



Understanding the BIE CCRS Interim Assessment Results



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Introduction

The BIE College and Career Readiness Standards (CCRS) Interim assessments support student learning, provide information for decision makers concerning instructional programs and services, and inform parents. The BIE CCRS Interim assessments inform continuous improvement by providing schools with valuable data that identify school improvement needs and areas of success.

Assessments provide valuable information for administrators, teachers, and parents for supporting student learning and monitoring academic achievement. Through focused collaboration, teachers use data to develop and implement strategies to build on strengths and mitigate weaknesses in student learning and monitor the impact of the strategies on student achievement.

The BIE is committed to student achievement and assessments that raise the bar for students to ensure they are college and career ready.



Section 1: General Information

1.1 Purpose of this Guide

This guide provides information on reports for the BIE College and Career Ready Standards (CCRS) Interim Assessment results. It outlines and explains elements of the various reports that principals and teachers may use to support students.

Section 1 includes the purpose and use of the BIE CCRS Interim Results, including information about the types of scores, performance levels, and domain performance indicators provided.

Section 2 This section contains information on how to access reports within ADAM.

Section 3 provides information about the specific reports available within ADAM, including the Progress report, Activity report, Aggregate report, Report Assets, & Performance reports.

1.2 Purpose & Use of BIE CCRS Interim Results

The primary purpose of the BIE CCRS Interim Assessment is to provide high-quality assessments to measure students' progress towards college and career readiness. BIE CCRS Interim Assessment results are to be used as one of many helpful tools in evaluating educational programs and student progress. These Interim reports:

- Provide a snapshot of student progress towards meeting standards-based expectations.
- Provide one measure of student progress and achievement.
- Capture one of several indicators, in combination with student grades, teacher feedback, classroom work, and other assessments used to create a comprehensive picture of a student's progress in school.
- Provide valuable information for administrators, teachers, and parents for supporting student learning and monitoring academic achievement.



1.3 Types of Scores

Student performance on Interim Assessments is described using percent of points achieved, performance levels, and domain performance indicators. District and school averages are included on the Individual Student Report (ISR) to help understand how a student's performance compares to that of other students.

1.4 Overall Percentage Score

The overall score is a percentage value that summarizes student performance. The percentage calculation is based on the points achieved vs the total maximum points for all items on the Interim Assessment.

1.5 Performance Level

Each performance level is a broad, categorical level defined by a student's overall percent achieved and is used to report overall student performance by describing how well students met the expectations for their grade level/course. There are four performance levels for BIE CCRS Interim Assessments:

Above: 75-100% Correct

Meeting: 46-74% Correct

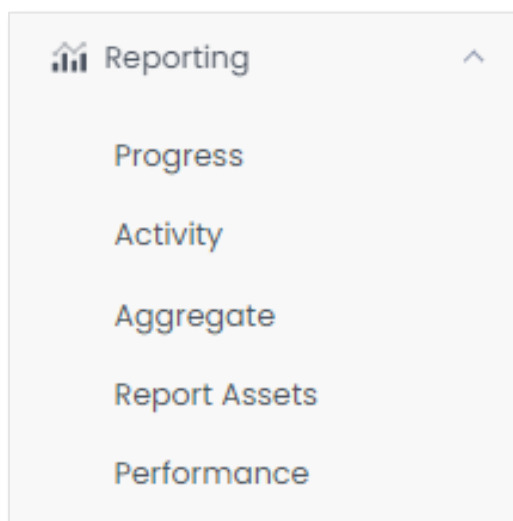
Approaching: 26-45% Correct

Beginning: 0-25% Correct

Section 2: Accessing BIE CCRS Interim Reports

2.1 Accessing Interim Reports in ADAM

Interim reports are available in ADAM in the Reporting section. This Reporting section is divided into 5 subsections: Progress, Activity, Aggregate, Report Assets, and Performance.



2.2 Who Can Access Reports?

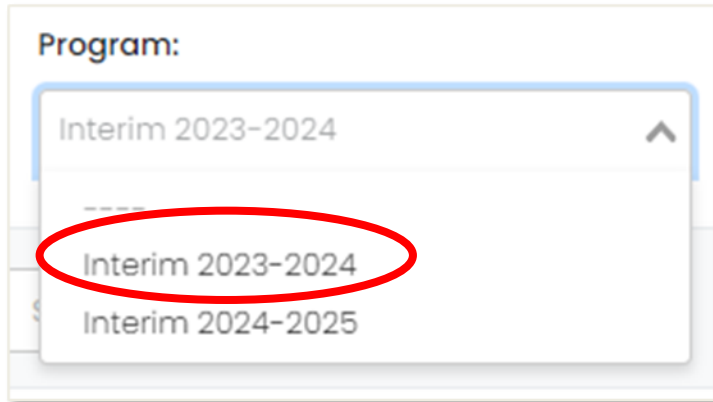
BIE CCRS Interim reports can be accessed by School Admins (principals & assistance principals), Test Coordinators, & IT staff.

2.3 Accessing Current Administration Reports

Interim reports for the current school year's administration can be accessed by selecting Reporting then either Progress, Activity, Aggregate, or Performance. These reports are dynamic and continually updated as student tests are submitted, scored, & reported.

2.4 Access Previous Administration Reports

Interim reports for previous school years administrations can be accessed by selecting Reporting then Performance. In Performance reports, select the dropdown under Program to select a previous school year. These reports are static.





