

Mathematics, Grade 3

Performance Level Descriptions

In the spring of 2006, approximately 550 Colorado third graders with disabilities participated in the administration of the CSAP Alternate (CSAPA) assessment of mathematics. These students were identified through their IEP teams as not able to take the general CSAP due to the nature of their disabilities and the individualized focus of their daily instruction. This CSAPA Student Report presents the results for these individual students. Mathematics performance is assessed through one or more activities which have been developed to allow students to demonstrate their knowledge in this content area relative to specific indicators that were derived from the Colorado Model Content Standards. These activities encompass certain concepts that were deemed important by a state-level advisory committee in order to measure the progress of these students.

The performance level rating indicates what this student was able to achieve in mathematics based on the number of indicators the student was able to demonstrate with either minimal or maximal prompting/level of support. Information about student performance on the concepts assessed is shown on the report. The concepts illustrate the possible number of points that could be attained

and how many were attained by this student. This performance has not been compared to other students with disabilities, but rather is a demonstration of how much support the student required to demonstrate the particular skills linked with these concepts. The performance levels were developed to show the emerging nature of the mathematics skills of these students.

Results for individual students are provided directly to the school districts, and buildings and they remain confidential. Summaries of district and state results are provided to the public (unless the district summary contains 15 students or less). No information that would identify individual students is retained at the state level.

For additional information on the CSAP Alternate assessment, please see the Colorado Department of Education Web site at <http://www.cde.state.co.us> and click on Assessment and CSAPA, or call your district's director of special education or assessment coordinator.

Inconclusive	Exploring	Emerging	Developing	Novice
The student's responses are not evident or are inconsistent when presented with a variety of math materials.	The Exploring mathematician demonstrates an awareness of and willingness to interact with materials related to simple math activities. The student has an awareness of numbers, understands the concept of one, and recognizes a repeating pattern. The Exploring mathematician is beginning to understand the basic concepts of counting, and differences in numbers and geometric shapes.	The Emerging mathematician is beginning to demonstrate number sense and understands numerals represent a quantity to nine. The student estimates using more or less, and matches a repeating pattern. The student identifies simple geometric shapes, forms sets, and can label and sort shapes. The student understands the concept of "none." The Emerging mathematician recognizes basic key math vocabulary.	The Developing mathematician manipulates shapes with meaning or to solve a problem. The student uses numerals to represent quantities to 12 and writes or creates a given single digit number. The student is beginning to recognize patterns within math activities, extends a repeating pattern, and finds a missing element in a pattern. The Developing mathematician has an understanding of basic key math vocabulary.	The Novice mathematician is able to use a variety of strategies to perform simple calculations. The student estimates a quantity, compares numbers and writes or creates a number to represent a quantity. The Developing mathematician is able to create patterns, identify patterns within data the student has collected and graph the information. The student is able to identify tools used in measurement. The Novice mathematician demonstrates an understanding of basic key math vocabulary.

Mathematics, Grade 4

Performance Level Descriptions

In the spring of 2006, approximately 550 Colorado fourth graders with disabilities participated in the administration of the CSAP Alternate (CSAPA) assessment of mathematics. These students were identified through their IEP teams as not able to take the general CSAP due to the nature of their disabilities and the individualized focus of their daily instruction. This CSAPA Student Report presents the results for these individual students. Mathematics performance is assessed through one or more activities which have been developed to allow students to demonstrate their knowledge in this content area relative to specific indicators that were derived from the Colorado Model Content Standards. These activities encompass certain concepts that were deemed important by a state-level advisory committee in order to measure the progress of these students.

The performance level rating indicates what this student was able to achieve in mathematics based on the number of indicators the student was able to demonstrate with either minimal or maximal prompting/level of support. Information about student performance on the concepts assessed is shown on the report. The concepts illustrate the possible number of points that could be attained

and how many were attained by this student. This performance has not been compared to other students with disabilities, but rather is a demonstration of how much support the student required to demonstrate the particular skills linked with these concepts. The performance levels were developed to show the emerging nature of the mathematics skills of these students.

