style-type: none"> • Select a picture or object from a set of two upon request. • Read one simple sentence and recall one fact by choosing a picture or object representation to a factual question. • Listen to one simple sentence and recall one fact by choosing a picture or object representation to a factual question. • Demonstrate understanding of simple cause/effect related to a routine action by indicating a picture or representation. • Make a connection between two related pictures or objects (e.g., connect tools to their uses or school supplies to their uses).

WAA-SwD Performance Level Descriptors

Grade Band 5-6 Reading

The grade band 5-6 reading alternate assessment presents items aligned with the Wisconsin Extended Grade Band Standards. These standards represent extensions of the knowledge and skills described in the Wisconsin Assessment Frameworks and the Wisconsin Model Academic Standards. All test items are either in a selected-response (multiple-choice) or constructed-response format. In recognition of the unique characteristics of the students taking the alternate assessment, students may be asked to read or have passages read to them and have items presented using manipulatives, objects, or text. *The descriptors below provide examples, rather than a complete list, of knowledge and skills students may demonstrate at each level.*

Performance Level	WAA-SwD Performance Level Descriptors
Advanced	<p>Students demonstrate in-depth understanding of academic content and skills tested on the WAA-SwD.</p> <ul style="list-style-type: none"> • State meaning of words and phrases when reading text. • Select a word or pictures that represent the word they read. • Use pictures or words to determine word meaning. • Select a word given several options to match the definition in the passage. • Identify story elements including the main character, the setting, the events and the problem/solution within a story. • Identify the sequence of events in a story, communicating what happens first, next, and last using words. • Follow a written multistep process. • Identify the topic sentence of written content given three sentence choices. • Make connections between text and self and text to text using pictures, words, or representations. • Make a connection between self and an experience or event in the passage. • Name another story with a similar idea. • Make predictions that include at least two to three story elements before reading. • Make a prediction about an appropriate ending to a story during reading. • State the reason why something is fact or fantasy.

Performance Level	WAA-SwD Performance Level Descriptors
Proficient	<p>Students demonstrate understanding of the academic content and skills tested on the WAA-SwD.</p> <ul style="list-style-type: none"> • Identify word meaning when reading text. • Select from multiple pictures that visually represent the word they read. • Use pictures or words to determine word meaning. • Select a word given several options to match the actions in a picture. • Identify story elements such characters, setting, and sequence of events within a story. • Use pictures, words or representations to identify story elements including who, what, when, and where. • Communicate what happens at the beginning, middle, and end of a story using pictures, word clues, or representations to answer questions about the text. • Identify the topic of written content given three single-word choices. • Make connections between text and self using pictures, words, or representations. • Make a connection between self and a person, place, or thing in the passage. • Make predictions about what they think will happen in a story before reading using pictures, words, or representations. • Make predictions using pictures, words, or representations during reading about what they think will happen next. • Distinguish between fact and fantasy, such as is it real or it is not real, using pictures, words, or representations.
Basic	<p>Students demonstrate some understanding of the academic content and skills tested on the WAA-SwD.</p> <ul style="list-style-type: none"> • Use prompts and picture clues to identify word meaning when reading text. • Select a picture or object that represents the same meaning as the pictured subject. • Match a simple word to a picture to determine word meaning. • Identify story elements such as characters and one event within a story. • Use pictures, words, or representations to identify story elements including who or what the story is about. • Identify the topic of written content by choosing the picture or object that represents the topic. • Make connections between text and self by answering questions. • Make a connection between self and the subject of a story. • Distinguish between fact and fantasy, such as is it real or not, using pictures or representation.

Performance Level	WAA-SwD Performance Level Descriptors
Minimal Performance	<p data-bbox="405 271 1734 337">Students demonstrate an emerging understanding of the academic content and skills tested on the WAA-SwD.</p> <ul data-bbox="451 347 1283 534" style="list-style-type: none"> <li data-bbox="451 347 1283 383">• Use picture clues or representation to identify word meaning. <li data-bbox="451 386 1283 422">• Select a picture or object that matches the pictured subject. <li data-bbox="451 425 1283 461">• Identify, using pictures, what the story is about. <li data-bbox="451 464 1283 500">• Choose a book on a given topic. <li data-bbox="451 503 1283 534">• Indicate if they like or dislike a story.

WAA-SwD Performance Level Descriptors

Grade Band 7-8 Reading

The grade band 7-8 reading alternate assessment presents items aligned with the Wisconsin Extended Grade Band Standards. These standards represent extensions of the knowledge and skills described in the Wisconsin Assessment Frameworks and the Wisconsin Model Academic Standards. All test items are either in a selected-response (multiple-choice) or constructed-response format. In recognition of the unique characteristics of the students taking the alternate assessment, students may be asked to read or have passages read to them and have items presented using manipulatives, objects, or text. *The descriptors below provide examples, rather than a complete list, of knowledge and skills students may demonstrate at each level.*

Performance Level	WAA-SwD Performance Level Descriptors
Advanced	<p>Students demonstrate in-depth understanding of academic content and skills tested on the WAA-SwD.</p> <ul style="list-style-type: none"> • Read a variety of simple literary and informational texts. • Use and apply context clues to understand the meaning of words and/or phrases. • Identify story elements, main ideas and supporting details, text features, and five events in correct sequence from stated information. • Select correct responses to show understanding of word meaning. • Choose the correct response to show understanding of main idea. • Connect to text, predict outcomes, and draw conclusions. • Distinguish between fact and opinion from literary and informational text. • Choose correct sentence to show opinion. • Read a passage with illustration and use context clues to predict what would happen next.
Proficient	<p>Students demonstrate understanding of the academic content and skills tested on the WAA-SwD.</p> <ul style="list-style-type: none"> • Read a variety of simple literary and informational texts. • Use context clues to determine word meaning. • Read a text and select illustration to show understanding of main idea. • Use context clues in a passage with or without illustrations to determine word meaning. • Identify stated information and events in sequence in literary and informational text. • Use illustrations to sequence first, second, and third events in a short passage.

