

<p><i>NCEXTEND1</i> Alternate Assessments</p> <p>English Language Arts (ELA)/Reading and Mathematics Grades 3-8 and Science Grades 5 and 8</p>
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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
NCEXTENDI Alternate Assessments Grades 3-8**

Subject	Grade	Level 1	Level 2	Level 3	Level 4	Level 5
NCEXTENDI English Language Arts/Reading (Starting with 2013-14 school year)	3	≤15	16-20	21-22	23-28	≥29
	4	≤13	14-19	20-22	23-26	≥27
	5	≤13	14-16	17-19	20-25	≥26
	6	≤14	15-19	20-22	23-27	≥28
	7	≤14	15-20	21-23	24-25	≥26
	8	≤14	15-19	20-22	23-26	≥27
NCEXTENDI Mathematics (Starting with 2013-14 school year)	3	≤13	14-19	20-22	23-27	≥28
	4	≤13	14-17	18-20	21-26	≥27
	5	≤13	14-18	19-21	22-25	≥26
	6	≤13	14-19	20-22	23-27	≥28
	7	≤14	15-21	22-24	25-28	≥29
	8	≤14	15-19	20-22	23-27	≥28
NCEXTENDI Science (Starting with 2013-14 school year)	5	≤13	14-19	20-22	23-25	≥26
	8	≤14	15-20	21-23	24-27	≥28

Achievement Level Descriptors for *NCEXTENDI* Alternate Assessments Grades 3-8

NCEXTENDI English Language Arts/Reading

NCEXTENDI English Language Arts/Reading—Grade 3

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 3 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. They may or may not consistently follow a teacher model to select a text for a shared reading.

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 3 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 use illustrations to answer simple comprehension questions about a text and to complete sentences taken from a text. They understand that each word in a sentence conveys the meaning of a text.

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 3, but they may need academic support to engage successfully in this content area in the next grade level. 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 3 and are academically prepared to engage successfully in further studies in this content area.

Students performing at this level demonstrate the ability to read familiar words with accuracy in order to support comprehension. They are able to recall key details and to employ strategies (e.g., visual aids, revisiting text, and active engagement) to answer factual questions about a text. Students are able to identify similarities among characters in a story. They are also able to identify key words from a text that complete a variety of sentences.

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 3 and are academically well-prepared to engage successfully in further studies in this content area.

Students performing at this level demonstrate the ability to comprehend and independently read text comprised of familiar words. Students are also able to identify the sequence of a story, characters' feelings, and the point of view from which it is written.

NCEXTEND1 English Language Arts/Reading—Grade 4**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 4 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. They may or may not consistently identify text or visual stimuli related to a given topic and follow a teacher model to make a selection from a variety of texts.

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 4 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 use illustrations to identify details in a text and to complete sentences regarding a text. They are able to identify texts that are make-believe or real.

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 4, but they may need academic support to engage successfully in this content area in the next grade level. 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 4 and are academically prepared to engage successfully in further studies in this content area.

Students performing at this level demonstrate the ability to select key details from a text that answer comprehension questions. They are also able to choose newly acquired vocabulary to complete sentences in context across content areas. Students are able to identify a variety of text types (e.g., poem, play).

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 4 and are academically well-prepared to engage successfully in further studies in this content area.

Students performing at this level demonstrate the ability to comprehend an independently read text consisting of familiar words. They are able to locate key details with a text that accurately answer comprehension questions. They are also able to identify the key features of a variety of text types.

***NCEXTENDI* English Language Arts/Reading—Grade 5**

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 5 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. They may or may not consistently identify text or visual stimuli related to a given topic and follow a teacher model to make a selection from a variety of texts.

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 5 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 identify a text's key details, a chronology of events, cause and effect relationships, and problems and solutions. Students also use illustrations to complete sentences regarding a text. They are able to differentiate between upper- and lowercase letters.

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 5, but they may need academic support to engage successfully in this content area in the next grade level. 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 5 and are academically prepared to engage successfully in further studies in this content area.

Students performing at this level demonstrate the ability to determine the topic of a text and identify key details when given choices. Students are able to select quotes taken from a text that identify a chronology of events, cause and effect relationships, and problems and solutions. They are able to use newly acquired vocabulary to complete sentences in context across the content areas. When given a sentence, they are able to apply capitalization to the beginning and a period to the ending.

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 5 and are academically well-prepared to engage successfully in further studies in this content area.

Students performing at this level demonstrate the ability to comprehend an independently read text consisting of familiar words. They are able to locate quotes within a text that identify the chronology of events, cause and effect relationships, and problems and solutions. They are also able to use newly acquired vocabulary to complete sentences in context across the content areas.

