Oregon Extended Assessment Linkage and Alignment Study Report

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Summary

In Spring 2025, Oregon's Extended Assessments (OrExt) in English Language Arts (ELA), Mathematics, and Science were evaluated through a comprehensive, multi-phase alignment and linkage study aimed at affirming the continued relevance, accessibility, and technical quality of the assessment system following the adoption of updated academic content standards in ELA (2019), Mathematics (2021), and Science (2022). Across five structured phases, reviewers assessed the strength of relationships among original and updated source standards, Alternate Academic Achievement Standards (AAAS), complexity parameters (Low, Medium, and High – L/M/H), and newly developed Field Test items. Each review phase was supported by structured training sessions, clearly defined evaluation rubrics, and carefully selected content resources to promote consistent, reliable, and defensible reviewer judgments. The majority of reviewed AAAS Standards were found to be strongly linked to the original and updated state standards. Standards receiving average linkage scores below the established threshold were revised using Oregon's SCORE process and re-evaluated to strengthen the fidelity of the essentialization and confirm alignment with updated state expectations. In the reviews involving item-to-standard alignment, reviewers consistently found strong or sufficient alignment, indicating that the items accurately reflected essentialized content expectations. The results of this study affirm that the OrExt system remains instructionally relevant, appropriately rigorous, and accessible for students with the most significant cognitive disabilities. The study's findings affirm the integrity of the assessment's design and implementation, highlighting actionable areas for continuous improvement in item development, complexity calibration, and accessibility protocols. This 2024–2025 Linkage and Alignment Study applies a convergence of evidence model to link Oregon's grade-level content standards to the alternate academic

achievement standards across all tested grades, align the alternate standards with Low, Medium, and High complexity parameters, and review a robust set of newly developed Field Test items for content alignment and accessibility.

Overview

The Oregon Extended Assessment (ORExt) is the state's Alternate Assessment based on Alternate Academic Achievement Standards (AA-AAAS) and is designed to assess the specific population of students with the most significant cognitive disabilities whose disabilities preclude them from participating in the general statewide assessment system. The ORExt measures student performance in three subject areas: English Language Arts and Literacy (ELA), aligned to the 2019 Oregon English Language Arts and Literacy Standards; Mathematics, aligned to the 2021 Oregon Math Standards; and Science, aligned to the Oregon 2022 Science Standards, fully based on the Next Generation Science Standards (NGSS). In compliance with the Individuals with Disabilities Education Act (IDEA) and Every Student Succeeds Act (ESSA, 2015), Oregon maintains participation in the ORExt at or below the 1% cap per content area, as outlined in ESSA Section 1111(b)(2)(D)(i).

The foundation of the ORExt is the Essentialized Assessment Framework (EAF), which systematically reduces the depth, breadth, and complexity of Oregon's grade-level academic standards to increase accessibility for students with the most significant cognitive disabilities. The Essentialized Standards are designed to retain alignment with grade-level content while providing meaningful and measurable learning targets for this highly diverse population. Oregon's approach to alternate assessment development is informed by best practices in validity-centered assessment design. Following the validity argument framework articulated by Kane (1992, 2006), the current work establishes interpretive links between the state's academic

standards, alternate standards, assessment items, and student outcomes. This model confirms claims about the appropriateness and coherence of the assessment system by systematically addressing assumptions and providing supporting evidence. In addition, the design and implementation of the ORExt are informed by national guidance, including the National Center on Educational Outcomes (NCEO), which emphasizes that high-quality alternate assessments must be built on clearly defined academic expectations, accessible item design, and ongoing validity evaluation (Thurlow, Lazarus, & Quenemoen, 2022).

These efforts support Oregon's commitment to a technically sound, instructionally relevant, and equitable assessment system that meets the needs of students with the most significant cognitive disabilities. As part of a strategic effort to reestablish coherence across its statewide assessment system, the Oregon Department of Education (ODE) initiated a comprehensive linkage and alignment study in 2025 to bring its Alternate Academic Achievement Standards (AAAS) in English Language Arts (ELA), Mathematics, and Science back into alignment with Oregon's updated general education academic content standards. Due to staggered adoption cycles and evolving state priorities, Oregon's alternate standards gradually became misaligned with the most recent updates to the general education content standards in ELA (2019), Mathematics (2021), and Science (2022). This study constitutes a systematic and evidence-driven effort to realign Oregon's Alternate Academic Achievement Standards (AAAS) with the updated general education content standards across English Language Arts, Mathematics, and Science, ensuring instructional coherence and technical validity. By reviewing and, where necessary, re-essentializing standards and parameters across all grade levels and content areas, ODE is reestablishing a strong and defensible foundation for equitable and accessible assessment of students with the most significant cognitive disabilities.

This work directly supports requirements outlined in Every Student Succeeds Act (ESSA, 2015, Section 1111(b)(1)(E)), which mandates that alternate academic achievement standards must be aligned with the challenging state academic content standards. ESSA further emphasizes the need for alternate assessments to reflect grade-level expectations to the extent possible, ensuring that all students, including those with the most significant cognitive disabilities, are held to high academic standards and have access to the general education curriculum. The present study not only addresses Oregon's immediate alignment gaps but also lays the groundwork for a sustainable, cyclical review model, allowing ODE to maintain ongoing alignment between general education and alternate standards in future years. By reestablishing a structured cycle for reviewing, revising, and validating the AAAS, Oregon reinforces its commitment to inclusive, standards-based assessment practices rooted in both legal mandates and instructional coherence. For a copy of the updated and linked Essentialized Academic Frameworks (EAFs) please see Appendix A.

Test Development Process: Creating Essentialized Standards

Three levels of complexity are articulated for each standard; Low, Medium, and High (L/M/H). These complexity parameters vary by content area but primarily adjust the cognitive and linguistic demands of the assessment item. Examples of complexity variation include:

- ELA: the number and structure of sentences, character involvement, and vocabulary level.
- Math: the range and magnitude of values, visual supports, or procedural steps.
- Science: the number of variables in a phenomenon, representational supports, or depth of explanation required.