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Inconclusive	Exploring	Emerging	Developing	Novice
The student's responses are not evident or are inconsistent when presented with a variety of math materials.	The Exploring mathematician demonstrates an awareness of and willingness to interact with materials related to simple math activities. The student has an awareness of numbers and understands the concepts of "one" and "none." The Exploring mathematician manipulates and identifies simple shapes and recognizes a repeating pattern.	The Emerging mathematician is beginning to demonstrate number sense and quantity by interacting with a variety of math related materials by forming and sorting sets. The student understands that numerals represent a quantity and counts to 12. The student recognizes and creates single digit numbers and estimates using more/less. The Emerging mathematician recognizes basic key math vocabulary.	The Developing mathematician uses skills related to number sense and manipulates shapes with meaning or to solve a problem. The student uses a number to represent quantities to 12 and writes or creates a number to represent a quantity. The student identifies, extends and creates patterns within math activities as well as collects and graphs information. The Developing mathematician understands basic key math vocabulary.	The Novice mathematician uses a variety of strategies related to number sense and performs simple calculations. The student compares numbers and creates a growing pattern. The Novice mathematician identifies patterns within data the student has collected, graphs the information to solve a problem, and measures length with a standard tool. The Novice mathematician demonstrates an understanding of basic key math vocabulary.

Mathematics, Grade 5

Performance Level Descriptions

In the spring of 2006, approximately 550 Colorado fifth graders with disabilities participated in the administration of the CSAP Alternate (CSAPA) assessment of mathematics. These students were identified through their IEP teams as not able to take the general CSAP due to the nature of their disabilities and the individualized focus of their daily instruction. This CSAPA Student Report presents the results for these individual students. Mathematics performance is assessed through one or more activities which have been developed to allow students to demonstrate their knowledge in this content area relative to specific indicators that were derived from the Colorado Model Content Standards. These activities encompass certain concepts that were deemed important by a state-level advisory committee in order to measure the progress of these students.

The performance level rating indicates what this student was able to achieve in mathematics based on the number of indicators the student was able to demonstrate with either minimal or maximal prompting/level of support. Information about student performance on the concepts assessed is shown on the report. The concepts illustrate the possible number of points that could be attained

and how many were attained by this student. This performance has not been compared to other students with disabilities, but rather is a demonstration of how much support the student required to demonstrate the particular skills linked with these concepts. The performance levels were developed to show the emerging nature of the mathematics skills of these students.

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Inconclusive	Exploring	Emerging	Developing	Novice
The student's responses are not evident or are inconsistent when presented with a variety of math materials.	The Exploring mathematician demonstrates an awareness of and willingness to interact with materials related to simple math activities. The student is beginning to understand the basic concepts of counting, and differences in numbers and geometric shapes.	The Emerging mathematician is beginning to demonstrate number sense and quantity by interacting with a variety of math related materials, counting, and differentiating amounts. The student recognizes and creates single digit numbers. The Emerging mathematician identifies simple geometric shapes by labeling and sorting them.	The Developing mathematician uses skills related to number sense, such as counting, to determine answers to simple addition problems. The student is beginning to understand quantity, the terms 'more or less', and estimation. The Developing mathematician is beginning to recognize and recreate patterns within math activities as well as collect and graph information about a problem.	The Novice mathematician is able to use a variety of strategies related to number sense to calculate answers to addition sentences, including counting forward, estimation and numeration. The student is beginning to understand place value. The Novice mathematician identifies patterns within data the student has collected and graphs the information to solve a problem.

Mathematics, Grade 6

Performance Level Descriptions

In the spring of 2006, approximately 550 Colorado sixth graders with disabilities participated in the administration of the CSAP Alternate (CSAPA) assessment of mathematics. These students were identified through their IEP teams as not able to take the general CSAP due to the nature of their disabilities and the individualized focus of their daily instruction. This CSAPA Student Report presents the results for these individual students. Mathematics performance is assessed through one or more activities which have been developed to allow students to demonstrate their knowledge in this content area relative to specific indicators that were derived from the Colorado Model Content Standards. These activities encompass certain concepts that were deemed important by a state-level advisory committee in order to measure the progress of these students.