NCEXTEND1 English Language Arts/Reading—Grade 6**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 6 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 and illustrations that represent a main idea. Students also may or may not consistently follow a teacher model to make a selection from a variety of texts.

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 6 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 identify a text's explicit details, theme, and characters' responses to a problem or event. They are able to identify

who is talking in a text. They are also able to identify when to punctuate a sentence with a question mark.

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 6, but they may need academic support to engage successfully in this content area in the next grade level. 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 6 and are academically prepared to engage successfully in further studies in this content area.

Students performing at this level demonstrate the ability to select explicit details that describe a text’s events, a theme or central idea, and characters’ responses to a problem or event. Students are able to select descriptions of what a narrator or speaker is thinking or feeling in a text. They are also able to differentiate fact and opinion statements in a text. They are able to choose newly acquired vocabulary to complete sentences in context across the content areas and choose letters to complete words spelled phonetically and with common spelling patterns. When presented with a question or a statement, students are able to appropriately apply capitalization rules and ending punctuation.

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 6 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 explicit details in a text that describe events, a theme or central idea, and characters’ responses to a problem or an event. They are able to use newly acquired vocabulary to complete sentences in context across the content areas and apply their knowledge of phonics and common spelling patterns to create new words.

***NCEXTEND1* English Language Arts/Reading—Grade 7**

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 7 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 and

illustrations that represent a main idea. Students also may or may not consistently follow a teacher model to make a selection from a variety of texts.

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 7 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 identify a text's theme, characters' traits, and the connection between two or more events. They are able to determine if a text provides information or if it is a story. They also understand that individual letters are used to spell words.

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 7, but they may need academic support to engage successfully in this content area in the next grade level. 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 7 and are academically prepared to engage successfully in further studies in this content area.

Students performing at this level demonstrate the ability to select details taken from a text that support its theme, describe characters' traits, and provide a connection between two or more events. They are also able to determine the purpose of texts. Students are able to choose newly acquired vocabulary to complete sentences in context across the content areas. When presented with a sentence, students are able to apply capitalization rules and ending punctuation. They are also able to choose words that represent correct spelling by applying knowledge of phonics and common spelling patterns.

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 7 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 details in a text that support its theme and describe the connection between two or more events. They are able to locate in a text details that describe characters' traits and words that an author uses to contrast characters. Students can identify the traits of a variety of text types. They can also use newly acquired vocabulary to complete sentences in context across the content areas and apply knowledge of phonics and common spelling patterns to create new words.

***NCEXTEND1* English Language Arts/Reading—Grade 8**

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 8 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 and illustrations that represent a main idea. They also may or may not consistently identify whether a text’s content is real or not real and follow a teacher model to make a selection from a variety of texts.

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 8 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 identify a text’s theme or central idea and describe cause and effect relationships. They are able to identify whether a statement taken from a text is a fact or an opinion. Students understand that individual letters are used to spell words.

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 8, but they may need academic support to engage successfully in this content area in the next grade level. 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 8 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 support an inference drawn from it. They are able to select details that support a text’s theme or central idea and describe cause and effect relationships. They are also able to determine when a given statement is a fact or an opinion and select reasoning or evidence to support facts. When given a sentence, students are able to apply capitalization rules and ending punctuation. They are able to select the meaning of words or phrases within a text and choose words that represent the correct spelling by applying knowledge of phonics and common spelling patterns.

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 8 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 support an inference drawn from the text. They are able to locate in a text details that support its theme or central idea and describe cause and effect relationships. They are also able to locate reasoning or evidence within a text that supports facts and opinions. Students are able to apply knowledge of phonics and common spelling patterns to create new words.

NCEXTENDI Mathematics—Grade 3

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 3 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 the ability to use a model to create groups of 2–3 objects. They may or may not consistently measure familiar objects with nonstandard measurement units.

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 3 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 compose and decompose numbers (0–10), and they are able to compare sets of objects (0–10) by their relative magnitude (e.g., more, less, equal, one more, one less, bigger, and smaller). They are also able to combine and take away from sets of objects to tell how many. When given a number up to 30, they are able to use a number line to determine the next number. The students are able to identify a whole object and a half of an object. When given a line plot, they are able to identify points of data. They are also able to label circles, squares, and triangles.

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 3, but they may need academic support to engage successfully in this content area in the next grade level. 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 3 and are academically prepared to engage successfully in further studies in this content area.

