



Connecticut’s Achievement Level Descriptions for the Smarter Balanced Assessment

The Connecticut Core Standards set learning expectations for what students should learn and be able to do at each grade level so that by the time they graduate from high school, they are ready to succeed in college and in the workplace. The Smarter Balanced assessments are designed to measure each student’s progress toward meeting these expectations.

The achievement levels (levels 1-4) and the accompanying descriptions of performance, *serve as a starting point* for discussion about the performance of individual students in mathematics and English language arts/literacy across the content areas.¹ There are other methods that students, teachers, and parents can also use to evaluate the academic progress of students and schools, such as scale scores, growth models, local assessments, and portfolios of student work.

The following achievement levels represent a range of scores that indicate on-track progress towards college- and career-readiness. While all children have individual strengths and areas for growth, generalizations can be inferred based on performance within an achievement level. In turn, the achievement level provides information to help support students’ academic needs.

MATHEMATICS - ACHIEVEMENT LEVEL DESCRIPTORS

High School	Grades 6–8	Grades 3–5
<p>Level 4: Exceeds the Achievement Level</p> <p>The student has <i>exceeded the achievement level</i> for Mathematics expected for high school.</p> <p>Students performing at this level are <i>demonstrating mastery</i> of Mathematics knowledge and skills.</p> <p>Students performing at this level are on track for likely success in entry-level, credit bearing college coursework or career training.</p>	<p>Level 4: Exceeds the Achievement Level</p> <p>The student has <i>exceeded the achievement level</i> for Mathematics expected for this grade.</p> <p>Students performing at this level are <i>demonstrating advanced progress toward mastery</i> of Mathematics knowledge and skills.</p> <p>Students performing at this level are on track for likely success in high school and college coursework or career training.</p>	<p>Level 4: Exceeds the Achievement Level</p> <p>The student has <i>exceeded the achievement level</i> for Mathematics expected for this grade.</p> <p>Students performing at this level are <i>demonstrating advanced progress toward mastery</i> of Mathematics knowledge and skills.</p> <p>Students performing at this level are on track for likely success in the next grade.</p>

¹ Literacy across the content areas assesses literacy skills in subject areas such as history, science, and technical subjects in addition to the English language arts subject area.

High School	Grades 6–8	Grades 3–5
<p>Level 3: Meets the Achievement Level</p> <p>The student has <i>met the achievement level</i> for Mathematics expected for high school.</p> <p>Students performing at this level are demonstrating progress toward mastery of Mathematics knowledge and skills.</p> <p>Students performing at this level are on track for likely success in rigorous high school coursework and entry-level, credit bearing college coursework or career training.</p>	<p>Level 3: Meets the Achievement Level</p> <p>The student has <i>met the achievement level</i> for Mathematics expected for this grade.</p> <p>Students performing at this level are demonstrating progress toward mastery of Mathematics knowledge and skills.</p> <p>Students performing at this level are on track for likely success in high school and college coursework or career training.</p>	<p>Level 3: Meets the Achievement Level</p> <p>The student has <i>met the achievement level</i> for Mathematics expected for this grade.</p> <p>Students performing at this level are demonstrating progress toward mastery of Mathematics knowledge and skills.</p> <p>Students performing at this level are on track for likely success in the next grade.</p>
<p>Level 2: Approaching the Achievement Level</p> <p>The student has <i>nearly met the achievement level</i> for Mathematics expected for high school.</p> <p>Students performing at this level require further development toward mastery of Mathematics knowledge and skills during high school.</p> <p>Students performing at this level will likely need support in rigorous high school coursework and entry-level, credit bearing college coursework or career training.</p>	<p>Level 2: Approaching the Achievement Level</p> <p>The student has <i>nearly met the achievement level</i> for Mathematics expected for this grade. Students performing at this level require further development toward mastery of Mathematics knowledge and skills.</p> <p>Students performing at this level will likely need support to get on track for success in high school and college coursework or career training.</p>	<p>Level 2: Approaching the Achievement Level</p> <p>The student has <i>nearly met the achievement level</i> for Mathematics expected for this grade. Students performing at this level require further development toward mastery of Mathematics knowledge and skills.</p> <p>Students performing at this level will likely need support to get on track for success in the next grade.</p>

High School	Grades 6–8	Grades 3–5
<p>Level 1: Does Not Meet the Achievement Level</p> <p>The student has <i>not yet met the achievement level</i> for Mathematics expected for high school.</p> <p>Students performing at this level <i>require substantial improvement toward mastery</i> of Mathematics knowledge and skills during high school.</p> <p>Students performing at this level will likely need substantial support in rigorous high school coursework and entry-level, credit-bearing college coursework or career training.</p>	<p>Level 1: Does Not Meet the Achievement Level</p> <p>The student has <i>not yet met the achievement level</i> for Mathematics expected for this grade.</p> <p>Students performing at this level <i>require substantial improvement toward mastery</i> of Mathematics knowledge and skills.</p> <p>Students performing at this level will likely need substantial support to get on track for success in high school and college coursework or career training.</p>	<p>Level 1: Does Not Meet the Achievement Level</p> <p>The student has <i>not yet met the achievement level</i> for Mathematics expected for this grade.</p> <p>Students performing at this level in <i>require substantial improvement toward mastery</i> of Mathematics knowledge and skills.</p> <p>Students performing at this level will likely need substantial support to get on track for success in the next grade.</p>