These layered complexity levels support a more nuanced understanding of student performance and provide multiple access points for engagement with the academic content. This design ensures that the assessment remains aligned with grade-level expectations while offering accessible entry points for students with diverse learning needs. For additional detail, the essentialization methodology is outlined in the Essentialized Assessment Framework User Guide (See Appendix B).

These Essentialized Standards, used in Oregon's Alternate Assessment based on Alternate Academic Achievement Standards (AA-AAAS), were developed to support meaningful access to grade-level content for students with the most significant cognitive disabilities, in alignment with the expectations of Every Student Succeeds Act (ESSA). These standards reflect a systematic process of identifying the core intent, or essence, of Oregon's academic content standards while reducing their depth, breadth, and complexity to ensure accessibility for this unique and diverse student population.

Although most AAAS used in the Oregon Extended Assessment were previously established, updates to Oregon's academic content standards in ELA (2019), Math (2021), and Science (2022) required a comprehensive review to ensure continued alignment. Where updates to the source standards did not affect the essence of the original AAAS, no changes were made. However, any revised source standards that presented conceptual, structural, or linguistic changes were carefully reviewed. In cases where the alignment between source and essentialized standards differed meaningfully, items were flagged and presented to content reviewers. When a standard required re-essentialization, the established SCORE process (Select, COde, Reduce, and Evaluate) was used to revise the essentialized version while maintaining fidelity to the updated content and accessibility for the target population.

Procedure

To ensure the study was scientifically robust and targeted, the research team used crosswalk documents provided by the Oregon Department of Education (ODE) for all three content areas to identify substantive updates in the general education academic content standards that could impact the validity of the Alternate Academic Achievement Standards (AAAS).

In English Language Arts (ELA), the shift to the 2019 Oregon English Language Arts and Literacy Standards was similarly guided by an ODE-provided crosswalk that compared the previous Common Core State Standards (CCSS) to the updated Oregon English Language Arts and Literacy Standards. Much of the revision involved minor editorial changes, such as the removal of "*e.g.*" phrases that did not affect the essentialized content already in use. Therefore, standards with only superficial strike-through edits that did not alter the conceptual focus or performance expectations were excluded from review. Instead, the study focused on ELA standards with substantive language changes that could directly affect the alignment, clarity, or instructional relevance of the AAAS.

For Mathematics, the research team relied on an ODE crosswalk, published descriptions of the "big ideas" guiding the 2021 Oregon Mathematics Standards update, and direct email communication with ODE Math content experts. This collaboration clarified which source standards had been consolidated or removed entirely in the new framework. Such structural adjustments required a thoughtful merging or expansion of existing AAAS to maintain full coverage of the core content within the reduced set of source standards. Additionally, terminology updates, such as replacing "real world" with "authentic context", were carefully reviewed to ensure that the essentialized language reflected the updated instructional intent while remaining accessible for students with significant cognitive disabilities.

For Science, the transition from the 2014 Oregon Science Standards to the fully NGSS aligned 2022 Oregon Science Standards was systematically examined using a detailed ODE crosswalk in which all changes were clearly marked. Any Science standard that highlighted modifications with potential implications for the scope, depth, or complexity of the corresponding AAAS was prioritized and presented to reviewers for explicit re-evaluation. Through the integration of crosswalk analysis, expert validation, and targeted review of substantive content changes, the process ensured that each evaluation was methodologically sound and focused on revisions likely to influence the validity of Oregon's alternate academic achievement standards. This method reflected best practices in standards alignment and supports the ongoing goal of maintaining a technically sound, instructionally relevant AAAS that aligns with current state expectations.

Participants

Reviewers were recruited through a statewide email invitation sent to all 355 registered Qualified Test Coordinators (QTCs). Sixteen individuals responded to the initial invitation, with three withdrawing prior to the study, two due to incomplete contracting requirements and one due to a family emergency. As a result, a final group of 13 participants was selected for their expertise in special education, assessment, and Oregon's content standards. These individuals had direct instructional or coordination experience with students who completed the Oregon Extended Assessment (OrExt). Participants were assigned to grade-level and content-specific review groups based on their experience and underwent targeted training to ensure consistency and clarity in review expectations. Each review was framed around structured evaluation questions, derived from validation frameworks including Kane's argument-based approach

(Kane, 1992) and updated national guidance from the National Center on Educational Outcomes (Thurlow, Lazarus, & Quenemoen, 2022).

All participants had experience working with students with significant cognitive disabilities, with a strong majority (10 out of 13) reporting over 10 years of experience in the field, and two of these reporting 20 years or more. The remaining three participants had between 5 and 10 years of experience. In addition, nine of the thirteen participants reported 5 or more years of experience with Oregon's alternate assessment system, including five who had been involved for over a decade. Two participants reported between 2 and 5 years of experience with Oregon's alternate assessment system, and two reported had 1-2 years of experience.

Reviewers were assigned to grade-level and content-area tasks based on their self-reported experience and preferences. Participants represented a range of grade-level expertise: three specialized in elementary grades, three in middle school, two in both elementary and middle school, and five indicated a willingness to support any grade level. This cohort brought extensive pedagogical expertise and in-depth familiarity with alternate assessment practices, enhancing the credibility and rigor of the review process. Their collective expertise ensured that the alignment evaluation was grounded in a realistic understanding of instructional contexts, student needs, and accessibility principles.

Training

To ensure reviewers had a shared understanding of both the purpose and procedures of the 2025 Oregon Extended Assessment (OrExt) Linkage and Alignment Study, all participants completed training prior to initiating their reviews. Two live training sessions were held via Zoom on April 15 and 17, 2025. Each session guided participants using the Distributed Item Review (DIR) platform and introduced the key content and structure of the study. These

trainings prepared participants to evaluate the linkage between Oregon's general education academic content standards and the state's AAAS by understanding the Essentialization process using Oregon's SCORE framework (Select, COde, Reduce, Essentialize). Training also emphasized making alignment, bias, and accessibility judgments of associated Field Test items and complexity parameters (L/M/H) for students with the most significant cognitive disabilities. A recorded version of the training, along with a PDF of the training slides, were made available online for participants to reference throughout the review period.