Section 3: BIE CCRS Interim Reports

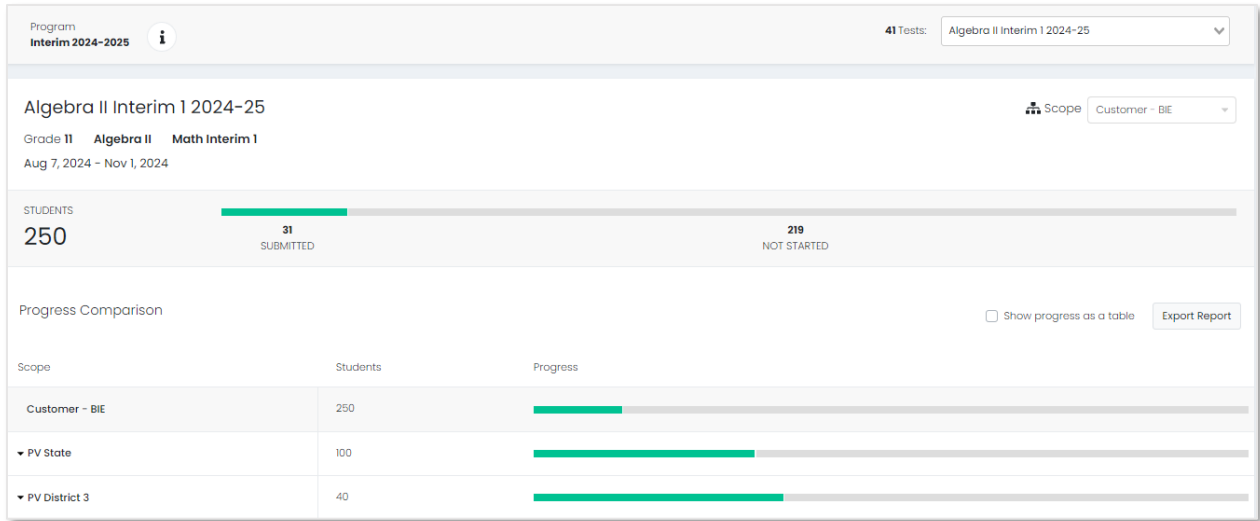
3.1 Progress Report

The Progress Report displays the testing window for each test, the total number of student assignments, and the status of the students at a glance. Filters available for the Progress report include Content Area, Grades, and Testing Windows in addition to a search by test. Clicking on an individual test row will show a Progress Comparison across scopes (organizations). The Progress Comparison can be shown as a table and has an 'Export Report' option for enabled users.

Program	
Interim 2024-2025	
Session Status	Score Status
4579 TOTAL	465 SCORE COMPLETE
485 SUBMITTED	20 SCORE PENDING
20 IN PROGRESS	
4074 NOT STARTED	
0 EXITED	
Search Tests Export Filters	
Algebra II Interim 1 2024-25	250 STUDENTS
Grade 11 Algebra II Math Interim 1 Aug 7, 2024 - Nov 1, 2024	 31 SUBMITTED 0 IN PROGRESS 219 NOT STARTED 0 EXITED
Algebra II Interim 2 2024-25	60 STUDENTS
Grade 11 Algebra II Math Interim 2 Aug 7, 2024 - Dec 20, 2024	 1 SUBMITTED 0 IN PROGRESS 59 NOT STARTED 0 EXITED

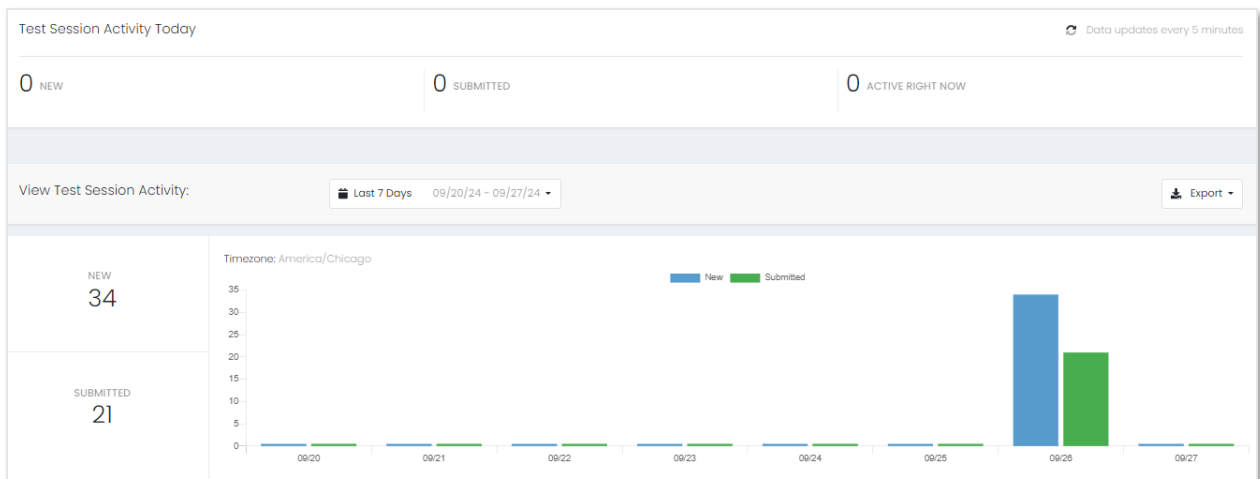
To access the Progress Report:

1. Navigate to Reporting > Progress.
2. If not already selected, choose a program.
3. On the Program Overview page, click on an assessment to access the Program Comparison View.



3.2 Activity Report

The Activity Report shows the activity on all test administrations over a selected time period. The top bar shows test session activity today. The rest of the report shows activity for the selected dates. You can hover over the bar chart to see the number of sessions submitted. "New" sessions mean that only the first session of multi-day testing is counted.



To access the Activity Report:

1. Navigate to Reporting > Activity.
2. In the View Test Session Activity dropdown, select a custom date range or select one of the predefined date ranges: Today, Past Week, Past Month, or Year to Date.