Performance Level	WAA-SwD Performance Level Descriptors
	<ul style="list-style-type: none"> • Connect to text, make predictions, and draw conclusion from literary and informational text. • Select illustrations to show how the text relates to their lives. • Predict what will happen next in a passage. • Select pictures and other representations to show their conclusions about what happened in the story.
Basic	<p>Students demonstrate some understanding of the academic content and skills tested on the WAA-SwD.</p> <ul style="list-style-type: none"> • Read a passage including a sentence or simple paragraph. • Use verbal or picture clues to determine word meaning. • Use context clues to determine word meaning when read to. • Identify stated information from either literary or informational text. • Identify first and last events. • Listen to text with illustrations and select pictures or other representations to show understanding of main idea. • Read a title and select words to show understanding main idea. • Choose the correct word to show order of events as first, second, and third. • Determine what happens at the end and the beginning of the story. • Select illustration to show understanding of what happened first. • Connect to text and make predictions from literary and/or informational text. • Read a text with and without illustrations and predict what comes next.
Minimal Performance	<p>Students demonstrate an emerging understanding of the academic content and skills tested on the WAA-SwD.</p> <ul style="list-style-type: none"> • Answer questions based on materials that have been read to them or based on an illustration. • Read simple texts paired with pictorial support. • Recognize that words or symbols have meaning. • Identify information stated in text. • Read a text and select illustration to show understanding of main idea. • Select pictures or other representations with captions read to them to show understanding of individual words and phrases.

Performance Level	WAA-SwD Performance Level Descriptors
	<ul style="list-style-type: none">• Select pictures or other representations to show word meaning from a passage.• Connect text to self.• Connect to text using prior knowledge.

WAA-SwD Performance Level Descriptors

Grade 10 Reading

The grade 10 reading alternate assessment presents items aligned with the Wisconsin Extended Grade Band Standards. These standards represent extensions of the knowledge and skills described in the Wisconsin Assessment Frameworks and the Wisconsin Model Academic Standards. All test items are either in a selected-response (multiple-choice) or constructed-response format. In recognition of the unique characteristics of the students taking the alternate assessment, students may be asked to read or have passages read to them and have items presented using manipulatives, objects, or text. *The descriptors below provide examples, rather than a complete list, of knowledge and skills students may demonstrate at each level.*

Performance Level	WAA-SwD Performance Level Descriptors
Advanced	<p>Students demonstrate in-depth understanding of academic content and skills tested on the WAA-SwD.</p> <ul style="list-style-type: none"> • Read a variety of simple literary and informational texts. • Complete sentences within a passage using words with appropriate connotation or context. • Apply information regarding appropriate social responses by choosing from multiple responses. • Apply knowledge of how to write a formal and friendly letter by choosing the appropriate format for the beginning or end of the letter such as e-mails, notes to friends. • Classify information about the text and distinguish multiple viewpoints. • Recall pieces of information from a reading passage. • Identify character conversations by choosing sentences with dialogue included. • Identify emotions from multiple characters in a reading passage. • Students use graphic organizers to sort information from a passage. • Draw and justify conclusions from literary and informational text. • Predict what will happen next based on a passage by choosing from three possible outcomes. • Apply information from a passage and use prior knowledge to identify what a character is doing or is interested in doing.

Performance Level	WAA-SwD Performance Level Descriptors
Proficient	<p>Students demonstrate understanding of the academic content and skills tested on the WAA-SwD.</p> <ul style="list-style-type: none"> • Read a variety of simple literary and informational texts. • Use context or connotation of the passage to identify the meaning of a word in a sentence or paragraph. • Match a vocabulary word to a word that relays a similar meaning from a choice of three words. • Classify information and distinguish between viewpoints. • Identify character feelings and viewpoints from a passage. • Choose the feeling that most closely matches the feeling of characters in that passage. • Sort vocabulary into categories based on prior knowledge of word meanings. • Draw conclusions from literary and informational texts. • Predict what will happen next based on a passage by choosing from three possible outcomes. • Recall and apply information from a passage and use prior knowledge to identify what a character is doing or is interested in doing.
Basic	<p>Students demonstrate some understanding of the academic content and skills tested on the WAA-SwD.</p> <ul style="list-style-type: none"> • Read a passage including a sentence or simple paragraph. • Identify words and their meanings. • Match a vocabulary word to a word that most closely matches the meaning from a choice of three words when given a passage. • Locate the requested word when given three words. • Interpret text by organizing information and recognizing a viewpoint. • Categorize a picture based on prior knowledge of word meanings. • Recall information from a passage to identify what a character is doing or is interested in doing. • Connect the text with themselves and the world. • Use prior knowledge of the world around them to match an illustration to a reading passage. • Predict what will happen from a passage by choosing from three possible outcomes. • Use information from a passage to identify a choice made by a character.

Performance Level	WAA-SwD Performance Level Descriptors
Minimal Performance	<p>Students demonstrate an emerging understanding of the academic content and skills tested on the WAA-SwD.</p> <ul style="list-style-type: none"> • Use visual or picture clues to determine the meaning of words and symbols. • Choose pictures that match an individual stated vocabulary word. • Match similar items. • Recognize feelings in text and pictures. • Identify the character’s feelings shown in a picture from a choice of words. • Match an illustration to a question to identify actions of characters in the passage. • Recall what happened in a written passage with picture clues by selecting from picture responses. • Connect text to themselves. • Identify a picture that illustrates a passage.

