Kentucky Department of
EDUCATION

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

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 social studies 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. Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (RL.9-10.1) 2. Analyze how authors' choices about how to structure a text and order events create such effects as mystery, tension, or surprise. (RL.9-10.5) 3. Analyze a particular author's perspective or culture reflected in a work of literature. (RL.9-10.6) 4. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. (RL.9-10.7) 5. Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.9-10.1) 6. Analyze two accounts of a subject presented in different print and non-print formats, determining which details are emphasized in each account. (RI.9-10.7) 7. Evaluate the argument, specific claims, and evidence in a text, assessing the validity and reasoning of the argument. (RI.9-10.8) 8. Determine the meaning of words and phrases as they are used in text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone. (RI.9-10.4)

	9. Determine a central idea of a text and analyze its development over the course of the text including how it is refined by details; including how they emerge and are shaped and refined by specific details. (RI.9-10.2) 10. Determine an author's purpose and perspective in a text and analyze how an author uses rhetoric to advance the purpose. (RI.9-10.6)
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 (e.g., grade/age-appropriate novels, nonfiction text, reference materials, magazines, newspapers, 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 • solving problems that require analyzing or reflecting on the task (e.g., examine the author's purpose of the text, analyze use of rhetoric, identify inferences and details that support it, identify meaning, impact and tone of words used in text, comparing print and non-print formats, 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 (e.g., grade/age-appropriate novels, nonfiction text, reference materials, magazines, newspapers, 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 • using relevant details (e.g., context, vocabulary, text, details, etc.) • using reading vocabulary (e.g., inference, context, tone, impact, central idea, subject, scene, perspective, rhetoric, 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 can apply the skills/concepts to a few authentic tasks, materials, and/or environments by: • answering the questions (e.g., matches the word to the meaning, identifies the inference, picks the correct summary, etc.) • using relevant details (e.g., context, vocabulary, text, details, etc.) • using reading vocabulary (e.g., inference, context, tone, impact, central idea, subject, scene, perspective, rhetoric, 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: • inaccurately using details (e.g., context, vocabulary, text, details, etc.)

	• inaccurate or no use of reading vocabulary (e.g., inference, context, tone, impact, central idea, subject, scene, perspective, rhetoric, etc.)

Math

Performance Level	DESCRIPTOR
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. Define appropriate units in context for the purpose of descriptive modeling (KY.HS.N.5) 2. Interpret expressions that represent a quantity in terms of its context, interpret parts of the expression and one or more of the parts of a complicated expression as representing a single entity (KY.HS.A.1) 3. Create equations and inequalities in one variable and use them to solve problems, limited to linear equations and exponential functions and numbers from -20 to 20 (KY.HS.A.12) 4. Understand each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method, limiting coefficients to integers from -20 to 20 (KY.HS.A.16) 5. Understand functions assign one element of a domain to one element of the range, evaluate functions using function notation, interpret statements that use function notation in terms of context, interpret and sketch graphs given a verbal description that do not include identification of symmetries, end behavior, or periodicity, and relate the domain of a function to its graph (KY.HS.F.1) 6. Calculate and interpret the average rate of change over an interval, estimate the rate of change from a graph, limiting to integers from -20 to 20 (KY.HS.F.3) 7. Understand properties of line segments, angles and circles, and properties of and differences between perpendicular and parallel lines (KY.HS.G.1) 8. Find midpoints and endpoints, and the distance between the endpoints of a line segment, using coordinates of -20 to 20 (KY.HS.G.23)

	9. Compute the perimeters of rectangles, triangles, and pentagons, compute the area of triangles and quadrilaterals, using coordinates within the coordinate plane from -20 to 20 (KY.HS.G.24) 10. Represent data on two quantitative variables on a scatter plot and describe how the explanatory and response variables are related, calculate an appropriate mathematical model in quadrant 1, informally assess the fit of a model by examining the plot of the original data (KY.HS.SP.6)
Distinguished	*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: • analyzing to solve a real world problem (e.g., determining the appropriate scale to use on a graph; determining at what point cost of materials will exceed money available to pay for materials, determining and comparing the rate of change in sales prices in two different years; creating an equation using a variable to represent a changing quantity of hours worked, miles walked, or dollars earned; determining the midpoint between the departure point and endpoints of a trip; describing a paned window in terms of the perimeter of the window and of each of the panes and computing the area needed to install the window; representing data on a scatter plot to understand and describe the relationship between bags of fertilizer used in a bean field and the amount of beans harvested; etc.) • analyzing to solve real world problems that represent a variety of contexts and environments • solving problems that require analyzing or reflecting on the problem (e.g., comparing the data in graphs of two different functions; explaining how to solve a linear inequality; explaining how the range of a functions is related to its domain; 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., determining the appropriate scale to use on a graph showing population of hundred thousands; computing at what point cost of materials will exceed money available to pay for materials, determining the rate of change in sales prices of homes in two different years; creating an equation using a variable to represent a changing quantity of hours worked, miles walked, or dollars earned; using a graph to determine the midpoint between the departure point and endpoints of a trip; describing a paned window in terms of the perimeter of the window and of each of the panes; representing data on a scatter plot to understand and describe the relationship between bags of fertilizer used in a bean field and the amount of beans harvested; etc.) • solving real world problems that represent a variety of contexts and environments • using relevant details (e.g., using inequalities to solve a problem, using data to solve a problem, using given measurements, using a given formula, etc.)

	• using math vocabulary (e.g., scale, origin, dot plot, function, vertical axis, horizontal axis, x-axis, y-axis, variable, equation, inequality, circle, square, rectangle, triangle, add, subtract, multiply, divide, 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., computation problems, equation problems, inequalities, identifying shapes and their perimeters, etc.) • using relevant details (e.g., using data in tables, graphs or lists to solve problem, using given measurements, using given formula, etc.) • using math vocabulary (e.g., scale, origin, dot plot, function, vertical axis, horizontal axis, x-axis, y-axis, variable, equation, inequality, circle, square, rectangle, triangle, add, subtract, multiply, divide, 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., computation problems, equation problems, inequalities, identifying shapes and their perimeters, etc.) • inaccurate use of details (e.g., use of inequalities to solve problem, use of data to solve problems, use of given measurements, use of given formula, etc.) • inaccurate or no use of math vocabulary (e.g., scale, origin, dot plot, function, vertical axis, horizontal axis, x-axis, y-axis, variable, equation, inequality, circle, square, rectangle, triangle, symmetry, add, subtract, multiply, divide, etc.)