

<p><i>NCEXTEND1</i> Alternate Assessments English II, Math I, and Biology at Grade 10</p>
--

In October 2013, the State Board of Education (SBE) adopted college-and-career readiness Academic Achievement Standards and Academic Achievement Descriptors for the End-of-Grade (EOG) and End-of-Course (EOC) tests and their alternate assessments. After considering much input on the importance of having more definitive discrimination for student achievement reporting, the SBE adopted at its March 2014 meeting a methodology to add a new achievement level. The addition of the new Achievement Level 3 will identify students who are prepared for the next grade, but do not meet the college-and-career readiness standard. An additional level will also enable more accurate identification of students who need additional instruction and assistance. Effective with the 2013-14 school year, the State will report five levels as follows:

Achievement Level*	Meets On-Grade-Level Proficiency Standard	Meets College-and- Career Readiness Standard
Level 5 denotes Superior Command of knowledge and skills	Yes	Yes
Level 4 denotes Solid Command of knowledge and skills	Yes	Yes
Level 3 denotes Sufficient Command of knowledge and skills	Yes	No
Level 2 denotes Partial Command of knowledge and skills	No	No
Level 1 denotes Limited Command of knowledge and skills	No	No

*Detailed achievement level descriptors are available on the following pages.

**Achievement Level Ranges (Cut Scores) for
NCEXTEND1 Alternate Assessments Grade 10**

Subject	Grade	Level 1	Level 2	Level 3	Level 4	Level 5
<i>NCEXTEND1</i> English II (Starting with 2013-14 school year)	10	≤13	14-17	18-20	21-25	≥26
<i>NCEXTEND1</i> Math I (Starting with 2013-14 school year)	10	≤13	14-16	17-19	20-24	≥25

Subject	Grade	Level 1	Level 2	Level 3	Level 4	Level 5
<i>NCEXTENDI</i> Biology (Starting with 2013-14 school year)	10	≤13	14-18	19-21	22-25	≥26

Achievement Level Descriptors for *NCEXTENDI* Alternate Assessments Grade 10

NCEXTENDI English II—Grade 10

Achievement Level 1:

Students performing at this level have **limited command** of the knowledge and skills contained in the Extended Content Standards of the English Language Arts *Common Core State Standards (CCSS)* at Grade 10 and will need academic support to engage successfully in further studies in this content area.

Students performing at this level may or may not consistently demonstrate an ability to communicate attention to a text through unconventional gestures, movements, and behaviors. When given a text, they may or may not consistently identify relevant words or visual stimuli related to the theme or central idea of a text. They also may or may not consistently identify the beginning letter or sounds of high-frequency words.

Achievement Level 2:

Students performing at this level have **partial command** of the knowledge and skills contained in the Extended Content Standards of the English Language Arts *Common Core State Standards (CCSS)* at Grade 10 and will likely need academic support to engage successfully in further studies in this content area.

Students performing at this level demonstrate the ability to select illustrations that demonstrate a text’s meaning or support an inference drawn from it. They are able to select illustrations that support a text’s theme or central idea and explain how characters develop or how events are related. They are also able to select illustrations that support an author’s claim made in an informational text. When presented with an array, students are able to identify the correct spelling of high-frequency words. They are able to correctly use a period or question mark at the end of a sentence.

Achievement Level 3:

Students performing at this level have a **sufficient command** of grade-level knowledge and skills contained in the Extended Content Standards of the English Language Arts *Common Core State*

Standards (CCSS) at Grade 10, but they may need academic support to engage successfully in further studies in this content area. They are prepared for the next grade level but are not yet on track for college-and-career readiness without additional academic support.

Achievement Level 4:

Students performing at this level have **solid command** of the knowledge and skills contained in the Extended Content Standards of the English Language Arts *Common Core State Standards (CCSS)* at Grade 10 and are academically prepared to engage successfully in further studies in this content area.

Students performing at this level demonstrate the ability to select quotes from a text that demonstrate its meaning and support an inference drawn from it. They are able to select details that support a text’s theme or central idea and explain how characters develop or how events are related. They are also able to select details that support an author’s claim made in an informational text. Students are able to determine the meaning of words or phrases taken from a text including analogies, idioms, figures of speech, and words with multiple meanings. They are also able to spell high-frequency words correctly and use phonetic spelling for unknown words. Students are able to correctly apply capitalization and ending punctuation to a given sentence.

Achievement Level 5:

Students performing at this level have **superior command** of the knowledge and skills contained in the Extended Content Standards of the English Language Arts *Common Core State Standards (CCSS)* at Grade 10 and are academically well-prepared to engage successfully in further studies in this content area.

Students performing at this level demonstrate the ability to locate quotes in a text that demonstrate its meaning or support an inference drawn from it. They are able to locate in a text details that support its theme or central idea and explain how characters develop or how events are related. They are also able to locate details in an informational text that support an author’s claim. Students are able to complete a sentence fragment with an appropriate content word or phrase.

***NCEXTENDI* Math I—Grade 10**

Achievement Level 1:

Students performing at this level have **limited command** of the knowledge and skills contained in the Extended Content Standards of the *Common Core State Standards (CCSS)* for Mathematics assessed at Grade 10 and will need academic support to engage successfully in further studies in this content area.

Students performing at this level may or may not consistently demonstrate an ability to decompose and compose numbers less than 10. They may or may not consistently identify equivalent groupings in the base ten model (counting by 10s and 1s). They also may or may not consistently solve single-digit multiplication and division problems with the support of visual prompts. The students may or may not consistently determine the probability of an event as being possible or impossible.