Sessions by Test			Sessions by Org		
Test	New	Submitted	Org	New	Submitted
Algebra I Interim 1 2024-25	5	0	Crystal River Secondary School	3	0
ELA Grade 3 Interim 1 2024-25	21	21	Elk Creek Elementary	3	0
Mathematics Grade 4 Interim 1 2024-25	4	0	Garden Grove Middle School	1	0
Mathematics Grade 7 Interim 1 2024-25	4	0	Golden Oak Grammar School	1	0
			PVE2EDIST01_SCHOOL01	21	21
			Crystal River School	4	0

3.3 Aggregate Report

The Aggregate Report is a CSV file that lists student information, their response and score on each question, and more, for a single test.

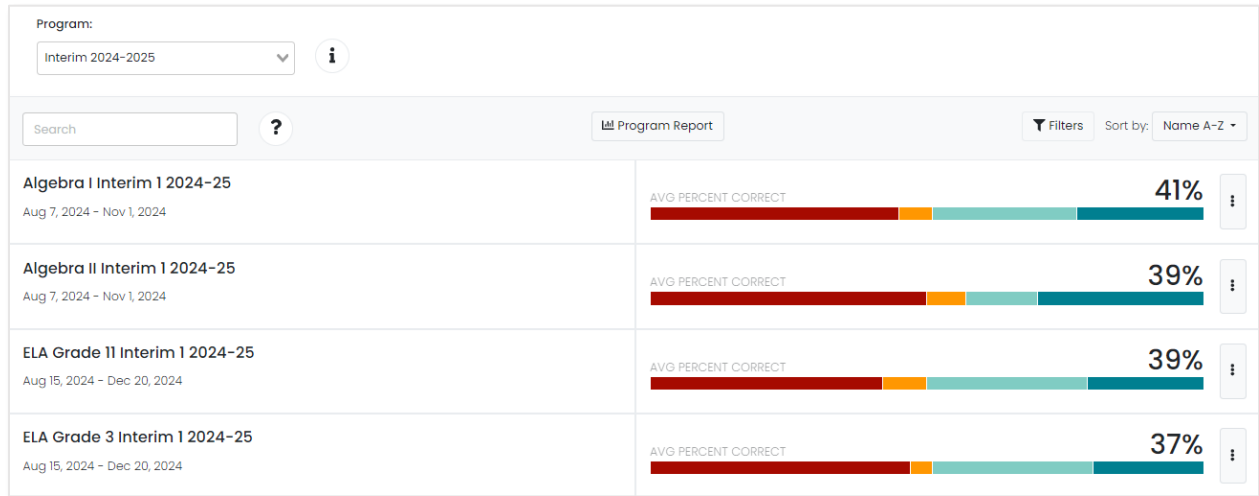
Aggregate Reporting		Home > Aggregate
Search...		Clear
Name	Generate	Exports
Mathematics Grade 8 Interim 3 2024-25	Download	⋮
Mathematics Grade 8 Interim 2 2024-25	Download	⋮
Mathematics Grade 8 Interim 1 2024-25	Download	⋮
Mathematics Grade 7 Interim 3 2024-25	Download	⋮

To access the Aggregate Report:

1. Navigate to Reporting > Aggregate.
2. Select Download for a test to generate.
3. Select the more menu to select a CSV file to download.

3.4 Performance Report

The Performance Report shows student performance within organizations and classes for a single test. This report is only available to roles with permission to view it, such as school administrators. The report is updated in real time. The available tabs within this report can vary by grade, depending on your program.



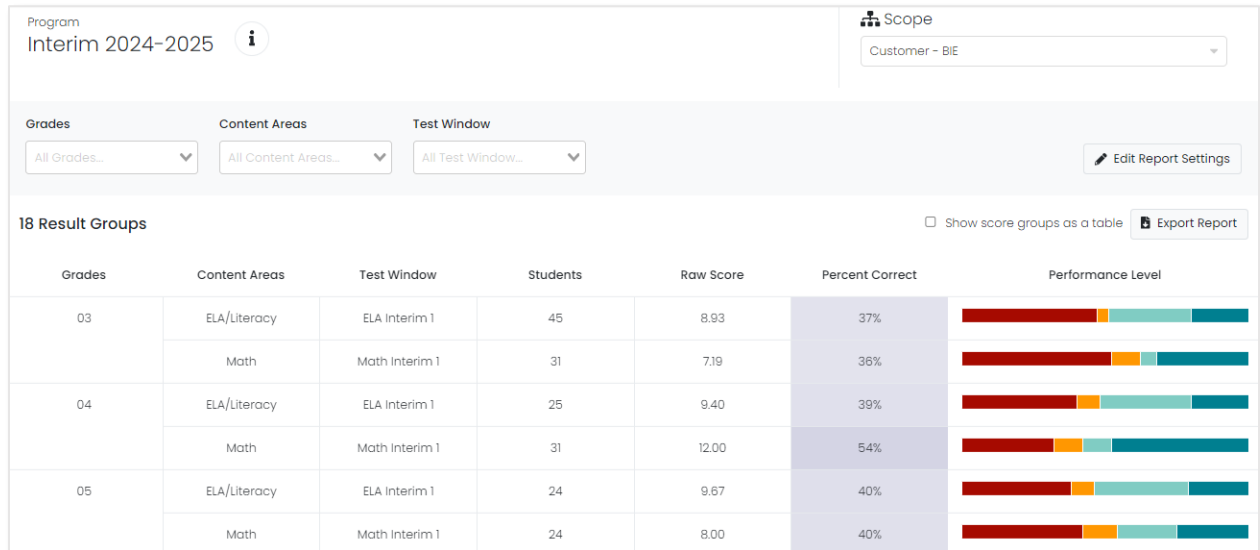
To access the Performance Report:

1. Navigate to Reporting > Performance.
2. Select a Program.
3. Click anywhere in a test row to open the Performance Report.