WAA-SwD Performance Level Descriptors

Grade Band 3-4 Mathematics

The grade band 3-4 mathematics alternate assessment presents items aligned with the Wisconsin Extended Grade Band Standards. These standards represent extensions of the knowledge and skills described in the Wisconsin Assessment Frameworks and the Wisconsin Model Academic Standards. All test items are either in a selected-response (multiple-choice) or constructed-response format. In recognition of the unique characteristics of the students taking the alternate assessment, students may be presented the items using mathematical tools, objects, or text. *The descriptors below provide examples, rather than a complete list, of knowledge and skills students may demonstrate at each level.*

Performance Level	WAA-SwD Performance Level Descriptors
Advanced	<p>Students demonstrate in-depth understanding of academic content and skills tested on the WAA-SwD.</p> <p>In mathematical processes and number operations and relationships:</p> <ul style="list-style-type: none"> • order or rote count numbers to 50 • represent numbers to 20 • sort and name coins into like groups • solve single-digit, one-step addition and subtraction problems (e.g., use symbols or numerals) • combine or separate numbers/objects to 20 into requested equal groups (e.g., count by 2's, 5's and 10's) <p>In geometry:</p> <ul style="list-style-type: none"> • identify and match four basic shapes (e.g., circle, square, triangle, and rectangle) • recognize basic positional concepts (e.g., behind, over, under, in front, next to, left, and right) <p>In measurement:</p> <ul style="list-style-type: none"> • compare three objects by size (e.g., longest-shortest or small-medium-large) or weight (heaviest-lightest) • identify and use tools of measurement (e.g., clock—match noon with lunch time, calendar—find Tuesday, measurement—use units to find length) <p>In statistics and probability, identify and display data on a graph showing most, least, and same.</p> <p>In algebraic relationships, recognize and extend a three part pattern ABC (e.g., objects or shapes).</p>

Performance Level	WAA-SwD Performance Level Descriptors
<p>Proficient</p>	<p>Students demonstrate understanding of the academic content and skills tested on the WAA-SwD.</p> <p>In mathematical processes and number operations and relationships:</p> <ul style="list-style-type: none"> • represent numbers 0-10 (e.g., match pictures of objects with numbers) • order or rote count zero to twenty (e.g., rote count with visuals) • sort and identify coins to like groups • solve single-digit, one-step addition or subtraction problems (use a visual) • combine or separate numbers or objects into requested equal groups (e.g., count by 2's, 5's and 10's) <p>In geometry:</p> <ul style="list-style-type: none"> • identify and match three basic shapes in a field of three (e.g., circle, square, triangle, rectangle) • recognize basic positional concepts (e.g., behind, above, over, under, in front of, next to) <p>In measurement:</p> <ul style="list-style-type: none"> • compare two objects by size (larger-smaller) or weight (heavier-lighter) • identify the purpose of basic tools of measurement (e.g., calendar, clock, ruler, scale) <p>In statistics and probability, identify most, least, and same on a graph or chart.</p> <p>In algebraic relationships, recognize and extend two part patterns, A/B (e.g., cat, dog, cat, dog...).</p>
<p>Basic</p>	<p>Students demonstrate some understanding of the academic content and skills tested on the WAA-SwD.</p> <p>In mathematical processes and number operations and relationships:</p> <ul style="list-style-type: none"> • rote count numbers to ten • separate two different kinds of coins • solve single-digit, one-step addition problems by adding one <p>In geometry:</p> <ul style="list-style-type: none"> • identify and match two basic shapes in a field of three (e.g., circle, square, triangle, rectangle) • recognize two basic positional concepts (e.g., behind, over, under, in front, next to, in, out, top, and bottom) <p>In measurement:</p> <ul style="list-style-type: none"> • identify a tool of measurement (e.g., clock, calendar, ruler, and scale) • compare two objects by size (larger-smaller) <p>In statistics and probability, identify what is the same on a graph or chart.</p> <p>In algebraic relationships, copy a two-part pattern from an existing pattern.</p>

Performance Level	WAA-SwD Performance Level Descriptors
Minimal Performance	<p>Students demonstrate an emerging understanding of the academic content and skills tested on the WAA-SwD.</p> <p>In mathematical processes and number operations and relationships:</p> <ul style="list-style-type: none"> • recognize numbers (e.g., given a star and a number, the student will pick the number) • add one to a group of objects <p>In geometry:</p> <ul style="list-style-type: none"> • match one basic shape given three choices • recognize one basic positional concept (e.g., in, out, top, and bottom) <p>In measurement, recognize a calendar or clock.</p> <p>In algebraic relationships, extend a sequence of like pictures or objects (e.g., A, A, A pattern).</p> <p>In statistics and probability, recognize a graph or chart (e.g., given two objects, student will recognize the graph).</p>

WAA-SwD Performance Level Descriptors

Grade Band 5-6 Mathematics

The grade band 5-6 mathematics alternate assessment presents items aligned with the Wisconsin Extended Grade Band Standards. These standards represent extensions of the knowledge and skills described in the Wisconsin Assessment Frameworks and the Wisconsin Model Academic Standards. All test items are either in a selected-response (multiple-choice) or constructed-response format. In recognition of the unique characteristics of the students taking the alternate assessment, students may be presented the items using mathematical tools, objects, or text. *The descriptors below provide examples, rather than a complete list, of knowledge and skills students may demonstrate at each level.*

