



California Assessment of
Student Performance and Progress

California Alternate Assessments Transcripts of 2015–16 Surveys of Student Characteristics

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Grade Three

The Survey of Student Characteristics (SSC) is a grade-specific survey that includes 21 questions related to background information about an individual student's disability and communication styles, his or her chosen response mode for the particular assessment, and his or her overall proficiency in specific content-based skill areas. The SSC should be completed by the test examiner, based on his or her knowledge of each of these aspects for the student being tested. Please keep this student in mind while answering the survey questions. The responses to these questions must be entered into the student testing interface before a student can be administered the English language arts/literacy and mathematics tests.

1. **Expressive Communication** (Select the one that best describes your student.)
 - a.) Uses symbolic language to communicate: Student uses verbal or written words, signs, braille, or language-based augmentative systems to request, initiate, and respond to questions, describe things or events, and express refusal.
 - b.) Uses intentional communication, but not at a symbolic language level: Student uses understandable communication through such modes as gestures, pictures, objects/textures, points, etc., to clearly express a variety of intentions.
 - c.) Student communicates primarily through cries, facial expressions, change in muscle tone, etc., but no clear use of objects/textures, regularized gestures, pictures, signs, etc., to communicate.
 - d.) Other
2. **Does this student use an assistive/augmentative communication system in addition to or in place of oral speech?**
 - Yes, an iPad
 - Yes, a Go Talk
 - Yes, a Tobii Dynavox
 - Yes, a Tobii PCEye Go
 - Yes, a PRC Eco
 - Yes, a PRC Saltillo NOVA Chat
 - Yes, something other than listed
 - No
3. **Receptive Language** (Select the one that best describes your student.)
 - a.) Independently follows 1–2 step directions presented through words (e.g., words may be spoken, signed, printed, or any combination) and does NOT need additional cues.
 - b.) Requires additional cues (e.g., gestures, pictures, objects, or demonstrations/models) to follow 1–2 step directions.
 - c.) Alerts to sensory input from another person (auditory, visual, touch, movement) BUT requires actual physical assistance to follow simple directions.
 - d.) Uncertain response to sensory stimuli (e.g., sound/voice; sight/gesture; touch; movement; smell).

4. **Vision** (Select the one that best describes your student.)
 - a.) Vision within normal limits.
 - b.) Corrected vision within normal limits.
 - c.) Low vision; uses vision for some activities of daily living.
 - d.) No functional use of vision for activities of daily living, or unable to determine functional use of vision.
5. **Hearing** (Select the one that best describes your student.)
 - a.) Hearing within normal limits.
 - b.) Corrected hearing loss within normal limits.
 - c.) Hearing loss aided, but still with a significant loss.
 - d.) Profound loss, even with aids.
 - e.) Unable to determine functional use of hearing.
6. **Motor** (Select the one that best describes your student.)
 - a.) No significant motor dysfunction that requires adaptations.
 - b.) Requires adaptations to support motor functioning (e.g., walker, adapted utensils, and/or keyboard).
 - c.) Uses wheelchair, positioning equipment, and/or assistive devices for most activities.
 - d.) Needs personal assistance for most/all motor activities.
7. **Social Engagement** (Select the one that best describes your student.)
 - a.) Initiates and sustains social interactions.
 - b.) Responds with social interaction, but does not initiate or sustain social interactions.
 - c.) Aware of others.
 - d.) Responds inappropriately.
 - e.) Does not alert to others.
8. **Health Issues/Attendance** (Select the one that best describes your student.)
 - a.) Attends at least 90% of school days.
 - b.) Attends approximately 75% of school days; absences primarily due to health issues.
 - c.) Attends approximately 50% or less of school days; absences primarily due to health issues.
 - d.) Receives home/hospital instruction due to health issues.
 - e.) Highly irregular attendance or homebound instruction due to issues other than health.
9. **Reading** (Select the one that best describes your student.)
 - a.) Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational texts in print or braille.
 - b.) Reads basic sight words, simple sentences, directions, bullets, and/or lists in print or braille.
 - c.) Aware of text/braille, follows directionality, makes letter distinctions, or tells a story from the pictures that is not linked to the text.
 - d.) No observable awareness of print or braille.

10. Language of Instruction

- a.) English
- b.) Spanish
- c.) American Sign Language (ASL) or other system of manual communication
- d.) Picture Exchange Communication System (PECS) or similar format
- e.) Other

11. Mathematics (Select the one that best describes your student.)

- a.) Applies computational procedures to solve real-life or routine word problems from a variety of contexts.
- b.) Does computational procedures with or without a calculator.
- c.) Counts with 1:1 correspondence to at least 10, and/or makes numbered sets of items.
- d.) Counts by rote to 5.
- e.) No observable awareness or use of numbers.

12. Will your student use a mouse, touchscreen, and/or a computer keyboard to enter responses for the English language arts test directly? (Note: Students who will enter responses themselves must do so for all items in the test.)

- a.) Yes
- b.) No

13. If you will enter responses on behalf of the student, please indicate your student's primary mode(s) of communication that will be used in the English language arts test.

- Student will provide a verbal response.
- Student will use gestures or point to indicate a response.
- Student will use the accommodation of print on demand and will respond (check, circle, fill-in, etc.) on paper.
- Student will use an assistive/augmentative communication device.
- Student will use eye gaze.
- Other

14. Please indicate how well your student is consistently able to perform most of the following tasks.

- Determine the central idea and supporting details in literary text
- Determine the main idea and identify supporting details in informational text
- Determine the main idea of visually presented information
- Identify the purpose of text features in informational text
- Use information from charts, graphs, diagrams, or timelines in informational text to answer questions
- Use context to identify the meaning of multiple meaning words

<p>a.) Understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills and may need occasional prompts and assistance to complete tasks and activities.</p> <p>b.) Foundational understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills, and may frequently need supports to complete tasks and activities.</p> <p>c.) Limited understanding: Students at this level demonstrate limited understanding of adapted grade-level content that focuses on much of the basic knowledge and skills, even with extensive supports.</p> <p>d.) Student does not display any level of understanding of these skills consistently.</p>	<p>Options for specifying a level of understanding</p>
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15. Please indicate how well your student is consistently able to perform most of the following tasks.

- Use details from a literary text to answer specific questions
- Describe the relationship between characters and character and setting in literary text

<p>a.) Understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills and may need occasional prompts and assistance to complete tasks and activities.</p> <p>b.) Foundational understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills, and may frequently need supports to complete tasks and activities.</p> <p>c.) Limited understanding: Students at this level demonstrate limited understanding of adapted grade-level content that focuses on much of the basic knowledge and skills, even with extensive supports.</p> <p>d.) Student does not display any level of understanding of these skills consistently.</p>	<p>Options for specifying a level of understanding</p>
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16. Please specify which statement best describes the student’s ability with respect to writing.

- a.) **High:** Can identify a text feature (e.g., captions, graphs, or diagrams) to present information in explanatory text.
- b.) **Moderate:** Can identify elements of a narrative text to include beginning, middle, and end. Can identify the category related to a set of facts.
- c.) **Low:** Can identify a statement related to an everyday topic.
- d.) **Student does not display consistent proficiency on any of these aspects of writing.**

17. Will your student use a mouse, touchscreen, and/or a computer keyboard to enter responses for the mathematics test directly? (Note: Students who will enter responses themselves must do so for all items in the test.)
- Yes
 - No
18. If you will enter responses on behalf of the student, please indicate your student's primary mode(s) of communication that will be used in the mathematics test.
- Student will provide a verbal response.
- Student will use gestures or point to indicate a response.
- Student will use the accommodation of print on demand and will respond (check, circle, fill-in, etc.) on paper.
- Student will use an assistive/augmentative communication device.
- Student will use eye gaze.
- Other
19. Please indicate how well your student is consistently able to perform most of the following tasks.
- Solve addition and subtraction word problems
 - Solve multiplication equations in which both numbers are equal to or less than five
 - Identify multiplication patterns

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| <p>a.) Understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills and may need occasional prompts and assistance to complete tasks and activities.</p> <p>b.) Foundational understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills, and may frequently need supports to complete tasks and activities.</p> <p>c.) Limited understanding: Students at this level demonstrate limited understanding of adapted grade-level content that focuses on much of the basic knowledge and skills, even with extensive supports.</p> <p>d.) Student does not display any level of understanding of these skills consistently.</p> | Options for specifying a level of understanding |
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20. Please indicate how well your student is consistently able to perform most of the following tasks.
- Check the correctness of an answer in the context of a scenario
 - Match fraction models to unit fractions

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| <p>a.) Understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills and may need occasional prompts and assistance to complete tasks and activities.</p> <p>b.) Foundational understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills, and may frequently need supports to complete tasks and activities.</p> <p>c.) Limited understanding: Students at this level demonstrate limited understanding of adapted grade-level content that focuses on much of the basic knowledge and skills, even with extensive supports.</p> <p>d.) Student does not display any level of understanding of these skills consistently.</p> | Options for specifying a level of understanding |
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21. Please indicate how well your student is consistently able to perform most of the following tasks.

