

Appendices for
CMAS Mathematics & ELA
(including CSLA) Technical Report

Spring 2019

APPENDIX A: ELA AND CSLA SCORING RUBRICS

Research Simulation Task (RST) and Literary Analysis Task (LAT)

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension and Written Expression	<p>The student response</p> <ul style="list-style-type: none"> demonstrates full comprehension by providing an accurate explanation/description/comparison; addresses the prompt and provides effective development of the topic that is consistently appropriate to task, purpose, and audience; uses clear reasoning supported by relevant, text-based evidence in the development of the topic; is effectively organized with clear and coherent writing; uses language effectively to clarify ideas. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates comprehension by providing a mostly accurate explanation/description/comparison; addresses the prompt and provides some development of the topic that is generally appropriate to task, purpose, and audience; uses reasoning and relevant, text-based evidence in the development of the topic; is organized with mostly clear and coherent writing; uses language in a way that is mostly effective to clarify ideas. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates limited comprehension; addresses the prompt and provides minimal development of the topic that is limited in its appropriateness to task, purpose, and audience; uses limited reasoning and text-based evidence; demonstrates limited organization and coherence; uses language to express ideas with limited clarity. 	<p>The student response</p> <ul style="list-style-type: none"> does not demonstrate comprehension; is undeveloped and/or inappropriate to the task, purpose, and audience; includes little to no text-based evidence; lacks organization and coherence; does not use language to express ideas with clarity.
Knowledge of Language and Conventions	<p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p>	<p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p>	<p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p>	<p>The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p>

Narrative Task (NT)

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Written Expression	<p>The student response</p> <ul style="list-style-type: none"> is effectively developed with narrative elements and is consistently appropriate to the task; is effectively organized with clear and coherent writing uses language effectively to clarify ideas. 	<p>The student response</p> <ul style="list-style-type: none"> is developed with some narrative elements and is generally appropriate to the task; is organized with mostly coherent writing; uses language in a way that is mostly effective to clarify ideas. 	<p>The student response</p> <ul style="list-style-type: none"> is minimally developed with few narrative elements and is limited in its appropriateness to the task; demonstrates limited organization and coherence; uses language to express ideas with limited clarity. 	<p>The student response</p> <ul style="list-style-type: none"> is undeveloped and/or inappropriate to the task; lacks organization and coherence; does not use language to express ideas with clarity.
Knowledge of Language and Conventions	<p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p>	<p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p>	<p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p>	<p>The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p>

NOTE:

- The reading dimension is not scored for elicited narrative stories.
- Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation; organizing a logical event sequence; describing scenes, objects, or people; developing characters' personalities; and using dialogue as appropriate.
- The elements of organization to be assessed are expressed in the grade-level standards W1-W3.

Grades 4 and 5

CMAS Scoring Rubric for Prose Constructed Response Items



COLORADO
Department of Education

Research Simulation Task (RST) and Literary Analysis Task (LAT)

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension and Written Expression	<p>The student response</p> <ul style="list-style-type: none"> demonstrates full comprehension of ideas stated explicitly and/or inferentially by providing an accurate analysis; addresses the prompt and provides effective development of the topic that is consistently appropriate to task, purpose, and audience; uses clear reasoning supported by relevant, text-based evidence in the development of the topic; is effectively organized with clear and coherent writing; uses language effectively to clarify ideas. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis; addresses the prompt and provides mostly effective development of the topic that is appropriate to task, purpose, and audience; uses mostly clear reasoning supported by relevant text-based evidence in the development of the topic; is organized with mostly clear and coherent writing uses language that is mostly effective to clarify ideas. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates basic comprehension of ideas stated explicitly and/or inferentially by providing a generally accurate analysis; addresses the prompt and provides some development of the topic that is somewhat appropriate to task, purpose, and audience; uses some reasoning and text-based evidence in the development of the topic; demonstrates some organization with somewhat coherent writing; uses language to express ideas with some clarity. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates limited comprehension of ideas by providing a minimally accurate analysis; addresses the prompt and provides minimal development of the topic that is limited in its appropriateness to task, purpose, and audience; uses limited reasoning and text-based evidence; demonstrates limited organization and coherence; uses language to express ideas with limited clarity. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates no comprehension of ideas by providing an inaccurate or no analysis. is undeveloped and/or inappropriate to the task, purpose, and audience; includes little to no text-based evidence; lacks organization and coherence; does not use language to express ideas with clarity.
Knowledge of Language and Conventions		<p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p>	<p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p>	<p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p>	<p>The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p>

Narrative Task (NT)

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Written Expression	<p>The student response</p> <ul style="list-style-type: none"> is effectively developed with narrative elements and is consistently appropriate to the task; is effectively organized with clear and coherent writing uses language effectively to clarify ideas. 	<p>The student response</p> <ul style="list-style-type: none"> is developed with some narrative elements and is generally appropriate to the task; is organized with mostly coherent writing; uses language in a way that is mostly effective to clarify ideas. 	<p>The student response</p> <ul style="list-style-type: none"> is minimally developed with few narrative elements and is limited in its appropriateness to the task; demonstrates limited organization and coherence; uses language to express ideas with limited clarity. 	<p>The student response</p> <ul style="list-style-type: none"> is undeveloped and/or inappropriate to the task; lacks organization and coherence; does not use language to express ideas with clarity.
Knowledge of Language and Conventions	<p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p>	<p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p>	<p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p>	<p>The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p>

NOTE:

- The reading dimension is not scored for elicited narrative stories.
- Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation; organizing a logical event sequence; describing scenes, objects, or people; developing characters' personalities; and using dialogue as appropriate.
- The elements of organization to be assessed are expressed in the grade-level standards W1-W3.

Grades 6 through 8

CMAS Scoring Rubric for Prose Constructed Response Items



COLORADO
Department of Education

Research Simulation Task (RST) and Literary Analysis Task (LAT)

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension and Written Expression	<p>The student response</p> <ul style="list-style-type: none"> demonstrates full comprehension of ideas stated explicitly and inferentially by providing an accurate analysis; addresses the prompt and provides effective and comprehensive development of the claim or topic that is consistently appropriate to task, purpose, and audience; uses clear reasoning supported by relevant text-based evidence in the development of the claim or topic; is effectively organized with clear and coherent writing; establishes and maintains an effective style. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis; addresses the prompt and provides mostly effective development of claim or topic that is mostly appropriate to task, purpose, and audience; uses mostly clear reasoning supported by relevant text-based evidence in the development of the claim or topic; is organized with mostly clear and coherent writing; establishes and maintains a mostly effective style. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates basic comprehension of ideas stated explicitly and/or inferentially by providing a generally accurate analysis; addresses the prompt and provides some development of claim or topic that is somewhat appropriate to task, purpose, and audience; uses some reasoning and text-based evidence in the development of the claim or topic; demonstrates some organization with somewhat coherent writing; has a style that is somewhat effective. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates limited comprehension of ideas stated explicitly and/or inferentially by providing a minimally accurate analysis; addresses the prompt and provides minimal development of claim or topic that is limited in its appropriateness to task, purpose, and audience; uses limited reasoning and text-based evidence; demonstrates limited organization and coherence; has a style that is minimally effective. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates no comprehension of ideas by providing an inaccurate or no analysis; is undeveloped and/or inappropriate to task, purpose, and audience; includes little to no text-based evidence; lacks organization and coherence; has an inappropriate style.
Knowledge of Language and Conventions		<p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p>	<p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p>	<p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p>	<p>The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p>

Narrative Task (NT)

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Written Expression	<p>The student response</p> <ul style="list-style-type: none"> is effectively developed with narrative elements and is consistently appropriate to the task; is effectively organized with clear and coherent writing establishes and maintains an effective style. 	<p>The student response</p> <ul style="list-style-type: none"> is mostly effectively developed with narrative elements and is mostly appropriate to the task; is organized with mostly clear and coherent writing establishes and maintains a mostly effective style. 	<p>The student response</p> <ul style="list-style-type: none"> is developed with some narrative elements and is generally appropriate to the task; demonstrates some organization with somewhat coherent writing; has a style that is somewhat effective. 	<p>The student response</p> <ul style="list-style-type: none"> is minimally developed with few narrative elements and is limited in its appropriateness to the task; demonstrates limited organization and coherence; has a style that has limited effectiveness. 	<p>The student response</p> <ul style="list-style-type: none"> is undeveloped and/or inappropriate to the task; lacks organization and coherence; has an inappropriate style.
Knowledge of Language and Conventions		<p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p>	<p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p>	<p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p>	<p>The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p>

NOTE:

- The reading dimension is not scored for elicited narrative stories.
- The elements of coherence, clarity, and cohesion to be assessed are expressed in the grade-level standards 1-4 for writing.
- Tone is not assessed in grade 6.
- Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation; organizing a logical event sequence; describing scenes, objects, or people; developing characters' personalities; and using dialogue as appropriate. In grades 6-8, narrative elements may include, in addition to the grades 3-5 elements: establishing a context, situating events in a time and place, developing a point of view, and developing characters' motives. The elements to be assessed are expressed in grade-level standards 3 for writing.

APPENDIX B: SAMPLE SCORE REPORTS



Confidential Student Performance Report

Colorado Measures of Academic Success

Student: **FIRSTNAME023 Z. LASTNAME023**

SASID: **2019201816** Birthdate: **11/24/2007**
School: **SAMPLE SCHOOL NAME (4444)**
District: **SAMPLE DISTRICT NAME (5555)**

Spring 2019

Mathematics

Grade 4

This score report provides information about your student's performance on the Colorado Measures of Academic Success (CMAS) Mathematics test.

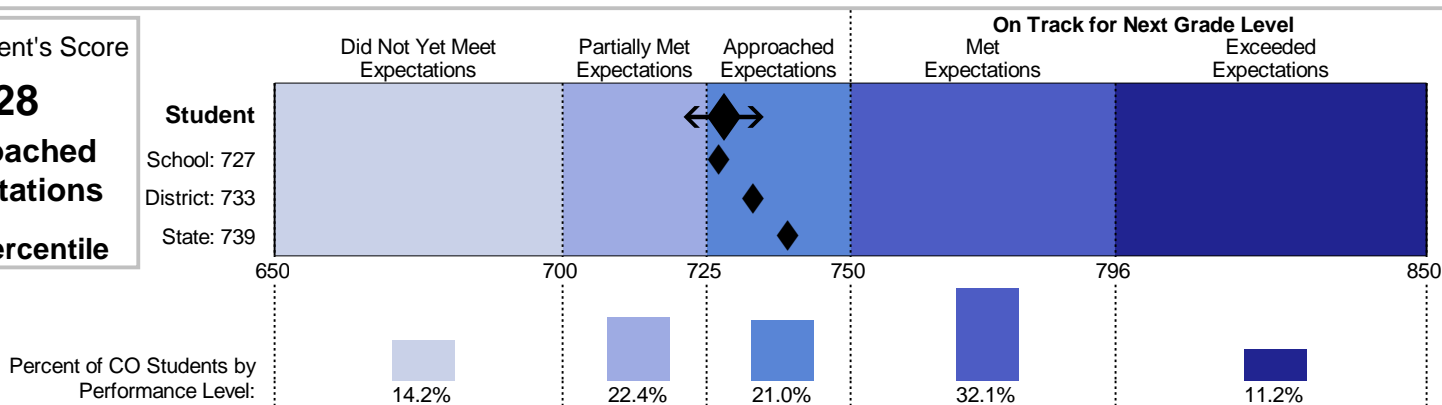
- Your student's performance is represented by a scale score, a performance level, and a percentile rank. Scores are placed on a scale so that student performance can be compared across years.
- On the graph, scale scores are represented by diamonds. The arrows around your student's diamond show the range of scores your student would likely receive if the assessment was taken multiple times.
- School, district, and state information is provided so that you can compare your student's performance to the performance of others. The percentage of students in each performance level across the state is reported below the graph.
- Dotted lines show where the range of scores is divided into performance levels.
- You are encouraged to discuss this report with your student's teacher.