Within the Performance Report you can access several additional reports, including the Program Report, Performance Summary, Item Analysis, Standard Performance, & Individual Student Report (ISR).

Program Report

The Program Report provides an overview of student performance for all (or selected) tests and test windows in a program. This report is available to roles with permission to view it, such as district and school administrators.



The screenshot shows the 'Program Report' interface for 'Interim 2024-2025'. It includes a 'Scope' dropdown set to 'Customer - BIE', filter menus for 'Grades', 'Content Areas', and 'Test Window', and an 'Edit Report Settings' button. Below the filters, there are options to 'Show score groups as a table' and 'Export Report'. The main table displays 18 result groups with columns for Grades, Content Areas, Test Window, Students, Raw Score, Percent Correct, and Performance Level. The Performance Level is visualized as a horizontal bar chart with segments in red, yellow, green, and blue.

Grades	Content Areas	Test Window	Students	Raw Score	Percent Correct	Performance Level
03	ELA/Literacy	ELA Interim 1	45	8.93	37%	[Bar chart showing performance level]
	Math	Math Interim 1	31	7.19	36%	[Bar chart showing performance level]
04	ELA/Literacy	ELA Interim 1	25	9.40	39%	[Bar chart showing performance level]
	Math	Math Interim 1	31	12.00	54%	[Bar chart showing performance level]
05	ELA/Literacy	ELA Interim 1	24	9.67	40%	[Bar chart showing performance level]
	Math	Math Interim 1	24	8.00	40%	[Bar chart showing performance level]

To access the Program Report:

1. Navigate to Reporting > Performance.
2. Select a Program.
3. Click the Program Report button.

You can configure the report in several ways. Available filtering options and actions can vary, depending on your program:

1. **Scope:** Select an institution. Inside the dropdown, select an arrow to expand the list of child institutions. Only the institutions you have access to appear.
2. **Grades:** Add or remove grade level filters. By default, all grades are selected.
3. **Content Areas:** Add or remove content area filters.
4. **Test Windows:** Add or remove test window filters.
5. **Show score groups as a table:** Select the checkbox to show the Performance Level column as a table. This checkbox is only available if Performance Level is used in the program.

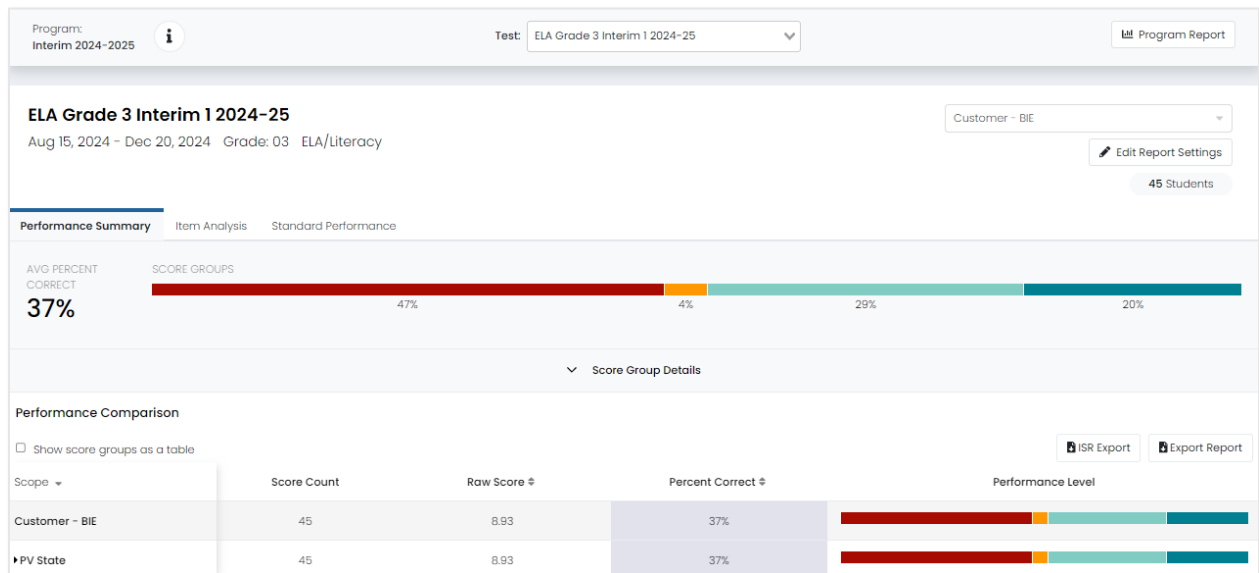
6. Export Report: Select the button to export the report as a CSV file.

Performance Summary

The Performance Summary tab provides a performance overview across all organizations you have access to. This tab shows Progress (scoring complete), Proficiency*, and the performance objectives defined by your program. In the Scope column, you can drill down to specific institutions and classes. For each class, you can also open the Class Administration Report and Class Program Report.

*Proficiency will not appear if no score groups are designated as proficient in the Program settings.

Note: You may see different performance metrics depending on the performance objectives selected for the program. These include Percent Correct, Raw Score, Scale Score, Performance Level, and more.



To access the Performance Summary:

1. Navigate to Reporting > Performance.
2. Select a Program.
3. Click anywhere in a test row to open the Performance Report.
4. You will automatically be navigated to the Performance Summary.

Item Analysis

The Item Analysis tab shows Item Details and provides an Item Performance Comparison.

