

## DC CAS-Alt Scoring Rubric for ELA, Mathematics, and Science 2013-2014

Performance	Targeted skill is not clearly linked to the grade-level learning standard. OR Baseline score is above 50%.	Student performance of the targeted skill is primarily inaccurate.	Student performance of the targeted skill is limited or inconsistent.	Student performance of the targeted skill is mostly accurate.	Student performance of the targeted skill is accurate and consistent.
Attainment		(0–40% accurate)	(41–74% accurate)	(75–89% accurate)	(90–100% accurate)
Progress (% points above baseline)		0–9%	10–24%	25–49%	50% & above
Level of Complexity	Entry reflects no basis in the DC grade-level learning standards in this strand.	Student is working on “access skills” only within grade-level standard-based instruction in this strand.	Student work reflects that grade-level expectations have been <b>modified to a lower cognitive demand</b> for the student in this strand.	Student work reflects part of the cognitive demand of the grade-level expectation in this strand.	Student work reflects the same cognitive demand as the grade-level expectation in this strand (may reflect a different level of complexity/difficulty)
Supports	No evidence of materials or adaptations that link to the student’s learning profile	Materials and adaptations reflect the student’s learning profile but activities and/or materials are not age-appropriate.	Age-appropriate materials and adaptations reflect the student’s learning profile <b>but</b> are not clearly linked to the demonstration of the targeted skill.	Age appropriate materials and adaptations are clearly linked to the student’s learning profile <b>and</b> the demonstration of the targeted skill but not to grade-level learning standards.	Age-appropriate materials and adaptations are clearly linked to the student’s learning profile, the demonstration of the targeted skill, <b>and</b> the grade-level learning standards.