Students performing at this level demonstrate the ability to solve addition and subtraction problems and compose and decompose numbers on both sides of an equal sign to show equality. They are able to compare sets of objects (0–30) by their relative magnitude (e.g., more, less, equal, one more, one less, bigger, and smaller). The students are able to divide objects into halves and use a fraction to represent each equal part. They are able to measure objects to the nearest inch using a ruler. They are also able to use a line plot to answer a posed question.

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 3 and are academically well-prepared to engage successfully in further studies in this content area.

Students performing at this level demonstrate the ability to solve addition and subtraction problems when a change is unknown (e.g., $8 + \underline{\quad} = 10$). They are able to measure the lengths of objects to the nearest inch using a standard measurement tool. They are able to compare sets of data on a line plot.

NCEXTENDI Mathematics—Grade 4**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 4 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 the ability to follow a model to create sets of 1–10 objects and count them. They may or may not consistently be able to follow a model to create a pattern of shapes. The students may or may not be consistent in identifying a whole object and a half of an object and in recognizing and labeling circles, squares, and triangles. They also may or may not consistently be able to compare the length of two objects in terms of whether they are the same or different.

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 4 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 solve single-digit addition and subtraction problems to find an answer. They are able to illustrate multiplication and division by making equal-sized groups. When presented with an AB pattern, they are able to extend it. The students are able to manipulate shapes to compose and decompose a whole and a half. They are able to compare the weight of objects using the vocabulary “lighter” and “heavier.” When presented with data on a simple bar graph, the students are able to identify which bar has more or less. They are able to identify the attributes of simple shapes.

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 4, but they may need academic support to engage successfully in this content area in the next grade level. 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 4 and are academically prepared to engage successfully in further studies in this content area.

Students performing at this level demonstrate the ability to solve addition and subtraction problems when the second number is unknown (e.g., $8 + _ = 10$). They are able to use repeating shape patterns to extend simple patterns. They are also able to solve addition and subtraction problems without the support of models (cubes, counters, etc.) and multiplication and division problems with the support of models. The students are able to illustrate whole numbers up to 50 by composing and decomposing numbers. They are able to identify a half and a fourth of an object and use a fraction to represent each equal part. They are also able to tell time to the nearest hour and compare two objects in terms of weight. When presented with a simple bar graph, the students are able to answer a posed question. They are able to identify the attributes of shapes (i.e., number of sides and angles, straight or curved lines).

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 4 and are academically well-prepared to engage successfully in further studies in this content area.

Students performing at this level demonstrate the ability to solve addition and subtraction problems when the first number is unknown (e.g., $_ + 2 = 10$). They are also able to solve addition, subtraction, multiplication, and division problems without remainders. The students are able to use repeating shape patterns to extend complex patterns. They are able to identify shapes when given a variety of attributes and analyze data on a simple bar graph.

NCEXTEND1* Mathematics—Grade 5*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 5 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 the ability to complete AB patterns using shapes. They may or may not consistently solve single-digit addition questions using manipulatives or a number line. When given halves, thirds, or fourths of an object, the students may or may not consistently be able to create a whole. They may or may not consistently be able to compare the length of two objects. They also may or may not be consistently able to identify data on a graph in terms of most and least and the attributes of basic shapes.

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 5 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 the next shape or number in a given pattern. They are able to count by 2s up to 30. They are also able to solve two-digit and one-digit addition and subtraction problems (e.g., $11 - 3 = \underline{\quad}$; $5 + 16 = \underline{\quad}$). The students are able to manipulate shapes to compose and decompose a whole, a half, and a fourth. They are able to tell time to the nearest hour. When presented with a simple line plot or bar graph, the students are able to answer a posed question focusing on interpreting the data in terms of more, less, or same. They are able to recognize the attributes of a rhombus and other quadrilaterals.

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 5, but they may need academic support to engage successfully in this content area in the next grade level. 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 5 and are academically prepared to engage successfully in further studies in this content area.

Students performing at this level demonstrate the ability to write and solve number problems based on real-world situations. They are able to solve addition and subtraction problems when the initial number is unknown (e.g., $\underline{\quad} + 2 = 10$). They are also able to use repeating shape and number patterns to identify the unit, correct errors, and extend the pattern. The students are able to count by 2s, 5s, and 10s with numbers up to 100. They are able to illustrate the concept of multiplication and division by making 1–5 equal-sized groups of a given object. They are also able to add fractions with like denominators (halves, thirds, and fourths) to equal a whole. The students are able to tell time to the nearest five-minute interval. They are able to interpret data on a simple line plot or a bar graph in terms of more, less, and same. They are also able to sort shapes and describe common attributes.

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 5 and are academically well-prepared to engage successfully in further studies in this content area.