Your Student's Score

728

Approached Expectations

43rd Percentile



Performance Level Descriptor* - Approached Expectations

Students who **Approached Expectations** may benefit from additional support to meet expectations at the next grade level and they typically demonstrate the following:

Major, Additional & Supporting Content

- Solve scaffolded problems involving comparison using multiplication.
- Solve two-step word problems with at least one two- or three-digit number. Generate a pattern from a given rule. With scaffolding, read, write and compare three-digit whole numbers and round to any place. Determine whether a whole number in the range of 1-100 is prime or composite with scaffolding.
- Recognize that decimals and fractions must refer to the same whole in order to compare.
- Given a model, compare fractions using benchmarks. Solve simple fraction comparison word problems. Use decimal notations for fractions. Multiply a fraction by a whole number using models, decompose a fraction into a sum of fractions with like denominators, and record using an equation.
- Convert units from larger to smaller units within the same system. Make a line plot to display data of measurements with like denominators of 2 or 4. Use a protractor to measure angles. Use criteria to classify quadrilaterals and triangles.
- Recognize that a whole number is a multiple of each of its factors, and find factor pairs or determine multiples of whole numbers.

Expressing Mathematical Reasoning

- Communicate reasoning that may include minor calculation errors. Provide a numerically complete response with partial justification, and evaluate the validity of claims made by others.

Modeling & Application

- Draw conclusions by illustrating the relationship between important quantities, modifying a model, or interpreting mathematical results in a simplified context.

Performance level descriptors (PLDs) are organized in a manner that assumes students demonstrating higher levels of command have mastered the concepts and skills within lower levels. To view the full version of the PLDs, visit:

http://www.cde.state.co.us/assessment/grade_4_math_plds.

*Adapted from iClassroom in Action's Performance Level Summaries

Purpose

This report describes your student's mastery of the Colorado Academic Standards in Mathematics.

For more information on the CMAS assessment program, visit:

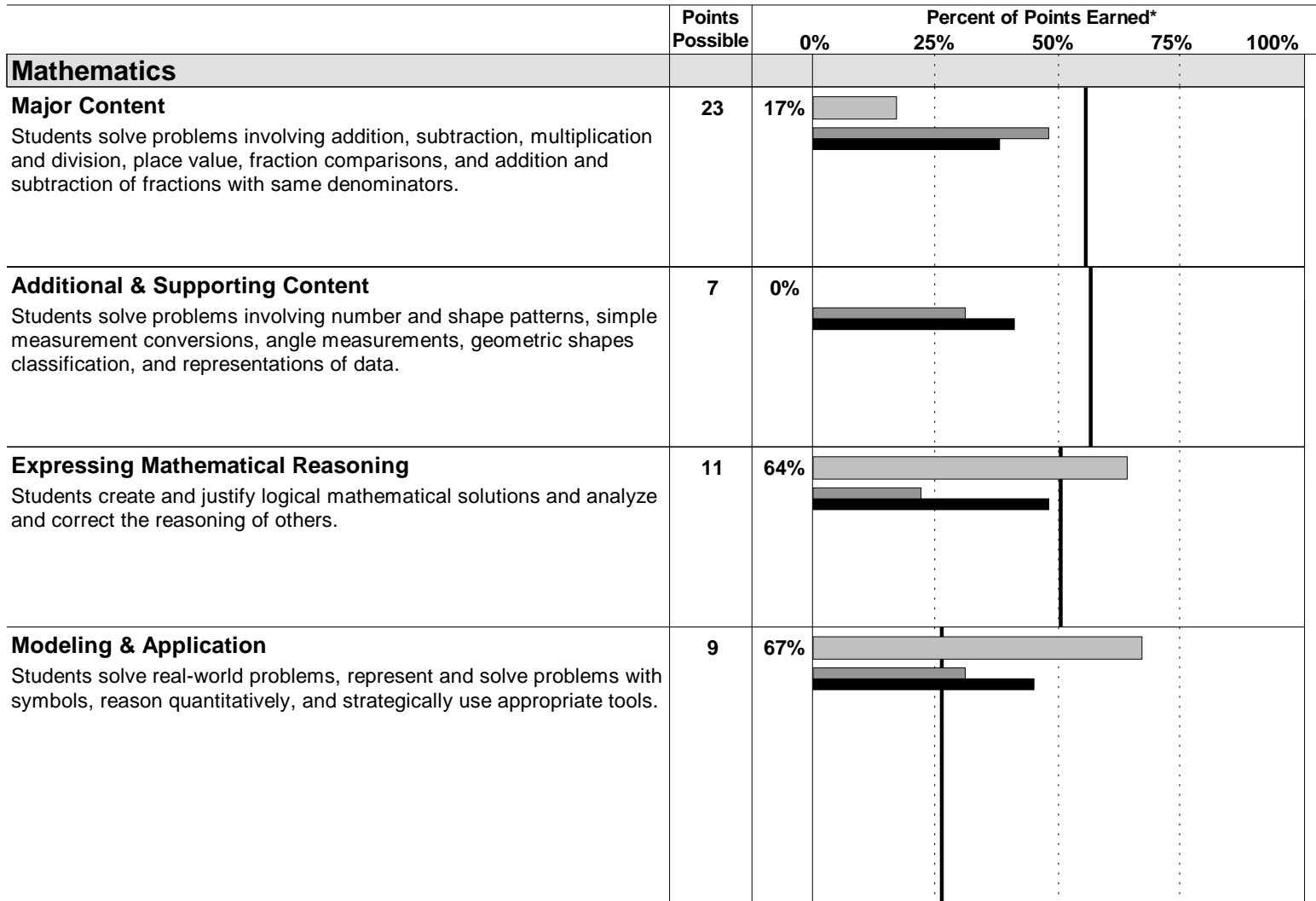
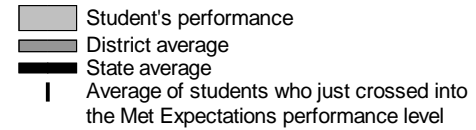
<http://www.cde.state.co.us/assessment/cmas>

Mathematics

Confidential

Subclaim Performance

- The percent of points your student earned for each of the four mathematics assessment subclaims is represented by the top bar in each of the figures below.
- District and state averages are provided for comparison.
- The dark vertical line indicates the average percent of points earned by students who just crossed into the Met Expectations performance level on the overall math test.



*Percent of points earned cannot be compared across years because individual items change from year to year. They also cannot be compared across subclaims because the number of items and the difficulty of items may not be the same.





Confidential Student Performance Report

Colorado Measures of Academic Success

Student: **FIRSTNAME018**
LASTNAME018

SASID: **2019040834** Birthdate: **01/09/2006**
School: **SAMPLE SCHOOL NAME (4444)**
District: **SAMPLE DISTRICT NAME (5555)**

Spring 2019

English Language Arts/Literacy

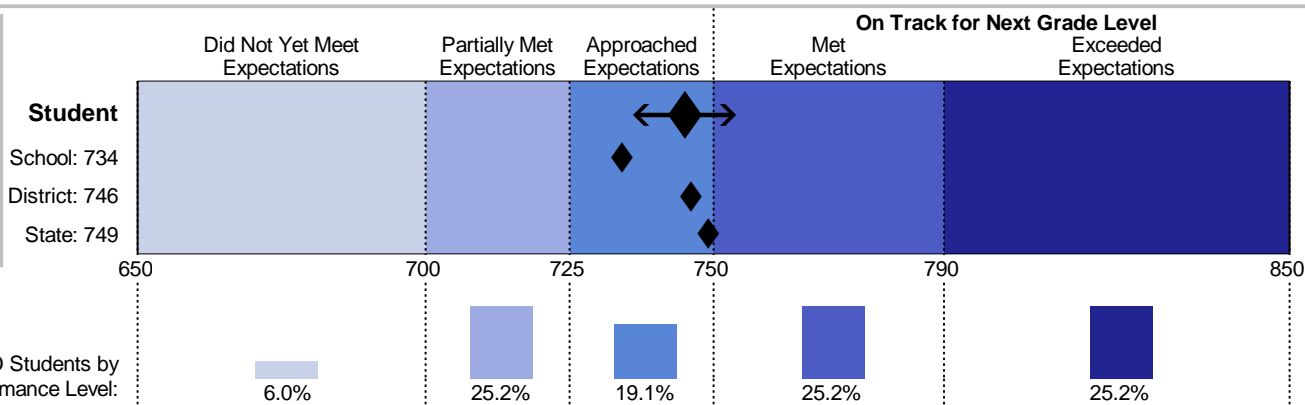
Grade 4

This score report provides information about your student's performance on the Colorado Measures of Academic Success (CMAS) English Language Arts/Literacy test.

- Your student's performance is represented by a scale score, a performance level, and a percentile rank. Scores are placed on a scale so that student performance can be compared across years.
- On the graph, scale scores are represented by diamonds. The arrows around your student's diamond show the range of scores your student would likely receive if the assessment was taken multiple times.
- School, district, and state information is provided so that you can compare your student's performance to the performance of others. The percentage of students in each performance level across the state is reported below the graph.
- Dotted lines show where the range of scores is divided into performance levels.
- You are encouraged to discuss this report with your student's teacher.

Your Student's Score

745
**Approached
Expectations**
49th Percentile



Performance Level Descriptor - Approached Expectations

Students who **Approached Expectations** may benefit from additional support to meet expectations at the next grade level and they typically demonstrate the following:

In **Reading**, the pattern exhibited by student responses indicates:

- With very complex text: the ability to ask and/or answer questions with minimal accuracy, showing minimal understanding of the text when referring to explicit details and examples in the text.
- With moderately complex text: the ability to be generally accurate when asking and/or answering questions, showing basic understanding of the text when referring to explicit details and examples in the text.
- With readily accessible text: the ability to be mostly accurate when asking and/or answering questions, showing understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.

In **Written Expression**, students typically address the prompts and provide basic development of ideas, including when drawing evidence from multiple sources, while in the majority of instances demonstrating organization that sometimes is controlled. Students typically:

- Develop topic and/or narrative elements in a manner that is general in its appropriateness to the task and purpose.
- Demonstrate some organization.
- Include some linking words and phrases, descriptive words, and/or temporal words, limiting the clarity with which ideas are expressed.

In **Knowledge and use of Language Conventions**, students typically demonstrate basic command of the conventions of Standard English consistent with edited writing. There are few patterns of errors in grammar and usage that impede understanding, demonstrating partial control over language.

To view the full version of the performance level descriptors (PLDs), visit:

http://www.cde.state.co.us/assessment/grade_4_english_language_arts_plds.

Purpose

This report describes your student's mastery of the Colorado Academic Standards in Reading and Writing.

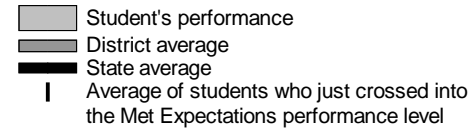
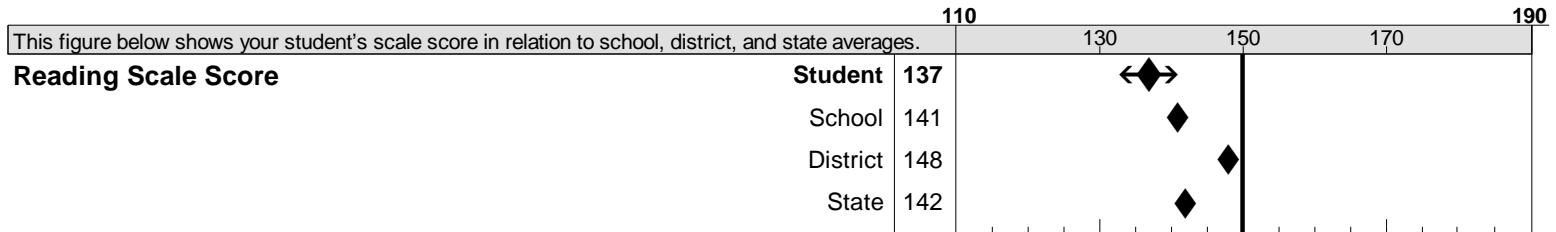
For more information on the CMAS assessment program, visit
<http://www.cde.state.co.us/assessment/cmas>

English Language Arts/Literacy

Confidential

Subclaim Performance

- Your student's overall performance in Reading is represented by the top diamond in the figure below.
- The percent of points your student earned for overall Writing and for each of the Reading and Writing subclaims is represented by the top bar in each of the other figures.
- District and state averages are provided for comparison.
- The dark vertical line indicates the average percent of points earned by students who just crossed into the Met Expectations performance level on the overall English Language Arts/Literacy test.