- Identify geometric figures which are divided into equal parts
- Identify growing number patterns
- Identify a representation of the area of a triangle

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| <p>a.) Understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills and may need occasional prompts and assistance to complete tasks and activities.</p> <p>b.) Foundational understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills, and may frequently need supports to complete tasks and activities.</p> <p>c.) Limited understanding: Students at this level demonstrate limited understanding of adapted grade-level content that focuses on much of the basic knowledge and skills, even with extensive supports.</p> <p>d.) Student does not display any level of understanding of these skills consistently.</p> | Options for specifying a level of understanding |
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Grade Four

The Survey of Student Characteristics (SSC) is a grade-specific survey that includes 21 questions related to background information about an individual student's disability and communication styles, his or her chosen response mode for the particular assessment, and his or her overall proficiency in specific content-based skill areas. The SSC should be completed by the test examiner, based on his or her knowledge of each of these aspects for the student being tested. Please keep this student in mind while answering the survey questions. The responses to these questions must be entered into the student testing interface before a student can be administered the English language arts/literacy and mathematics tests.

1. **Expressive Communication** (Select the one that best describes your student.)
 - a.) Uses symbolic language to communicate: Student uses verbal or written words, signs, braille, or language-based augmentative systems to request, initiate, and respond to questions, describe things or events, and express refusal.
 - b.) Uses intentional communication, but not at a symbolic language level: Student uses understandable communication through such modes as gestures, pictures, objects/textures, points, etc., to clearly express a variety of intentions.
 - c.) Student communicates primarily through cries, facial expressions, change in muscle tone, etc., but no clear use of objects/textures, regularized gestures, pictures, signs, etc., to communicate.
 - d.) Other
2. **Does this student use an assistive/augmentative communication system in addition to or in place of oral speech?**
 - Yes, an iPad
 - Yes, a Go Talk
 - Yes, a Tobii Dynavox
 - Yes, a Tobii PCEye Go
 - Yes, a PRC Eco
 - Yes, a PRC Saltillo NOVA Chat
 - Yes, something other than listed
 - No
3. **Receptive Language** (Select the one that best describes your student.)
 - a.) Independently follows 1–2 step directions presented through words (e.g., words may be spoken, signed, printed, or any combination) and does NOT need additional cues.
 - b.) Requires additional cues (e.g., gestures, pictures, objects, or demonstrations/models) to follow 1–2 step directions.
 - c.) Alerts to sensory input from another person (auditory, visual, touch, movement) BUT requires actual physical assistance to follow simple directions.
 - d.) Uncertain response to sensory stimuli (e.g., sound/voice; sight/gesture; touch; movement; smell).

4. **Vision** (Select the one that best describes your student.)
 - a.) Vision within normal limits.
 - b.) Corrected vision within normal limits.
 - c.) Low vision; uses vision for some activities of daily living.
 - d.) No functional use of vision for activities of daily living, or unable to determine functional use of vision.
5. **Hearing** (Select the one that best describes your student.)
 - a.) Hearing within normal limits.
 - b.) Corrected hearing loss within normal limits.
 - c.) Hearing loss aided, but still with a significant loss.
 - d.) Profound loss, even with aids.
 - e.) Unable to determine functional use of hearing.
6. **Motor** (Select the one that best describes your student.)
 - a.) No significant motor dysfunction that requires adaptations.
 - b.) Requires adaptations to support motor functioning (e.g., walker, adapted utensils, and/or keyboard).
 - c.) Uses wheelchair, positioning equipment, and/or assistive devices for most activities.
 - d.) Needs personal assistance for most/all motor activities.
7. **Social Engagement** (Select the one that best describes your student.)
 - a.) Initiates and sustains social interactions.
 - b.) Responds with social interaction, but does not initiate or sustain social interactions.
 - c.) Aware of others.
 - d.) Responds inappropriately.
 - e.) Does not alert to others.
8. **Health Issues/Attendance** (Select the one that best describes your student.)
 - a.) Attends at least 90% of school days.
 - b.) Attends approximately 75% of school days; absences primarily due to health issues.
 - c.) Attends approximately 50% or less of school days; absences primarily due to health issues.
 - d.) Receives Homebound Instruction due to health issues.
 - e.) Highly irregular attendance or homebound instruction due to issues other than health.
9. **Reading** (Select the one that best describes your student.)
 - a.) Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational texts in print or braille.
 - b.) Reads basic sight words, simple sentences, directions, bullets, and/or lists in print or braille.
 - c.) Aware of text/braille, follows directionality, makes letter distinctions, or tells a story from the pictures that is not linked to the text.
 - d.) No observable awareness of print or braille.

10. Language of Instruction

- a.) English
- b.) Spanish
- c.) American Sign Language (ASL) or other system of manual communication
- d.) Picture Exchange Communication System (PECS) or similar format
- e.) Other

11. Mathematics (Select the one that best describes your student.)

- a.) Applies computational procedures to solve real-life or routine word problems from a variety of contexts.
- b.) Does computational procedures with or without a calculator.
- c.) Counts with 1:1 correspondence to at least 10, and/or makes numbered sets of items.
- d.) Counts by rote to 5.
- e.) No observable awareness or use of numbers.

12. Will your student use a mouse, touchscreen, and/or a computer keyboard to enter responses for the English language arts test directly? (Note: Students who will enter responses themselves must do so for all items in the test.)

- a.) Yes
- b.) No

13. If you will enter responses on behalf of the student, please indicate your student's primary mode(s) of communication that will be used in the English language arts test.

- Student will provide a verbal response.
- Student will use gestures or point to indicate a response.
- Student will use the accommodation of print on demand and will respond (check, circle, fill-in, etc.) on paper.
- Student will use an assistive/augmentative communication device.
- Student will use eye gaze.
- Other

14. Please indicate how well your student is consistently able to perform most of the following tasks.

- Determine the theme of literary text and identify supportive details
- Determine the main idea of informational text
- Use information from charts, graphs, diagrams, or timelines in informational text to answer questions
- Use general academic words

<p>a.) Understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills and may need occasional prompts and assistance to complete tasks and activities.</p> <p>b.) Foundational understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills, and may frequently need supports to complete tasks and activities.</p> <p>c.) Limited understanding: Students at this level demonstrate limited understanding of adapted grade-level content that focuses on much of the basic knowledge and skills, even with extensive supports.</p> <p>d.) Student does not display any level of understanding of these skills consistently.</p>	<p>Options for specifying a level of understanding</p>
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15. Please indicate how well your student is consistently able to perform most of the following tasks.

- Use details from a literary text to answer specific questions
- Describe character traits using text-based details in literary text
- Use context to identify the meaning of multiple meaning words

<p>a.) Understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills and may need occasional prompts and assistance to complete tasks and activities.</p> <p>b.) Foundational understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills, and may frequently need supports to complete tasks and activities.</p> <p>c.) Limited understanding: Students at this level demonstrate limited understanding of adapted grade-level content that focuses on much of the basic knowledge and skills, even with extensive supports.</p> <p>d.) Student does not display any level of understanding of these skills consistently.</p>	<p>Options for specifying a level of understanding</p>
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16. Please specify which statement best describes the student's ability with respect to writing.

