

ARKANSAS DEPARTMENT OF EDUCATION
EMERGENCY AMENDMENT TO RULES GOVERNING THE
ARKANSAS COMPREHENSIVE TESTING, ASSESSMENT AND
ACCOUNTABILITY PROGRAM AND THE ACADEMIC DISTRESS PROGRAM
August 8, 2005

6.0 Student Performance Levels

- 6.01 The Board shall establish four (4) performance levels for each criterion-referenced assessment administered as part of ACTAAP. The Board shall establish four (4) performance levels for the Alternate Assessment for Limited English Proficiency administered as part of ACTAAP. Those performance levels shall be advanced, proficient, basic and below basic. The Board shall establish five (5) performance levels for the Alternate Assessment for Students with Disabilities as part of ACTAAP. Those performance levels shall be not evident, emergent, supported independence, functional independence, and independent. Performance levels shall be established for mathematics, reading/language arts and science independently. Additionally, the Board shall establish a pass rate for each end-of-course and high school literacy assessment.
- 6.02 The Board shall establish four (4) performance levels for Grades K-2 (3) for the norm-referenced assessment administered as part of the Arkansas Comprehensive Assessment Program for reading and mathematics.
- 6.03 The following numerical scores define the performance levels on the criterion-referenced assessments and on the Limited English Proficiency Alternate Assessment for advanced, proficient, basic and below-basic and on the Students with Disabilities Alternate Assessment for not evident, emergent, supported independence, functional independence and independent.

Grade 4 Mathematics		Grade 4 Literacy	
Performance Standards		Performance Standards	
Advanced	250 & above	Advanced	250 & above
Proficient	200—249	Proficient	200-249
Basic	155-199	Basic	179-199
Below-Basic	154 & below	Below-Basic	178 & below

Grade 6 Mathematics		Grade 6 Literacy	
Performance Standards		Performance Standards	
Advanced	250 & above	Advanced	250 & above
Proficient	200—249	Proficient	200-249
Basic	155-199	Basic	168-199
Below-Basic	154 & below	Below-Basic	167 & below

Grade 8 Mathematics		Grade 8 Literacy	
Performance Standards		Performance Standards	
Advanced	250 & above	Advanced	250 & above
Proficient	200 – 249	Proficient	200-249
Basic	149-199	Basic	164-199
Below Basic	148 & below	Below Basic	163 & below

End of Course Geometry		End of Course Algebra I	
Performance Standards		Performance Standards	
Advanced	250 & above	Advanced	250 & above
Proficient	200 – 249	Proficient	200-249
Basic	154-199	Basic	151-199
Below Basic	153 & below	Below Basic	150 & below

Literacy (High school)			
Performance Standards			
Advanced	250 & above		
Proficient	200 – 249		
Basic	160-199		
Below Basic	168 & below		

Mathematics Criterion Referenced Assessments (Benchmarks) raw score points				
Grade	Below Basic	Basic	Proficient	Advanced
3	0 – 22	23 – 39	40 – 56	57 – 80
4	0 – 31	32 – 44	45 – 60	61 – 80
5	0 – 30	31 – 42	43 – 60	61 – 80
6	0 – 29	30 – 45	46 – 60	61 – 80
7	0 – 27	28 – 37	38 – 56	57 – 80
8	0 – 29	30 – 38	39 – 59	60 – 80

Literacy Criterion Referenced Assessments (Benchmarks) raw score points				
Grade	Below Basic	Basic	Proficient	Advanced
3	0 – 47	48 – 64	65 – 79	80 - 96
4	0 – 41	42 – 63	64 – 79	80 - 96
5	0 – 38	39 – 61	62 – 80	81 - 96
6	0 – 43	44 – 68	69 – 82	83 – 96
7	0 – 43	43 – 64	65 – 79	80 – 96
8	0 – 46	47 – 63	64 – 80	81 - 96

Mathematics Alternate Assessment – Limited English Proficiency raw score points				
Grade	Below Basic	Basic	Proficient	Advanced
3	0 – 41	42 – 69	70 – 76	77 – 80
4	0 – 47	48 – 60	61 – 69	70 – 80
5	0 – 54	55 – 69	70 – 75	76 – 80
6	0 – 47	48 – 59	60 – 66	67 – 80
7	0 – 49	50 – 67	68 – 76	77 – 80
8	0 – 47	48 – 65	66 – 73	74 - 80