To access the Item Analysis:

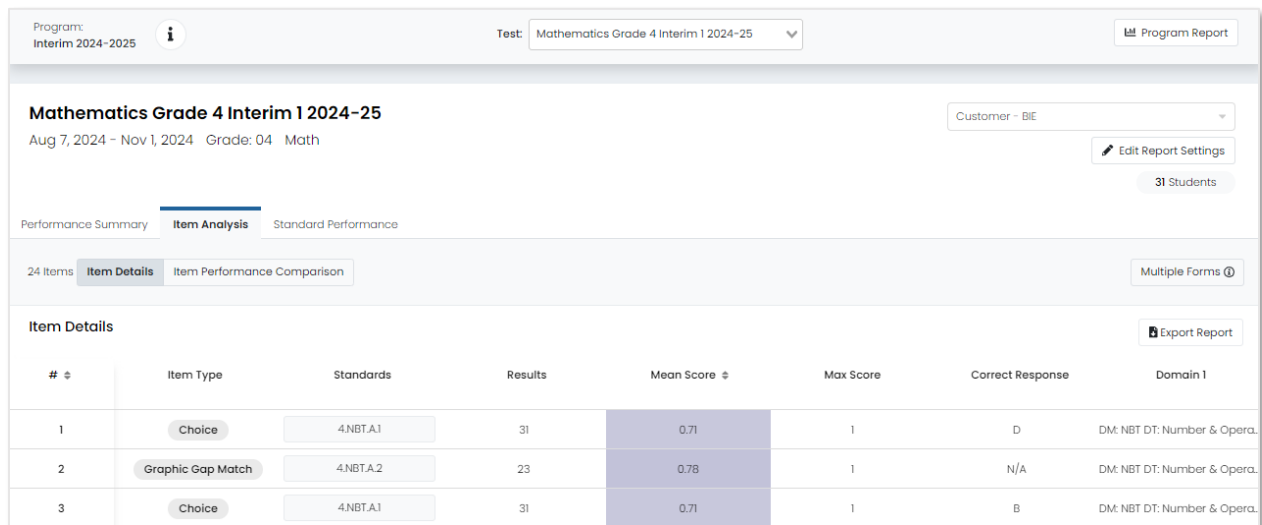
1. Navigate to Reporting > Performance.
2. Select a Program.
3. Click anywhere in a test row to open the Performance Report.
4. Select Item Analysis.

The Item Analysis report shows the breakdown of student mean score as well as max score for each item. This information is used to calculate the student's overall score. Some items are worth more than one point and some items are aligned to more than one standard.

In both the Item Analysis sections, you can select an item number or an item cell to open a popup that shows item content, answers, average score, and score point distribution.

Item Details

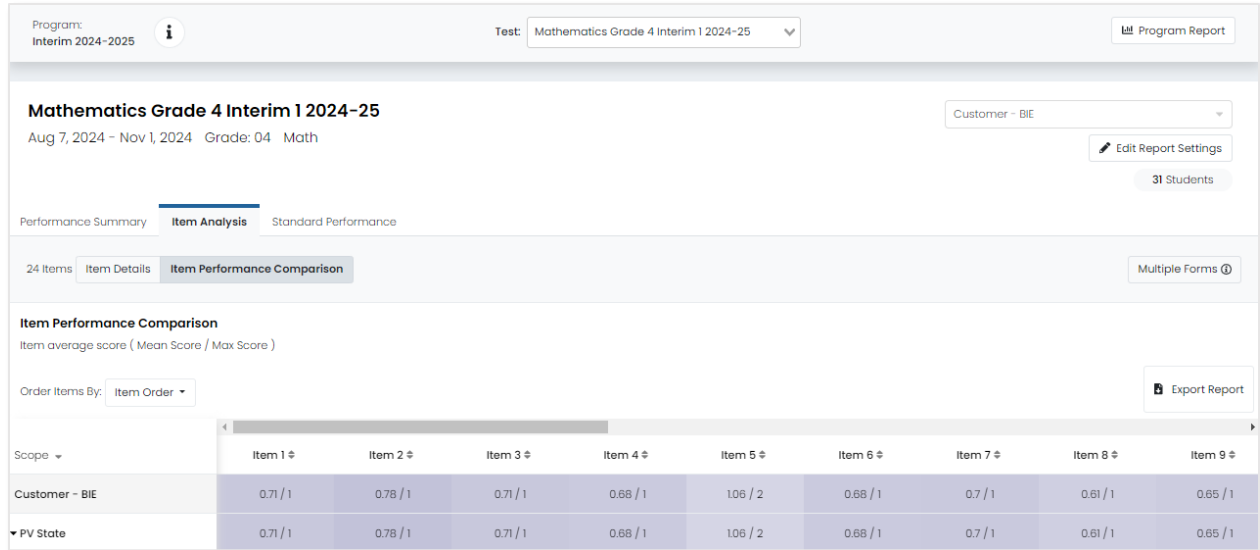
This section lists the items on the test with information about the item, including the primary standard, mean score, max score, and correct response. Hover over a standard to see a full description.



#	Item Type	Standards	Results	Mean Score	Max Score	Correct Response	Domain 1
1	Choice	4.NBT.A.1	31	0.71	1	D	DM: NBT DT: Number & Opera.
2	Graphic Gap Match	4.NBT.A.2	23	0.78	1	N/A	DM: NBT DT: Number & Opera.
3	Choice	4.NBT.A.1	31	0.71	1	B	DM: NBT DT: Number & Opera.

Item Performance Comparison

This section shows performance on each item across institutions and classes.