- a.) **High:** Can identify a text feature (e.g., headings, charts, or diagrams) to present information in explanatory text.
- b.) **Moderate:** Can identify elements of a narrative text to include beginning, middle, and end.
- c.) **Low:** Can identify the concluding sentence in a short explanatory text.
- d.) **Student does not display consistent proficiency on any of these aspects of writing.**

17. Will your student use a mouse, touchscreen, and/or a computer keyboard to enter responses for the mathematics test directly? (Note: Students who will enter responses themselves must do so for all items in the test.)
- Yes
 - No
18. If you will enter responses on behalf of the student, please indicate your student's primary mode(s) of communication that will be used in the mathematics test.
- Student will provide a verbal response.
- Student will use gestures or point to indicate a response.
- Student will use the accommodation of print on demand and will respond (check, circle, fill-in, etc.) on paper.
- Student will use an assistive/augmentative communication device.
- Student will use eye gaze.
- Other
19. Please indicate how well your student is consistently able to perform most of the following tasks.
- Show division of objects into equal groups
 - Round numbers to nearest 10, 100, or 1000
 - Compute the perimeter of a rectangle

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| <p>a.) Understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills and may need occasional prompts and assistance to complete tasks and activities.</p> <p>b.) Foundational understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills, and may frequently need supports to complete tasks and activities.</p> <p>c.) Limited understanding: Students at this level demonstrate limited understanding of adapted grade-level content that focuses on much of the basic knowledge and skills, even with extensive supports.</p> <p>d.) Student does not display any level of understanding of these skills consistently.</p> | Options for specifying a level of understanding |
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20. Please indicate how well your student is consistently able to perform most of the following tasks.
- Solve multiplication word problems
 - Compare two fractions with different denominators
 - Sort a set of 2-dimensional shapes
 - Transfer data to a graph

<p>a.) Understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills and may need occasional prompts and assistance to complete tasks and activities.</p> <p>b.) Foundational understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills, and may frequently need supports to complete tasks and activities.</p> <p>c.) Limited understanding: Students at this level demonstrate limited understanding of adapted grade-level content that focuses on much of the basic knowledge and skills, even with extensive supports.</p> <p>d.) Student does not display any level of understanding of these skills consistently.</p>	<p>Options for specifying a level of understanding</p>
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21. Please indicate how well your student is consistently able to perform most of the following tasks.

- Identify equivalent fractions
- Identify a given attribute of a shape

<p>a.) Understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills and may need occasional prompts and assistance to complete tasks and activities.</p> <p>b.) Foundational understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills, and may frequently need supports to complete tasks and activities.</p> <p>c.) Limited understanding: Students at this level demonstrate limited understanding of adapted grade-level content that focuses on much of the basic knowledge and skills, even with extensive supports.</p> <p>d.) Student does not display any level of understanding of these skills consistently.</p>	<p>Options for specifying a level of understanding</p>
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Grade Five

The Survey of Student Characteristics (SSC) is a grade-specific survey that includes 21 questions related to background information about an individual student's disability and communication styles, his or her chosen response mode for the particular assessment, and his or her overall proficiency in specific content-based skill areas. The SSC should be completed by the test examiner, based on his or her knowledge of each of these aspects for the student being tested. Please keep this student in mind while answering the survey questions. The responses to these questions must be entered into the student testing interface before a student can be administered the English language arts/literacy and mathematics tests.

1. **Expressive Communication** (Select the one that best describes your student.)
 - a.) Uses symbolic language to communicate: Student uses verbal or written words, signs, braille, or language-based augmentative systems to request, initiate, and respond to questions, describe things or events, and express refusal.
 - b.) Uses intentional communication, but not at a symbolic language level: Student uses understandable communication through such modes as gestures, pictures, objects/textures, points, etc., to clearly express a variety of intentions.
 - c.) Student communicates primarily through cries, facial expressions, change in muscle tone, etc., but no clear use of objects/textures, regularized gestures, pictures, signs, etc., to communicate.
 - d.) Other
2. **Does this student use an assistive/augmentative communication system in addition to or in place of oral speech?**
 - Yes, an iPad
 - Yes, a Go Talk
 - Yes, a Tobii Dynavox
 - Yes, a Tobii PCEye Go
 - Yes, a PRC Eco
 - Yes, a PRC Saltillo NOVA Chat
 - Yes, something other than listed
 - No
3. **Receptive Language** (Select the one that best describes your student.)
 - a.) Independently follows 1–2 step directions presented through words (e.g., words may be spoken, signed, printed, or any combination) and does NOT need additional cues.
 - b.) Requires additional cues (e.g., gestures, pictures, objects, or demonstrations/models) to follow 1–2 step directions.
 - c.) Alerts to sensory input from another person (auditory, visual, touch, movement) BUT requires actual physical assistance to follow simple directions.
 - d.) Uncertain response to sensory stimuli (e.g., sound/voice; sight/gesture; touch; movement; smell).

4. **Vision** (Select the one that best describes your student.)
 - a.) Vision within normal limits.
 - b.) Corrected vision within normal limits.
 - c.) Low vision; uses vision for some activities of daily living.
 - d.) No functional use of vision for activities of daily living, or unable to determine functional use of vision.
5. **Hearing** (Select the one that best describes your student.)
 - a.) Hearing within normal limits.
 - b.) Corrected hearing loss within normal limits.
 - c.) Hearing loss aided, but still with a significant loss.
 - d.) Profound loss, even with aids.
 - e.) Unable to determine functional use of hearing.
6. **Motor** (Select the one that best describes your student.)
 - a.) No significant motor dysfunction that requires adaptations.
 - b.) Requires adaptations to support motor functioning (e.g., walker, adapted utensils, and/or keyboard).
 - c.) Uses wheelchair, positioning equipment, and/or assistive devices for most activities.
 - d.) Needs personal assistance for most/all motor activities.
7. **Social Engagement** (Select the one that best describes your student.)
 - a.) Initiates and sustains social interactions.
 - b.) Responds with social interaction, but does not initiate or sustain social interactions.
 - c.) Aware of others.
 - d.) Responds inappropriately.
 - e.) Does not alert to others.
8. **Health Issues/Attendance** (Select the one that best describes your student.)
 - a.) Attends at least 90% of school days.
 - b.) Attends approximately 75% of school days; absences primarily due to health issues.
 - c.) Attends approximately 50% or less of school days; absences primarily due to health issues.
 - d.) Receives Homebound Instruction due to health issues.
 - e.) Highly irregular attendance or homebound instruction due to issues other than health.
9. **Reading** (Select the one that best describes your student.)
 - a.) Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational texts in print or braille.
 - b.) Reads basic sight words, simple sentences, directions, bullets, and/or lists in print or braille.
 - c.) Aware of text/braille, follows directionality, makes letter distinctions, or tells a story from the pictures that is not linked to the text.
 - d.) No observable awareness of print or braille.

10. Language of Instruction

- a.) English
- b.) Spanish
- c.) American Sign Language (ASL) or other system of manual communication
- d.) Picture Exchange Communication System (PECS) or similar format
- e.) Other

11. Mathematics (Select the one that best describes your student.)

- a.) Applies computational procedures to solve real-life or routine word problems from a variety of contexts.
- b.) Does computational procedures with or without a calculator.
- c.) Counts with 1:1 correspondence to at least 10, and/or makes numbered sets of items.
- d.) Counts by rote to 5.
- e.) No observable awareness or use of numbers.

12. Will your student use a mouse, touchscreen, and/or a computer keyboard to enter responses for the English language arts test directly? (Note: Students who will enter responses themselves must do so for all items in the test.)

- a.) Yes
- b.) No

13. If you will enter responses on behalf of the student, please indicate your student's primary mode(s) of communication that will be used in the English language arts test.

- Student will provide a verbal response.
- Student will use gestures or point to indicate a response.
- Student will use the accommodation of print on demand and will respond (check, circle, fill-in, etc.) on paper.
- Student will use an assistive/augmentative communication device.
- Student will use eye gaze.
- Other

14. Please indicate how well your student is consistently able to perform most of the following tasks.

- Compare characters, settings, and events in literary text
- Determine the main idea and identify supporting details in informational text
- Use details from the text to support an author's point in informational text
- Compare and contrast how information and events are presented in two informational texts
- Use context to identify the meaning of multiple meaning words

<p>a.) Understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills and may need occasional prompts and assistance to complete tasks and activities.</p> <p>b.) Foundational understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills, and may frequently need supports to complete tasks and activities.</p> <p>c.) Limited understanding: Students at this level demonstrate limited understanding of adapted grade-level content that focuses on much of the basic knowledge and skills, even with extensive supports.</p> <p>d.) Student does not display any level of understanding of these skills consistently.</p>	<p>Options for specifying a level of understanding</p>
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15. Please indicate how well your student is consistently able to perform most of the following tasks.

