



Kentucky Department of
EDUCATION

**Alternate Kentucky Summative Assessment (AKSA)
Performance Level Descriptors (PLDs)
Grade Three**

Reading

Performance Level	DESCRIPTOR
Reading Skills/Concepts	<p>The Kentucky Alternate Summative Assessment is aligned with the Kentucky Academic Standards. The depth and breadth of the standard may be reduced for the Alternate Kentucky Summative Assessment (AKSA), but the intent of reading instruction remains consistent with the purposes and practices outlined in the KSA documents. The specific limitations for assessment on the AKSA can be found in the targets that are embedded in each standard in the AKSA Targets documents; found by content and grade level on the KDE website. Specified reading skills/concepts which represent a portion of these grade level content expectations are referenced here:</p> <ol style="list-style-type: none">1. Ask and answer questions and make logical inferences to construct meaning from the text. (RL.3.1)2. Describe characters in a story, including but not limited to their traits, actions, or feelings, and how they affect the plot. (RL.3.3)3. Determine the meaning of words and phrases as they are used in a text, identifying literal from nonliteral language, limiting nonliteral language to idioms and hyperboles, and describe how those words and phrases shape meaning. (RL.3.4)4. Distinguish the perspective of the narrator or those of the characters and describe how various perspectives shape the content of the text. (RL.3.6)5. Explain how the specific aspects of a text's illustrations contribute to an effect, including mood, character and setting. (RL.3.7)6. Ask and answer questions and make logical inferences in order to construct meaning from the text. (RI.3.1)7. Identify and cite relevant explicit information from a summary to determine the central idea of a text. (RI.3.2)8. Determine the meaning of general academic words and phrases in a grade-level text and describe how those words and phrases shape meaning. (RI.3.4)9. Identify and explain how specific visuals, including but not limited to diagrams, graphs, and photographs, contribute to the meaning and clarity of a text. (RI.3.7)10. Describe how evidence support specific claims the author makes in a text. (RI.3.8)

Distinguished	<p>The student exceeds the expectations for demonstrating an independent and accurate understanding of the specified reading skills/concepts. The student demonstrates the ability to apply the skills/concepts to an authentic task and/or environment with analysis and reflection by:</p> <ul style="list-style-type: none"> - using authentic reading materials and their explicit and inferred meanings to support new thinking and ideas (e.g., grade/age appropriate novels, nonfiction text, reference materials, magazines, newspapers, using print and non-print formats, etc.) - applying reading skill/concepts to solve real-world problems that represent a variety of contexts and environments to answer questions and locate information, including how visual materials help clarify a text - solving problems that require analyzing or reflecting on the task (e.g., determines meanings of words, identifies main or central idea and answers questions related to text, reflects on how changing character action can alter the plot of a text, analyze how reasons and evidence support specific claims the author makes in a text determine meaning of words and phrases and indicate how they shape the meaning of a text, differentiate character perspectives, etc.)
Proficient	<p>The student demonstrates an independent and accurate understanding of the specified reading skills/concepts. <i>Occasional inaccuracies, which do not interfere with conceptual understanding, may be present.</i> The student demonstrates the ability to apply the skills/concepts to an authentic task and/or environment by:</p> <ul style="list-style-type: none"> - using authentic reading materials and their explicit and inferred meanings to support new thinking and ideas. (e.g., grade/age appropriate novels, nonfiction text, reference materials, magazines, newspapers, using print and non-print formats, etc.) - applying reading skill/concept to solve real-world problems that represent a variety of contexts and environments to answer questions and locate information, including how visual materials help clarify a text - using relevant details (e.g., to determine meanings of words, identify main or central idea and answers questions related to text, describe how changing character actions can alter the plot of a text, explain how reasons and evidence support claims the author makes in a text, identify meaning of words and phrases, identify character perspectives, etc.) using reading vocabulary (e.g., character, traits, actions, plot, setting, cite, inference, perspective, etc.)
Apprentice	<p>The student demonstrates basic understanding of the specified reading skills/concepts. <i>Inaccuracies may interfere with or limit the conceptual understanding.</i> The student demonstrates some understanding and is able to apply the skills/concepts to a few authentic tasks, materials, and/or environments by:</p> <ul style="list-style-type: none"> - answering the questions (e.g., match word to meaning; identify how character actions affects plot, etc.) - using relevant details (e.g., context cues to determine word meaning, illustrations, character actions, etc.)

	<ul style="list-style-type: none"> - using reading vocabulary (e.g., character, actions, setting, plot, cite, perspective, etc.)
Novice	<p>The student demonstrates little or no understanding of the reading skills/concepts. <i>Inaccuracies interfere with the conceptual understanding.</i> The student demonstrates this by:</p> <ul style="list-style-type: none"> - inaccurate use of details (e.g., context cues, word/sentence meaning, character actions, plot, etc.) - inaccurate or no use of reading vocabulary (e.g., character, setting, plot, cite, etc.)