Students performing at this level demonstrate the ability to create and solve number problems based on real-world situations. They are also able to create shape and number patterns. They are also able to solve single-digit multiplication and division problems. The students are able to use the numerical representation of a whole, a half, a fourth, and a third in the context of a real-world

situation. They are able to compare the length of objects using two different measurement units (standard and nonstandard).

***NCEXTENDI* Mathematics —Grade 6**

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 6 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 compare positive whole numbers. They may or may not consistently solve single-digit addition and subtraction equations with manipulatives. They also may or may not consistently manipulate shapes to compose and decompose a whole, a half, and a fourth. When presented with a line plot or a bar graph, the students may or may not consistently answer a posed question focusing on more, less, and same.

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 6 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 answer questions about part-part and part-whole relationships of ratios. They understand the sequential order of numbers up to 100 and their relative magnitudes. They also demonstrate an understanding of counting by 2s, 5s, and 10s with numbers up to 100. The students are able to solve addition and subtraction problems when the second number is unknown (e.g., $8 + \underline{\quad} = 12$). They are able to determine the perimeter of rectangular shapes using nonstandard and standard units.

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 6, but they may need academic support to engage successfully in this content area in the next grade level. 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 6 and are academically prepared to engage successfully in further studies in this content area.

Students performing at this level demonstrate the ability to compare part-part and part-whole relationships of ratios. They are able to compare unit fractions and add fractions with like denominators to make a whole. They are also able to evaluate expressions for a fixed variable using addition and subtraction. The students can solve multiplication problems when groups and sizes of groups are known but the whole is unknown. They are also able to determine the perimeter and area of rectangles. They are also able to summarize numerical data in relation to their context by reporting the number of observations.

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 6 and are academically well-prepared to engage successfully in further studies in this content area.

Students performing at this level demonstrate the ability to create a visual pattern when given a ratio. They are able to add fractions with like denominators. They are also able to create expressions for a fixed variable using addition and subtraction. The students are able to solve multiplication problems with numbers greater than 10. They are able to determine the perimeter of basic shapes and interpret data on a chart or a graph.

NCEXTENDI Mathematics—Grade 7

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 7 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 the ability to solve single-digit addition and subtraction problems including two-digit and one-digit combinations (e.g., $11 - 3 = \underline{\quad}$; $5 + 16 = \underline{\quad}$). They may or may not consistently illustrate multiplication and division by making equal-sized groups. They also may or may not consistently manipulate shapes to compose and decompose a whole, a half, and a fourth. The students may or may not consistently understand that the sum of zero and a number stays the same value. They may or may not consistently use knowledge of rows and columns as a way to identify the width and the length of a rectangle.

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 7 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 solve addition and subtraction problems when the initial number is unknown (e.g., $\underline{\quad} + 8 = 10$). They are able to determine the perimeter and area of rectangular shapes using standard units of measure. They are also able to compare part-part and part-whole relationships of ratios. The students may or may not

consistently be able to solve multiplication problems with the support of visual representations. They may or may not consistently be able to compare unit fractions (halves, thirds, fourths, fifths, sixths, eighths, and tenths).

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 7, but they may need academic support to engage successfully in this content area in the next grade level. 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 7 and are academically prepared to engage successfully in further studies in this content area.

Students performing at this level demonstrate the ability to model equivalent ratios using visual prompts. They are able to use all operations to solve problems with whole numbers up to 100. They are also able to subtract fractions with like denominators (halves, thirds, fourths, fifths, sixths, eighths, and tenths) by modeling with fraction bars. The students are able to use visual representations to illustrate that the result of multiplying two numbers is the same regardless of which number is first. They are able to use the concept of equality to solve problems with unknown quantities. They are also able to use multiplication to determine the area of rectangles. The students are able to interpret the results of sampling data and comparing data from two graphs or line plots.

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 7 and are academically well-prepared to engage successfully in further studies in this content area.

Students performing at this level demonstrate the ability to apply equivalent ratios to solve problems. They are able to use all operations to solve problems with whole numbers up to and greater than 100. They are also able to subtract fractions with like denominators (halves, thirds, fourths, fifths, sixths, eighths, and tenths) without the support of visual prompts. The students are able to apply the properties of operations and equality to solve problems for unknown quantities. They are able to solve real-life problems to find the area of rectangles. When presented with two graphs or line plots, they are able to draw informal comparative inferences about two populations.

***NCEXTENDI* Mathematics—Grade 8**

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 8 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 the ability to compare halves, fourths, and thirds with the support of visual representations. They may or may not consistently solve addition and subtraction equations. They also may or may not consistently solve multiplication problems when groups and the sizes of groups are known but the whole is unknown. The students may or may not consistently be able to determine the perimeter of rectangular shapes using nonstandard and standard units.

