Kentucky Department of
EDUCATION

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

Reading

Performance Level	DESCRIPTOR
Reading Skills/Concepts	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: 1. Refer to details and examples in a text when explaining what the text says explicitly. (RL.4.1) 2. Describe in depth a character's words and/or actions, the setting or event(s) in a story or drama, drawing on specific details to analyze their interaction over the course of the text. (RL.4.3) 3. Determine the meaning of words and phrases as they are used in a text, including figurative language(i.e., metaphors and similes), and describe and explain how those words and phrases shape meaning. (RL.4.4) 4. Compare/contrast the point of view of first and third person narrators and the effect they have on the reader. (RL.4.6) 5. Make connections between the text of a story or drama and a visual or oral presentation, including making connections with what they "see and hear" when reading the text to what they perceive when they listen or watch. (RL.4.7) 6. Analyze how the central ideas are reflected in a text and cite relevant explicit evidence from the text. (RI.4.2) 7. Determine the meaning of general academic and domain-specific words or phrases in a grade-level text and describe and explain how those words and phrases shape meaning. (RI.4.4) 8. Describe the overall structure, in a text or part of the text, the author uses to organize the events, ideas, concepts or information. (RI.4.5) 9. Interpret information presented in print and non-print formats and explain how the information contributes to an understanding of the text in which it appears. (RI.4.7)

	10. Integrate information from two or more texts on the same theme or topic. (RI.4.9)
Distinguished	*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: • using authentic reading materials and their explicit and/or 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 and phrases related to figurative language and other grade level content, analyzes how words and phrases shape meaning of a text, uses details from a text to describe how character, setting, and events, interact over the course of a text, cites details to analyze the central idea of a text, differentiates between first and third person narrator, discerns what they "see and hear" when reading a text from what they perceive when listening or viewing, integrates information from two texts on the same topic, explains how non-text information contributes to the understanding of the text, etc.)
Proficient	The student demonstrates an independent and accurate understanding of the specified reading skills/concepts. *Occasional inaccuracies, which do not interfere with conceptual understanding, may be present.* The student demonstrates the ability to apply the skills/concepts to an authentic task and/or environment by: • using authentic reading materials and their explicit and/or 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., determines meanings of words and phrases related to figurative language and other grade level content, explains how words and phrases shape meaning of a text, uses details from a text to describe how character, setting, and events interact over the course of a text, cites details to describe the central idea of a text, identifies first and third person narrators, differentiates what they "see and hear" when reading a text from what they perceive when listening or viewing, uses information from two texts on the same topic, uses non-text information to the understand a text, etc.).) • using reading vocabulary (e.g., figurative language [metaphor, simile], character, setting, theme, central idea, details, etc.)

Apprentice	The student demonstrates basic understanding of the specified reading skills/concepts. *Inaccuracies may interfere with or limit the conceptual understanding.* The student demonstrates some understanding and is able to apply the skills/concepts to a few authentic tasks, materials, and/or environments by: • answering the question (e.g., identifies first or third person, identifies features of non-text information, how characters interact throughout the text, etc.) • using relevant details (e.g., to show what the text says, use of non-text information for understanding, use of context clues to determine word meaning, etc.) • using reading vocabulary (e.g., figurative language [metaphor, simile], character, setting, theme, central idea, details, etc.)
Novice	The student demonstrates little or no understanding of the reading skills/concepts. *Inaccuracies interfere with the conceptual understanding.* The student demonstrates this by: • inaccurate use of details (e.g., to show what the text says, use of non-text information for understanding, use of context clues to determine word meaning, etc.) • inaccurate or no use of reading vocabulary (e.g., figurative language [metaphor, simile], character, setting, theme, central idea, details, etc.)

Math

Math Skills/Concepts	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: 1. Use parentheses in numerical expressions and evaluate expressions that include symbols (KY.5.OA.1) 2. Use place value understanding to recognize that a number in one place is ten times as much as the same number in the column to the right and what it represents in the column to the left (KY.5.NBT.1) 3. Explain patterns in the placement of the decimal point when a number is multiplied or divided by a power of 10 (KY.5.NBT.2) 4. Fluently multiply multi-digit whole numbers for products within 1000 (KY.5.NBT.5) 5. Add and subtract fractions with unlike denominators when only one denominator must be converted and denominators are 2, 3, 4, 6 8, and 10 (KY.5.NF.1) 6. Solve word problems involving addition and subtraction of fractions, including unlike denominators where one is the least common denominator