Performance Level	WAA-SwD Performance Level Descriptors
Advanced	<p>Students demonstrate in-depth understanding of academic content and skills tested on the WAA-SwD.</p> <p>In mathematical processes and number operations and relationships:</p> <ul style="list-style-type: none"> • recognize and order numbers beyond 50 such as placing numbers in sequential order. • indicate parts of a whole (e.g., $\frac{1}{2}, \frac{1}{4}$) • identify and count coins up to a dollar and bills up to five dollars (using like coins and bills) • solve two-digit addition and subtraction problems without regrouping (e.g., $30 + 10 =$, $30 - 10 =$) • multiply and divide sets of objects by numbers greater than two (e.g., making three groups of four objects) • compare two groups of smallest and biggest (e.g., given objects, student will put them in order according to size) <p>In geometry:</p> <ul style="list-style-type: none"> • name and compare basic shapes and identify how they are different (e.g., given two objects, a student will indicate how many sides a square has compared to a triangle) • apply directional concepts by stating: east, west, south, north and left and right from a given position (e.g., if students are facing south, which direction is west) <p>In measurement:</p> <ul style="list-style-type: none"> • use calendars and clocks in everyday situations (e.g., students will match time to activity or birthday to calendar)

Performance Level	WAA-SwD Performance Level Descriptors
	<p>In statistics and probability:</p> <ul style="list-style-type: none"> determine whether or not a situation is fair and why sort and display data on a grid to make a simple graph including labels <p>In algebraic relationships, recognize, create, extend, and explain a three-part A/B/C pattern (e.g., red, yellow, blue, red, _?_, blue).</p>
Proficient	<p>Students demonstrate understanding of the academic content and skills tested on the WAA-SwD.</p> <p>In mathematical processes and number operations and relationships:</p> <ul style="list-style-type: none"> recognize, count, and order numbers up to 50 by rote counting indicate part of a whole such as whole and half of an object or representation identify and count like coins up to one dollar and bills up to five dollars solve single digit addition and subtraction problems using pictures, numbers and simple equations (e.g., $2 - 1 =$) multiply and divide sets of objects by two (e.g., grouping like objects into sets) compare two groups based on more or less using objects and representations <p>In geometry:</p> <ul style="list-style-type: none"> name and compare basic shapes (e.g., circle, rectangle, square and triangle) identify directions (e.g., east, west, north, south, left and right) on a simple grid <p>In measurement, identify correct measurement tools for the task such as connecting calendars and clocks to everyday situations (e.g., morning/night, before/after, and today/tomorrow).</p> <p>In statistics and probability, sort and display data on a simple graph that show numbers of objects.</p> <p>In algebraic relationships, recognize or extend a three-part A/B/C pattern (e.g., red, green, yellow, red...).</p>
Basic	<p>Students demonstrate some understanding of the academic content and skills tested on the WAA-SwD.</p> <p>In mathematical processes and number operations and relationships:</p> <ul style="list-style-type: none"> recognize, represent, count, and order numbers to 10 (e.g., rote count to 10, place numbers in order to 10) identify and count like coins (e.g., sort into like values, count coins to make a purchase) solve single-digit addition and subtraction problems to 5 (e.g., $1 + 2 =$, $3 - 1 =$) <p>In geometry:</p> <ul style="list-style-type: none"> identify basic shapes (e.g., circles, rectangles, squares triangles)

Performance Level	WAA-SwD Performance Level Descriptors
	<ul style="list-style-type: none"> • recognize four basic positional concepts (e.g., top/bottom, front/back, in/out) <p>In measurement, match a situation with whether to use a clock or calendar in everyday situations (e.g., tool to use to tell time, and tool to use to find day or date).</p> <p>In statistics and probability:</p> <ul style="list-style-type: none"> • sort and place on a graph, data based on one attribute (e.g., sort by color or by gender) • determine if two amounts are the same (equal shares) <p>In algebraic relationships, recognize and extend a one or two-part pattern (e.g., as circle/triangle).</p>
Minimal Performance	<p>Students demonstrate an emerging understanding of the academic content and skills tested on the WAA-SwD.</p> <p>In mathematical processes and number operations and relationships:</p> <ul style="list-style-type: none"> • rote count or identify numbers to three • recognize a coin given a picture or a coin • demonstrate one-to-one correspondence, (e.g., placing an object in each given space) <p>In geometry:</p> <ul style="list-style-type: none"> • identify basic shapes (e.g., circle, rectangle, square, and triangle and match like shapes) • recognize two basic positional concepts (e.g., top/bottom, in/out, front/back) <p>In measurement, recognize a calendar or a clock (e.g., given two objects, students will recognize calendar).</p> <p>In statistics and probability:</p> <ul style="list-style-type: none"> • select data based on one attribute (e.g., color or shape) • demonstrate the concept of sharing (equal portions) <p>In algebraic relationships, identify one piece of the pattern (e.g., circle, square, circle, ?).</p>

WAA-SwD Performance Level Descriptors

Grade Band 7-8 Mathematics

The grade band 7-8 mathematics alternate assessment presents items aligned with the Wisconsin Extended Grade Band Standards. These standards represent extensions of the knowledge and skills described in the Wisconsin Assessment Frameworks and the Wisconsin Model Academic Standards. All test items are either in a selected-response (multiple-choice) or constructed-response format. In recognition of the unique characteristics of the students taking the alternate assessment, students may be presented the items using mathematical tools, objects, or text. *The descriptors below provide examples, rather than a complete list, of knowledge and skills students may demonstrate at each level.*