- Summarize a literary text from beginning to end
- Use details from a literary text to answer specific questions

<p>a.) Understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills and may need occasional prompts and assistance to complete tasks and activities.</p> <p>b.) Foundational understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills, and may frequently need supports to complete tasks and activities.</p> <p>c.) Limited understanding: Students at this level demonstrate limited understanding of adapted grade-level content that focuses on much of the basic knowledge and skills, even with extensive supports.</p> <p>d.) Student does not display any level of understanding of these skills consistently.</p>	<p>Options for specifying a level of understanding</p>
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16. Please specify which statement best describes the student’s ability with respect to writing.

- a.) **High:** Can support an explanatory text topic with relevant information.
- b.) **Moderate:** Can identify elements of a narrative text to include beginning, middle, and end. Can identify a sentence that is organized for a text structure such as comparison/contrast.
- c.) **Low:** Can identify the category related to a set of common nouns.
- d.) **Student does not display consistent proficiency on any of these aspects of writing.**

17. Will your student use a mouse, touchscreen, and/or a computer keyboard to enter responses for the mathematics test directly? (Note: Students who will enter responses themselves must do so for all items in the test.)
- Yes
 - No
18. If you will enter responses on behalf of the student, please indicate your student's primary mode(s) of communication that will be used in the mathematics test.
- Student will provide a verbal response.
- Student will use gestures or point to indicate a response.
- Student will use the accommodation of print on demand and will respond (check, circle, fill-in, etc.) on paper.
- Student will use an assistive/augmentative communication device.
- Student will use eye gaze.
- Other
19. Please indicate how well your student is consistently able to perform most of the following tasks.
- Perform operations with decimals
 - Identify place values to the hundredths place
 - Convert standard measurements

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| <p>a.) Understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills and may need occasional prompts and assistance to complete tasks and activities.</p> <p>b.) Foundational understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills, and may frequently need supports to complete tasks and activities.</p> <p>c.) Limited understanding: Students at this level demonstrate limited understanding of adapted grade-level content that focuses on much of the basic knowledge and skills, even with extensive supports.</p> <p>d.) Student does not display any level of understanding of these skills consistently.</p> | Options for specifying a level of understanding |
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20. Please indicate how well your student is consistently able to perform most of the following tasks.
- Solve multiplication and division word problems
 - Solve word problems involving fractions
 - Locate a given point on a coordinate plane when given an ordered pair
 - Convert between minutes and hours

- Make quantitative comparisons between data sets shown as line graphs

<p>a.) Understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills and may need occasional prompts and assistance to complete tasks and activities.</p> <p>b.) Foundational understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills, and may frequently need supports to complete tasks and activities.</p> <p>c.) Limited understanding: Students at this level demonstrate limited understanding of adapted grade-level content that focuses on much of the basic knowledge and skills, even with extensive supports.</p> <p>d.) Student does not display any level of understanding of these skills consistently.</p>	Options for specifying a level of understanding
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21. Please indicate how well your student is consistently able to perform most of the following tasks.

- Compare the values of two products based upon multipliers
- Round decimals to nearest whole number

<p>a.) Understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills and may need occasional prompts and assistance to complete tasks and activities.</p> <p>b.) Foundational understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills, and may frequently need supports to complete tasks and activities.</p> <p>c.) Limited understanding: Students at this level demonstrate limited understanding of adapted grade-level content that focuses on much of the basic knowledge and skills, even with extensive supports.</p> <p>d.) Student does not display any level of understanding of these skills consistently.</p>	Options for specifying a level of understanding
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Grade Six

The Survey of Student Characteristics (SSC) is a grade-specific survey that includes 21 questions related to background information about an individual student's disability and communication styles, his or her chosen response mode for the particular assessment, and his or her overall proficiency in specific content-based skill areas. The SSC should be completed by the test examiner, based on his or her knowledge of each of these aspects for the student being tested. Please keep this student in mind while answering the survey questions. The responses to these questions must be entered into the student testing interface before a student can be administered the English language arts/literacy and mathematics tests.

1. **Expressive Communication** (Select the one that best describes your student.)
 - a.) Uses symbolic language to communicate: Student uses verbal or written words, signs, braille, or language-based augmentative systems to request, initiate, and respond to questions, describe things or events, and express refusal.
 - b.) Uses intentional communication, but not at a symbolic language level: Student uses understandable communication through such modes as gestures, pictures, objects/textures, points, etc., to clearly express a variety of intentions.
 - c.) Student communicates primarily through cries, facial expressions, change in muscle tone, etc., but no clear use of objects/textures, regularized gestures, pictures, signs, etc., to communicate.
 - d.) Other
2. **Does this student use an assistive/augmentative communication system in addition to or in place of oral speech?**
 - Yes, an iPad
 - Yes, a Go Talk
 - Yes, a Tobii Dynavox
 - Yes, a Tobii PCEye Go
 - Yes, a PRC Eco
 - Yes, a PRC Saltillo NOVA Chat
 - Yes, something other than listed
 - No
3. **Receptive Language** (Select the one that best describes your student.)
 - a.) Independently follows 1–2 step directions presented through words (e.g., words may be spoken, signed, printed, or any combination) and does NOT need additional cues.
 - b.) Requires additional cues (e.g., gestures, pictures, objects, or demonstrations/models) to follow 1–2 step directions.
 - c.) Alerts to sensory input from another person (auditory, visual, touch, movement) BUT requires actual physical assistance to follow simple directions.
 - d.) Uncertain response to sensory stimuli (e.g., sound/voice; sight/gesture; touch; movement; smell).

4. **Vision** (Select the one that best describes your student.)
 - a.) Vision within normal limits.
 - b.) Corrected vision within normal limits.
 - c.) Low vision; uses vision for some activities of daily living.
 - d.) No functional use of vision for activities of daily living, or unable to determine functional use of vision.
5. **Hearing** (Select the one that best describes your student.)
 - a.) Hearing within normal limits.
 - b.) Corrected hearing loss within normal limits.
 - c.) Hearing loss aided, but still with a significant loss.
 - d.) Profound loss, even with aids.
 - e.) Unable to determine functional use of hearing.
6. **Motor** (Select the one that best describes your student.)
 - a.) No significant motor dysfunction that requires adaptations.
 - b.) Requires adaptations to support motor functioning (e.g., walker, adapted utensils, and/or keyboard).
 - c.) Uses wheelchair, positioning equipment, and/or assistive devices for most activities.
 - d.) Needs personal assistance for most/all motor activities.
7. **Social Engagement** (Select the one that best describes your student.)
 - a.) Initiates and sustains social interactions.
 - b.) Responds with social interaction, but does not initiate or sustain social interactions.
 - c.) Aware of others.
 - d.) Responds inappropriately.
 - e.) Does not alert to others.
8. **Health Issues/Attendance** (Select the one that best describes your student.)
 - a.) Attends at least 90% of school days.
 - b.) Attends approximately 75% of school days; absences primarily due to health issues.
 - c.) Attends approximately 50% or less of school days; absences primarily due to health issues.
 - d.) Receives Homebound Instruction due to health issues.
 - e.) Highly irregular attendance or homebound instruction due to issues other than health.
9. **Reading** (Select the one that best describes your student.)
 - a.) Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational texts in print or braille.
 - b.) Reads basic sight words, simple sentences, directions, bullets, and/or lists in print or braille.
 - c.) Aware of text/braille, follows directionality, makes letter distinctions, or tells a story from the pictures that is not linked to the text.
 - d.) No observable awareness of print or braille.

10. Language of Instruction

- a.) English
- b.) Spanish
- c.) American Sign Language (ASL) or other system of manual communication
- d.) Picture Exchange Communication System (PECS) or similar format
- e.) Other

11. Mathematics (Select the one that best describes your student.)

- a.) Applies computational procedures to solve real-life or routine word problems from a variety of contexts.
- b.) Does computational procedures with or without a calculator.
- c.) Counts with 1:1 correspondence to at least 10, and/or makes numbered sets of items.
- d.) Counts by rote to 5.
- e.) No observable awareness or use of numbers.