<u>Literacy Alternate Assessment – Limited English Proficiency</u> <u>raw score points</u>				
<u>Grade</u>	<u>Below Basic</u>	<u>Basic</u>	<u>Proficient</u>	<u>Advanced</u>
<u>3</u>	<u>0 – 249</u>	<u>250 – 319</u>	<u>320 – 351</u>	<u>352 - 384</u>
<u>4</u>	<u>0 – 199</u>	<u>200 – 257</u>	<u>258 – 318</u>	<u>319 – 384</u>
<u>5</u>	<u>0 – 199</u>	<u>200 – 225</u>	<u>226 – 269</u>	<u>270 – 384</u>
<u>6</u>	<u>0 – 253</u>	<u>254 – 297</u>	<u>298 – 345</u>	<u>346 – 384</u>
<u>7</u>	<u>0 – 209</u>	<u>210 – 268</u>	<u>269 – 307</u>	<u>308 – 384</u>
<u>8</u>	<u>0 – 210</u>	<u>211 – 250</u>	<u>251 – 299</u>	<u>300 - 384</u>

<u>Mathematics Alternative Assessment Students with Disabilities</u> <u>raw score points</u>					
<u>Grade</u>	<u>Not Evident</u>	<u>Emergent</u>	<u>Supported Independence</u>	<u>Functional Independence</u>	<u>Independent</u>
<u>3</u>	<u>0-431</u>	<u>432-517</u>	<u>518-530</u>	<u>531-573</u>	<u>574-600</u>
<u>4</u>	<u>0-426</u>	<u>427-522</u>	<u>523-535</u>	<u>536-563</u>	<u>564-600</u>
<u>5</u>	<u>0-413</u>	<u>414-523</u>	<u>524-539</u>	<u>540-575</u>	<u>576-600</u>
<u>6</u>	<u>0-437</u>	<u>438-533</u>	<u>534-551</u>	<u>552-573</u>	<u>574-600</u>
<u>7</u>	<u>0-469</u>	<u>470-539</u>	<u>540-559</u>	<u>560-574</u>	<u>575-600</u>
<u>8</u>	<u>0-505</u>	<u>506-552</u>	<u>553-569</u>	<u>570-577</u>	<u>578-600</u>

<u>Literacy Alternative Assessment Students with Disabilities</u> <u>raw score points</u>					
<u>Grade</u>	<u>Not Evident</u>	<u>Emergent</u>	<u>Supported Independence</u>	<u>Functional Independence</u>	<u>Independent</u>
<u>3</u>	<u>0-387</u>	<u>388-436</u>	<u>437-490</u>	<u>491-533</u>	<u>534-540</u>
<u>4</u>	<u>0-399</u>	<u>400-447</u>	<u>448-493</u>	<u>494-527</u>	<u>528-540</u>
<u>5</u>	<u>0-340</u>	<u>341-420</u>	<u>421-491</u>	<u>492-527</u>	<u>528-540</u>
<u>6</u>	<u>0-302</u>	<u>303-420</u>	<u>421-485</u>	<u>486-515</u>	<u>516-540</u>
<u>7</u>	<u>0-311</u>	<u>312-420</u>	<u>421-487</u>	<u>488-513</u>	<u>514-540</u>
<u>8</u>	<u>0-327</u>	<u>328-448</u>	<u>449-501</u>	<u>502-514</u>	<u>515-540</u>

6.04 EMERGENCY CLAUSE

WHEREAS, the information and processes contained in this Section of the Arkansas Department of Education's Proposed Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program and the Academic Distress Program is critical to the Department of Education's ability to make determinations of the annual measurable performance levels for each public school in the state and which determination must be articulated to the schools and their districts in a timely manner in compliance with the No Child Left Behind Act of 2001, so that the Department of Education and the school districts can accurately report and respond to their reported levels of proficiency, and various awards or sanctions be applied and articulated, and since this requirement affects the ability of school districts and the Arkansas Department of Education to comply with the provisions of the Arkansas Comprehensive Testing, Assessment and

Accountability Program Act, Ark. Code Ann. § 6-14-401 et. seq., and the No Child Left Behind Act of 2001, which may directly impact the availability of federal funding which may impact the fiscal welfare and peril of certain students, the Arkansas State Board of Education promulgates this Emergency Rule as to this section only of the Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program and the Academic Distress Program pursuant to Ark. Code Ann. § 25-15-204. The State Board of Education hereby determines that imminent peril to the school and school districts of this state, as articulated above, will exist if this section is not adopted on an emergency basis. As a result of the imminent peril facing school districts, this section is to take effect immediately for 120 days upon passage by the State Board of Education as an emergency rule pursuant to Ark. Code Ann. § 25-15-204.