ENGLISH LANGUAGE ARTS AND LITERACY ACROSS THE CONTENT AREAS ACHIEVEMENT LEVEL DESCRIPTORS

High School	Grades 6–8	Grades 3–5
<p>Level 4: Exceeds the Achievement Level</p> <p>The student has <i>exceeded the achievement level</i> for English language arts and literacy expected for high school.</p> <p>Students performing at this level are <i>demonstrating mastery</i> of English language arts and literacy knowledge and skills.</p> <p>Students performing at this level are on track for likely success in entry-level, credit bearing college coursework or career training.</p>	<p>Level 4: Exceeds the Achievement Level</p> <p>The student has <i>exceeded the achievement level</i> for English language arts and literacy expected for this grade.</p> <p>Students performing at this level are <i>demonstrating advanced progress toward mastery</i> of English language arts and literacy knowledge and skills.</p> <p>Students performing at this level are on track for likely success in high school and college coursework or career training.</p>	<p>Level 4: Exceeds the Achievement Level</p> <p>The student has <i>exceeded the achievement level</i> for English language arts and literacy expected for this grade.</p> <p>Students performing at this level are <i>demonstrating advanced progress toward mastery</i> of English language arts and literacy knowledge and skills.</p> <p>Students performing at this level are on track for likely success in the next grade.</p>
<p>Level 3: Meets the Achievement Level</p> <p>The student has <i>met the achievement level</i> for English language arts and literacy expected for high school.</p> <p>Students performing at this level are <i>demonstrating progress toward mastery</i> of English language arts and literacy knowledge and skills.</p> <p>Students performing at this level are on track for likely success in rigorous high school coursework and entry-level, credit-bearing college coursework or career training.</p>	<p>Level 3: Meets the Achievement Level</p> <p>The student has <i>met the achievement level</i> for English language arts and literacy expected for this grade.</p> <p>Students performing at this level are <i>demonstrating progress toward mastery</i> of English language arts and literacy knowledge and skills.</p> <p>Students performing at this level are on track for likely success in high school and college coursework or career training.</p>	<p>Level 3: Meets the Achievement Level</p> <p>The student has <i>met the achievement level</i> for English language arts and literacy expected for this grade.</p> <p>Students performing at this level are <i>demonstrating progress toward mastery</i> of English language arts and literacy knowledge and skills.</p> <p>Students performing at this level are on track for likely success in the next grade.</p>

High School	Grades 6–8	Grades 3–5
<p>Level 2: Approaching the Achievement Level</p> <p>The student has <i>nearly met the achievement level</i> for English language arts and literacy expected for high school.</p> <p>Students performing at this level require further development toward mastery of English language arts and literacy knowledge and skills during high school.</p> <p>Students performing at this level will likely need support in rigorous high school coursework and entry-level, credit-bearing college coursework or career training.</p>	<p>Level 2: Approaching the Achievement Level</p> <p>The student has <i>nearly met the achievement level</i> for English language arts and literacy expected for this grade.</p> <p>Students performing at this level require further development toward mastery of English language arts and literacy knowledge and skills.</p> <p>Students performing at this level will likely need support to get on track for success in high school and college coursework or career training.</p>	<p>Level 2: Approaching the Achievement Level</p> <p>The student has <i>nearly met the achievement level</i> for English language arts and literacy expected for this grade.</p> <p>Students performing at this level require further development toward mastery of English language arts and literacy knowledge and skills.</p> <p>Students performing at this level will likely need support to get on track for success in the next grade.</p>
<p>Level 1: Does Not Meet the Achievement Level</p> <p>The student has <i>not yet met the achievement level</i> for English language arts and literacy expected for high school.</p> <p>Students performing at this level require substantial improvement toward mastery of English language arts and literacy knowledge and skills during high school.</p> <p>Students performing at this level will likely need substantial support in rigorous high school coursework and entry-level, credit-bearing college coursework or career training.</p>	<p>Level 1: Does Not Meet the Achievement Level</p> <p>The student has <i>not yet met the achievement level</i> for English language arts and literacy expected for this grade.</p> <p>Students performing at this level require substantial improvement toward mastery of English language arts and literacy knowledge and skills.</p> <p>Students performing at this level will likely need substantial support to get on track for success in high school and college coursework or career training.</p>	<p>Level 1: Does Not Meet the Achievement Level</p> <p>The student has <i>not yet met the achievement level</i> for English language arts and literacy expected for this grade.</p> <p>Students performing at this level require substantial improvement toward mastery of English language arts and literacy knowledge and skills.</p> <p>Students performing at this level will likely need substantial support to get on track for success in the next grade.</p>