12. Will your student use a mouse, touchscreen, and/or a computer keyboard to enter responses for the English language arts test directly? (Note: Students who will enter responses themselves must do so for all items in the test.)

- a.) Yes
- b.) No

13. If you will enter responses on behalf of the student, please indicate your student's primary mode(s) of communication that will be used in the English language arts test.

- Student will provide a verbal response.
- Student will use gestures or point to indicate a response.
- Student will use the accommodation of print on demand and will respond (check, circle, fill-in, etc.) on paper.
- Student will use an assistive/augmentative communication device.
- Student will use eye gaze.
- Other

14. Please indicate how well your student is consistently able to perform most of the following tasks.

- Summarize a literary text from beginning to end without including personal opinions
- Support inferences about characters using details in literary text
- Use details from the text to elaborate a key idea in informational text

<p>a.) Understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills and may need occasional prompts and assistance to complete tasks and activities.</p> <p>b.) Foundational understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills, and may frequently need supports to complete tasks and activities.</p> <p>c.) Limited understanding: Students at this level demonstrate limited understanding of adapted grade-level content that focuses on much of the basic knowledge and skills, even with extensive supports.</p> <p>d.) Student does not display any level of understanding of these skills consistently.</p>	<p>Options for specifying a level of understanding</p>
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15. Please indicate how well your student is consistently able to perform most of the following tasks.

- Use details from a literary text to answer specific questions
- Use context to identify the meaning of multiple meaning words

<p>a.) Understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills and may need occasional prompts and assistance to complete tasks and activities.</p> <p>b.) Foundational understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills, and may frequently need supports to complete tasks and activities.</p> <p>c.) Limited understanding: Students at this level demonstrate limited understanding of adapted grade-level content that focuses on much of the basic knowledge and skills, even with extensive supports.</p> <p>d.) Student does not display any level of understanding of these skills consistently.</p>	<p>Options for specifying a level of understanding</p>
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16. Please specify which statement best describes the student’s ability with respect to writing.

- a.) **High:** Can identify transition words and phrases to convey a sequence of events in narrative text.
- b.) **Moderate:** Can identify elements of an explanatory text to include introduction, body, and conclusion. Can identify the next event in a brief narrative.
- c.) **Low:** Can identify an everyday order of events.
- d.) **Student does not display consistent proficiency on any of these aspects of writing.**

17. Will your student use a mouse, touchscreen, and/or a computer keyboard to enter responses for the mathematics test directly? (Note: Students who will enter responses themselves must do so for all items in the test.)
- Yes
 - No
18. If you will enter responses on behalf of the student, please indicate your student's primary mode(s) of communication that will be used in the mathematics test.
- Student will provide a verbal response.
- Student will use gestures or point to indicate a response.
- Student will use the accommodation of print on demand and will respond (check, circle, fill-in, etc.) on paper.
- Student will use an assistive/augmentative communication device.
- Student will use eye gaze.
- Other
19. Please indicate how well your student is consistently able to perform most of the following tasks.
- Solve real-world measurement problems involving unit rates
 - Identify the median or the equation needed to determine the mean of a set of data

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| <p>a.) Understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills and may need occasional prompts and assistance to complete tasks and activities.</p> <p>b.) Foundational understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills, and may frequently need supports to complete tasks and activities.</p> <p>c.) Limited understanding: Students at this level demonstrate limited understanding of adapted grade-level content that focuses on much of the basic knowledge and skills, even with extensive supports.</p> <p>d.) Student does not display any level of understanding of these skills consistently.</p> | Options for specifying a level of understanding |
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20. Please indicate how well your student is consistently able to perform most of the following tasks.
- Identify positive and negative values on a number line
 - Solve word problems with expressions including variables
 - Compute the area of a parallelogram

<p>a.) Understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills and may need occasional prompts and assistance to complete tasks and activities.</p> <p>b.) Foundational understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills, and may frequently need supports to complete tasks and activities.</p> <p>c.) Limited understanding: Students at this level demonstrate limited understanding of adapted grade-level content that focuses on much of the basic knowledge and skills, even with extensive supports.</p> <p>d.) Student does not display any level of understanding of these skills consistently.</p>	<p>Options for specifying a level of understanding</p>
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21. Please indicate how well your student is consistently able to perform most of the following tasks.

- Perform one-step operations with two decimal numbers
- Solve word problems using a percent

<p>a.) Understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills and may need occasional prompts and assistance to complete tasks and activities.</p> <p>b.) Foundational understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills, and may frequently need supports to complete tasks and activities.</p> <p>c.) Limited understanding: Students at this level demonstrate limited understanding of adapted grade-level content that focuses on much of the basic knowledge and skills, even with extensive supports.</p> <p>d.) Student does not display any level of understanding of these skills consistently.</p>	<p>Options for specifying a level of understanding</p>
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Grade Seven

The Survey of Student Characteristics (SSC) is a grade-specific survey that includes 21 questions related to background information about an individual student's disability and communication styles, his or her chosen response mode for the particular assessment, and his or her overall proficiency in specific content-based skill areas. The SSC should be completed by the test examiner, based on his or her knowledge of each of these aspects for the student being tested. Please keep this student in mind while answering the survey questions. The responses to these questions must be entered into the student testing interface before a student can be administered the English language arts/literacy and mathematics tests.

1. **Expressive Communication** (Select the one that best describes your student.)
 - a.) Uses symbolic language to communicate: Student uses verbal or written words, signs, braille, or language-based augmentative systems to request, initiate, and respond to questions, describe things or events, and express refusal.
 - b.) Uses intentional communication, but not at a symbolic language level: Student uses understandable communication through such modes as gestures, pictures, objects/textures, points, etc., to clearly express a variety of intentions.
 - c.) Student communicates primarily through cries, facial expressions, change in muscle tone, etc., but no clear use of objects/textures, regularized gestures, pictures, signs, etc., to communicate.
 - d.) Other
2. **Does this student use an assistive/augmentative communication system in addition to or in place of oral speech?**
 - Yes, an iPad
 - Yes, a Go Talk
 - Yes, a Tobii Dynavox
 - Yes, a Tobii PCEye Go
 - Yes, a PRC Eco
 - Yes, a PRC Saltillo NOVA Chat
 - Yes, something other than listed
 - No
3. **Receptive Language** (Select the one that best describes your student.)
 - a.) Independently follows 1–2 step directions presented through words (e.g., words may be spoken, signed, printed, or any combination) and does NOT need additional cues.
 - b.) Requires additional cues (e.g., gestures, pictures, objects, or demonstrations/models) to follow 1–2 step directions.
 - c.) Alerts to sensory input from another person (auditory, visual, touch, movement) BUT requires actual physical assistance to follow simple directions.
 - d.) Uncertain response to sensory stimuli (e.g., sound/voice; sight/gesture; touch; movement; smell).

4. **Vision** (Select the one that best describes your student.)
 - a.) Vision within normal limits.
 - b.) Corrected vision within normal limits.
 - c.) Low vision; uses vision for some activities of daily living.
 - d.) No functional use of vision for activities of daily living, or unable to determine functional use of vision.
5. **Hearing** (Select the one that best describes your student.)
 - a.) Hearing within normal limits.
 - b.) Corrected hearing loss within normal limits.
 - c.) Hearing loss aided, but still with a significant loss.
 - d.) Profound loss, even with aids.
 - e.) Unable to determine functional use of hearing.
6. **Motor** (Select the one that best describes your student.)
 - a.) No significant motor dysfunction that requires adaptations.
 - b.) Requires adaptations to support motor functioning (e.g., walker, adapted utensils, and/or keyboard).
 - c.) Uses wheelchair, positioning equipment, and/or assistive devices for most activities.
 - d.) Needs personal assistance for most/all motor activities.
7. **Social Engagement** (Select the one that best describes your student.)
 - a.) Initiates and sustains social interactions.
 - b.) Responds with social interaction, but does not initiate or sustain social interactions.
 - c.) Aware of others.
 - d.) Responds inappropriately.
 - e.) Does not alert to others.
8. **Health Issues/Attendance** (Select the one that best describes your student.)
 - a.) Attends at least 90% of school days.
 - b.) Attends approximately 75% of school days; absences primarily due to health issues.
 - c.) Attends approximately 50% or less of school days; absences primarily due to health issues.
 - d.) Receives Homebound Instruction due to health issues.
 - e.) Highly irregular attendance or homebound instruction due to issues other than health.
9. **Reading** (Select the one that best describes your student.)
 - a.) Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational texts in print or braille.
 - b.) Reads basic sight words, simple sentences, directions, bullets, and/or lists in print or braille.
 - c.) Aware of text/braille, follows directionality, makes letter distinctions, or tells a story from the pictures that is not linked to the text.
 - d.) No observable awareness of print or braille.