Materials

Participants conducted their reviews using specific materials for each of the reviews. A comprehensive set of materials was assembled for each phase of the 2025 Oregon Extended Assessment (OExt) Linkage and Alignment Study to ensure reviewers had clear, consistent reference points for all judgments. Crosswalk documents and strongly connected example documents were created for each subject area and grade level. Supportive training documentation was provided for each section of the review with the DIR used to present standards and item level information. See Appendix C for materials examples.

For the Standards Linkage, reviewers were provided with the following. For ELA, the materials focused on English Language Arts. Participants used the Essentialization Process Guide, ELA grade-level Standards Crosswalks showing the Original, Updated, and Essentialized Standards, an ELA Strong Link Resource with examples of robust standard linkages, and the Oregon Accessibility Manual to guide their reviews. For Math, reviewers were provided with the Essentialization Process Guide detailing Oregon's SCORE framework; the Math Key Scope outlining grade-specific content expectations, and grade-level Math Standards Crosswalks that displayed the Original, Updated, and Essentialized Standards side by side. To support accurate

linkage ratings, a Math Strong Link Resource with exemplar standards was also included, along with the Oregon Accessibility Manual and PowerPoint Training Slides that summarized study goals, rating rubrics, and platform navigation instructions. For Science, reviewers were provided with the Science grade-level Standards Crosswalks, a Science Strong Link Resource with clear examples, and the Oregon Accessibility Manual.

The Essentialization Process Guide was used for the re-essentialization process. Additionally, each reviewer received a customized ELA and Math Re-Essentialized Standards Crosswalk specific to the standards they had previously rated a 0 or 1 (less than a perfect 2) ensuring focused follow-up and validation.

For the Item Alignment, the materials centered on aligning Field Test items to the Essentialized Standards and associated with complexity parameters of L/M/H. For ELA, materials included the Essentialization Process Guide, ELA grade-level Standards Crosswalks for reference, and the full set of ELA Field Test items delivered through the DIR to facilitate systematic, item-level alignment and accessibility ratings. For Math, reviewers were provided with the Essentialization Process Guide, the Math Key Scope, and Math Re-Essentialized Standards Crosswalks. For Science, reviewers were provided with the Science grade-level Standards Crosswalks along with the Science Strong Link Resource.

Research Design

The study employed an “affirmational” process, a structured method in which reviewers evaluated existing components of the Oregon Extended Assessment that have been in operational use since 2014. The goal was to confirm the technical soundness and conceptual validity of key components through a series of independent but interrelated expert reviews. This design allowed the state to build on the results of prior studies (beginning in 2014), while incorporating updates

to Oregon's academic content standards in ELA (2019), Math (2021), and Science (2022). The approach emphasized both horizontal and vertical coherence between standards, complexity parameters, and items, as required under the Every Student Succeeds Act (ESSA, 2015).

Review Structure

A multi-phase, systematic process was used to evaluate the coherence and integrity of the alternate assessment system across English Language Arts (ELA), Mathematics, and Science. Each review was designed to examine the relationship between critical components of the assessment: Source Standards (academic content standards), Essentialized Standards (AAAS), Low, Medium, and High (L/M/H) Complexity Parameters, and Field Test items. The study was organized into sequential reviews of Standard Linkage and then Item Alignment. The study examined the following evaluation points.

1. Did the Essentialized Standards demonstrate a strong linkage to Oregon's current content standards?
2. Were the Essentialized Standards and/or Field Test items appropriately aligned to the L/M/H complexity parameters?
3. Were the items free from bias and accessible to students with significant cognitive disabilities?
4. Did the Essentialized Standards and items collectively support the construct validity of the alternate assessment system?

Collectively, these procedures validate the coherence of the OrExt system, providing assurance that the assessment accurately measures student understanding of Oregon's academic content in an appropriately essentialized form for students with the most significant cognitive disabilities. This layered validation model generated both individual and cumulative evidence to

support the technical quality of Oregon's alternate assessment system. The results help ensure that assessment decisions are instructionally relevant, legally defensible, and ethically appropriate for the population they are designed to serve.

Standards Linkage

The Standards Linkage review rated the linkage between Oregon's general education standards and the Essentialized Standards. For ELA, reviewers rated the linkage between Oregon's original English Language Arts (ELA) Source Standards, the Updated 2019 Oregon ELA and Literacy Standards, and the corresponding ELA Essentialized Standards used in the Oregon Extended Assessment (OrExt). For Math, reviewers rated the linkage between Oregon's original Mathematics Source Standards, the updated 2021 Mathematics Standards, and the Mathematics Essentialized Standards used in the OrExt. For Science, reviewers rated the linkage between both the original Oregon Science Standards, the updated 2022 Oregon Science Standards (which fully reflect the Next Generation Science Standards), and the Essentialized Standards used in the OrExt. This review was critical to ensure that the Essentialized Standards maintained fidelity to Oregon's updated academic expectations while remaining instructionally meaningful and accessible to students with the most significant cognitive disabilities.

For ELA and Math reviews, assignments were divided into three groups based on grade level to manage scope and leverage reviewer expertise. Reviewers were assigned to a grade band based on their instructional experience, grade-level familiarity, and prior work with students who participated in Oregon's Alternate Assessment system. Assignments were designed to balance both expertise and total review volume. For the Science review, participants were divided into two groups based on grade level and content cluster, ensuring balanced coverage and alignment to areas of reviewer expertise.

Reviewers were provided with a comprehensive set of both supporting documents and resources specific to the review (see Materials section). The standard linkage question read as follows: *Linking source standards to Essentialized Standards ensures the original intent is preserved while removing complexities that limit access for students with significant cognitive disabilities.*

- ***No link*** *– 0 (indicates that the reviewer found no defensible connection between the content in the Essentialized Standard and the content in the source standards)*
- ***Sufficient link*** *- 1 (indicates that there is a connection between the content in the Essentialized Standard and some aspect of the source standards)*
- ***Strong link*** *– 2 (indicates that the connection between the content in the Essentialized Standard and at least one aspect of the source standard is obvious and clear)*

When a rating of 0 (*No Link*) or 1 (*Sufficient Link*) was selected, reviewers were required to provide a written rationale, ensuring transparent documentation of any potential misalignments.