Performance Level	WAA-SwD Performance Level Descriptors
Advanced	<p>Students demonstrate in-depth understanding of academic content and skills tested on the WAA-SwD.</p> <p>In mathematical processes and number operations and relationships:</p> <ul style="list-style-type: none"> • read, write, represent, and order whole numbers (100+) • identify and compare basic fractions (e.g., $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{8}$, $\frac{1}{10}$) to use in everyday situations (e.g., divide an object into ten equal pieces) • count and compare coins and bills of differing value to make change • solve basic addition, subtraction, multiplication, and division facts in everyday situations, including two-step problems • estimate (without counting) based on most or least (e.g., compare three quantities and determine which has most or least) <p>In geometry:</p> <ul style="list-style-type: none"> • sort and classify a variety of three-dimensional objects based on shape and tell why the objects belong together • identify lines that are parallel and intersecting in objects • identify and locate coordinates in real-world context

Performance Level	WAA-SwD Performance Level Descriptors
	<p>In measurement:</p> <ul style="list-style-type: none"> • identify the correct unit of measurement for everyday objects such as pounds, cups, and inches (e.g., length and width). Identify, describe, and compute perimeter/circumference and area of an object on a grid <p>In statistics and probability:</p> <ul style="list-style-type: none"> • create and interpret data from tables and simple graphs • determine whether an event is impossible, certain, or likely (e.g., always, sometimes, never) <p>In algebraic relationships:</p> <ul style="list-style-type: none"> • complete a given sequence • solve a simple one-step, open inequality sentence problem (e.g., $y + 2 > 4$)
Proficient	<p>Students demonstrate understanding of the academic content and skills tested on the WAA-SwD.</p> <p>In mathematical processes and number operations and relationships:</p> <ul style="list-style-type: none"> • read, write, and represent whole numbers (100+) • represent basic fractions (e.g., $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$) in everyday situations (e.g., object divided in half, thirds, quarters) • count and compare coins and bills of differing value • solve basic addition and subtraction number problems and use basic multiplication and division facts to solve real-world problems (e.g., combine or separate objects into requested equal groups) • estimate (without counting) group sizes based on more or less <p>In geometry:</p> <ul style="list-style-type: none"> • sort and classify a variety of three-dimensional objects (e.g., cube, pyramid, sphere) • identify parallel and intersecting lines • locate coordinates in real-world context on simple grid <p>In measurement:</p> <ul style="list-style-type: none"> • identify the correct unit of measurement (e.g., pounds and inches for everyday objects) • identify perimeter/circumference and area of an object on a grid <p>In statistics and probability:</p> <ul style="list-style-type: none"> • interpret data from tables and simple graphs • determine whether an event is impossible or certain

Performance Level	WAA-SwD Performance Level Descriptors
	<p>In algebraic relationships:</p> <ul style="list-style-type: none"> • extend a given sequence • solve a simple one-step, open-equality sentence
Basic	<p>Students demonstrate some understanding of the academic content and skills tested on the WAA-SwD.</p> <p>In mathematical processes and number operations and relationships:</p> <ul style="list-style-type: none"> • read, write, and represent whole numbers to 20 • identify basic fractions (e.g., $\frac{1}{2}$, $\frac{1}{4}$) in everyday situations • identify the value of coins and bills (e.g., a dime is ten cents) • solve single-digit addition and subtraction number problems <p>In geometry:</p> <ul style="list-style-type: none"> • sort two types of three-dimensional objects into like groups • identify lines that do not cross in everyday situations (e.g., streets on a coordinate grid map) • locate pictures on a coordinate grid (e.g., given coordinates, will locate object) <p>In measurement:</p> <ul style="list-style-type: none"> • select the appropriate unit of measure to determine the weight of everyday objects • identify perimeter of an object <p>In statistics and probability:</p> <ul style="list-style-type: none"> • locate specific data from tables and simple graphs in real-life context • determine whether an event is impossible <p>In algebraic relationships:</p> <ul style="list-style-type: none"> • repeat a two-item pattern using objects or pictures • recognize equal quantities
Minimal Performance	<p>Students demonstrate an emerging understanding of the academic content and skills tested on the WAA-SwD.</p> <p>In mathematical processes and number operations and relationships:</p> <ul style="list-style-type: none"> • identify whole numbers to 10 • compare coins and bills (e.g., given a collection of coins, sort into like groups) • solve single-digit addition to sums lower than 10 in everyday situations

Performance Level	WAA-SwD Performance Level Descriptors
	<p>In geometry:</p> <ul style="list-style-type: none"> • identify a three-dimensional object • locate a number on a number line <p>In measurement:</p> <ul style="list-style-type: none"> • determine whether an object is heavier or lighter than two other objects • recognize the outside of an object <p>In statistics and probability:</p> <ul style="list-style-type: none"> • identify a graph in a resource (e.g., given a group of pictures, pick out the example of a graph) • identify what is certain <p>In algebraic relationships:</p> <ul style="list-style-type: none"> • identify the next item in a pattern using objects or pictures • given a number, show the addition of one more

WAA-SwD Performance Level Descriptors

Grade 10 Mathematics

The grade 10 mathematics alternate assessment presents items aligned with the Wisconsin Extended Grade Band Standards. These standards represent extensions of the knowledge and skills described in the Wisconsin Assessment Frameworks and the Wisconsin Model Academic Standards. All test items are either in a selected-response (multiple-choice) or constructed-response format. In recognition of the unique characteristics of the students taking the alternate assessment, students may be presented the items using mathematical tools, including a ruler, objects, or text. *The descriptors below provide examples, rather than a complete list, of knowledge and skills students may demonstrate at each level.*

Performance Level	WAA-SwD Performance Level Descriptors
Advanced	<p>Students demonstrate in-depth understanding of academic content and skills tested on the WAA-SwD.</p> <p>In mathematical processes and number operations and relationships:</p> <ul style="list-style-type: none"> • solve problems using positive and negative integers (-20 to 20) • compare fractions, decimals, and percents in terms of more or less <p>In geometry, compare angles in relationship to a right angle (e.g., bigger or smaller than a right angle).</p> <p>In measurement:</p> <ul style="list-style-type: none"> • solve problems using measurement tools (e.g., ruler, tape measure, thermometer, meter stick, or scale) • determine the perimeter and area of irregular shapes (e.g., L-shaped) <p>In statistics and probability:</p> <ul style="list-style-type: none"> • collect and organizing data in simple graphs using real-world content • predict and determine the likelihood of an event occurring <p>In algebraic relationships:</p> <ul style="list-style-type: none"> • describe what specific letters represent in a given formula (e.g., $t = ?$) • predict and explain a simple mathematical pattern such as add multiples of 2 (e.g., 2, 4, 6, ...)