10. Language of Instruction

- a.) English
- b.) Spanish
- c.) American Sign Language (ASL) or other system of manual communication
- d.) Picture Exchange Communication System (PECS) or similar format
- e.) Other

11. Mathematics (Select the one that best describes your student.)

- a.) Applies computational procedures to solve real-life or routine word problems from a variety of contexts.
- b.) Does computational procedures with or without a calculator.
- c.) Counts with 1:1 correspondence to at least 10, and/or makes numbered sets of items.
- d.) Counts by rote to 5.
- e.) No observable awareness or use of numbers.

12. Will your student use a mouse, touchscreen, and/or a computer keyboard to enter responses for the English language arts test directly? (Note: Students who will enter responses themselves must do so for all items in the test.)

- a.) Yes
- b.) No

13. If you will enter responses on behalf of the student, please indicate your student's primary mode(s) of communication that will be used in the English language arts test.

- Student will provide a verbal response.
- Student will use gestures or point to indicate a response.
- Student will use the accommodation of print on demand and will respond (check, circle, fill-in, etc.) on paper.
- Student will use an assistive/augmentative communication device.
- Student will use eye gaze.
- Other

14. Please indicate how well your student is consistently able to perform most of the following tasks.

- Use evidence from the text to support an author's claim in informational text
- Identify and/or explain relationships between individuals or events in informational text
- Use context to identify the meaning of words and/or phrases

<p>a.) Understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills and may need occasional prompts and assistance to complete tasks and activities.</p> <p>b.) Foundational understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills, and may frequently need supports to complete tasks and activities.</p> <p>c.) Limited understanding: Students at this level demonstrate limited understanding of adapted grade-level content that focuses on much of the basic knowledge and skills, even with extensive supports.</p> <p>d.) Student does not display any level of understanding of these skills consistently.</p>	<p>Options for specifying a level of understanding</p>
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15. Please indicate how well your student is consistently able to perform most of the following tasks.

- Use details to support themes from literary text
- Use details to support inferences from literary text

<p>a.) Understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills and may need occasional prompts and assistance to complete tasks and activities.</p> <p>b.) Foundational understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills, and may frequently need supports to complete tasks and activities.</p> <p>c.) Limited understanding: Students at this level demonstrate limited understanding of adapted grade-level content that focuses on much of the basic knowledge and skills, even with extensive supports.</p> <p>d.) Student does not display any level of understanding of these skills consistently.</p>	<p>Options for specifying a level of understanding</p>
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16. Please specify which statement best describes the student's ability with respect to writing.

- a.) **High:** Can identify a sentence that provides a conclusion in narrative text.
- b.) **Moderate:** Can identify elements of an explanatory text to include introduction, body, and conclusion. Can identify the next event in a brief narrative.
- c.) **Low:** Can identify a graphic that includes an event as described in a text.
- d.) **Student does not display consistent proficiency on any of these aspects of writing.**

17. Will your student use a mouse, touchscreen, and/or a computer keyboard to enter responses for the mathematics test directly? (Note: Students who will enter responses themselves must do so for all items in the test.)
- Yes
 - No
18. If you will enter responses on behalf of the student, please indicate your student's primary mode(s) of communication that will be used in the mathematics test.
- Student will provide a verbal response.
- Student will use gestures or point to indicate a response.
- Student will use the accommodation of print on demand and will respond (check, circle, fill-in, etc.) on paper.
- Student will use an assistive/augmentative communication device.
- Student will use eye gaze.
- Other
19. Please indicate how well your student is consistently able to perform most of the following tasks.
- Find the surface area of three-dimensional right prism
 - Match a given ratio to a model

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| <p>a.) Understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills and may need occasional prompts and assistance to complete tasks and activities.</p> <p>b.) Foundational understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills, and may frequently need supports to complete tasks and activities.</p> <p>c.) Limited understanding: Students at this level demonstrate limited understanding of adapted grade-level content that focuses on much of the basic knowledge and skills, even with extensive supports.</p> <p>d.) Student does not display any level of understanding of these skills consistently.</p> | Options for specifying a level of understanding |
|--|---|

20. Please indicate how well your student is consistently able to perform most of the following tasks.
- Solve division problems with positive/negative whole numbers
 - Solve word problems involving ratios
 - Identify proportional relationships between quantities represented in a table
 - Compute the area of a circle

<p>a.) Understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills and may need occasional prompts and assistance to complete tasks and activities.</p> <p>b.) Foundational understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills, and may frequently need supports to complete tasks and activities.</p> <p>c.) Limited understanding: Students at this level demonstrate limited understanding of adapted grade-level content that focuses on much of the basic knowledge and skills, even with extensive supports.</p> <p>d.) Student does not display any level of understanding of these skills consistently.</p>	<p>Options for specifying a level of understanding</p>
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21. Please indicate how well your student is consistently able to perform most of the following tasks.

- Solve multiplication problems with positive/negative whole numbers
- Interpret graphs to qualitatively contrast data sets

<p>a.) Understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills and may need occasional prompts and assistance to complete tasks and activities.</p> <p>b.) Foundational understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills, and may frequently need supports to complete tasks and activities.</p> <p>c.) Limited understanding: Students at this level demonstrate limited understanding of adapted grade-level content that focuses on much of the basic knowledge and skills, even with extensive supports.</p> <p>d.) Student does not display any level of understanding of these skills consistently.</p>	<p>Options for specifying a level of understanding</p>
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Grade Eight

The Survey of Student Characteristics (SSC) is a grade-specific survey that includes 21 questions related to background information about an individual student's disability and communication styles, his or her chosen response mode for the particular assessment, and his or her overall proficiency in specific content-based skill areas. The SSC should be completed by the test examiner, based on his or her knowledge of each of these aspects for the student being tested. Please keep this student in mind while answering the survey questions. The responses to these questions must be entered into the student testing interface before a student can be administered the English language arts/literacy and mathematics tests.

1. **Expressive Communication** (Select the one that best describes your student.)
 - a.) Uses symbolic language to communicate: Student uses verbal or written words, signs, braille, or language-based augmentative systems to request, initiate, and respond to questions, describe things or events, and express refusal.
 - b.) Uses intentional communication, but not at a symbolic language level: Student uses understandable communication through such modes as gestures, pictures, objects/textures, points, etc., to clearly express a variety of intentions.
 - c.) Student communicates primarily through cries, facial expressions, change in muscle tone, etc., but no clear use of objects/textures, regularized gestures, pictures, signs, etc., to communicate.
 - d.) Other
2. **Does this student use an assistive/augmentative communication system in addition to or in place of oral speech?**
 - Yes, an iPad
 - Yes, a Go Talk
 - Yes, a Tobii Dynavox
 - Yes, a Tobii PCEye Go
 - Yes, a PRC Eco
 - Yes, a PRC Saltillo NOVA Chat
 - Yes, something other than listed
 - No
3. **Receptive Language** (Select the one that best describes your student.)
 - a.) Independently follows 1–2 step directions presented through words (e.g., words may be spoken, signed, printed, or any combination) and does NOT need additional cues.
 - b.) Requires additional cues (e.g., gestures, pictures, objects, or demonstrations/models) to follow 1–2 step directions.
 - c.) Alerts to sensory input from another person (auditory, visual, touch, movement) BUT requires actual physical assistance to follow simple directions.
 - d.) Uncertain response to sensory stimuli (e.g., sound/voice; sight/gesture; touch; movement; smell).

