

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.

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

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

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

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

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.