The performance level rating indicates what this student was able to achieve in mathematics based on the number of indicators the student was able to demonstrate with either minimal or maximal prompting/level of support. Information about student performance on the concepts assessed is shown on the report. The concepts illustrate the possible number of points that could be attained

and how many were attained by this student. This performance has not been compared to other students with disabilities, but rather is a demonstration of how much support the student required to demonstrate the particular skills linked with these concepts. The performance levels were developed to show the emerging nature of the mathematics skills of these students.

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Inconclusive	Exploring	Emerging	Developing	Novice
The student's responses are not evident or are inconsistent when presented with a variety of math materials.	The Exploring mathematician is able to manipulate materials and recognize number symbols related to simple math activities. The student demonstrates basic counting skills; an awareness and understanding of the application of number symbols and quantity; and is beginning to create single-digit numbers. The Exploring mathematician also demonstrates an ability to make a guess.	The Emerging mathematician demonstrates a clear understanding of number symbols and quantity. The student can produce two digit numbers, is able to count to 12 and can collect and record simple data. The Emerging mathematician is able to recognize similarities/differences in quantities and geometric figures at a beginning application level.	The Developing mathematician is able to apply knowledge of similarities and differences in quantities, and geometric figures and size to activities. The student demonstrates a beginning ability to skip counts by 2s and 5s as well as to predict outcomes of chance events. The Developing mathematician is beginning to recognize and complete simple number patterns; solve simple one-digit addition problems; and use probability data to make predictions about future events.	The Novice mathematician applies the ability to skip counts by 2s and 5s when adding. The student is able to find the sum of three digits and identify shared attributes of geometric figures, including size/shape similarities. The Novice mathematician interprets probability data to make predictions about the frequency of chance events.

Mathematics, Grade 7

Performance Level Descriptions

In the spring of 2006, approximately 550 Colorado seventh graders with disabilities participated in the administration of the CSAP Alternate (CSAPA) assessment of mathematics. These students were identified through their IEP teams as not able to take the general CSAP due to the nature of their disabilities and the individualized focus of their daily instruction. This CSAPA Student Report presents the results for these individual students. Mathematics performance is assessed through one or more activities which have been developed to allow students to demonstrate their knowledge in this content area relative to specific indicators that were derived from the Colorado Model Content Standards. These activities encompass certain concepts that were deemed important by a state-level advisory committee in order to measure the progress of these students.

The performance level rating indicates what this student was able to achieve in mathematics based on the number of indicators the student was able to demonstrate with either minimal or maximal prompting/level of support. Information about student performance on the concepts assessed is shown on the report. The concepts illustrate the possible number of points that could be attained

and how many were attained by this student. This performance has not been compared to other students with disabilities, but rather is a demonstration of how much support the student required to demonstrate the particular skills linked with these concepts. The performance levels were developed to show the emerging nature of the mathematics skills of these students.

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Inconclusive	Exploring	Emerging	Developing	Novice
The student's responses are minimal, not evident or are inconsistent when presented with a variety of math materials.	The Exploring mathematician performs basic counting skills, including counting in a sequential order. The student creates a single digit number and is beginning to understand the concept of addition and subtraction. The student recognizes and manipulates patterns and shapes. The Exploring mathematician recognizes standard and nonstandard tools of measurement.	The Emerging mathematician identifies geometric shapes, supplies a missing element in a pattern and places shapes together to make new shapes. The student creates a two-digit number, counts the number of items in groups of up to 30 in a sequential order and understands the concept of none. The Emerging mathematician identifies standard and nonstandard tools of measurement and is beginning to graph data using coordinates on a line graph.	The Developing mathematician counts forward from a given number and understands a whole unit, $\frac{1}{2}$ and $\frac{1}{4}$. The student chooses the correct operation and uses simple addition and subtraction strategies. The student extends a repeating pattern, estimates units of measurement and uses vocabulary and tools related to standard measurement. The Developing mathematician is beginning to interpret data from a graph.	The Novice mathematician collects, reports, records and interprets data from tables and graphs. The student is beginning to understand the concept of multiplication, identifies relationships between variables, and is beginning to add simple fractions. The student uses standard tools of measurement tool to calculate perimeter and measures to the $\frac{1}{2}$ inch. The Novice mathematician extends a repeating pattern by two elements and uses patterns for problem-solving.