The purpose of this first review was to validate the continued relevance and alignment of Oregon's Essentialized Standards to recent state standards revisions. Reviewers were able to view the updates that had been made to the Source Standards by ODE and rate the linkage of the Updated Source Standard to the Essentialized Standard. Outcomes from this review informed the subsequent phases of this study, including the alignment of complexity parameters (L/M/H) and newly developed Field Test items.

Re-Essentialized Standards

Standards were reviewed by researchers and any Essentialized Standard with average linkage ratings below 1.75 was flagged for further examination with re-essentialization using Oregon's SCORE process (Select, COde, Reduce, Essentialize). These standards were

subsequently re-essentialized and included in a subsequent review to ensure content validity and alignment integrity. This targeted re-review allowed for validation of improved alignment to the Oregon Standards and clarification and documentation of reviewer consensus around the revised essentialized content.

Item Alignment

The Item Alignment review of the study focused on evaluating the alignment between Field Test items, the corresponding Essentialized Standards, and the complexity parameters (Low, Medium, and High (L/M/H)). Reviewers were asked to evaluate how well each item aligned with its designated Essentialized Standard, and items were reviewed within the context of the Essentialized Standard and complexity parameter to which they were mapped.

For ELA, reviewers remained in the same groupings used in the Standards Linkage Review, building on their prior familiarity with grade-level standards. For Math, reviewers were assigned to two grade-level working groups to support a thorough and balanced review process. For Science, reviewers also evaluated whether associated Field Test items were appropriately aligned to the Science Essentialized Standards and their designated their Low, Medium, and High (L/M/H) complexity levels.

Reviewers were provided with a consistent set of reference materials (see Materials section). Items were presented within the DIR system. These materials helped reviewers evaluate not only the accuracy of alignment but also the accessibility and appropriateness of item design for Oregon's alternate assessment population. This review ensured that each assessment item was appropriately matched to the intended content and level of complexity, and that it met the accessibility and relevance needs of students with the most significant cognitive disabilities.

The alignment question read as follows: *Reviewers are asked to use their professional judgment accompanied by a close review of the items to determine whether the items were aligned to the Essentialized Standards, and to what degree.*

- ***No alignment*** *- 0 (indicates that the reviewer found no defensible connection between the content in the item and the content of the Essentialized Standard)*
- ***Sufficient alignment*** *– 1 (indicates that there is a connection between the content in the item and the content of and some aspect of the Essentialized Standard)*
- ***Strong alignment*** *– 2 (indicates that the connection between the item and the Essentialized Standard is obvious and clear)*

When a rating of 0 (*No alignment***)** or 1 (*Sufficient alignment*) was selected, reviewers were required to provide a written rationale, ensuring transparent documentation of any potential misalignments.

Bias and Accessibility

Reviewers were also asked if items were free of bias and accessible to all students. When making bias judgments, reviewers carefully examined each test item, standard, or supporting material to identify any content that could unfairly disadvantage or misrepresent students with the most significant cognitive disabilities. They considered whether the wording would pose problems when translated into Braille or sign language, whether teacher directions and student materials used appropriately reduced language, and whether the response demands matched students' abilities without adding unnecessary barriers. Reviewers also checked for problematic vocabulary, skills that might mask the intended academic focus, or a lack of appropriate accommodations. Additionally, they evaluated items for potential sources of discrimination or negative connotations related to race, ethnicity, gender, culture, language, or community values.

When evaluating accessibility, reviewers determined whether each test item, Essentialized Standard, and its associated L/M/H complexity parameters could be understood and responded to by students with the most significant cognitive disabilities. They checked that the language was clear and appropriately simplified, visual elements were usable, and the response formats did not create unnecessary barriers. Reviewers also considered whether students could demonstrate what they know and can do using their available communication methods and supports, consistent with the guidance in the Oregon Accessibility Manual. The bias and accessibility items were *Yes/No* questions, and read as follows, respectively.

Is the item free of bias? and Is the item accessible to all students?

Results

Standards Linkage

All reviewer scores and comments were considered during analysis, and a combination of quantitative and qualitative indicators were used to decide which standards warranted re-essentialization. In practice, any standard that received a mean linking score below 2.0 was flagged for further review and comments across reviewers were taken into consideration to determine if the concerns were significant enough to merit a re-essentialization of a standard. That is, while not all flagged standards were re-essentialized, those that showed consistent patterns of concern across multiple reviewers were revised and presented again to those raters who gave the standard a score of less than 2.0.

Table 1.
Linking Study Participants

	Number of Reviewers		
Grade	ELA	Math	Science
3	4	4	--
4	4	4	--
5	4	5	13
6	5	5	--
7	4	4	--
8	5	4	6
11	4	4	6

Across all grades, 41 ELA standards were reviewed. Of those, 7 ELA standards had a mean linking score below 2.0, all of which had a mean linking score of 1.75. Based on internal analysis, 4 ELA standards were revised and sent to 4 reviewers to be re-scored. A total of 100 Math standards were reviewed. Of those, 41 Math standards had a mean linking score below 2.0, and 15 had a mean linking score less than 1.75. Based on internal analysis, 8 Math standards were revised and sent to 8 reviewers to be re-scored. Finally, across all grades, 8 Science standards were reviewed. The table below displays the total number of standards reviewed and re-essentialized by subject and grade.

Table 2.
Content Standards across Grades

	ELA		Math		Science	
Grade	Standards	Re-essentialized	Standards	Re-essentialized	Standards	Re-essentialized
3	5	0	19	2	0	0
4	2	0	13	2	0	0
5	2	0	20	1	6	0
6	5	1	12	1	0	0
7	6	0	12	0	0	0
8	8	2	9	0	1	0
11	13	1	15	2	1	0

The table below shows the mean standard linking rating after the initial review, by grade and subject, where the score ranged from 0 to 2.0. The mean linking score for ELA ranged from 1.88 to 2.0, for Math from 1.73 to 2.0, and Science all scores were 2.0. There were 11 reviewer comments on 11 ELA standards, 56 reviewer comments on 42 Math standards, and no comments for Science standards.