**Reading**

	Points Possible	Percent of Points Earned*	0%	25%	50%	75%	100%
Literary Text Students read and analyze fiction, drama, and poetry.	18	56%					
Informational Text Students read and analyze nonfiction, history, science, and the arts.	18	0%					
Vocabulary Students use context to determine what words and phrases mean.	8	25%					

	Points Possible	Percent of Points Earned*	0%	25%	50%	75%	100%
Writing							
Overall Writing Overall is calculated from Written Expression points multiplied by three plus Language and Conventions points.	27	56%					
Written Expression Students compose well-developed writing, using details from what they have read.	7	43%					
Language and Conventions Students demonstrate knowledge of conventions and other important elements of language.	6	100%					

*Percent of points earned cannot be compared across years because individual items change from year to year. They also cannot be compared across subclaims because the number of items and the difficulty of items may not be the same.



APPENDIX C: TEST CHARACTERISTIC CURVES,
TEST INFORMATION CURVES, &
CONDITIONAL STANDARD ERROR OF MEASUREMENT (CSEM) CURVES

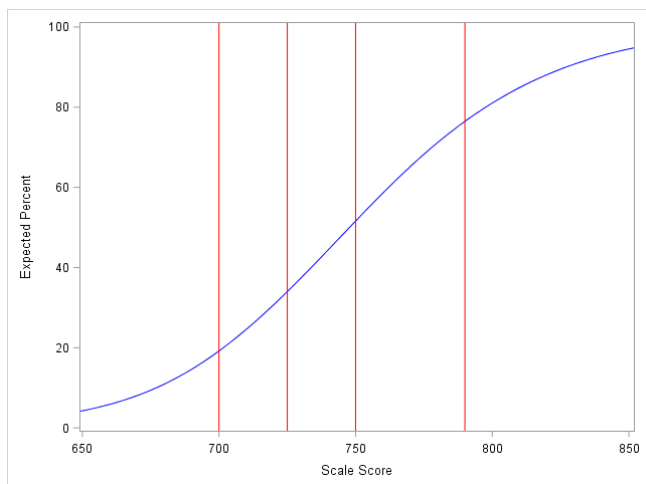


Figure 1. Mathematics Grade 3 TCC

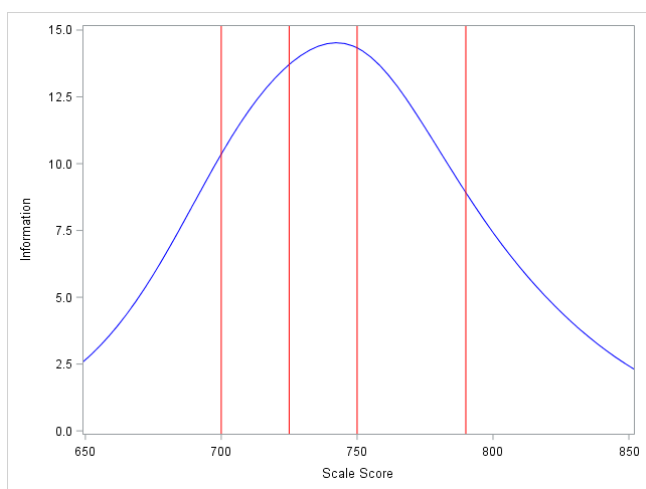


Figure 2. Mathematics Grade 3 TIC

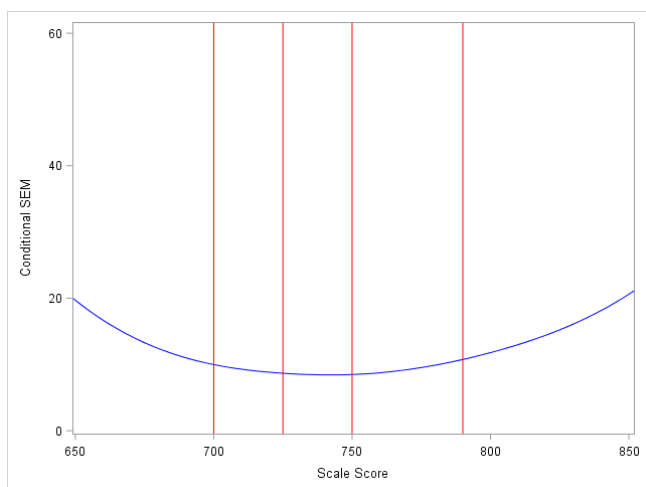


Figure 3. Mathematics Grade 3 CSEM

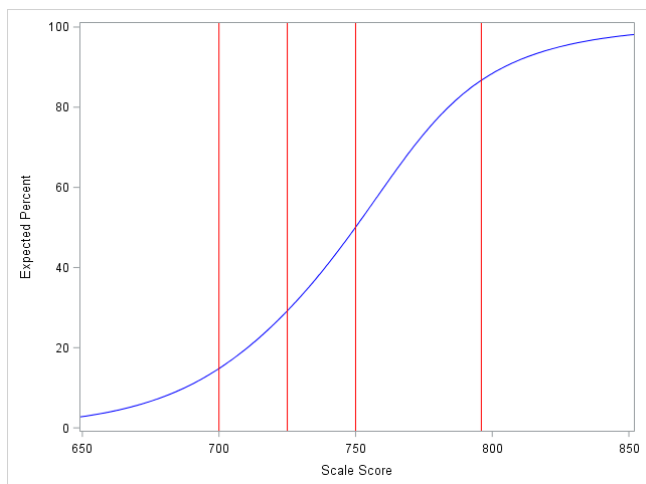


Figure 4. Mathematics Grade 4 TCC

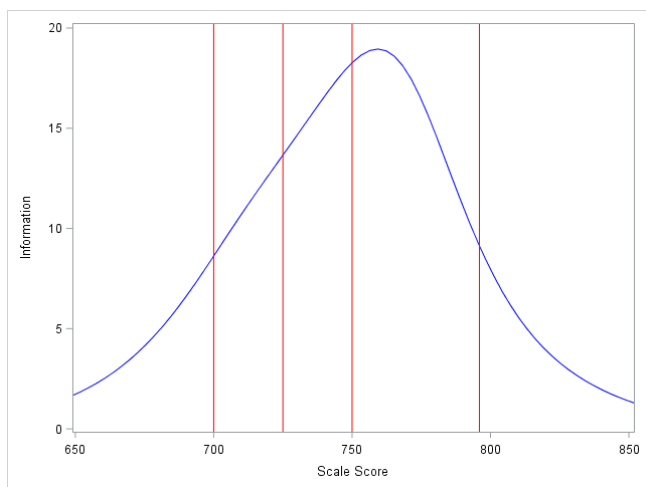


Figure 5. Mathematics Grade 4 TIC

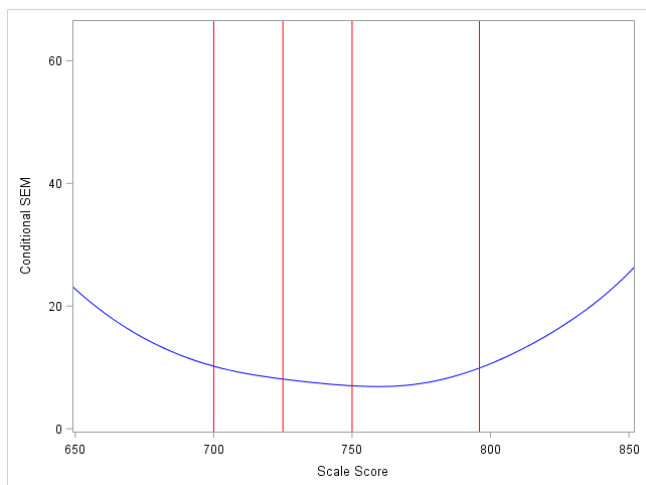


Figure 6. Mathematics Grade 4 CSEM

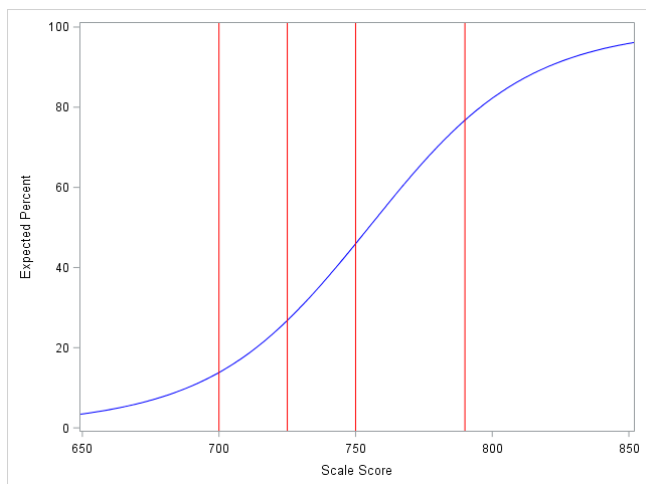


Figure 7. Mathematics Grade 5 TCC

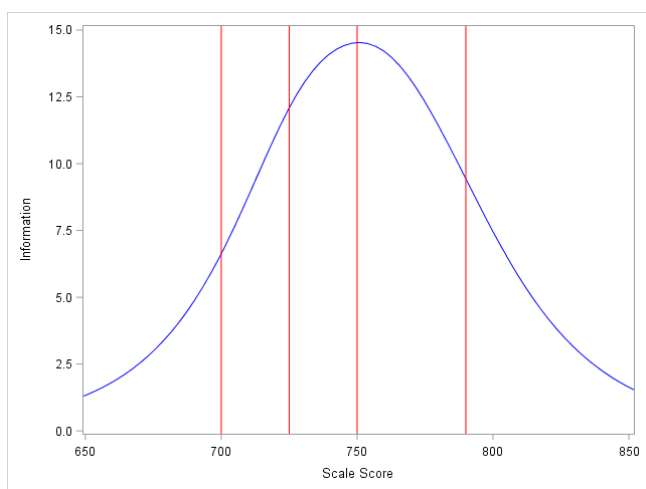


Figure 8. Mathematics Grade 5 TIC

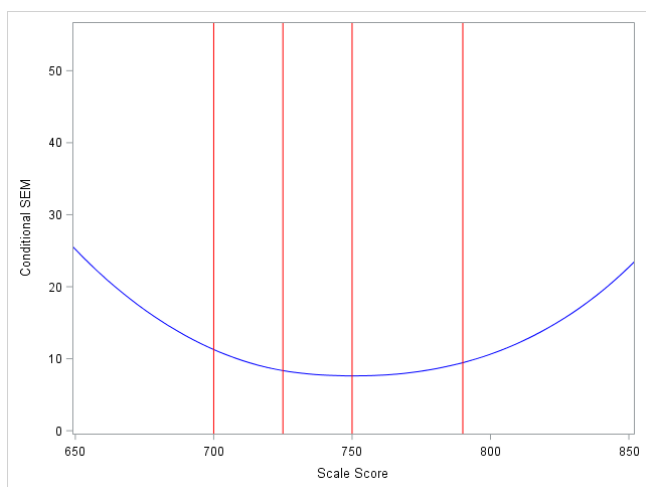


Figure 9. Mathematics Grade 5 CSEM

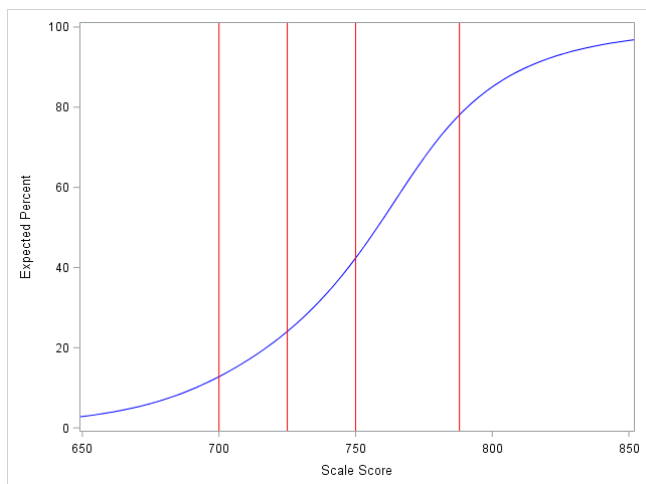


Figure 10. Mathematics Grade 6 TCC

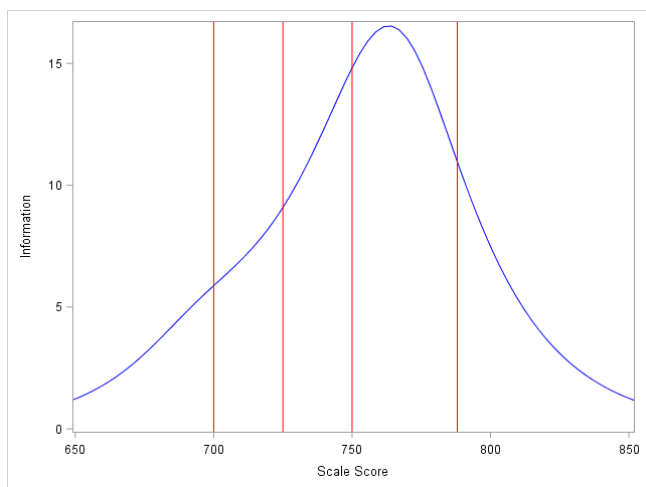


Figure 11. Mathematics Grade 6 TIC

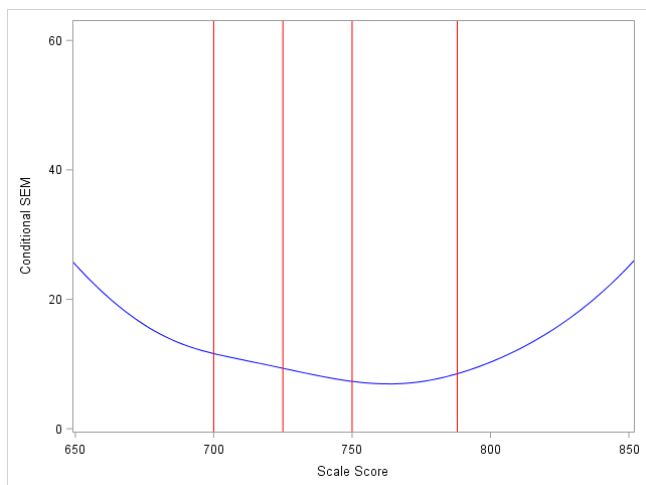