Program: Interim 2024-2025 Test: Mathematics Grade 4 Interim 1 2024-25 Program Report

Mathematics Grade 4 Interim 1 2024-25
Aug 7, 2024 - Nov 1, 2024 Grade: 04 Math Customer - BIE Edit Report Settings 31 Students

Performance Summary **Item Analysis** Standard Performance

24 Items Item Details **Item Performance Comparison** Multiple Forms

Item Performance Comparison
Item average score (Mean Score / Max Score)

Order Items By: Item Order Export Report

Scope	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9
Customer - BIE	0.71 / 1	0.78 / 1	0.71 / 1	0.88 / 1	1.06 / 2	0.68 / 1	0.7 / 1	0.61 / 1	0.65 / 1
PV State	0.71 / 1	0.78 / 1	0.71 / 1	0.88 / 1	1.06 / 2	0.68 / 1	0.7 / 1	0.61 / 1	0.65 / 1

Standard Performance

The Standard Performance tab shows Standard Details and a Standard Performance Comparison.

To access the Standard Performance:

1. Navigate to Reporting > Performance.
2. Select a Program.
3. Click anywhere in a test row to open the Performance Report.
4. Select Standard Performance.

Standard Details

The Standard Details section lists the aligned standards as well as performance on the standard and the number of items aligned. Select the Show aligned items checkbox to see the aligned items beneath each standard. Toggle to the Hierarchy section to view a hierarchical list of the standards and performance on those standards.

Program: Interim 2024-2025 Test: Mathematics Grade 4 Interim 1 2024-25 Program Report

Mathematics Grade 4 Interim 1 2024-25 Customer - BIE

Aug 7, 2024 - Nov 1, 2024 Grade: 04 Math Edit Report Settings
31 Students

Performance Summary Item Analysis **Standard Performance**

7 Standards Standard Details Standard Performance Comparison

Standard Details

View: Aligned Standards Only Hierarchy Show aligned items Export Report

Standard	Performance	Items Aligned
3.MD.C.7.d Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.	34%	1
4.NBT.A.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.	71%	2

Standard Performance Comparison

The Standard Performance Comparison section shows performance on each standard in institutions and classes. You can hover over a column header to see the full standard description. The number in the column header indicates the number of items aligned to the standard.

Program: Interim 2024-2025 Test: Mathematics Grade 4 Interim 1 2024-25 Program Report

Mathematics Grade 4 Interim 1 2024-25 Customer - BIE

Aug 7, 2024 - Nov 1, 2024 Grade: 04 Math Edit Report Settings
31 Students

Performance Summary Item Analysis **Standard Performance**

7 Standards Standard Details Standard Performance Comparison

Standard Performance Comparison

Average score (Points achieved / points possible) Export Report

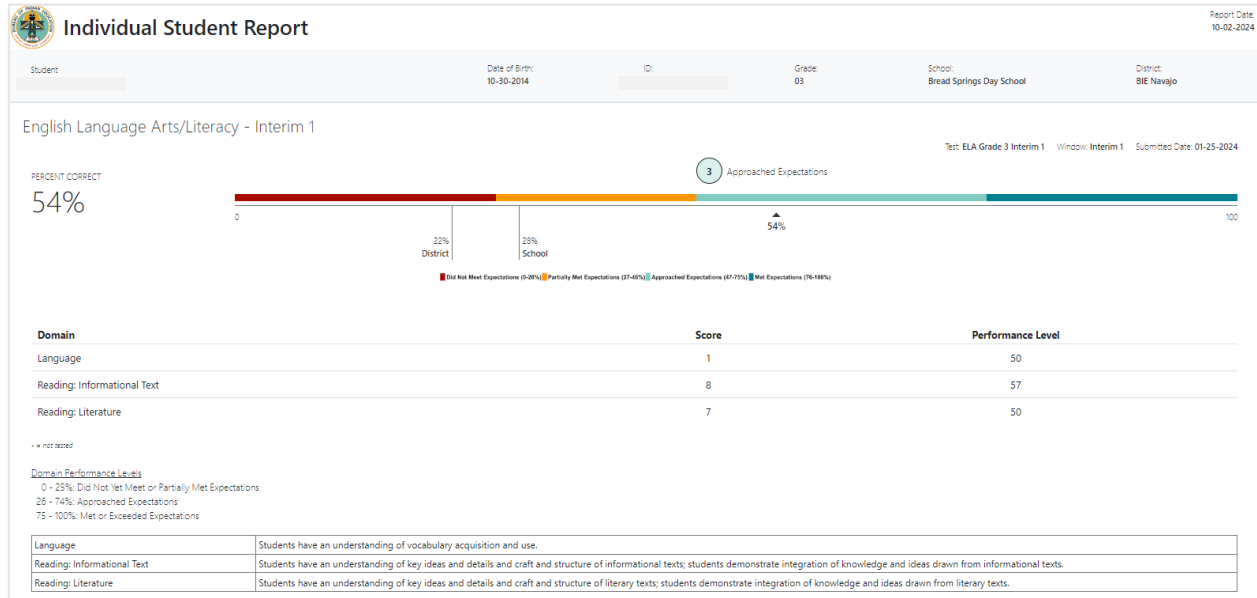
Scope	1 3.MD.C.7.d	2 4.NBT.A.1	4 4.NBT.A.2	7 4.NBT.A.3	5 4.NBT.B.4	5 4.OA.B.4	2 4.OA.C.5
Customer - BIE	34%	71%	58%	56%	57%	56%	58%
PV State	34%	71%	58%	56%	57%	56%	58%
PV District 3	43%	100%	82%	76%	76%	66%	71%
PVE2E_DIST01	26%	47%	38%	40%	41%	47%	47%

In both sections under the Standard Performance tab, you can select any standard in the table to open a popup that shows details about items aligned to the standard. Select the arrows or item dropdown to view other items in the report.



Individual Student Report (ISR)

The Individual Student Report (ISR) shows individual student performance across tests windows on tests assigned to a program.