Performance Level	WAA-SwD Performance Level Descriptors
Proficient	<p>Students demonstrate understanding of the academic content and skills tested on the WAA-SwD.</p> <p>In mathematical processes and number operations and relationships:</p> <ul style="list-style-type: none"> • compare positive and negative numbers • order them from least to greatest (-20 to 20) apply the concept of more or less using fractions (e.g., $\frac{1}{2}$ to $\frac{1}{3}$ to $\frac{1}{4}$), decimals (2.5 to 2.25 to 1.75), and percents (e.g., 50% to 40% to 25%) <p>In geometry, identify lines that form right angles.</p> <p>In measurement:</p> <ul style="list-style-type: none"> • select and using tools to determine the measurement of real objects using rulers, tape measures, thermometers, meter stick, and scales • determine the perimeter, area, and circumference of regular shapes using one or more of these tools <p>In statistics and probability</p> <ul style="list-style-type: none"> • read, organize, and compare data from simple graphs (e.g., bar graphs) • determine the likelihood of events occurring (e.g., certain, maybe, impossible) • find a specific object among a like-sorted group <p>In algebraic relationships</p> <ul style="list-style-type: none"> • take a numeric simple formula and apply it to practical problems (e.g., distance, time, miles) • predict a simple mathematical pattern

Performance Level	WAA-SwD Performance Level Descriptors
Basic	<p>Students demonstrate some understanding of the academic content and skills tested on the WAA-SwD.</p> <p>In mathematical processes and number operations and relationships</p> <ul style="list-style-type: none"> • recognize and locate positive and negative integers (-20 to 20) • identify the difference between two simple fractions (e.g., $\frac{1}{2}$ to $\frac{1}{4}$), decimals (e.g., 2.5 to 1.75), and percents (e.g., 50% to 25%) <p>In geometry, identify right angles (corners) in a picture.</p> <p>In measurement:</p> <ul style="list-style-type: none"> • identify the appropriate tool used for measurement (e.g., ruler, tape measure, thermometer, meter stick, or scale) • identify perimeter and area of regular shapes (e.g., tracing or shading the given shapes) <p>In statistics and probability:</p> <ul style="list-style-type: none"> • identify points on a simple graph • use their meaning to determine a given quantity (e.g., highest, lowest, and specific) • determine the likelihood of events occurring (e.g., impossible or certain) <p>In algebraic relationships:</p> <ul style="list-style-type: none"> • solve a simple one-step, open-number sentence (using pictures) • describe a simple mathematical pattern

Performance Level	WAA-SwD Performance Level Descriptors
Minimal Performance	<p>Students demonstrate an emerging understanding of the academic content and skills tested on the WAA-SwD.</p> <p>In mathematical processes and number operations and relationships, identify and locate whole positive integers on a number line (0 to 20).</p> <p>In the area of geometry:</p> <ul style="list-style-type: none"> • find an object that has corners • find an object that has no corners <p>In measurement:</p> <ul style="list-style-type: none"> • name a tool from a picture (e.g., ruler, tape measure, thermometer, meter stick, scale) • indicate a perimeter (e.g., point to a picture which shows perimeter) <p>In statistics and probability:</p> <ul style="list-style-type: none"> • identify any part of a simple graph (e.g., such as: a bar, section, or item) • identify data that can be used in a probability problem (e.g., coin, spinner, die) <p>In algebraic relationships, continue a pattern in a set of numbers or objects (e.g., circle, square, circle, square).</p>

WAA-SwD Performance Level Descriptors

Grade 4 Science

The grade 4 science alternate assessment presents items aligned with the Wisconsin Extended Grade Band Standards. These standards represent extensions of the knowledge and skills described in the Wisconsin Assessment Frameworks and the Wisconsin Model Academic Standards. All test items are either in a selected-response (multiple-choice) or constructed-response format. In recognition of the unique characteristics of the students taking the alternate assessment, students may be presented the items using science tools, objects, or text. *The descriptors below provide examples, rather than a complete list, of knowledge and skills students may demonstrate at each level.*

Performance Level	WAA-SwD Performance Level Descriptors
Advanced	<p>Students demonstrate in-depth understanding of academic content and skills tested on the WAA-SwD.</p> <ul style="list-style-type: none"> • Select the appropriate science tool or book and use it to gather information (e.g., the student will determine which tool should be used to measure length or weight, or which book would be appropriate to locate information). • Select basic science vocabulary and tools for conducting simple science experiment (e.g., choose a scale not a ruler to weigh an object). • Describe the changes in physical characteristics of objects (e.g., size, shape, length, and weight). • Describe the basic properties of earth features (e.g., the differences between a mountain and a lake or how an ocean is different from a river, as well as the characteristics of seasons). • Describe changes in earth and sky or day and night during different seasons, including changes in temperature. • Describe the needs of living things (e.g., plants and animals, including the need for food, water, and shelter). • Describe how science can benefit their lives (e.g., how going to the dentist helps them keep their teeth healthy, how exercising keeps them strong and healthy, and how washing hands will prevent illness).