Table 3.
Initial Review: Average Rating (SD) of Standard Linking

Grade	ELA	Math	Science
3	1.95 (0.22)	1.84 (0.46)	--
4	2.00 (0.00)	1.87 (0.40)	--
5	1.88 (0.35)	1.73 (0.57)	2.00 (0.00)
6	1.95 (0.22)	1.85 (0.36)	--
7	1.96 (0.20)	2.00 (0.00)	--
8	1.94 (0.25)	1.94 (0.23)	2.00 (0.00)
11	1.98 (0.14)	1.88 (0.32)	2.00 (0.00)

After the final review, of the 41 ELA standards, only 5 standards had mean scores less than 2.0, all of which had mean scores of 1.75. Of the 100 Math standards, only 9 standards had mean scores less than 2.0. In Science, no standard had a mean linking score below 2.0 and thus no Science standards were revised and sent to reviewers to be re-scored.

The table below displays the final mean standard linking rating for each grade and subject. The mean linking score for ELA ranged from 1.88 - 2, for Math from 1.74 - 2, and Science remain unchanged as no standards were re-essentialized.

Table 4.
Final Review: Average Rating (SD) of Standard Linking

Grade	ELA	Math	Science
3	1.95 (0.22)	1.93 (0.25)	
4	2.00 (0.00)	1.94 (0.24)	
5	1.88 (0.35)	1.74 (0.56)	2.00 (0.00)
6	1.95 (0.22)	1.87 (0.34)	
7	1.96 (0.20)	2.00 (0.00)	
8	2.00 (0.00)	1.94 (0.23)	2.00 (0.00)
11	1.98 (0.14)	1.92 (0.28)	2.00 (0.00)

Reviewer Report

The table below shows the frequency of linking scores for each reviewer, as well as the reviewers' mean linking score. Reviewer rated from 2 to 19 standards, and the majority of reviewers scored all standards 2.0. Five reviewers scored one standard a 1.0.

Reviewer Linking Scores

	Linking Scores Frequency			
Reviewer	0	1	2	Mean Linking Score
Reviewer M	5	16	17	1.32
Reviewer G	0	7	48	1.87
Reviewer B	0	4	41	1.91
Reviewer A	0	4	41	1.91
Reviewer L	0	4	49	1.92
Reviewer E	1	1	53	1.95
Reviewer I	0	2	51	1.96
Reviewer C	0	2	43	1.96
Reviewer J	0	2	51	1.96
Reviewer H	0	0	55	2.00
Reviewer F	0	0	55	2.00
Reviewer K	0	0	53	2.00
Reviewer D	0	0	45	2.00

Low, Medium, High Parameters (L/M/H)

For ELA, complexity responses (L/M/H) were present for all 41 ELA standards reviewed. For Math, L/M/H responses were present for the 8 Math standards that were re-essentialized, since these were newly revised standards whose L/M/H parameters had not been reviewed. Across the 41 ELA standards, only 16 (39%) had an average L/M/H score below 100%. Of these 16 standards, only 1 had a score below 75% (a Grade 7 standard). The table below shows the average L/M/H percentage by grade, which ranged from 75% to 100%.

Table 6.
Average ELA L/M/H Percentage by Grade

Grade	Standards	Ratings	Mean L/M/H %
3	5	20	90.0%
4	2	8	87.5%
5	2	8	75.0%
6	5	20	75.0%
7	6	24	75.0%
8	8	32	96.9%
11	13	52	100.0%

Across the eight re-essentialized Math standards, two (25%) had an average Low/Medium/High (L/M/H) parameter agreement below 100%. One Grade 5 standard received a score of zero from a single reviewer, and one High School standard received conflicting ratings ("No" from one reviewer and "Yes" from another). In response, the Grade 5 standard was re-essentialized and its L/M/H parameters were revised to ensure consistency and compliance with essentialization criteria. The table below presents the average L/M/H agreement percentage by grade level, which ranged from 0% to 100%.

Table 7.
Average Math L/M/H Percentage by Grade

Grade	Standards	Ratings	Mean L/M/H %
3	2	4	100.0%
4	2	3	100.0%
5	1	1	0.0%
6	1	1	100.0%
7	--	--	--
8	--	--	--
11	2	4	75.0%

Item Alignment

Across all grades, 205 ELA items were reviewed by 4 to 5 reviewers, where the linking score ranged from 0 to 2.0. Of those 205 ELA items, 177 (86%) had a mean alignment score below 2.0. The mean ELA item linking score across all items was 1.96. A total of116 Math items were reviewed by 6 to 7 individuals. Of those 116 Math items, 75 (65%) had a mean alignment score below 2.0. The mean Math item linking score across all items was 1.85. In total, 72 Science items were reviewed by 5 to 7 individuals. Of those 72 Science items, 64 (89%) had a mean alignment score below 2.0. The mean Science item linking score across all items was 1.97. A total of 37 ELA items received 45 comments, and 40 Math items received 79 comments.

The table below shows the mean item alignment rating, by grade and subject, where the score ranged from 0 to 2.0.