To access the ISR:

1. Go to Reporting > Performance.
2. Select a Program.
3. Click anywhere in a test row to open the Performance Report.
4. Expand the organization list on left.
5. Click the more menu for any school, and then select Student Performance. On the Performance Summary tab, click a student name to open the ISR.
6. To print the report, click Export Report to open a printable image.

The ISR shows the student's performance level (Beginning, Approaching, Meeting, or Above) and percent correct for each test they've completed. The score and performance level within each Domain of each test and a description of the standards within each Domain are provided. This section of the ISR breaks out the student performance by the domain to which items are aligned.

As a dynamic report, the ISR will continually update to include data for additional tests the student completes. Performance data compares a



student's overall percent correct to the current average percent correct for students at the School and District level for the same grade level/course. During the Interim assessment window, School and District aggregations will fluctuate as students submit assessments and scoring is completed. School and District percentages will stabilize once the Interim window has closed.

Results from this test give teachers, students, parents, and districts information about an individual student's academic performance and provide insight on how a student is meeting College and Career Ready Standards. These results never stand on their own but should be used with other measures of learning and class work when determining overall student performance.



Glossary

BIE College and Career Ready Domain: Domains are larger groups of related standards. Standards from different domains may sometimes be closely related.

BIE College and Career Ready Standard (BIE CCRS): Standards define what students should understand and be able to do for the subject and grade level.

ADAM: The test delivery system for managing online test administration and accessing BIE CCRS Interim Assessment reports.

Achievement Level: Separates students into Achieved (46%-100% raw score points) and Not Achieved (0-45% raw score points).

Performance Level 1: Beginning - A student in this performance level received a percent of 0- 25% based on their raw score points achieved on the overall assessment.

Performance Level 2: Approaching - A student in this performance level received a percent of 26-45% based on their raw score points achieved on the overall assessment.

Performance Level 3: Meeting - A student in this performance level received a percent of 46- 74% based on their raw score points achieved on the overall assessment.

Performance Level 4: Above - A student in this performance level received a percent of 75- 100% based on their raw score points achieved on the overall assessment.

Performance Levels: Performance levels are broad, categorical levels defined by a student's overall percent score. These are used to classify students in terms of the level of knowledge and skill in the content area as students' progress in their K-12 education.

Prose Constructive Response (PCR): English Language Arts tasks that connect Reading and Writing Standards.

Percent Score: A student's percent score is calculated based on their raw score points achieved vs the maximum points possible.



Domain Performance Level Indicators: Indicators for performance levels on the domain categories are shown at three levels.

Domain Performance Indicator Level 1: Beginning -A student in this performance level category received a percent of 0 - 25% based on their raw score points achieved for that domain.

Domain Performance Indicator Level 2: Meeting/Approaching - A student in this performance level category received a percent of 26 - 74% based on their raw score points achieved for that domain.

Domain Performance Indicator Level 3: Above - A student in this performance level category received a percent of 75 - 100% based on their raw score points achieved for that domain.

Appendix

ELA Scoring Rubric Grade 3

Research Simulation Task (RST) & Literary Analysis Task (LAT)

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension and Written Expression	<p>The student response</p> <ul style="list-style-type: none"> demonstrates full comprehension by providing an accurate explanation/description/comparison; addresses the prompt and provides effective development of the topic that is consistently appropriate to task, purpose, and audience; uses clear reasoning supported by relevant, text-based evidence in the development of the topic; is effectively organized with clear and coherent writing; uses language effectively to clarify ideas. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates comprehension by providing a mostly accurate explanation/description/comparison; addresses the prompt and provides some development of the topic that is generally appropriate to task, purpose, and audience; uses reasoning and relevant, text based evidence in the development of the topic; is organized with mostly clear and coherent writing; uses language in a way that is mostly effective to clarify ideas. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates limited comprehension; addresses the prompt and provides minimal development of the topic that is limited in its appropriateness to task, purpose, and audience; uses limited reasoning and text based evidence; demonstrates limited organization and coherence; uses language to express ideas with limited clarity. 	<p>The student response</p> <ul style="list-style-type: none"> does not demonstrate comprehension; is undeveloped and/or inappropriate to the task, purpose, and audience; includes little to no text based evidence; lacks organization and coherence; does not use language to express ideas with clarity.
Knowledge of Language and Conventions	<p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p>	<p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p>	<p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p>	<p>The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p>

ELA Scoring Rubric Grade 3

Narrative Writing Task (NWT)

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Written Expression	<p>The student response</p> <ul style="list-style-type: none"> is effectively developed with narrative elements and is consistently appropriate to the task; is effectively organized with clear and coherent writing uses language effectively to clarify ideas. 	<p>The student response</p> <ul style="list-style-type: none"> is developed with some narrative elements and is generally appropriate to the task; is organized with mostly coherent writing; uses language in a way that is mostly effective to clarify ideas. 	<p>The student response</p> <ul style="list-style-type: none"> is minimally developed with few narrative elements and is limited in its appropriateness to the task; demonstrates limited organization and coherence; uses language to express ideas with limited clarity. 	<p>The student response</p> <ul style="list-style-type: none"> is undeveloped and/or inappropriate to the task; lacks organization and coherence; does not use language to express ideas with clarity.
Knowledge of Language and Conventions	<p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p>	<p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p>	<p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p>	<p>The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p>
Tasks	Reading Max Points	Expression Max Points (trait score applied is weighted x3)	Conventions Max Points	Total Score
Research Simulation Literary Analysis	4	9	3	15
Narrative	N/A	9	3	12

ELA Scoring Rubric Grades 4 & 5

Research Simulation Task (RST) & Literary Analysis Task (LAT)