Performance Level	WAA-SwD Performance Level Descriptors
Proficient	<p>Students demonstrate understanding of the academic content and skills tested on the WAA-SwD.</p> <ul style="list-style-type: none"> • Identify and use appropriate science vocabulary and science tools (e.g., thermometers, magnifying glasses, and scales needed to gather information and complete a task). • Identify differences in the characteristics of objects (e.g., size, texture, temperature, speed, and shapes). • Recognize representations of earth features (e.g., mountains, lakes, oceans) and their properties. • Recognize changes in earth and sky including the seasons of the year, weather, and time of day and night. • Identify what plants and animals need to survive, live and grow, food, water, and shelter. • Recognize familiar technology and how science can benefit their lives (e.g., the use of phones, computers, household objects, and various modes of transportation).
Basic	<p>Students demonstrate some understanding of the academic content and skills tested on the WAA-SwD.</p> <ul style="list-style-type: none"> • Recognize basic science tools, resources, and vocabulary (e.g., a scale, science reference book, or plant). • Recognize a physical characteristic of an object (e.g., its size or color). • Recognize elements of the earth such clouds belonging in the sky and a tree growing in the ground. • Recognize their own basic needs (e.g., the need for food when feeling hungry or the need for a coat when feeling cold or when it's cold outside). • Access technology in their lives (e.g., turning on a light when it is dark so they can see, turning on a radio to listen to music, or pressing a switch to open a door).
Minimal Performance	<p>Students demonstrate an emerging understanding of the academic content and skills tested on the WAA-SwD.</p> <ul style="list-style-type: none"> • See, listen to, and/or touch science materials, tools, or information during a science lesson or demonstration (e.g., during a lesson about soils, touch sand and clay to feel the different textures). • Sort objects by color (e.g., sorting colored balls by the colors red or green). • Identify which items are and are not edible (e.g., an apple but not a rock). • Use simple one-step technology (e.g., hitting a switch to activate a computer).

WAA-SwD Performance Level Descriptors

Grade 8 Science

The grade 8 science alternate assessment presents items aligned with the Wisconsin Extended Grade Band Standards. These standards represent extensions of the knowledge and skills described in the Wisconsin Assessment Frameworks and the Wisconsin Model Academic Standards. All test items are either in a selected-response (multiple-choice) or constructed-response format. In recognition of the unique characteristics of the students taking the alternate assessment, students may be presented the items using science tools, objects, or text. *The descriptors below provide examples, rather than a complete list, of knowledge and skills students may demonstrate at each level.*

Performance Level	WAA-SwD Performance Level Descriptors
Advanced	<p>Students demonstrate in-depth understanding of academic content and skills tested on the WAA-SwD.</p> <ul style="list-style-type: none">• Use and describe various science materials such as models, diagrams or pictures and how they represent parts of an object or idea (e.g., an arm is part of a skeleton, a solar system is part of the larger galaxy, and rain is part of the water cycle).• Use knowledge of simple cause and effect relationships to explain what will happen under certain conditions (e.g., what happens when heat is applied or when more of a substance is added).• Predict the direction of motion of an object when it is thrown or dropped.• Compare the physical characteristics of a substance related to their state of matter, shapes, colors, or textures (e.g., given a sugar cube and a rock, they compare their crystalline structures, color, and roughness of texture).• Predict changes in the earth, such as storms or natural disasters including if these changes could be due to wind or water.• Sequence cycles that occur on the earth, such as the water cycle or seasons.• Compare characteristics of living and non-living things (e.g., recognize the physical attributes of two different items or the dissimilar offspring of living organisms, such as a butterfly growing from a caterpillar).• Describe safety equipment and safe habits and connect them to a situation (e.g., describing how wearing a helmet when riding a bike keeps them safe).

Performance Level	WAA-SwD Performance Level Descriptors
Proficient	<p>Students demonstrate understanding of the academic content and skills tested on the WAA-SwD.</p> <ul style="list-style-type: none"> • Use specific materials to represent science concepts (e.g., identifying a globe as a model of the Earth). • Identify simple cause and effect relationships by recognizing how human behavior or states of matter change because of changes in weather or temperature. • Identify the direction of motion on released objects related to gravity. • Identify two or more physical characteristics of a substance (e.g., water being a solid when frozen and having no color). • Recognize changes resulting from storms or other natural disasters. • Recognize the cycles of the earth (e.g., seasons and going from day to night). • Describe and identify the characteristics of living and non-living things (e.g., reproduction, stages of life, states of matter, and physical attributes). • Identify safety concepts, habits, and technologies (e.g., the use of safety equipment and safe behaviors in school and the community).

Performance Level	WAA-SwD Performance Level Descriptors
Basic	<p>Students demonstrate some understanding of the academic content and skills tested on the WAA-SwD.</p> <ul style="list-style-type: none"> • Interact with materials that represent simple science concepts (e.g., identifying a cloud on a poster in the classroom). • Identify the effect of a science related event (e.g., a seed grows into a plant when planted or a switch operates a computer program when activated). • Tell or indicate the direction of motion of an object after it is dropped (e.g., where a ball dropped from a desk will go). • Identify physical characteristics of matter (e.g., color, shape, and size). • Identify different seasons of the year based on the weather occurring outside or represented on a weather map. • Identify day and night by selecting appropriate activities or identifying specific objects in the sky during these time frames. • Identify living versus non-living organisms by pointing to pictures of animals or real objects that are alive. • Recognize a safe habit while participating in a science activity (e.g., passing scissors appropriately or not touching a lit Bunsen burner).
Minimal Performance	<p>Students demonstrate an emerging understanding of the academic content and skills tested on the WAA-SwD.</p> <ul style="list-style-type: none"> • Follow the teacher’s lead by pointing to science materials in an activity after the teacher demonstrates. • Observe, by seeing, hearing or touching, cause and effect during a teacher or peer-led science experiment. • Identify the direction of a dropped object by visually tracking the object or tracking with a body part (e.g., using their arm). • Identify pictures or other representations (e.g., verbal narratives or descriptions) of day and night. • Identify an animal as a living thing. • Imitate safe behaviors during science activities (e.g., wearing safety glasses or washing their hands).