Table 8.
Mean Rating (SD) of Item Alignment

	ELA				Math				Science			
Grade	Reviewers	Items	Mean	(SD)	Reviewers	Items	Mean	(SD)	Reviewers	Items	Mean	(SD)
3	4	9	2.00	(0.00)	7	18	2.00	(0.00)	--	--	--	--
4	4	9	1.92	(0.28)	7	17	1.76	(0.52)	--	--	--	--
5	--	--	--	--	13	56	1.77	(0.58)	12	54	1.96	(0.23)
6	4	36	1.98	(0.19)	6	13	1.99	(0.11)	--	--	--	--
7	4	16	1.97	(0.18)	--	--	--	--	--	--	--	--
8	5	54	1.97	(0.18)	--	--	--	--	7	9	1.97	(0.18)
11	9	81	1.95	(0.26)	6	12	1.93	(0.26)	7	9	1.98	(0.13)

Accessibility

Reviewers were asked if each item was "*accessible to all students*". Across all content areas, items were rated as "*accessible to all students*" by 25% to 100% of raters. Across all content areas, 97% of items were rated as "*accessible to all students*" by 75% or more of reviewers; 98% of ELA items were rated as "*accessible to all students*" by 75% or more of reviewers; 98% of Math items were rated as "*accessible to all students*" by 75% or more of reviewers; and 93% of Science items were rated as "*accessible to all students*" by 75% or more of reviewers. The table below shows the average accessibility ratings by grade and content area.

Table 9.
Item Accessibility

	ELA		Math		Science	
Grade	Items	Mean Accessibility Rating	Items	Mean Accessibility Rating	Items	Mean Accessibility Rating
3	9	78%	18	99%	--	--
4	9	86%	17	99%	--	--
5	--	--	56	97%	54	92%
6	36	88%	13	99%	--	--
7	16	81%	--	--	--	--
8	54	98%	--	--	9	91%
11	81	95%	12	99%	9	100%

Bias

For ELA and Science, reviewers were asked if each item was "*free of bias*". Across ELA and Science, items were rated as "*free*" by 60% to 100% of raters. Across ELA and Science, 99% of items were rated as "*free of bias*" by 75% or more of reviewers; 99% of ELA items were rated as "*free of bias*" by 75% or more of reviewers, and 97% of Science items were rated as "*accessible to all students*" by 75% or more of reviewers.

The table below shows the average bias ratings by grade and content area.

Table 10.
Item Bias

	ELA		Science	
Grade	Items	Free of Bias Mean Rating	Items	Free of Bias Mean Rating
3	9	100%	--	--
4	9	100%	--	--
5	--	--	54	97%
6	36	99%	--	--
7	16	98%	--	--
8	54	96%	9	92%
11	81	95%	9	100%

Complexity Parameters of Low, Medium, High (L/M/H)

Is the proposed L/M/H parameter (standard and complexity continuum) sufficiently accessible and appropriate for the population of students with the most significant cognitive disabilities?

L/M/H responses were also collected at the item level for Math and Science Field Test items. For ELA, L/M/H feedback was collected only at the standards level, not at the item level. Across Math and Science, 188 items were rated as L/M/H sufficient by 29% to 100% of raters. Across Math and Science, 88% of items were rated as L/M/H sufficient by 75% or more of reviewers; 81% of Math items were rated as L/M/H sufficient by 75% or more of reviewers, and 99% of Science items were rated as L/M/H sufficient by 75% or more of reviewers. The table below shows the average L/M/H ratings by grade and content area.

Table 11.
Item Low/Medium/High Parameters

	Math		Science	
Grade	Items	L/M/H Mean Rating	Items	L/M/H Mean Rating
3	18	98%	--	--
4	17	79%	--	--
5	56	82%	54	98%
6	13	97%	--	--
7	--	--	--	--
8	--	--	9	98%
11	12	92%	9	100%

Sample Reviewer Feedback

The following examples illustrate the type of detailed input provided by reviewers throughout all phases of this study. Every comment was carefully considered and used to inform improvements to standards, complexity parameters, and test items. This sample highlights how reviewer expertise directly supported the refinement and overall quality of Oregon's updated Alternate Academic Achievement Standards (AAAS).

"Standard talks about multiplication and division, alternate standard talks about addition and multiplication." *(Math, Grade 3 — Reviewer A)*

This comment highlights a fundamental misalignment in the operation focus between the source standard and the Essentialized Standard, suggesting a need to clarify the mathematical concepts covered.

"Confusing verbiage of standard. Perhaps 'Identify word with figurative, connotative or technical meaning.'" *(ELA, Grade 6 — Reviewer E)*

This shows a constructive recommendation to clarify language for accessibility and comprehension, which directly informs the essentialization process.

"After reading this over several times, I agree with the linkage but it might come across in a more proficient way if it stated 'author's purpose or perspective.'" *(ELA, Grade 7 — Reviewer G)*

This comment illustrates the value of subtle rephrasing to strengthen the intended meaning while preserving grade-level rigor.

"Question doesn't deal with fractions." *(Math, Grade 4 — Reviewer A)*

This succinctly points out a critical misalignment between the test item and the specified mathematical concept, ensuring content validity.

"May not be accessible to L or M students. Suggestion: Wesley stopped at the store. Where did Wesley stop?" *(ELA Item, Grade 4 — Reviewer C)*

This comment reflects thoughtful consideration of accessibility across the Low and Medium complexity levels, offering an actionable example for revising item language to meet the needs of students with significant cognitive disabilities.

Assumptions

The strength and interpretation of the findings presented in this study rely on several underlying assumptions that were beyond the direct scope of this work but are supported by related studies, ongoing implementation procedures, or accepted practices within Oregon's statewide alternate assessment system.

1. **Reviewer Expertise**. It is assumed that all participants engaged in the multi-phase review were qualified to provide informed, reliable judgments based on their professional backgrounds in special education, assessment, or Oregon's content standards. While all reviewers received focused training and supporting materials, this study did not independently validate each

reviewer's content expertise or depth of experience. Future studies may benefit from enhanced pre-screening or calibration checks to further substantiate reviewer qualifications.

2. **Fidelity of Test Administration**. This study presumes that the Oregon Extended Assessment is administered in schools with fidelity to test security and administration protocols, as established through annual state training and oversight. The accuracy of alignment judgments relies on the assumption that students interact with items as intended. A separate study specifically examining administration fidelity could further strengthen these inferences.

3. **Alignment of Instruction**. It is assumed that the curriculum and instruction provided to students with the most significant cognitive disabilities are linked to the same content standards reflected in the Alternate Academic Achievement Standards (AAAS). Because the study focused on alignment and linkage within the assessment system, it did not include an examination of classroom instructional practices or materials.