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension and Written Expression	<p>The student response</p> <ul style="list-style-type: none"> demonstrates full comprehension of ideas stated explicitly and/or inferentially by providing an accurate analysis; addresses the prompt and provides effective development of the topic that is consistently appropriate to task, purpose, and audience; uses clear reasoning supported by relevant, text-based evidence in the development of the topic; is effectively organized with clear and coherent writing; uses language effectively to clarify ideas. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis; addresses the prompt and provides mostly effective development of the topic that is appropriate to task, purpose, and audience; uses mostly clear reasoning supported by relevant text based evidence in the development of the topic; is organized with mostly clear and coherent writing; uses language that is mostly effective to clarify ideas. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates basic comprehension of ideas stated explicitly and/or inferentially by providing a generally accurate analysis; addresses the prompt and provides some development of the topic that is somewhat appropriate to task, purpose, and audience; uses some reasoning and text based evidence in the development of the topic; demonstrates some organization with somewhat coherent writing; uses language to express ideas with some clarity. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates limited comprehension of ideas by providing a minimally accurate analysis; addresses the prompt and provides minimal development of the topic that is limited in its appropriateness to task, purpose, and audience; use limited reasoning and text based evidence; demonstrates limited organization and coherence; uses language to express ideas with limited clarity. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates no comprehension of ideas by providing an inaccurate or no analysis. is undeveloped and/or inappropriate to the task, purpose, and audience; includes little to no text based evidence; lacks organization and coherence; does not use language to express ideas with clarity.
Knowledge of Language and Conventions	N/A	<p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p>	<p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p>	<p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p>	<p>The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p>

ELA Scoring Rubric Grades 4 & 5

Narrative Writing Task (NWT)

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Written Expression	The student response <ul style="list-style-type: none"> is effectively developed with narrative elements and is consistently appropriate to the task; is effectively organized with clear and coherent writing; uses language effectively to clarify ideas. 	The student response <ul style="list-style-type: none"> is developed with some narrative elements and is generally appropriate to the task; is organized with mostly coherent writing; uses language in a way that is mostly effective to clarify ideas. 	The student response <ul style="list-style-type: none"> is minimally developed with few narrative elements and is limited in its appropriateness to the task; demonstrates limited organization and coherence; uses language to express ideas with limited clarity. 	The student response <ul style="list-style-type: none"> is undeveloped and/or inappropriate to the task; lacks organization and coherence; does not use language to express ideas with clarity.
Knowledge of Language and Conventions	The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear .	The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear .	The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding .	The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.
Tasks	Reading Max Points	Expression Max Points (trait score applied is weighted x3)	Conventions Max Points	Total Score
Research Simulation Literary Analysis	4	12	3	19
Narrative	N/A	9	3	12

ELA Scoring Rubric Grades 6-8 & 11

Research Simulation Task (RST) & Literary Analysis Task (LAT)

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension and Written Expression	<p>The student response</p> <ul style="list-style-type: none"> demonstrates full comprehension of ideas stated explicitly and/or inferentially by providing an accurate analysis; addresses the prompt and provides effective development of the topic that is consistently appropriate to task, purpose, and audience; uses clear reasoning supported by relevant, text-based evidence in the development of the topic; is effectively organized with clear and coherent writing; establishes and maintains an effective style. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates basic comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis; addresses the prompt and provides mostly effective development of the topic that is mostly appropriate to task, purpose, and audience; uses mostly clear reasoning supported by relevant text based evidence in the development of the topic; is organized with mostly clear and coherent writing; establishes and maintains a mostly effective style. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates basic comprehension of ideas stated explicitly and/or inferentially by providing a generally accurate analysis; addresses the prompt and provides some development of the topic that is somewhat appropriate to task, purpose, and audience; uses some reasoning and text based evidence in the development of the topic; demonstrates some organization with somewhat coherent writing; has a style that is somewhat effective. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates limited comprehension of ideas by providing a minimally accurate analysis; addresses the prompt and provides minimal development of the topic that is limited in its appropriateness to task, purpose, and audience; uses limited reasoning and text based evidence; demonstrates limited organization and coherence; has a style that is minimally effective. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates no comprehension of ideas by providing an inaccurate or no analysis; is undeveloped and/or inappropriate to the task, purpose, and audience; includes little to no text-based evidence; has an inappropriate style.
Knowledge of Language and Conventions	N/A	<p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p>	<p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p>	<p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p>	<p>The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p>

ELA Scoring Rubric Grades 6-8 & 11

Narrative Writing Task (NWT)

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Written Expression	<p>The student response</p> <ul style="list-style-type: none"> is effectively developed with narrative elements and is consistently appropriate to the task; is effectively organized with clear and coherent writing; establishes and maintains an effective style. 	<p>The student response</p> <ul style="list-style-type: none"> is mostly effectively developed with narrative elements and is mostly appropriate to the task; is organized with mostly clear and coherent writing; establishes and maintains a mostly effective style. 	<p>The student response</p> <ul style="list-style-type: none"> is developed with some narrative elements and is generally appropriate to the task; demonstrates some organization with somewhat coherent writing; has a style that is somewhat effective. 	<p>The student response</p> <ul style="list-style-type: none"> is minimally developed with few narrative elements and is limited in its appropriateness to the task; demonstrates limited organization and coherence; has a style that has limited effectiveness. 	<p>The student response</p> <ul style="list-style-type: none"> is undeveloped and/or inappropriate to the task; lacks organization and coherence; has an inappropriate style.
Knowledge of Language and Conventions	N/A	<p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p>	<p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p>	<p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p>	<p>The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p>
Tasks	Reading Max Points	Expression Max Points (trait score applied is weighted x3)	Conventions Max Points	Total Score	
Research Simulation Literary Analysis	4	12	3	19	
Narrative	N/A	12	3	15	