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 8 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 graph data points in the first quadrant of a coordinate plane. They are able to use variables to represent numbers and evaluate expressions for a variable using addition and subtraction. They are also able to use multiplication to determine the area of rectangles.

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 8, but they may need academic support to engage successfully in this content area in the next grade level. 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 8 and are academically prepared to engage successfully in further studies in this content area.

Students performing at this level demonstrate the ability to make equivalent ratios when given a unit rate and to graph these ratios in the first quadrant of a coordinate plane. They are able to use equations to solve problems when a part is unknown. They are also able to describe the attributes of a variety of figures in terms of their number of faces, edges, size of sides, and number of angles. The students understand the congruence of polygons displayed with different orientations (proximity, position, directions, and turns). They are able to identify the volumes of right rectangular figures by counting unit cubes. They are also able to analyze patterns in scatter plots to determine trends as being positive, negative, or having no association.

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 8 and are academically well-prepared to engage successfully in further studies in this content area.

Students performing at this level are able to demonstrate the ability to analyze and solve linear equations. They are able to use physical models with various orientations to find congruency (proximity, positions, directions, and turns). They are also able to solve real-world math problems involving the volume of rectangular prisms. The students are able to make predictions using trends in existing data from scatter plots.

NCEXTEND1 Science—Grade 5

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 5 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 different ways objects move (e.g., straight, up, fast, and down). They may or may not consistently identify different types of weather through direct observation. The students may or may not consistently identify basic body parts using their own body. They may or may not consistently classify living and nonliving parts of an ecosystem with the support of objects or pictures.

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 5 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 conditions that make it easier to push or pull an object. They are able to identify various properties of an object (e.g., hardness, flexibility, size, and shape). They are also able to identify examples of different types of weather with the support of pictures. The students are able to identify parts of the body, including internal organs, and also the functions of external body parts. They are able to identify the characteristics of animals and plants across a few different ecosystems.

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 5, but they may need academic support to engage successfully in this content area in the next grade level. 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 5 and are academically prepared to engage successfully in further studies in this content area.

Students performing at this level demonstrate the ability to identify conditions that affect motion (e.g., ramps, wheels, weight, and force) and make it easier or harder to push or pull an object. They are also able to identify and classify physical and chemical changes in matter. They recognize reversible and irreversible changes of matter. The students distinguish between examples and characteristics of different types of weather. They are able to identify the location

and function of internal structures of the human body (e.g., heart, lungs, bones, stomach, and muscles). They are also able to identify different ecosystems and the plants and animals that live in them and to classify the parts of the ecosystem that are living or nonliving.

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 5 and are academically well-prepared to engage successfully in further studies in this content area.

Students performing at this level demonstrate the ability to predict the conditions that affect an object's motion (e.g., a ramp increases speed; weight reduces speed). They are able to identify, compare, and classify physical and chemical changes. They are also able to describe the characteristics of different types of weather. The students are able to identify internal and external structures of the human body and their functions. They understand that living things need water, food, and air.

***NCEXTENDI* Science—Grade 8**

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 8 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 understanding that force can change the direction or speed of an object. They may or may not consistently compare the mass of two objects in terms of more, less, and same. They may or may not consistently identify bodies of water as a river, ocean, lake, or stream. The students may or may not consistently identify living and nonliving things in an environment. They may or may not consistently recognize whether an object is dirty or clean.

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 8 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 force as a type of energy that can change the speed or direction of moving objects. They recognize that the size and shape of an object does not determine its weight. They are able to identify water features on the earth's surface. They are also able to identify environmental factors that sustain life and recognize that germs can cause illness.

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 8, but they may need academic support to engage successfully in this content

area in the next grade level. 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 8 and are academically prepared to engage successfully in further studies in this content area.

Students performing at this level are able to identify forms of energy. They are able to recognize that a whole object weighs the same as all of its parts together. They are also able to identify Earth's saltwater and freshwater features. The students identify results of water conservation or pollution. They are able to identify that, in a simple food chain, energy transfers from the sun to plants (producers), animals (consumers), and organisms that cause decay (decomposers). They are also able to identify ways to prevent germs from causing illness and infection.

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 8 and are academically well-prepared to engage successfully in further studies in this content area.

Students performing at this level are able to identify the result of applying different forms of energy. They are able to identify that the parts of an object weigh less than a whole. The students are able to identify the benefits of water conservation and the prevention of water pollution. They are able to sequence a food chain and identify the possible consequences of a break in a food chain.