4. **Relevance of Source Standards**. All claims about alignment, linkage, and essentialization assume that Oregon's updated general education content standards in ELA (2019), Mathematics (2021), and Science (2022) accurately represent meaningful and appropriate academic expectations for all students, including those with significant cognitive disabilities, to the extent practicable under ESSA (2015). The study does not address the broader appropriateness or sufficiency of these national or state-adopted standards for this diverse population.

5. **Expected Assessment Outcomes**. Finally, it is assumed that the relationships affirmed in this study, linkages among source standards, Essentialized Standards, complexity parameters, and test items, will produce expected performance outcomes for students. This study did not

independently evaluate student test results or growth data to validate these internal alignment relationships against external measures of student achievement.

Discussion and Conclusion

As Kane (1992) and many assessment scholars have emphasized, the validity of an assessment system depends on the strength, plausibility, and consistency of the interpretive argument that connects test content to intended uses and decisions. For alternate assessments, this chain of reasoning extends well beyond the test scores themselves, encompassing the standards on which assessments are built, the essentialization process used to adapt those standards, and the evidence that items accurately reflect those adapted expectations for students with the most significant cognitive disabilities.

This 2025 Oregon Extended Assessment (OrExt) Linkage and Alignment Study was designed to rigorously examine each step of this argument. Using a structured, multi-phase process, reviewers evaluated the relationships between Oregon's updated general education academic content standards and the state's Alternate Academic Achievement Standards (AAAS) in ELA, Mathematics, and Science. The alignment of Field Test items was also examined, and the appropriateness of the Low, Medium, and High (L/M/H) complexity parameters associated with each standard.

Based on the evidence gathered across all five review phases, Oregon's AAAS in ELA, Math, and Science are now updated and sufficiently aligned with the state's current academic content standards. Where initial reviewer ratings or comments highlighted potential misalignments, standards were re-essentialized and re-presented for verification, strengthening the alignment evidence. Similarly, feedback on Field Test items and complexity parameters of

L/M/H were detailed and actionable; they will be systematically integrated into item revisions and parameter refinements moving forward.

Notably, no consistent or emphatic concerns emerged indicating any systemic misalignment or breakdown in the essentialization process across content areas. Individual reviewers provided clear, targeted recommendations that will directly inform the next cycle of item development, item bank improvements, and parameter fine-tuning. The successful completion of this study reestablishes a clear, evidence-based linkage between Oregon's general education academic content standards and its alternate standards for students with the most significant cognitive disabilities. Just as importantly, this comprehensive update positions the Oregon Department of Education (ODE) to resume a predictable, cyclical review and revision schedule for the AAAS in all tested content areas. This cycle will help ensure that standards, items, and complexity parameters remain current, accessible, and instructionally meaningful, reinforcing the state's commitment to equity and high expectations for every learner. Together, these findings provide strong, credible support for the interpretive argument that the OrExt system remains technically sound, legally defensible, and pedagogically relevant, with ongoing refinements informed by field-based feedback and best practices in alternate assessment design.

References

Act, E. S. S. (2015). Every student succeeds act. *Public law*, 114-95.

Kane, M. T. (1992; 2006). *Validation of interpretations and uses of test scores*. Educational Measurement: Issues and Practice.

Thurlow, M. L., Lazarus, S. S., & Quenemoen, R. F. (2022). *Framework for High-Quality Alternate Assessment Based on Alternate Academic Achievement Standards*. National Center on Educational Outcomes, University of Minnesota.

Appendix A

ELA Essentialized Assessment Frameworks

Math Essentialized Assessment Frameworks

Science Essentialized Assessment Frameworks

Oregon Essentialized Assessment Framework (EAF)

English Language Arts

About This Document

This document presents Oregon's updated Essentialized Assessment Framework (EAF), for Oregon's Alternate Assessment, based on the Alternate Academic Achievement Standards (AA-AAAS) for English Language Arts (ELA), organized by grade level and aligned with the most current state academic content standards. The AA-AAAS are essentialized versions of Oregon's general education standards, systematically reduced in depth, breadth, and complexity to ensure meaningful access for students with the most significant cognitive disabilities, as required by Every Student Succeeds Act (ESSA, 2015).

Each page is structured to serve as a clear, practical tool for classroom planning and instructional decision-making and includes the following:

- Source Standard: The original or updated Oregon grade-level academic content standard that provides the academic foundation for each AA-AAAS.
- Alternate Academic Achievement Standard (AA-AAAS): A carefully essentialized version of the source standard, developed using Oregon's validated SCORE process (Select, COde, Reduce, Essentialize) to maintain the core intent while removing barriers to access.
- Low, Medium, and High (L, M, H) Parameters: Defined ranges of complexity that guide how each AA-AAAS can be taught and assessed at levels appropriate to individual student abilities and needs.

Approach to Non-Essentialized Standards

In linkage with established practice for alternate academic achievement standards, not all general education source standards are essentialized for inclusion in this document. The essentialization process focuses on selecting and adapting standards that can be clearly linked to observable skills and measured reliably within the structure of Oregon's Extended Assessment. A list of source standard codes that were reviewed but not essentialized is included on the last page of each grade level. Educators may refer to Oregon's published content standards for the full description and context of these codes.

How to Use This Document

This resource is designed to be an instructional planning companion for teachers, specialists, and support staff delivering meaningful academic instruction aligned with the Oregon Extended Assessment (ORExt). Unlike previous versions distributed in Excel format, this PDF is streamlined and organized for ease of use, based on direct feedback from Oregon educators.

Teachers are encouraged to use the Source Standards for context, the AA-AAAS for instructional targets, and the L/M/H parameters to scaffold lessons and adjust complexity, ensuring each student has an appropriately challenging and accessible pathway toward grade-level expectations.

Contact

For additional support in implementing the AA-AAAS or for questions about alignment and instruction, please contact the Oregon Department of Education or visit ODE's Alternate Assessment webpage.