4. **Vision** (Select the one that best describes your student.)
 - a.) Vision within normal limits.
 - b.) Corrected vision within normal limits.
 - c.) Low vision; uses vision for some activities of daily living.
 - d.) No functional use of vision for activities of daily living, or unable to determine functional use of vision.
5. **Hearing** (Select the one that best describes your student.)
 - a.) Hearing within normal limits.
 - b.) Corrected hearing loss within normal limits.
 - c.) Hearing loss aided, but still with a significant loss.
 - d.) Profound loss, even with aids.
 - e.) Unable to determine functional use of hearing.
6. **Motor** (Select the one that best describes your student.)
 - a.) No significant motor dysfunction that requires adaptations.
 - b.) Requires adaptations to support motor functioning (e.g., walker, adapted utensils, and/or keyboard).
 - c.) Uses wheelchair, positioning equipment, and/or assistive devices for most activities.
 - d.) Needs personal assistance for most/all motor activities.
7. **Social Engagement** (Select the one that best describes your student.)
 - a.) Initiates and sustains social interactions.
 - b.) Responds with social interaction, but does not initiate or sustain social interactions.
 - c.) Aware of others.
 - d.) Responds inappropriately.
 - e.) Does not alert to others.
8. **Health Issues/Attendance** (Select the one that best describes your student.)
 - a.) Attends at least 90% of school days.
 - b.) Attends approximately 75% of school days; absences primarily due to health issues.
 - c.) Attends approximately 50% or less of school days; absences primarily due to health issues.
 - d.) Receives Homebound Instruction due to health issues.
 - e.) Highly irregular attendance or homebound instruction due to issues other than health.
9. **Reading** (Select the one that best describes your student.)
 - a.) Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational texts in print or braille.
 - b.) Reads basic sight words, simple sentences, directions, bullets, and/or lists in print or braille.
 - c.) Aware of text/braille, follows directionality, makes letter distinctions, or tells a story from the pictures that is not linked to the text.
 - d.) No observable awareness of print or braille.

10. Language of Instruction

- a.) English
- b.) Spanish
- c.) American Sign Language (ASL) or other system of manual communication
- d.) Picture Exchange Communication System (PECS) or similar format
- e.) Other

11. Mathematics (Select the one that best describes your student.)

- a.) Applies computational procedures to solve real-life or routine word problems from a variety of contexts.
- b.) Does computational procedures with or without a calculator.
- c.) Counts with 1:1 correspondence to at least 10, and/or makes numbered sets of items.
- d.) Counts by rote to 5.
- e.) No observable awareness or use of numbers.

12. Will your student use a mouse, touchscreen, and/or a computer keyboard to enter responses for the English language arts test directly? (Note: Students who will enter responses themselves must do so for all items in the test.)

- a.) Yes
- b.) No

13. If you will enter responses on behalf of the student, please indicate your student's primary mode(s) of communication that will be used in the English language arts test.

- Student will provide a verbal response.
- Student will use gestures or point to indicate a response.
- Student will use the accommodation of print on demand and will respond (check, circle, fill-in, etc.) on paper.
- Student will use an assistive/augmentative communication device.
- Student will use eye gaze.
- Other

14. Please indicate how well your student is consistently able to perform most of the following tasks.

- Use details to support a conclusion from informational text
- Identify an argument the author makes in informational text
- Examine parts of two informational texts to identify where the texts disagree on matters of fact or interpretation
- Use domain-specific words or phrases accurately

<p>a.) Understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills and may need occasional prompts and assistance to complete tasks and activities.</p> <p>b.) Foundational understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills, and may frequently need supports to complete tasks and activities.</p> <p>c.) Limited understanding: Students at this level demonstrate limited understanding of adapted grade-level content that focuses on much of the basic knowledge and skills, even with extensive supports.</p> <p>d.) Student does not display any level of understanding of these skills consistently.</p>	<p>Options for specifying a level of understanding</p>
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15. Please indicate how well your student is consistently able to perform most of the following tasks.

- Analyze the development of a theme including the relationship between a character and an event in literary text
- Use context to identify the meaning of grade-level words and phrases

<p>a.) Understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills and may need occasional prompts and assistance to complete tasks and activities.</p> <p>b.) Foundational understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills, and may frequently need supports to complete tasks and activities.</p> <p>c.) Limited understanding: Students at this level demonstrate limited understanding of adapted grade-level content that focuses on much of the basic knowledge and skills, even with extensive supports.</p> <p>d.) Student does not display any level of understanding of these skills consistently.</p>	<p>Options for specifying a level of understanding</p>
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16. Please specify which statement best describes the student’s ability with respect to writing.

- a.) **High:** Can identify relevant information to support a claim.
- b.) **Moderate:** Can identify elements of an explanatory text to include introduction, body, and conclusion. Can identify an idea relevant to a claim.
- c.) **Low:** Can identify a writer’s opinion.
- d.) **Student does not display consistent proficiency on any of these aspects of writing.**

17. Will your student use a mouse, touchscreen, and/or a computer keyboard to enter responses for the mathematics test directly? (Note: Students who will enter responses themselves must do so for all items in the test.)
- Yes
 - No
18. If you will enter responses on behalf of the student, please indicate your student's primary mode(s) of communication that will be used in the mathematics test.
- Student will provide a verbal response.
- Student will use gestures or point to indicate a response.
- Student will use the accommodation of print on demand and will respond (check, circle, fill-in, etc.) on paper.
- Student will use an assistive/augmentative communication device.
- Student will use eye gaze.
- Other
19. Please indicate how well your student is consistently able to perform most of the following tasks.
- Identify the solution to an equation which contains a variable
 - Interpret data presented in graphs to identify associations between variables

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| <p>a.) Understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills and may need occasional prompts and assistance to complete tasks and activities.</p> <p>b.) Foundational understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills, and may frequently need supports to complete tasks and activities.</p> <p>c.) Limited understanding: Students at this level demonstrate limited understanding of adapted grade-level content that focuses on much of the basic knowledge and skills, even with extensive supports.</p> <p>d.) Student does not display any level of understanding of these skills consistently.</p> | Options for specifying a level of understanding |
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20. Please indicate how well your student is consistently able to perform most of the following tasks.
- Locate approximate placement of an irrational number on a number line
 - Solve a linear equation which contains a variable
 - Identify the relationship shown on a linear graph
 - Plot provided data on a graph

<p>a.) Understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills and may need occasional prompts and assistance to complete tasks and activities.</p> <p>b.) Foundational understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills, and may frequently need supports to complete tasks and activities.</p> <p>c.) Limited understanding: Students at this level demonstrate limited understanding of adapted grade-level content that focuses on much of the basic knowledge and skills, even with extensive supports.</p> <p>d.) Student does not display any level of understanding of these skills consistently.</p>	<p>Options for specifying a level of understanding</p>
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21. Please indicate how well your student is consistently able to perform most of the following tasks.

- Identify congruent figures
- Use properties of similarity to identify similar figures
- Interpret data tables to identify the relationship between variables

<p>a.) Understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills and may need occasional prompts and assistance to complete tasks and activities.</p> <p>b.) Foundational understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills, and may frequently need supports to complete tasks and activities.</p> <p>c.) Limited understanding: Students at this level demonstrate limited understanding of adapted grade-level content that focuses on much of the basic knowledge and skills, even with extensive supports.</p> <p>d.) Student does not display any level of understanding of these skills consistently.</p>	<p>Options for specifying a level of understanding</p>
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Grade Eleven

The Survey of Student Characteristics (SSC) is a grade-specific survey that includes 21 questions related to background information about an individual student's disability and communication styles, his or her chosen response mode for the particular assessment, and his or her overall proficiency in specific content-based skill areas. The SSC should be completed by the test examiner, based on his or her knowledge of each of these aspects for the student being tested. Please keep this student in mind while answering the survey questions. The responses to these questions must be entered into the student testing interface before a student can be administered the English language arts/literacy and mathematics tests.