Figure 12. Mathematics Grade 6 CSEM

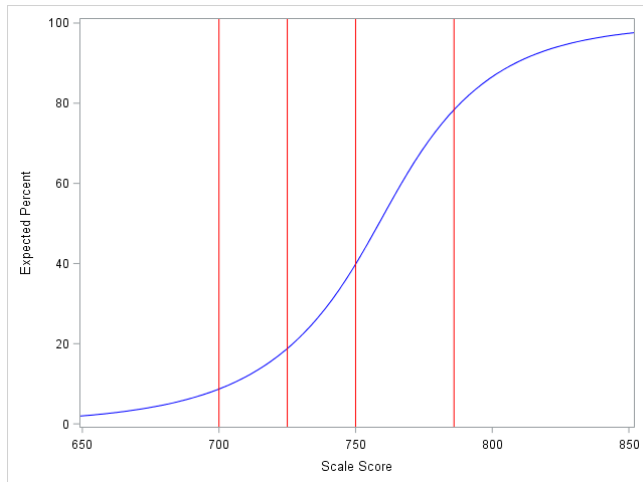


Figure 13. Mathematics Grade 7 TCC

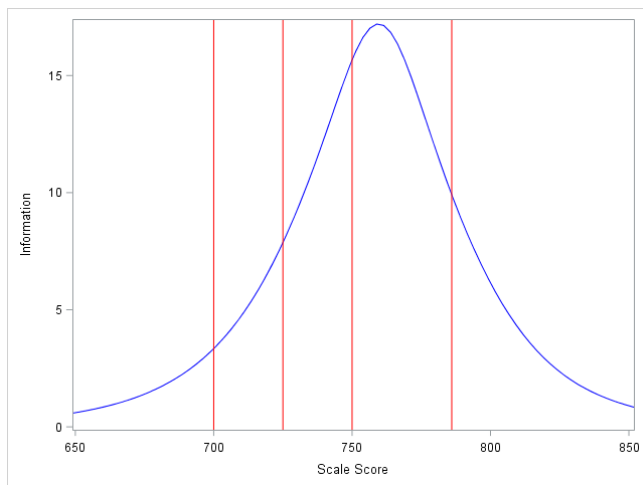


Figure 14. Mathematics Grade 7 TIC

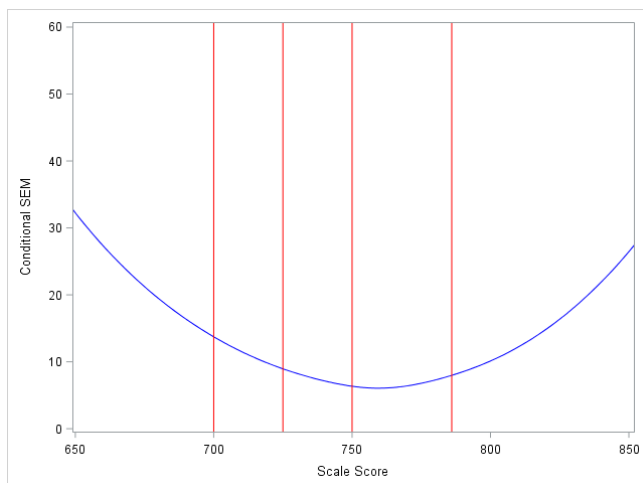


Figure 15. Mathematics Grade 7 CSEM

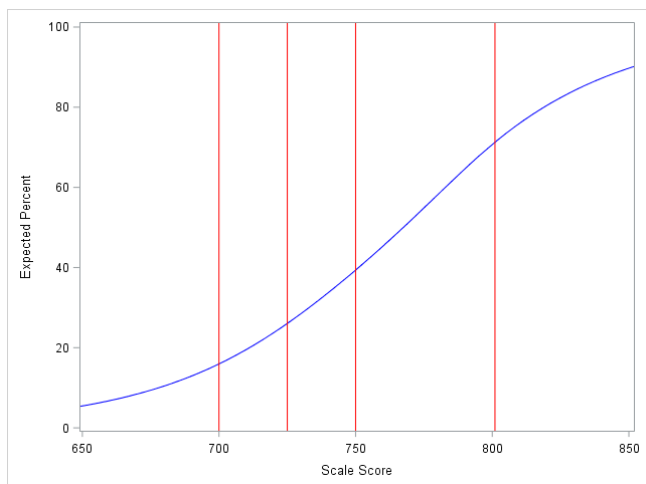


Figure 16. Mathematics Grade 8 TCC

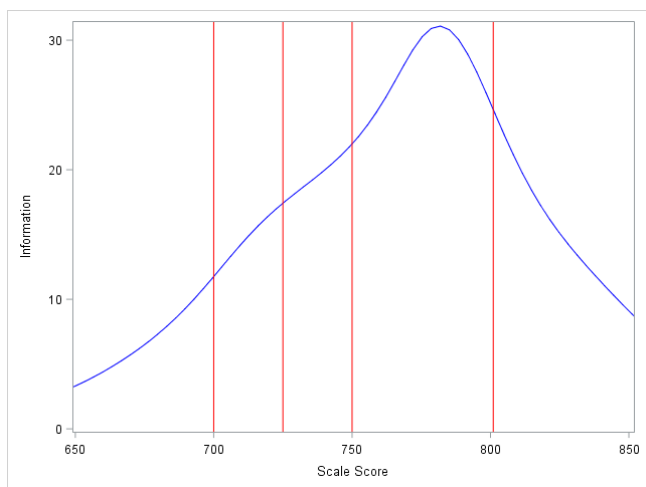


Figure 17. Mathematics Grade 8 TIC

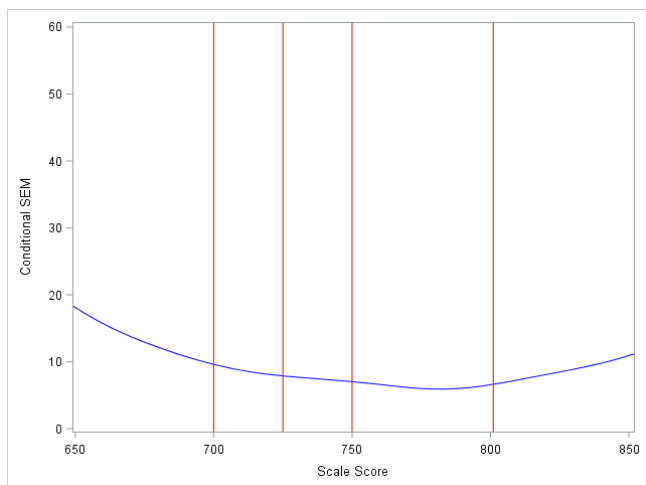


Figure 18. Mathematics Grade 8 CSEM

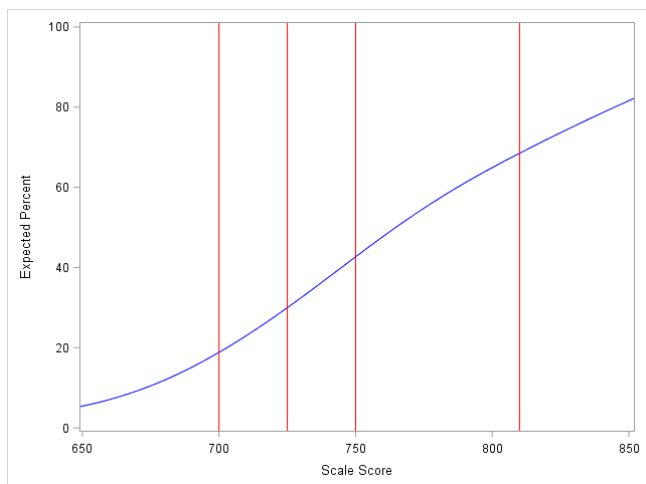


Figure 19. ELA Grade 3 TCC

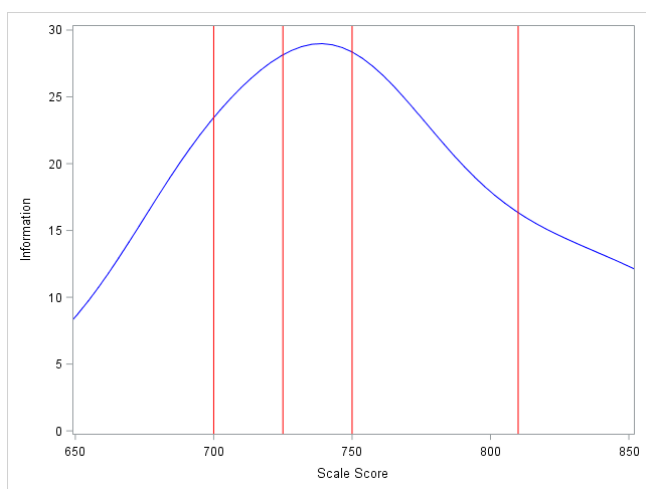


Figure 20. ELA Grade 3 TIC

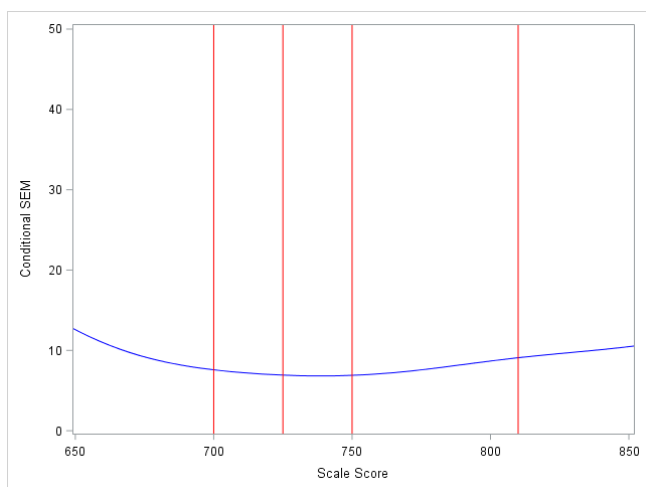


Figure 21. ELA Grade 3 CSEM

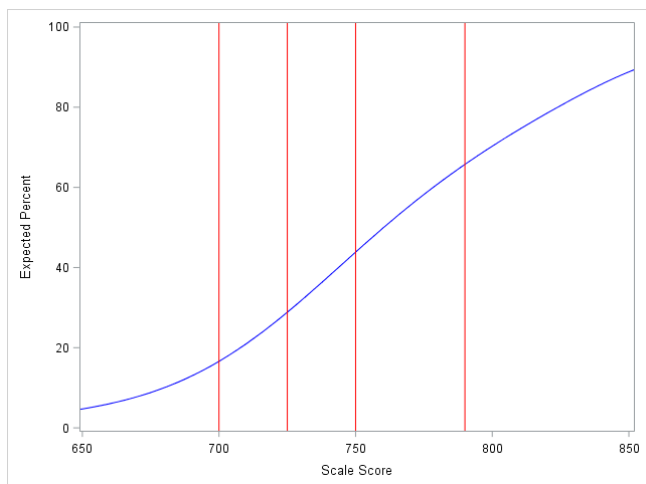


Figure 22. ELA Grade 4 TCC

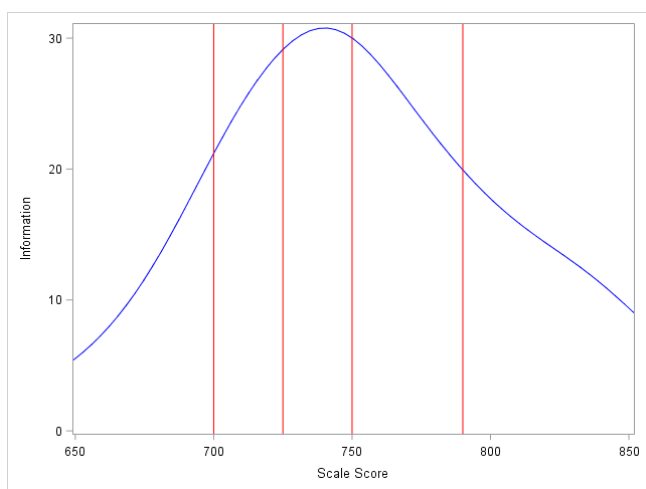


Figure 23. ELA Grade 4 TIC

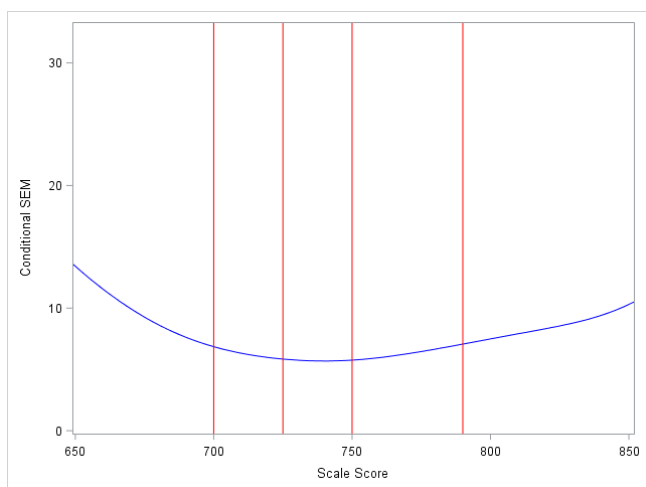


Figure 24. ELA Grade 4 CSEM

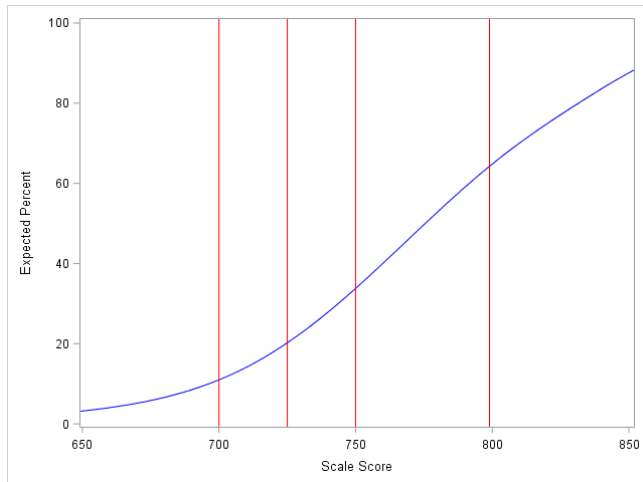


Figure 25. ELA Grade 5 TCC

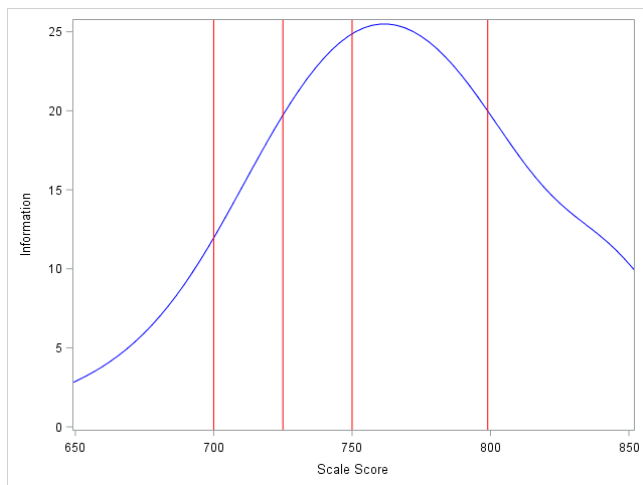