Math

Performance Level	DESCRIPTOR
Math Skills/Concepts	<p>The Kentucky Alternate Summative Assessment is aligned with the Kentucky Academic Standards. The depth and breadth of the standard may be reduced for the Alternate Kentucky Summative Assessment (AKSA), but the intent of math instruction remains consistent with the purposes and practices outlined in the KSA documents. The specific limitations for assessment on the AKSA can be found in the targets that are embedded in each standard in the AKSA Targets documents; found by content and grade level on the KDE website. Specified math skills/concepts which represent a portion of these grade level content expectations are referenced here:</p> <ol style="list-style-type: none"> 1. Student will interpret products of whole numbers using models for products up to 100 (Math KY.3.OA.1) 2. Student will demonstrate understanding of place value by rounding two-digit whole numbers within 100 to the nearest 10 (Math KY.3.NBT.1) 3. Student will determine addition and subtraction strategies to add and subtract two one-digit or two-digit numbers (KY.3.NBT.2) 4. Student will tell and write time to the nearest minute and measure time intervals by solving word problems in five-minute intervals (Math KY.3.MD.1) 5. Student will understand that shapes in different categories may share attributes Recognize rhombuses, rectangles and squares as examples of quadrilaterals (Math KY.3.G.1) 6. Student will partition objects into equal parts and whole number quotients of whole numbers using division models for quotients within 100 (Math KY.3.OA.2) 7. Student will use models for multiplication and division to solve word problems with solutions within 100 (KY.3.OA.3) 8. Student will understand fractions as one part, or “b” parts of a whole, formed when a whole is divided into equal parts, using denominators of 2, 3, 4, or 6 (KY.3.NF.1) 9. Student will recognize and identify fractions with denominators of 2, 3, 4, or 6 on a number line between 0 and 1 (KY.3.NF.2) 10. Student will understand, recognize, generate, and compare simple equivalent fractions with denominators of 2, 3, 4, and 6 (KY.3.NF.3)

Distinguished	<p>The student exceeds the expectations for demonstrating an independent and accurate understanding of the specified math skills/concepts. The student demonstrates the ability to apply the skills/concepts to an authentic task and/or environment with analysis and reflection by:</p> <ul style="list-style-type: none"> • analyzing to solve real world problem (e.g., using multiplication to solve word problems and accurately finding the total, using rounding to determine if there is enough money to buy an item, telling time using a clock and determining elapsed time, identifying two dimensional shapes found in the school building and naming an attribute they share, determining fractions when given a whole and parts of a whole, etc.) • solving real world problems that represent a variety of contexts and environments • solving problems that require analyzing or reflecting on the problem (e.g., explaining how to solve a problem such as estimating how much money is needed by rounding up, analyzing shapes to determine like and dislike attributes, etc.)
Proficient	<p>The student demonstrates an independent and accurate understanding of the specified math skills/concepts. <i>Occasional inaccuracies, which do not interfere with conceptual understanding, may be present.</i> The student demonstrates the ability to apply the skills/concepts to an authentic task and/or environment by:</p> <ul style="list-style-type: none"> • applying mathematical skill to solve a real world problem (e.g., using multiplication to answer word problems and identify a the total, using rounding to determine if there is enough money to buy an item, telling time using a clock and answer questions about elapsed time, identifying two dimensional shapes found in the school building and naming an attribute they share, identifying fractions when given a whole and parts of a whole, etc.) • solving real world problems that represent a variety of contexts and environments • using relevant details (e.g., equal parts, minutes/hours, sides, angles, number lines, etc.) • using math vocabulary (e.g., round, estimate, equivalent, square, rhombus, rectangle, quadrilateral, side, angle, multiply, divide, quotient, whole, part, etc.)
Apprentice	<p>The student demonstrates basic understanding of the specified math skills/concepts. <i>Inaccuracies may interfere with or limit the conceptual understanding.</i> The student demonstrates some understanding and is able to apply the skills/concepts to a few authentic tasks or environment by:</p> <ul style="list-style-type: none"> • answering mathematical questions (e.g., computation problems, telling time, identifying shapes, estimating, etc.) • using relevant details (e.g., number of equal parts, sides, angles, number line, etc.) • using math vocabulary (e.g., round, estimate, equivalent, square, rhombus, rectangle, quadrilateral, side, angle, multiply, divide, quotient, whole, part, etc.)

Novice	The student demonstrates little or no understanding of the math skills/concepts. <i>Inaccuracies interfere with the conceptual understanding.</i> The student demonstrates this by: <ul style="list-style-type: none">• answering mathematical questions (e.g., computation problems, telling time, identifying shapes, estimating, etc.)
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