Achievement Level 2:

Students performing at this level have **partial command** of the knowledge and skills contained in the Extended Content Standards of the *Common Core State Standards (CCSS)* for Mathematics assessed at Grade 10 and will likely need academic support to engage successfully in further studies in this content area.

Students performing at this level demonstrate the ability to identify equivalent groups or representations in the base ten model (counting by 10s and 1s). They are able to make equivalent ratios given a unit rate and to graph equivalent ratios in the first quadrant of a coordinate plane. They are also able to use equations to solve problems using all operations when a part is unknown.

Achievement Level 3:

Students performing at this level have a **sufficient command** of grade-level knowledge and skills contained in the Extended Content Standards of the *Common Core State Standards (CCSS)* for Mathematics assessed at Grade 10, but they may need academic support to engage successfully in further studies in this content area. They are prepared for the next grade level but are not yet on track for college-and-career readiness without additional academic support.

Achievement Level 4:

Students performing at this level have **solid command** of the knowledge and skills contained in the Extended Content Standards of the *Common Core State Standards (CCSS)* for Mathematics assessed at Grade 10 and are academically prepared to engage successfully in further studies in this content area.

Students performing at this level demonstrate the ability to identify and order decimals to the hundredths place. They are able to calculate the sums and differences of decimal values to the hundredths place. They are also able to use inequality terms to compare quantities (e.g., less than and greater than). The students are able to interpret the unit rate from a graph of equivalent ratios using scales greater than 1 on the y-axis (e.g., speed = miles per hour). When presented with a multiplication expression, they are able to identify an equivalent addition expression. They are also able to use equations to solve problems using addition and subtraction with decimals when a part is unknown.

Achievement Level 5:

Students performing at this level have **superior command** of the knowledge and skills contained in the Extended Content Standards of the *Common Core State Standards (CCSS)* for Mathematics assessed at Grade 10 and are academically well-prepared to engage successfully in further studies in this content area.

Students performing at this level demonstrate the ability to order, add, and subtract decimals to the hundredths place to compare values. They are able to use inequality symbols to compare quantities or make inequalities true by replacing unknown variables with non-negative integers. They are also able to use decimal values to the hundredths place to solve real-life problems regarding money. The students are able to interpret the unit rate from a graph of equivalent ratios using scales greater than 1 on the y-axis (speed = miles per hour) and extend the pattern.

***NCEXTENDI* Biology—Grade 10**

Achievement Level 1:

Students performing at this level have **limited command** of the knowledge and skills contained in the Extended Content Standards of the North Carolina *Essential Standards (ES)* for Science at Grade 10 and will need academic support to engage successfully in further studies in this content area.

Students performing at this level may or may not consistently identify plants as living organisms. They may or may not consistently identify that the body is made up of different parts. They also may or may not consistently identify the location of major internal and external body parts. The students may or may not consistently indicate that people need food, water, and shelter. They may or may not consistently indicate that some living things eat other living things in order to survive. They also may or may not consistently provide an example of a natural resource or identify ways that living things compete with each other for resources in their environment.

Achievement Level 2:

Students performing at this level have **partial command** of the knowledge and skills contained in the Extended Content Standards of the North Carolina *Essential Standards (ES)* for Science at Grade 10 and will likely need academic support to engage successfully in further studies in this content area.

Students performing at this level are able to identify the basic elements that plants require to make their own food. They understand the function of four basic body parts (i.e., brain, heart, lungs, and stomach). They are able to identify that living things are made up of cells. When presented with an incomplete, simple food chain, the students are able to identify missing components. They are able to give examples of natural resources and pollution.

Achievement Level 3:

Students performing at this level have a **sufficient command** of grade-level knowledge and skills contained in the Extended Content Standards of the North Carolina *Essential Standards (ES)* for Science at Grade 10, but they may need academic support to engage successfully in further studies in this content area. They are prepared for the next grade level but are not yet on track for college-and-career readiness without additional academic support.

Achievement Level 4:

Students performing at this level have **solid command** of the knowledge and skills contained in the Extended Content Standards of the North Carolina *Essential Standards (ES)* for Science at Grade 10 and are academically prepared to engage successfully in further studies in this content area.

Students performing at this level understand the basic structures and functions of living organisms. They are able to identify that plants make food through a process called photosynthesis. They are also able to explain the function of major external and internal body parts. The students are able to identify that a cell is the smallest basic unit of life and most living things are composed of many cells. They understand that fruits, vegetables, and meats provide energy to people and animals. They are also able to identify what a variety of living creatures eat.

The students are able to review a simple food chain and identify the role of plants and animals in the flow of energy throughout the environment. They are able to indicate how human activities impact the environment and identify ways humans can work to preserve natural resources.

Achievement Level 5:

Students performing at this level have **superior command** of the knowledge and skills contained in the Extended Content Standards of the North Carolina *Essential Standards (ES)* for Science at Grade 10 and are academically well-prepared to engage successfully in further studies in this content area.

Students performing at this level identify the elements needed for photosynthesis. They are able to give examples of fruits, vegetables, and meats that people eat. They are also able to indicate how fruits, vegetables, and meats provide energy for living beings and why it is important to maintain a healthy body. The students differentiate between unicellular and multicellular organisms. They are able to describe the role of plants and animals in the flow of energy through the environments. They are also able to analyze or create a simple food chain or web. The students are able to give examples of how human activities impact the environment and suggest ways to preserve natural resources.