Figure 26. ELA Grade 5 TIC

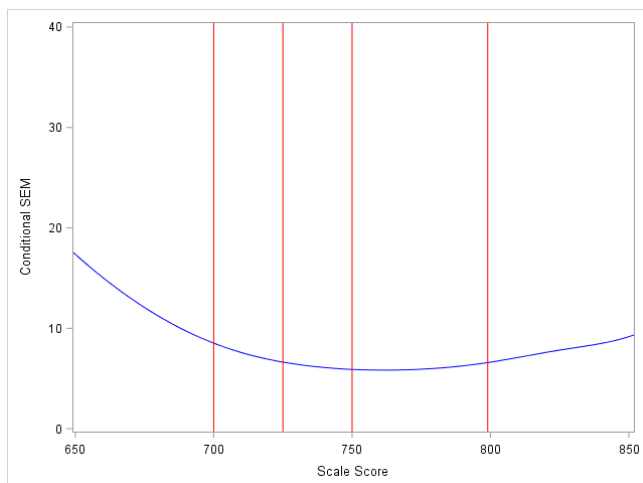


Figure 27. ELA Grade 5 CSEM

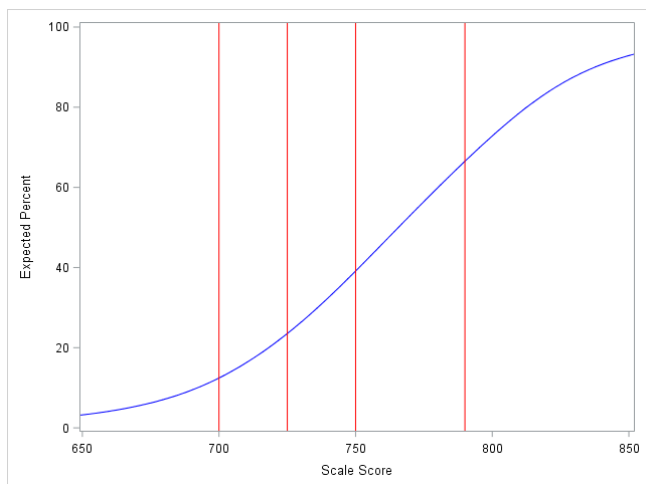


Figure 28. ELA Grade 6 TCC

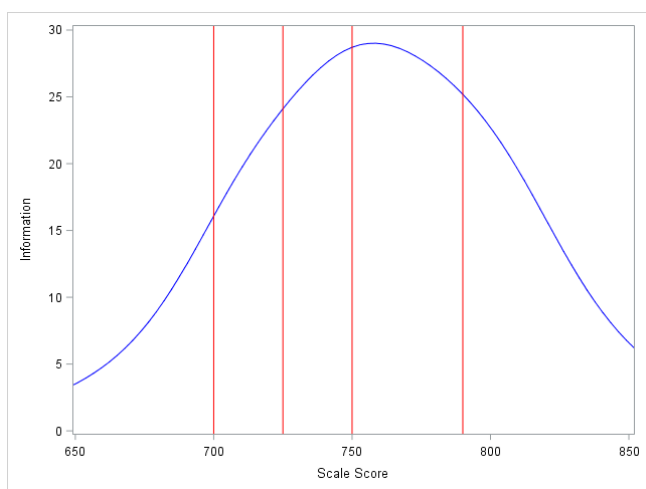


Figure 29. ELA Grade 6 TIC

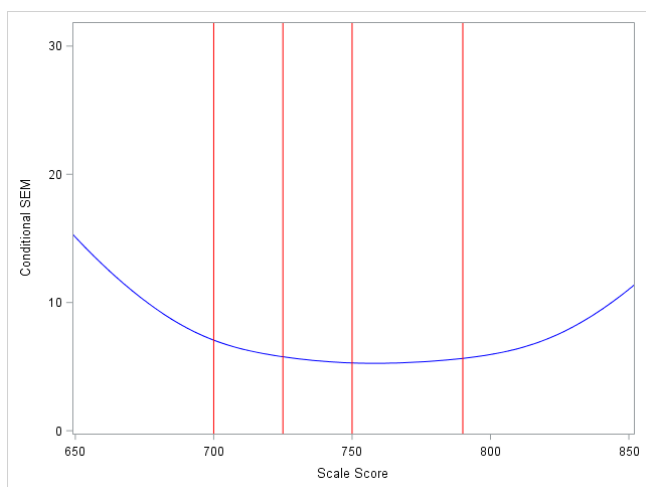


Figure 30. ELA Grade 6 CSEM

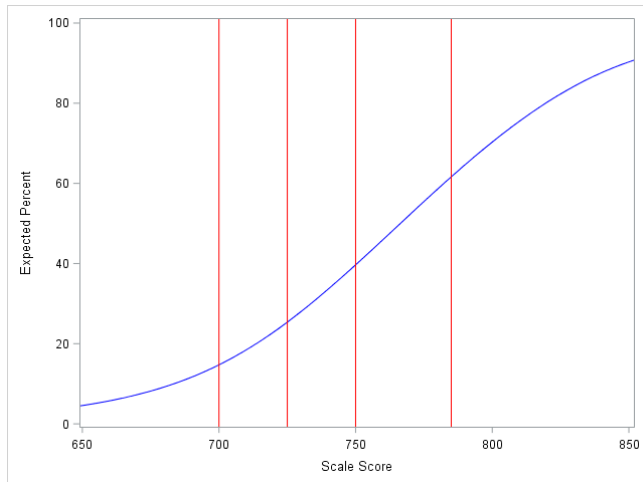


Figure 31. ELA Grade 7 TCC

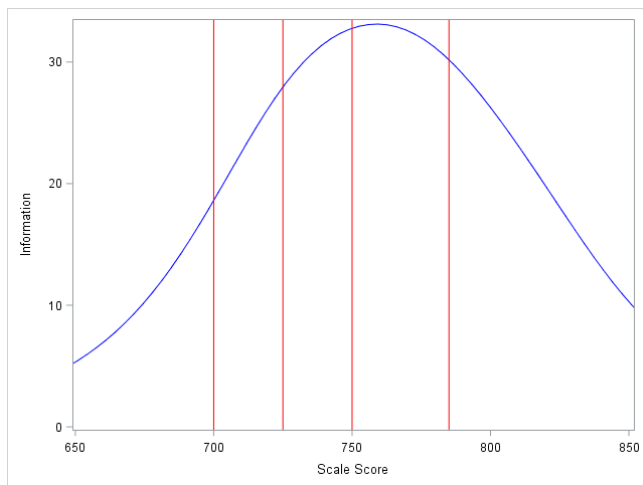


Figure 32. ELA Grade 7 TIC

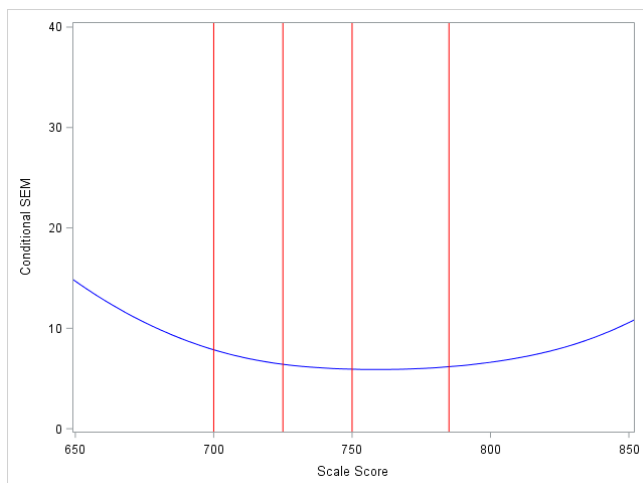


Figure 33. ELA Grade 7 CSEM

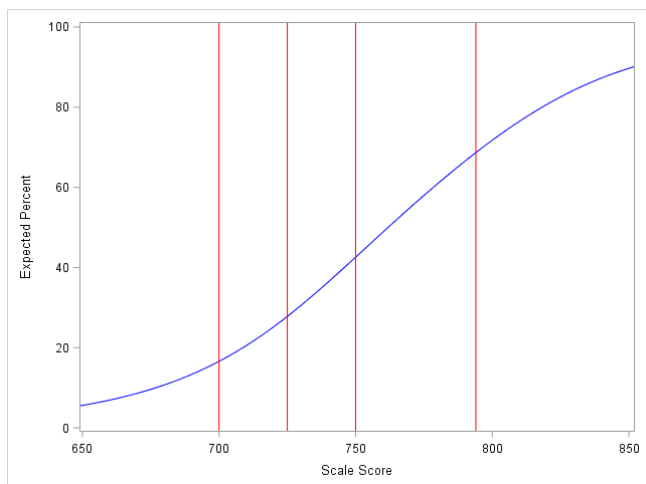


Figure 34. ELA Grade 8 TCC

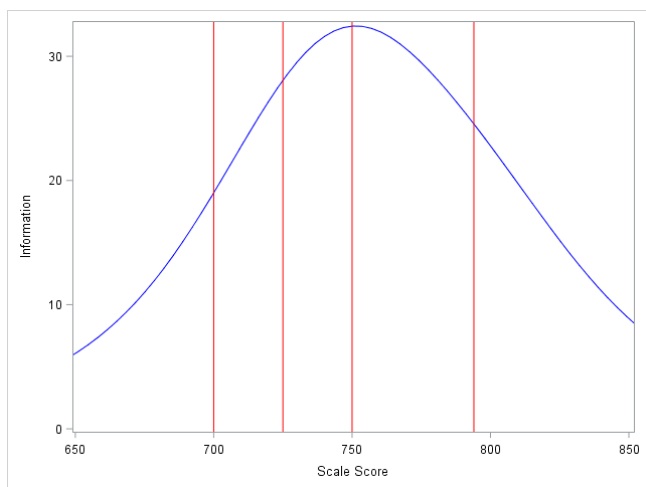


Figure 35. ELA Grade 8 TIC

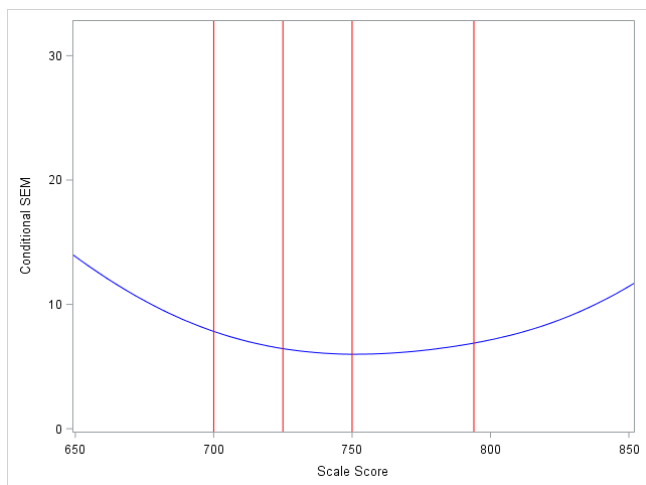


Figure 36. ELA Grade 8 CSEM

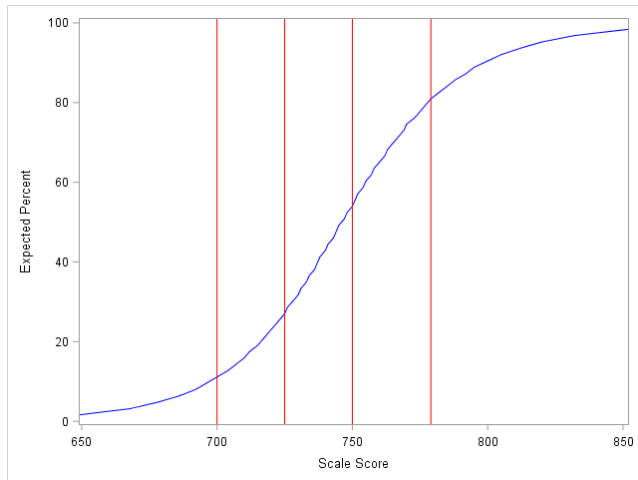


Figure 37. CSLA Grade 3 TCC

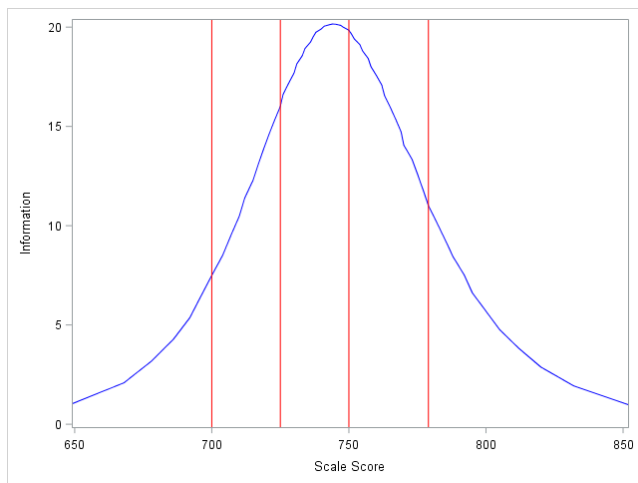


Figure 38. CSLA Grade 3 TIC

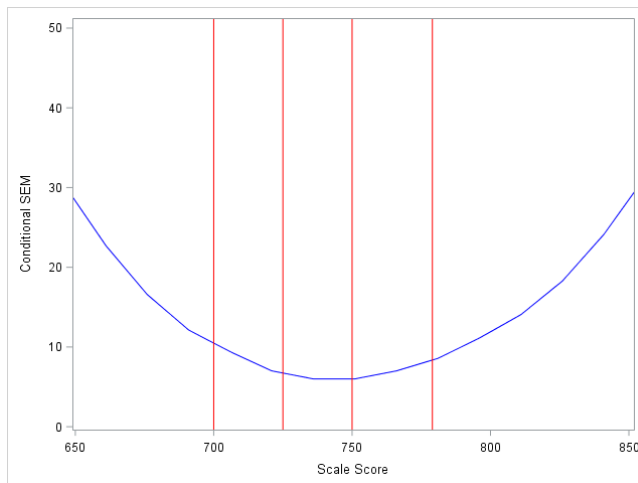


Figure 39. CSLA Grade 3 CSEM

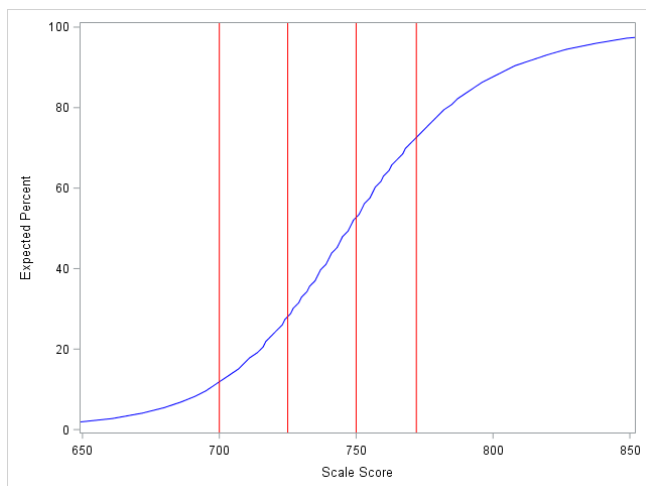


Figure 40. CSLA Grade 4 TCC