WAA-SwD Performance Level Descriptors

Grade 10 Science

The grade 10 science alternate assessment presents items aligned with the Wisconsin Extended Grade Band Standards. These standards represent extensions of the knowledge and skills described in the Wisconsin Assessment Frameworks and the Wisconsin Model Academic Standards. All test items are either in a selected-response (multiple-choice) or constructed-response format. In recognition of the unique characteristics of the students taking the alternate assessment, students may be presented the items using science tools, objects, or text. *The descriptors below provide examples, rather than a complete list, of knowledge and skills students may demonstrate at each level.*

Performance Level	WAA-SwD Performance Level Descriptors
Advanced	<p>Students demonstrate in-depth understanding of academic content and skills tested on the WAA-SwD.</p> <ul style="list-style-type: none">• Construct and use models and the steps of science inquiry to make observations and draw conclusions in basic science experiments.• Use models, charts, and graphs to make observations about the natural world (e.g., the positioning of objects in our solar system like the moon and sun and interpreting weather symbols to identify what weather will occur).• Identify tools (e.g., binoculars, rulers, and scales and their function).• List the types of energy needed by a given organism (e.g., a dog needing food to live and grow, while a plant needs sunlight and water).• Identify forces and motion including the direction in which something travels and how an incline affects the speed of a car.• Identify different kinds of natural disasters and their consequences (e.g., lava flows from volcanoes and the destruction during flooding or a tornado).• Explain why certain characteristics of organisms develop as adaptations to the needs of their lives (e.g., birds having wings to fly and escape predators or trees having leaves to get energy from the sun and grow).

Performance Level	WAA-SwD Performance Level Descriptors
	<ul style="list-style-type: none"> • Identify why characteristics are transferred in a given species (e.g., similarities between dogs of the same breed). • Identify different scientific careers that may interest the student (e.g., a doctor who helps sick people or an astronaut who explores outer space). • Figure out steps they can take to improve overall quality of life (e.g., collecting and sorting recyclable materials).
Proficient	<p>Students demonstrate understanding of the academic content and skills tested on the WAA-SwD.</p> <ul style="list-style-type: none"> • Use models (e.g., the human body and solar system to demonstrate scientific concepts). • Follow directions to complete the basic steps of science inquiry and answer questions (e.g., “What did they do, what did they see, what did they use, and what happened?”). • Identify characteristics of organisms (e.g., their offspring, traits that are transferred from parent to offspring, their means of survival, including the use of camouflage for protection and the type of food these various organisms need for energy). • Identify forces of motion (e.g., push and pull). • Identify where the Earth is located in the solar system. • Identify a given natural disaster and its consequences (e.g., choosing pictures depicting a flood and its aftermath). • Distinguish different career options related to science (e.g., becoming a doctor, veterinarian, or an astronaut). • Choose an action that will either harm or improve the quality of life (e.g., polluting, recycling, and exercising).

Performance Level	WAA-SwD Performance Level Descriptors
Basic	<p>Students demonstrate some understanding of the academic content and skills tested on the WAA-SwD.</p> <ul style="list-style-type: none"> • Recognize and identify the basic parts of a simple model or picture (e.g., materials that make up a building or that the Sun and the Earth are part of the solar system). • Participate in two or more steps of science inquiry (e.g., helping observe an experiment and reporting what they observed). • Recognize that different animals have different energy needs (e.g., cows eat grass to live while a more active lion eats more protein to live). • Predict the direction of a dropped object (e.g., that a dropped rock will fall in a downward direction). • Recognize the consequences of a natural disaster (e.g., when shown a tornado, choose a picture that shows a devastated trailer park). • Recognize that animals living in different environments look different (e.g., those living in water will have fins and those on land will have feet; however, offspring will have the same characteristics as their parents). • Match scientific equipment with a scientific career (e.g., an astronomer with a telescope or a scientist with a microscope). • Identify a way to improve their quality of life (e.g., by explaining something that would make them happier).
Minimal Performance	<p>Students demonstrate an emerging understanding of the academic content and skills tested on the WAA-SwD.</p> <ul style="list-style-type: none"> • Recognize that models or pictures stand for real objects (e.g., selecting a picture of an apple when asked for an apple, or indicating that a picture shows the planet Earth). • Attend to one or more of the basic steps of science inquiry (e.g., observing their teacher conduct an experiment in the science classroom). • Recognize that humans need food and match a picture of a person to food they eat. • Indicate if an object has moved up or down. • Recognize natural disasters, selecting a picture of a volcano but not a tree. • Identify basic habitats (e.g., a jungle or the ocean).

Performance Level	WAA-SwD Performance Level Descriptors
	<ul style="list-style-type: none">• Match offspring to their parents.• Recognize science related careers by looking at or orienting to pictures or other representations (e.g., a video or verbal narrative of people working).• Identify unsafe behaviors and show they recognize an unsafe behavior by picking a picture or other depiction of the unsafe action.

Performance Levels: Feedback

Please help us improve this document! We welcome your comments and questions.

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Performance Levels: Document Revision History

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