Mathematics, Grade 8

Performance Level Descriptions

In the spring of 2006, approximately 550 Colorado eighth graders with disabilities participated in the administration of the CSAP Alternate (CSAPA) assessment of mathematics. These students were identified through their IEP teams as not able to take the general CSAP due to the nature of their disabilities and the individualized focus of their daily instruction. This CSAPA Student Report presents the results for these individual students. Mathematics performance is assessed through one or more activities which have been developed to allow students to demonstrate their knowledge in this content area relative to specific indicators that were derived from the Colorado Model Content Standards. These activities encompass certain concepts that were deemed important by a state-level advisory committee in order to measure the progress of these students.

The performance level rating indicates what this student was able to achieve in mathematics based on the number of indicators the student was able to demonstrate with either minimal or maximal prompting/level of support. Information about student performance on the concepts assessed is shown on the report. The concepts illustrate the possible number of points that could be attained

and how many were attained by this student. This performance has not been compared to other students with disabilities, but rather is a demonstration of how much support the student required to demonstrate the particular skills linked with these concepts. The performance levels were developed to show the emerging nature of the mathematics skills of these students.

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Inconclusive	Exploring	Emerging	Developing	Novice
The student's responses are not evident or are inconsistent when presented with a variety of math materials.	The Exploring mathematician demonstrates number sense and quantity through purposeful use of manipulatives, demonstrating an understanding of the concept of none and one and counting to 12 in a sequential order. The student identifies simple geometric shapes, standard and nonstandard tools of measurement. The Exploring mathematician supplies a missing element in a pattern and is beginning understand the relationship between data and line graphs.	The Emerging mathematician demonstrates a simple understanding of algebraic expressions by sorting shapes, extending repeating patterns with up to two different elements, recognizing a growing pattern, and by creating patterns. The student counts forward, understands a whole, $\frac{1}{2}$ and $\frac{1}{4}$ of a unit, and solves simple addition problems. The Emerging mathematician estimates and measures length using a ruler, uses information from a table and is beginning to interpret data from a graph.	The Developing mathematician is beginning to understand the concept of multiplication and to add simple fractions. The student uses standard measurement tools to calculate the perimeter and measures accurately using a ruler to the $\frac{1}{2}$ inch. The Developing mathematician identifies and understands basic growing patterns and use patterns to solve problems.	The Novice mathematician understands subtraction and employs strategies to solve simple multiplication problems. The student chooses the correct operation to solve a word problem and produce a number sentence. The student uses data from a table to make predictions and communicates the relationship between variables to solve problems. The Novice mathematician differentiates lines and curves and uses measurement tools to determine the area and congruence of an object.

Mathematics, Grade 9

Performance Level Descriptions

In the spring of 2006, approximately 550 Colorado ninth graders with disabilities participated in the administration of the CSAP Alternate (CSAPA) assessment of mathematics. These students were identified through their IEP teams as not able to take the general CSAP due to the nature of their disabilities and the individualized focus of their daily instruction. This CSAPA Student Report presents the results for these individual students. Mathematics performance is assessed through one or more activities which have been developed to allow students to demonstrate their knowledge in this content area relative to specific indicators that were derived from the Colorado Model Content Standards. These activities encompass certain concepts that were deemed important by a state-level advisory committee in order to measure the progress of these students.

The performance level rating indicates what this student was able to achieve in mathematics based on the number of indicators the student was able to demonstrate with either minimal or maximal prompting/level of support. Information about student performance on the concepts assessed is shown on the report. The concepts illustrate the possible number of points that could be attained

and how many were attained by this student. This performance has not been compared to other students with disabilities, but rather is a demonstration of how much support the student required to demonstrate the particular skills linked with these concepts. The performance levels were developed to show the emerging nature of the mathematics skills of these students.