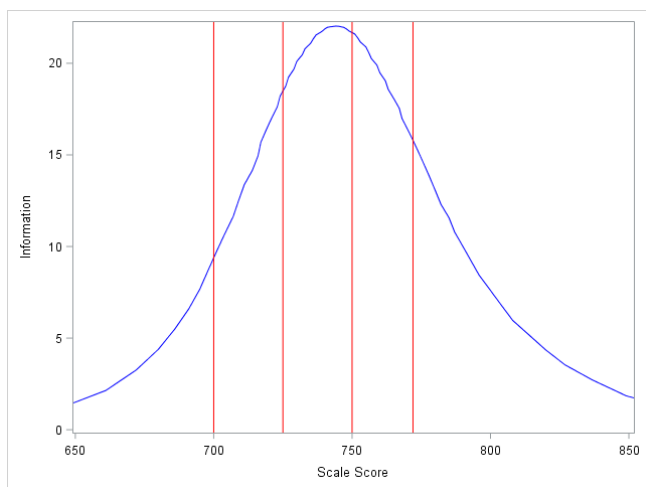


Figure 41. CSLA Grade 4 TIC

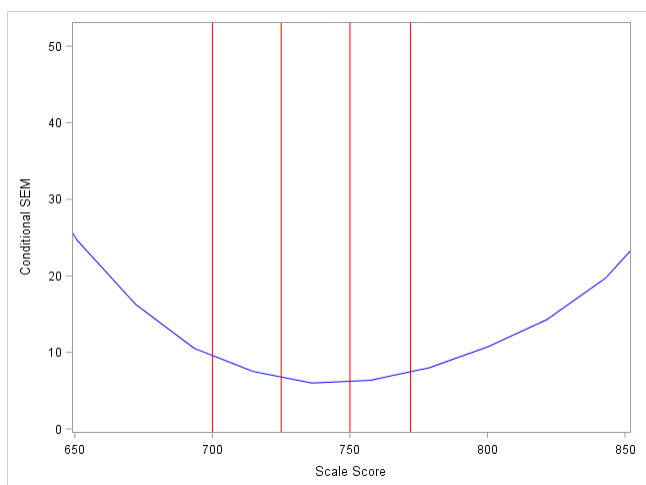


Figure 42. CSLA Grade 4 CSEM

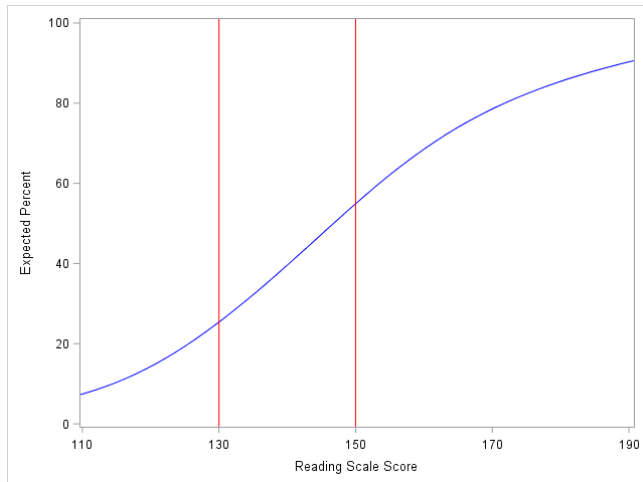


Figure 43. ELA Grade 3 Reading TCC

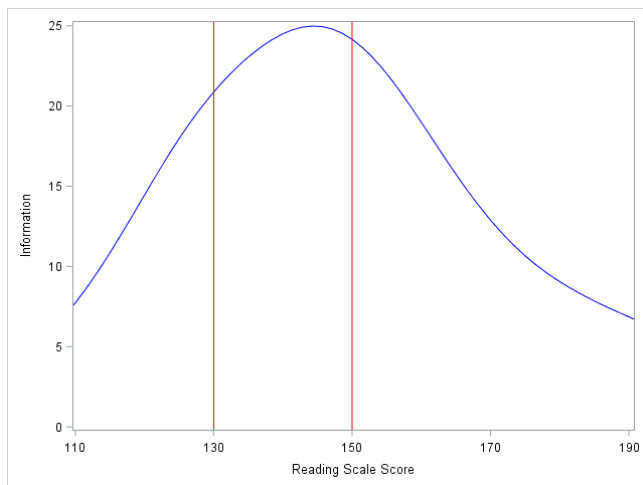


Figure 37. ELA Grade 3 Reading TIC

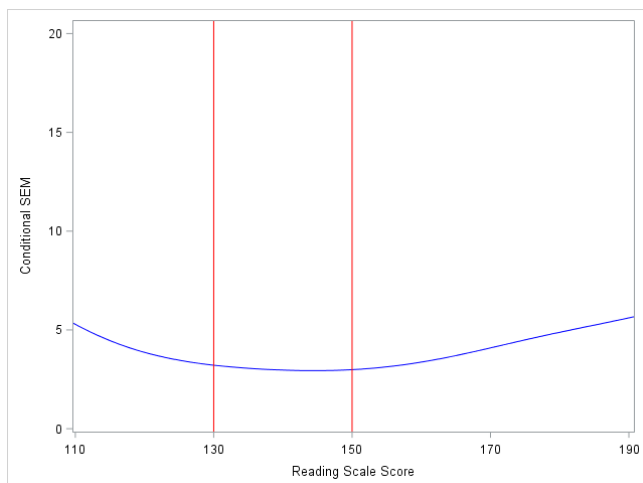


Figure 45. ELA Grade 3 Reading CSEM

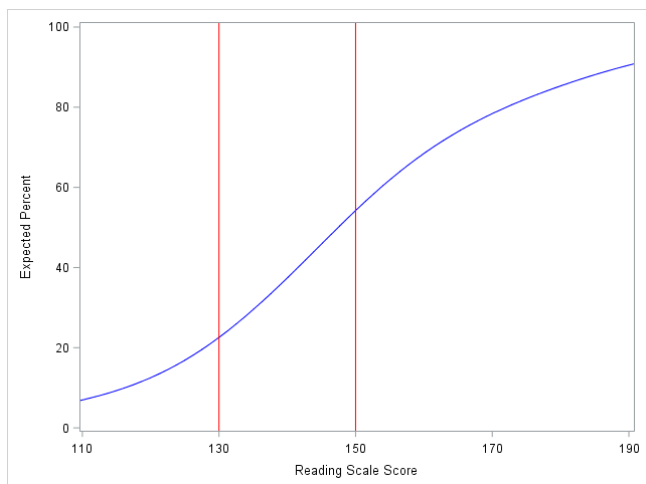


Figure 46. ELA Grade 4 Reading TCC

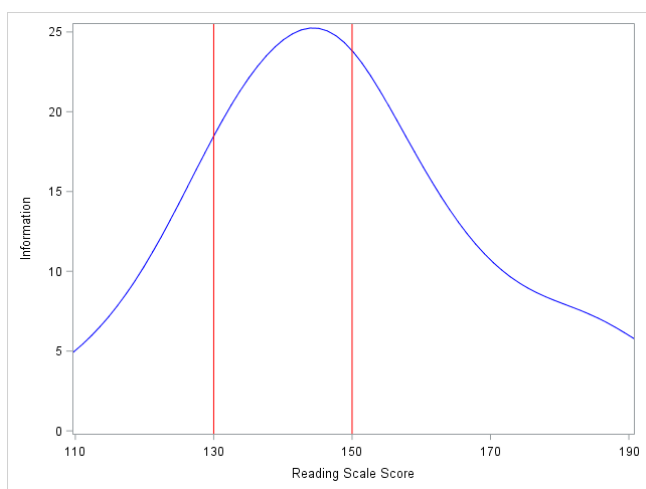


Figure 47. ELA Grade 4 Reading TIC

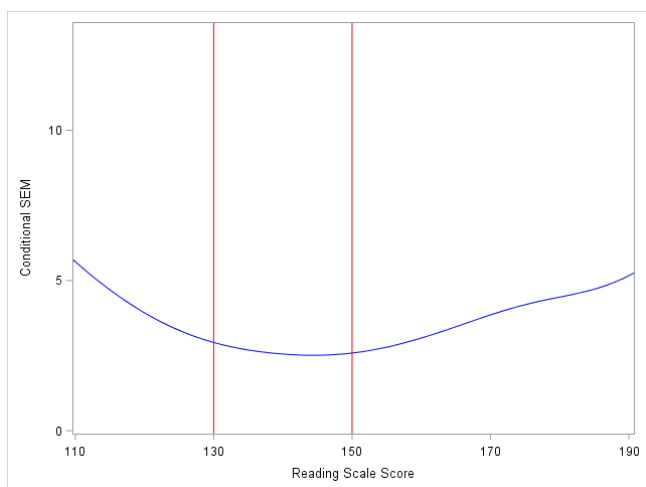


Figure 48. ELA Grade 4 Reading CSEM

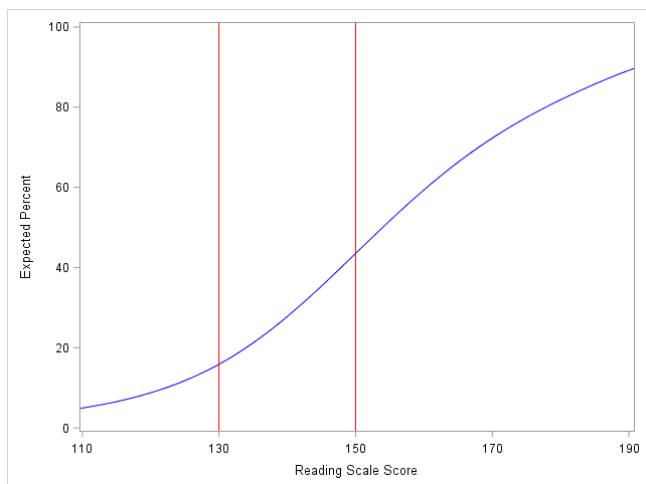


Figure 49. ELA Grade 5 Reading TCC

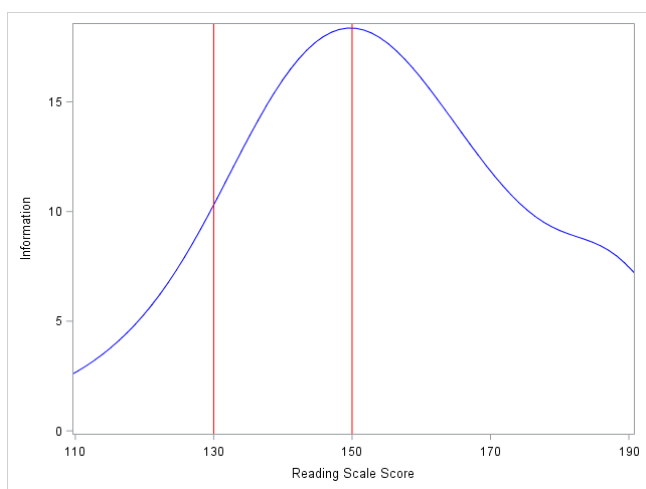


Figure 50. ELA Grade 5 Reading TIC

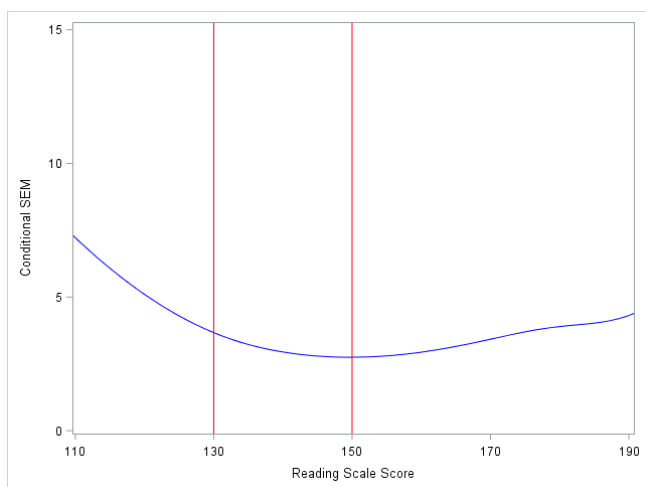


Figure 51. ELA Grade 5 Reading CSEM

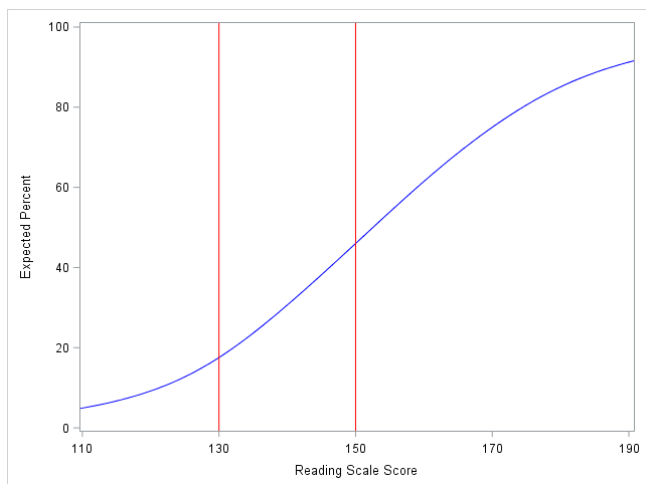


Figure 52. ELA Grade 6 Reading TCC

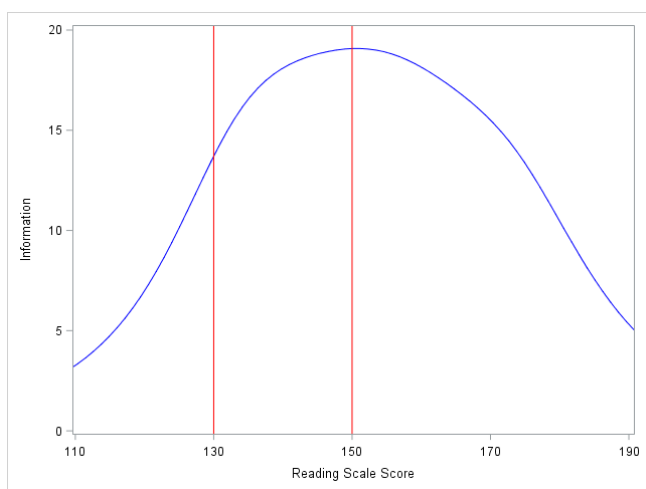


Figure 53. ELA Grade 6 Reading TIC