	of the other, use benchmark fractions and number sense to estimate, use denominators of 2, 3, 4, 6, 8, and 10 (KY.5.NF.2) 7. Interpret fractions as division of the numerator by the denominator and solve word problems with solutions that are fractions or mixed numbers, use denominators of 2, 3, 4, 6, 8, and 10 ((KY.5.NF.3) 8. Generate two real-world numerical patterns using given rules, generate a rule for a growing pattern and identify the relationship between the terms, and use tables, ordered pairs, and graphs to represent relationships (KY.5.OA.3) 9. Gather numerical and categorical data and choose an appropriate data display, make observations to answer questions using the display (KY.5.MD.2) 10. Use two perpendicular number lines to define a coordinate system and an ordered pair in quadrant I, (KY.5.G.1)
Distinguished	T*he 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: • analyzing to solve real-world problems (e.g., evaluating word problems to add, subtract, or multiply fractions with unlike denominators and solve; applying information in a word problem to a function table to determine an unknown value; expressing the results as ordered pairs and graphing on the coordinate plane; analyzing data and selecting an appropriate display to communicate numerical and categorical data; evaluating data to answer questions; using point of origin to answer questions; 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 changes in denominators affect unit fractions or parts of a whole; solving a multiplication problem using fractions represented by manipulatives; completing a function table and explaining how to graph the ordered pairs; explaining the significance of the x and y coordinates of an ordered pair; using place value including decimals; evaluating expressions to solve multi-step problems, etc.)
Proficient	The student demonstrates an independent and accurate understanding of the specified math skills/concepts. *Occasional inaccuracies, which do not interfere with conceptual understanding, may be present.* The student demonstrates the ability to apply the skills/concepts to an authentic task and/or environment by: • applying mathematical skills to solve a real-world problem (e.g., solving word problems by adding, subtracting or multiplying fractions with unlike denominators; using information in a word problem and applying it to a function table to determine an unknown value; showing the results as ordered pairs and graphing on the coordinate plane; using order of operations to solve a limited multi-step problem; selecting an appropriate display to communicate data; using data to answer questions; etc.) • solving real world problems that represent a variety of contexts and environments

	• using relevant details (e.g., using place value including decimals; using fractions provided; using x- and y-coordinates; using graphs and data displays, demonstrating an understanding of perpendicular lines as axes, finding the least common denominator; using point of origin to answer questions; etc.) • using math vocabulary (e.g., place value, symbols, coordinate plane, ordered pair, graphs, coordinate planes, pictographs, and dot plots, perpendicular lines, axis, etc.)
Apprentice	The student demonstrates basic understanding of the specified math skills/concepts. *Inaccuracies may interfere with or limit the conceptual understanding.* The student demonstrates some understanding and is able to apply the skills/concepts to a few authentic tasks or environment by: • answering mathematical questions (e.g., solving a written math problem; matching an ordered pair to its representation on a graph; converting one fraction to add or subtract fractions;; extending a pattern; identifying point of origin, using place value to answer questions, etc.) • using relevant details (e.g., using order of operations to solve a 2-step problem; using fractions provided; using x- and y-coordinates; using graphs and data displays, etc.) • using math vocabulary (e.g., place value, symbols, coordinate plane, ordered pair, graphs, coordinate planes, pictographs, and dot plots, perpendicular lines etc.)
Novice	The student demonstrates little or no understanding of the math skills/concepts. *Inaccuracies interfere with the conceptual understanding.* The student demonstrates this by: • inaccurately answers mathematical questions (e.g., solving a written math problem; matching an ordered pair to its representation on a graph; converting one fraction to add or subtract fractions; extending a pattern, etc.) • inaccurate use of details (e.g., using place value; using fractions provided; using x- and y-coordinates; using graphs and data displays, etc.) • inaccurate or no use of math vocabulary (e.g., place value, symbols, coordinate plane, ordered pair, graphs, coordinate planes, pictographs, and dot plots, perpendicular lines, etc.)

Science

Performance Level	Descriptor
	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 science 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 science skills/concepts which represent a portion of these grade level content expectations are referenced here:

Distinguished	*The student exceeds the expectations for demonstrating an independent and accurate understanding of the three dimensions of science and engineering skills/concepts incorporated in the Kentucky Academic Standards through grade four.* The student demonstrates the ability to apply the knowledge, skills, and concepts to an authentic task and/or environment with analysis and reflection by: • using authentic science materials (e.g., grade/age-appropriate texts, reference materials, tools or materials used in the experimental process, technology, newspapers, etc.) • using or developing a model • citing relevant details to support a claim • interpreting and analyzing data to make predictions • identifying and analyzing patterns • analyzing simple design problems • identifying and using relationships to solve problems • applying science skills/concepts to solve real-world problems that represent a variety of contexts and environments to answer questions and locate information
Proficient	The student demonstrates an independent and accurate understanding of the three dimensions of science and engineering skills/concepts incorporated in the Kentucky Academic Standards through grade four. *Occasional inaccuracies, which do not interfere with conceptual understanding, may be present.* The student demonstrates the ability to apply the knowledge, skills, and concepts to an authentic task and/or environment by: • using authentic science materials (e.g., grade/age-appropriate texts, reference materials, tools or materials used in the experimental process, technology, newspapers, etc.) • making predictions • using details to support a claim • interpreting and analyzing data • identifying simple design problems • identifying and predicting patterns • applying science skills/concepts to solve real-world problems that represent a variety of contexts and environments to answer questions and locate information • using science vocabulary
Apprentice	The student demonstrates basic understanding of the three dimensions of science and engineering skills/concepts incorporated in the Kentucky Academic Standards through grade four. *Inaccuracies may interfere with or limit the conceptual understanding.* The student demonstrates some understanding by applying some skills/concepts to a few materials or an authentic task and/or environment by: • answering questions (e.g., matches word to meaning, identifies a concept, etc.) • interpreting data • using at least one relevant detail to support a claim or analyze an idea • identifying patterns or models • using science vocabulary

Novice	The student demonstrates little or no understanding of the three dimensions of science and engineering skills/concepts incorporated in the Kentucky Academic Standards through grade four. *Inaccuracies interfere with the conceptual understanding.* The student demonstrates this by: • inaccurate or no use of details or evidence to support claims • inappropriate attempts at problem solving