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Inconclusive	Exploring	Emerging	Developing	Novice
The student's responses are not evident or are inconsistent when presented with a variety of math materials.	The Exploring mathematician counts to 20 and forward from a given number. The student understands whole unit, $\frac{1}{2}$ and $\frac{1}{4}$; chooses the correct operation; solves simple addition problems and uses subtraction strategies. The student extends repeating patterns, estimates units of measurement and uses vocabulary and standard tools of measurement. The Exploring mathematician is beginning to interpret data from a graph.	The Emerging mathematician counts forward from 30 and gives an accurate numerical label to a group of items. The student understands whole unit, $\frac{1}{4}$, $\frac{1}{2}$, and is beginning to understand $\frac{3}{4}$. The student extends a repeating pattern by two elements, supplies a missing element in a repeating pattern and identifies the side of a triangle. The student collects reports, records and interprets data on graphs and tables. The student is beginning to understand the concept of multiplication and is beginning to add simple fractions. The student identifies the relationships between variables and uses patterns for problem-solving. The Emerging mathematician uses standard tools of measurement to calculate the perimeter and measures to $\frac{1}{2}$ inch.	The Developing mathematician uses a calculator to add whole numbers, identifies $\frac{1}{4}$ and $\frac{3}{4}$ out of four parts and estimates quantities up to 50. The student adds and subtracts two-digit numbers and extends repeating patterns by four or more elements. The student estimates inches and measures exact length with a standard tool of measurement understands measurement vocabulary and is beginning to understand the relationship between inches and feet. The Developing mathematician interprets data from a graph or table.	The Novice mathematician understands the relationship between inches and feet. The student makes larger triangles from smaller triangles and fills in missing elements in a growing geometric pattern. The Novice mathematician solves simple one and two digit multiplication problems and solves patterns for missing variables.

Mathematics, Grade 10

Performance Level Descriptions

In the spring of 2006, approximately 550 Colorado tenth graders with disabilities participated in the administration of the CSAP Alternate (CSAPA) assessment of mathematics. These students were identified through their IEP teams as not able to take the general CSAP due to the nature of their disabilities and the individualized focus of their daily instruction. This CSAPA Student Report presents the results for these individual students. Mathematics performance is assessed through one or more activities which have been developed to allow students to demonstrate their knowledge in this content area relative to specific indicators that were derived from the Colorado Model Content Standards. These activities encompass certain concepts that were deemed important by a state-level advisory committee in order to measure the progress of these students.

The performance level rating indicates what this student was able to achieve in mathematics based on the number of indicators the student was able to demonstrate with either minimal or maximal prompting/level of support. Information about student performance on the concepts assessed is shown on the report. The concepts illustrate the possible number of points that could be attained

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Inconclusive	Exploring	Emerging	Developing	Novice
The student's responses are not evident or are inconsistent when presented with a variety of math materials.	The Exploring mathematician knows the concept of none, is beginning to give an accurate numerical label to a group of items and write a two-digit number. The student sorts geometric shapes by attribute and identifies two and three-dimensional shapes in the environment. The Exploring mathematician is also beginning to use data tables to solve problems.	The Emerging mathematician is beginning to skip count by 10, estimate quantity to 100, and count forward from 60. The student also shows an understanding of the relationship between a numeral and a quantity by giving an accurate written label to a group of items. The Emerging mathematician locates a pattern to solve a problem, identifies two-dimensional shapes in a three-dimensional pattern, and extends a growing pattern by adding the next element.	The Developing mathematician skip counts by 10, begins to multiply units of cost, and correctly enters numbers and functions on a calculator to solve money problems. The student is beginning to understand the relationship between multiple variables, understands characteristics of a graph and uses data from a line graph to solve problems. The Developing mathematician expresses the characteristics of a simple three-dimensional object, such as a cube.	The Novice mathematician uses a variety of strategies to estimate quantities to 100, solves simple division problems, identifies $\frac{1}{4}$ and $\frac{3}{4}$ using multiple objects, and identifies total costs when given unit costs. The student graphs ordered pairs from a table and uses the information to solve problems. The Novice mathematician understands relationships between multiple variables and supplies missing elements in growing patterns.