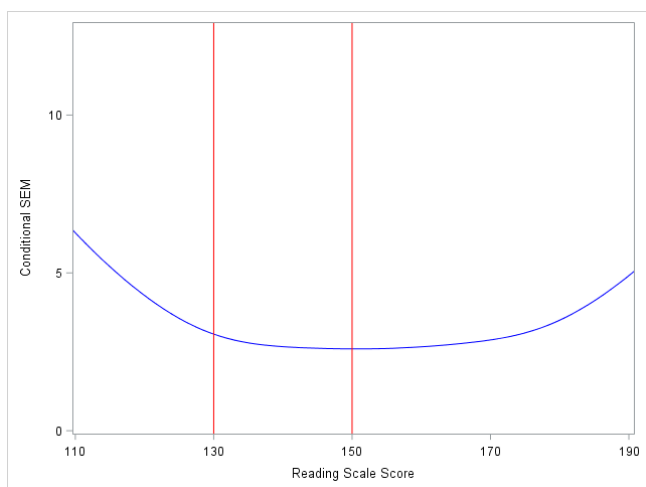


Figure 54. ELA Grade 6 Reading CSEM

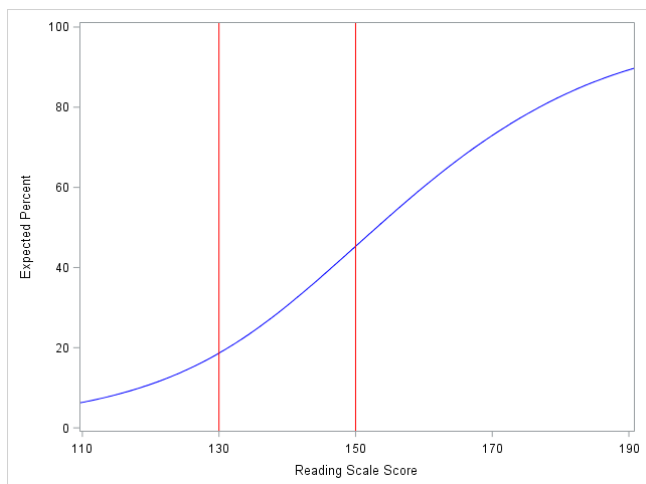


Figure 55. ELA Grade 7 Reading TCC

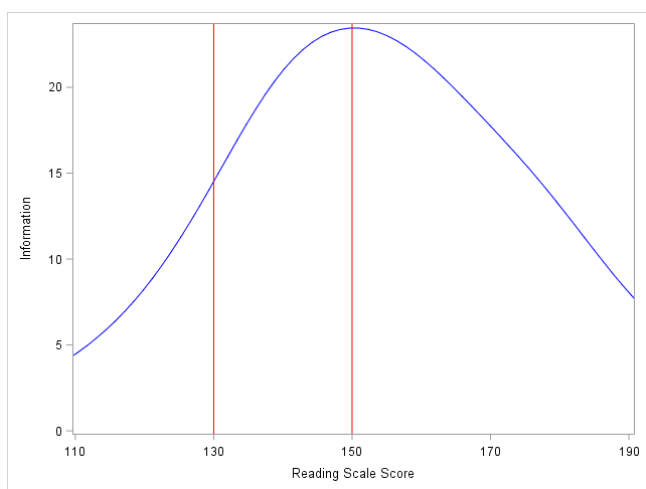


Figure 56. ELA Grade 7 Reading TIC

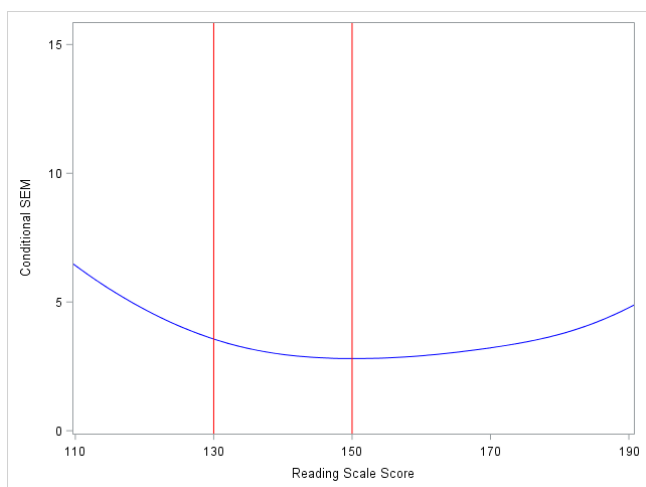


Figure 57. ELA Grade 7 Reading CSEM

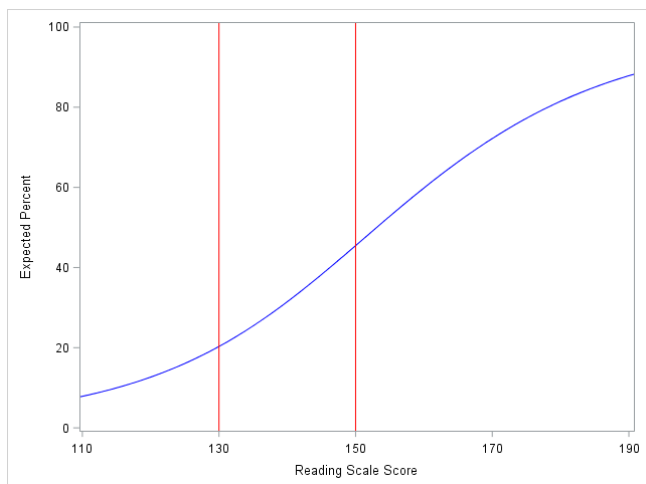


Figure 58. ELA Grade 8 Reading TCC

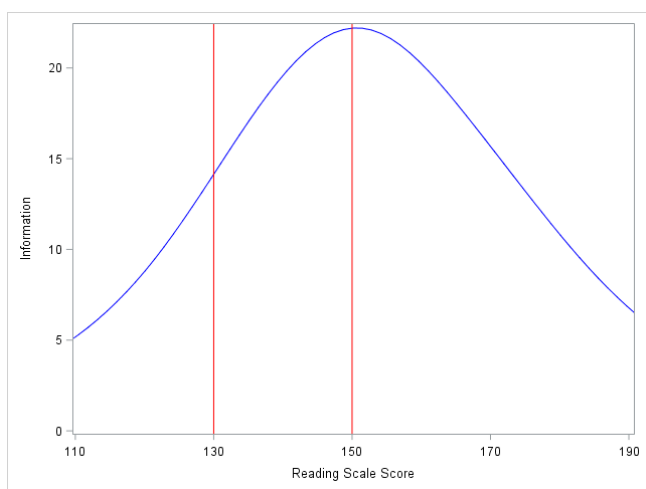


Figure 59. ELA Grade 8 Reading TIC

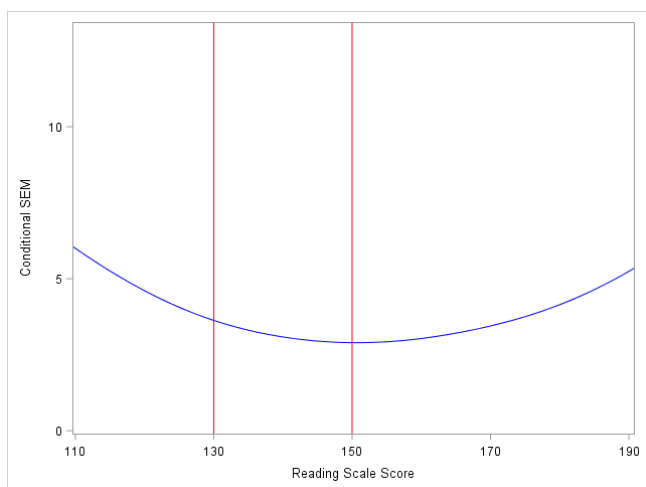


Figure 60. ELA Grade 8 Reading CSEM

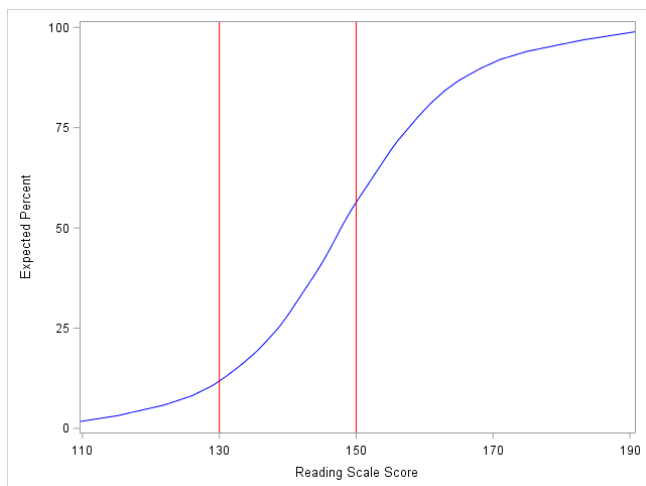


Figure 61. CSLA Grade 3 Reading TCC

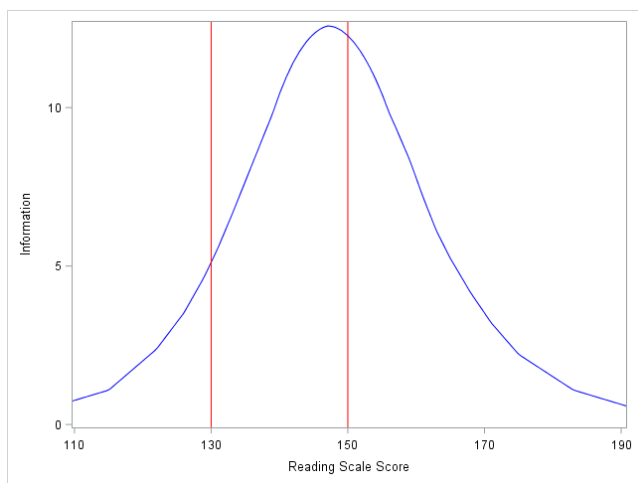


Figure 62. CSLA Grade 3 Reading TIC

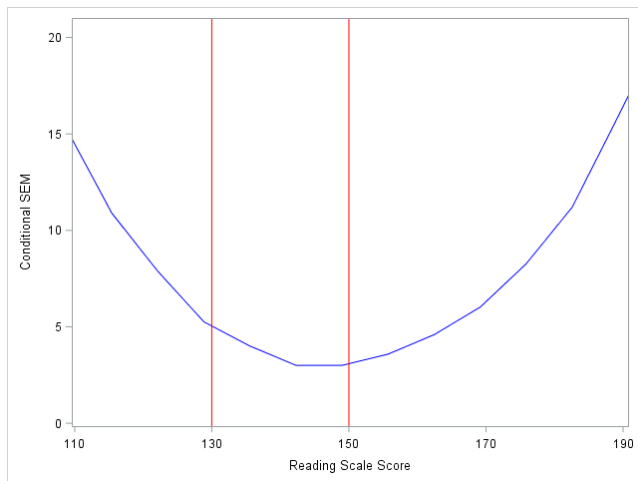


Figure 63. CSLA Grade 3 Reading CSEM

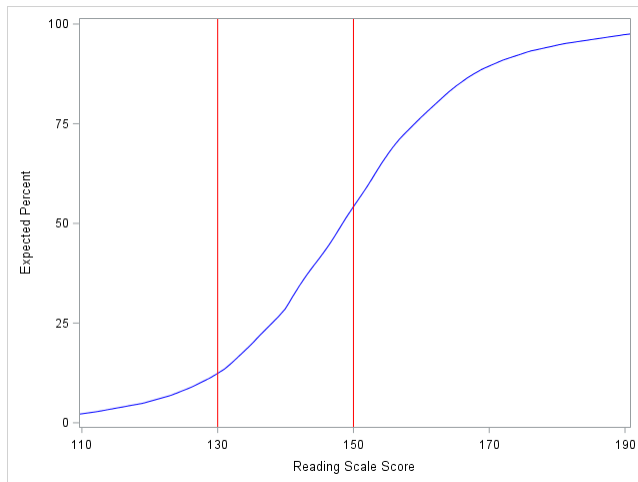


Figure 64. CSLA Grade 4 Reading TCC

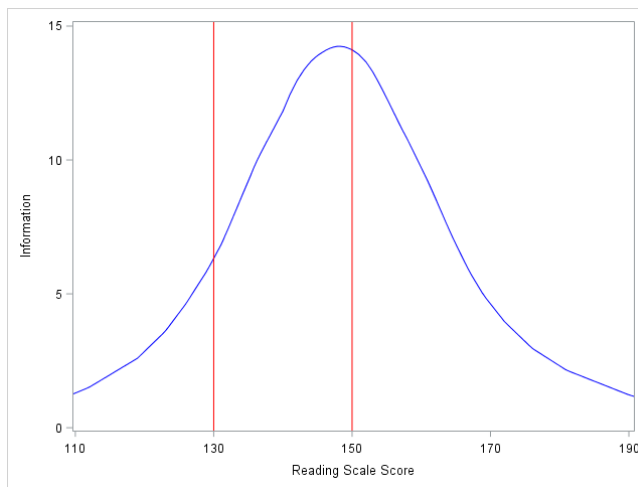


Figure 65. CSLA Grade 4 Reading TIC

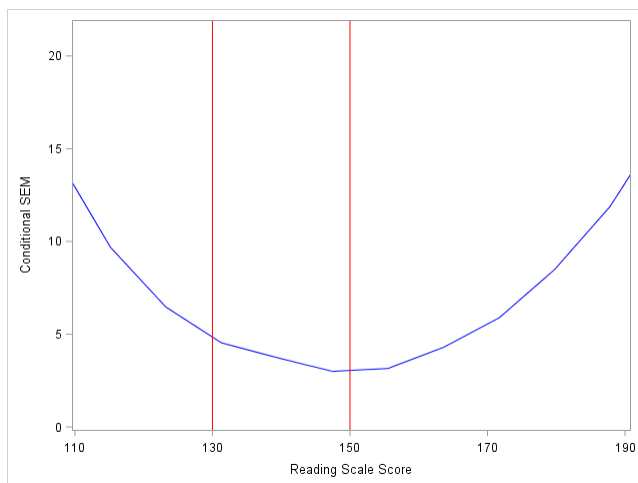


Figure 66. CSLA Grade 4 Reading CSEM