1. **Expressive Communication** (Select the one that best describes your student.)
 - a.) Uses symbolic language to communicate: Student uses verbal or written words, signs, braille, or language-based augmentative systems to request, initiate, and respond to questions, describe things or events, and express refusal.
 - b.) Uses intentional communication, but not at a symbolic language level: Student uses understandable communication through such modes as gestures, pictures, objects/textures, points, etc., to clearly express a variety of intentions.
 - c.) Student communicates primarily through cries, facial expressions, change in muscle tone, etc., but no clear use of objects/textures, regularized gestures, pictures, signs, etc., to communicate.
 - d.) Other
2. **Does this student use an assistive/augmentative communication system in addition to or in place of oral speech?**
 - Yes, an iPad
 - Yes, a Go Talk
 - Yes, a Tobii Dynavox
 - Yes, a Tobii PCEye Go
 - Yes, a PRC Eco
 - Yes, a PRC Saltillo NOVA Chat
 - Yes, something other than listed
 - No
3. **Receptive Language** (Select the one that best describes your student.)
 - a.) Independently follows 1–2 step directions presented through words (e.g., words may be spoken, signed, printed, or any combination) and does NOT need additional cues.
 - b.) Requires additional cues (e.g., gestures, pictures, objects, or demonstrations/models) to follow 1–2 step directions.
 - c.) Alerts to sensory input from another person (auditory, visual, touch, movement) BUT requires actual physical assistance to follow simple directions.
 - d.) Uncertain response to sensory stimuli (e.g., sound/voice; sight/gesture; touch; movement; smell).

4. **Vision** (Select the one that best describes your student.)
 - a.) Vision within normal limits.
 - b.) Corrected vision within normal limits.
 - c.) Low vision; uses vision for some activities of daily living.
 - d.) No functional use of vision for activities of daily living, or unable to determine functional use of vision.
5. **Hearing** (Select the one that best describes your student.)
 - a.) Hearing within normal limits.
 - b.) Corrected hearing loss within normal limits.
 - c.) Hearing loss aided, but still with a significant loss.
 - d.) Profound loss, even with aids.
 - e.) Unable to determine functional use of hearing.
6. **Motor** (Select the one that best describes your student.)
 - a.) No significant motor dysfunction that requires adaptations.
 - b.) Requires adaptations to support motor functioning (e.g., walker, adapted utensils, and/or keyboard).
 - c.) Uses wheelchair, positioning equipment, and/or assistive devices for most activities.
 - d.) Needs personal assistance for most/all motor activities.
7. **Social Engagement** (Select the one that best describes your student.)
 - a.) Initiates and sustains social interactions.
 - b.) Responds with social interaction, but does not initiate or sustain social interactions.
 - c.) Aware of others.
 - d.) Responds inappropriately.
 - e.) Does not alert to others.
8. **Health Issues/Attendance** (Select the one that best describes your student.)
 - a.) Attends at least 90% of school days.
 - b.) Attends approximately 75% of school days; absences primarily due to health issues.
 - c.) Attends approximately 50% or less of school days; absences primarily due to health issues.
 - d.) Receives Homebound Instruction due to health issues.
 - e.) Highly irregular attendance or homebound instruction due to issues other than health.
9. **Reading** (Select the one that best describes your student.)
 - a.) Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational texts in print or braille.
 - b.) Reads basic sight words, simple sentences, directions, bullets, and/or lists in print or braille.
 - c.) Aware of text/braille, follows directionality, makes letter distinctions, or tells a story from the pictures that is not linked to the text.
 - d.) No observable awareness of print or braille.

10. Language of Instruction

- a.) English
- b.) Spanish
- c.) American Sign Language (ASL) or other system of manual communication
- d.) Picture Exchange Communication System (PECS) or similar format
- e.) Other

11. Mathematics (Select the one that best describes your student.)

- a.) Applies computational procedures to solve real-life or routine word problems from a variety of contexts.
- b.) Does computational procedures with or without a calculator.
- c.) Counts with 1:1 correspondence to at least 10, and/or makes numbered sets of items.
- d.) Counts by rote to 5.
- e.) No observable awareness or use of numbers.

12. Will your student use a mouse, touchscreen, and/or a computer keyboard to enter responses for the English language arts test directly? (Note: Students who will enter responses themselves must do so for all items in the test.)

- a.) Yes
- b.) No

13. If you will enter responses on behalf of the student, please indicate your student's primary mode(s) of communication that will be used in the English language arts test.

- Student will provide a verbal response.
- Student will use gestures or point to indicate a response.
- Student will use the accommodation of print on demand and will respond (check, circle, fill-in, etc.) on paper.
- Student will use an assistive/augmentative communication device.
- Student will use eye gaze.
- Other

14. Please indicate how well your student is consistently able to perform most of the following tasks.

- Use details to support a summary of literary text
- Identify a conclusion from an informational text
- Identify key details that support the development of a central idea of an informational text
- Use details presented in two informational texts to answer a question
- Explain why an author uses specific word choices within texts

<p>a.) Understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills and may need occasional prompts and assistance to complete tasks and activities.</p> <p>b.) Foundational understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills, and may frequently need supports to complete tasks and activities.</p> <p>c.) Limited understanding: Students at this level demonstrate limited understanding of adapted grade-level content that focuses on much of the basic knowledge and skills, even with extensive supports.</p> <p>d.) Student does not display any level of understanding of these skills consistently.</p>	<p>Options for specifying a level of understanding</p>
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15. Please indicate how well your student is consistently able to perform most of the following tasks.

- Evaluate how the author’s use of specific details in literary text contributes to the text
- Determine an author's point of view about a topic in informational text
- Use context to identify the meaning of grade-level phrases

<p>a.) Understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills and may need occasional prompts and assistance to complete tasks and activities.</p> <p>b.) Foundational understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills, and may frequently need supports to complete tasks and activities.</p> <p>c.) Limited understanding: Students at this level demonstrate limited understanding of adapted grade-level content that focuses on much of the basic knowledge and skills, even with extensive supports.</p> <p>d.) Student does not display any level of understanding of these skills consistently.</p>	<p>Options for specifying a level of understanding</p>
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16. Please specify which statement best describes the student’s ability with respect to writing.

- a.) **High:** Can identify relevant information to address a given topic and support the purpose of a text.
- b.) **Moderate:** Can identify elements of an argument to include introduction, claim, evidence, and conclusion. Can identify how to group information for a specific text structure.
- c.) **Low:** Can identify information which is unrelated to a given topic.
- d.) **Student does not display consistent proficiency on any of these aspects of writing.**

17. Will your student use a mouse, touchscreen, and/or a computer keyboard to enter responses for the mathematics test directly? (Note: Students who will enter responses themselves must do so for all items in the test.)
- Yes
 - No
18. If you will enter responses on behalf of the student, please indicate your student's primary mode(s) of communication that will be used in the mathematics test.
- Student will provide a verbal response.
- Student will use gestures or point to indicate a response.
- Student will use the accommodation of print on demand and will respond (check, circle, fill-in, etc.) on paper.
- Student will use an assistive/augmentative communication device.
- Student will use eye gaze.
- Other
19. Please indicate how well your student is consistently able to perform most of the following tasks.
- Complete the formula for the area of a figure
 - Identify the hypotenuse of a right triangle
 - Identify the model that represents a square number

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20. Please indicate how well your student is consistently able to perform most of the following tasks.

- Identify mathematical expressions including variables that represent word problems
- Solve real-world measurement problems that require unit conversions
- Construct two similar right triangles when a scale factor is given
- Make predictions from data tables and graphs to solve problems
- Use a histogram to represent data.
- Calculate the mean and median of a set of data

<p>a.) Understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills and may need occasional prompts and assistance to complete tasks and activities.</p> <p>b.) Foundational understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills, and may frequently need supports to complete tasks and activities.</p> <p>c.) Limited understanding: Students at this level demonstrate limited understanding of adapted grade-level content that focuses on much of the basic knowledge and skills, even with extensive supports.</p> <p>d.) Student does not display any level of understanding of these skills consistently.</p>	Options for specifying a level of understanding
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21. Please indicate how well your student is consistently able to perform most of the following tasks.

- Identify the linear representation of a provided real-world situation
- Use an equation or a linear graphical representation to solve a word problem

<p>a.) Understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills and may need occasional prompts and assistance to complete tasks and activities.</p> <p>b.) Foundational understanding: Students at this level are actively working with adapted grade-level content that focuses on the essential knowledge and skills, and may frequently need supports to complete tasks and activities.</p> <p>c.) Limited understanding: Students at this level demonstrate limited understanding of adapted grade-level content that focuses on much of the basic knowledge and skills, even with extensive supports.</p> <p>d.) Student does not display any level of understanding of these skills consistently.</p>	Options for specifying a level of understanding
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