ELA Grade 3

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
L.3.L.1.1.a	3.L.1a, 3.L.1b, 3.L.1c, 3.L.1d, 3.L.1e, 3.L.1f, 3.L.1g, L.1h, 3.L.1i	Identify , explain, and use nouns, pronouns, verbs, adjectives, and adverbs.	Identify correct noun, pronoun, verb, adjective, or adverb in a sentence.	**L:** Sentence of 5 words or less read to student. **M:** Sentence of 6 words or more read to student. **H:** Sentence of 7 words or more read to student.
L.3.L.1.2.a	3.L.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Sub-standard: a. Capitalize appropriate words in titles.	Identify correctly capitalized words.	**L:** Sentence of 5 words or less read to student. **M:** Sentence of 6 words or more read to student. **H:** Sentence of 7 words or more read to student.
L.3.L.1.2.g	3.L.2g	Consult reference materials, including beginning dictionaries, both print and digital, as needed to check and correct spellings.	Identify correct letter or word.	**L:** 1 letter. **M:** Word of 2 letters. **H:** Word of 3 letters.
L.3.L.2.3.a	3.L.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Sub-standard: a. Choose words and phrases for effect.	Identify common words.	**L:** Identify a word of 4 letters or less. **M:** Identify a word of 4-5 letters. **H:** Identify a word of 5-6 letters.

ELA Grade 3

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
L.3.L.3.4.a	3.L.4a, 3.L.4b, 3.L.4c	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Sub-standard: a. Use sentence-level context as a clue to the meaning of a word or phrase.	Identify the meaning of a word in context.	**L:** 3 letter word; sentence of 5 words or less read to student. **M:** 3 letter word; sentence of 6 words or more read to student. **H:** 3 letter word; sentence of 7 words or more read to student.
L.3.L.3.5.a	3.L.5a	Distinguish the literal and nonliteral meanings of words and phrases in context.	Identify the meaning of a word.	**L:** Identify the meaning of a word of 4 letters or less. **M:** Identify the meaning of a word of 4-5 letters. **H:** Identify the meaning of a word of 5-6 letters.
R.3.RF.1.3.a	3.RF.3a, 3.RF.3b, 3.RF.3c	Know and apply grade-level phonics and word analysis skills in decoding words. Sub-standard: a. Identify and know the meaning of the most common prefixes and derivational suffixes.	Identify common words.	**L:** Identify a word of 4 letters or less. **M:** Identify a word of 4-5 letters. **H:** Identify a word of 5-6 letters.

ELA Grade 3

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
R.3.RF.2.4.a	3.RF.4a, 3.RF.4b, 3.RF.4c	Read with sufficient accuracy and fluency to support comprehension. Sub-standard: a. Read grade-level text with purpose and understanding.	Identify a word when used in a sentence.	**L:** Sentence of 5 words or less read to student. **M:** Sentence of 6 words or more read to student. **H:** Sentence of 7 words or more read to student.
R.3.RI.1.1	3.RI.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Answer questions about a text that is read to student, or that student reads.	**L:** Sentence of 5 words or less read to student. **M:** Sentence of 6 words or more read to student. **H:** Sentence of 7 words or more that student reads.
R.3.RI.1.2	3.RI.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	Answer questions about the main idea of a text that is read to student.	**L:** Sentence of 5 words or less read to student. **M:** Sentence of 6 words or more read to student. **H:** Sentence of 7 words or more read to student.

ELA Grade 3

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
R.3.RI.1.3	3.RI.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Identify an event, idea, or step in text read to student.	**L:** Sentence of 5 words or less that contains an event, idea, or step read to student. **M:** Sentence of 6 words or more that contains an event, idea, or step read to student. **H:** Sentence of 7 words or more that contains an event, idea, or step read to student.
R.3.RI.2.4	3.RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	Identify the meaning of a general academic or domain-specific word.	**L:** Sentence of 5 words or less read to student. **M:** Sentence of 6 words or more read to student. **H:** Sentence of 7 words or more read to student.
R.3.RI.2.5	3.RI.5	Use text features and search tools to locate information relevant to a given topic efficiently.	Identify a beginning, middle, or end of a text.	**L:** Sentence of 5 words or less read to student. **M:** Sentence of 6 words or more read to student. **H:** Sentence of 7 words or more read to student.

ELA Grade 3

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
R.3.RI.2.6	3.RI.6	Distinguish between a firsthand and secondhand account of the same event or topic.	Identify an individual in text read to student.	**L:** Sentence of 5 words or less that contains 1 individual read to student. **M:** Sentence of 6 words or more that contains 1 individual read to student. **H:** Sentence of 7 words or more that contains 1 individual read to student.
R.3.RI.3.8	3.RI.8	Describe the logical connection between particular sentences and paragraphs in a text.	Answer questions about a text that is read to student.	**L:** Sentence of 5 words or less read to student. **M:** Sentence of 6 words or more read to student. **H:** Sentence of 7 words or more read to student.
R.3.RI.3.9	3.RI.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	Answer questions about a text that is read to student.	**L:** Sentence of 5 words or less read to student. **M:** Sentence of 6 words or more read to student. **H:** Sentence of 7 words or more read to student.
R.3.RL.1.1	3.RL.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Answer questions about a text that is read to student, or that student reads.	**L:** Sentence of 5 words or less read to student. **M:** Sentence of 6 words or more read to student. **H:** Sentence of 7 words or more that student reads.

ELA Grade 3

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
R.3.RL.1.2	3.RL.2	Recount and summarize stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral, and explain how it is conveyed through key details in the text.	Answer questions about the main idea of a text that is read to student.	**L:** Sentence of 5 words or less read to student. **M:** Sentence of 6 words or more read to student. **H:** Sentence of 7 words or more read to student.
R.3.RL.1.3	3.RL.3	Describe characters in a story and explain how their actions contribute to the sequence of events.	Identify a character in a story read to student.	**L:** Sentence of 5 words or less that contains 1 character read to student. **M:** Sentence of 6 words or more that contains 1 character read to student. **H:** Sentence of 7 words or more that contains 1 character read to student.
R.3.RL.2.4	3.RL.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	Identify the meaning of a word.	**L:** Identify a one word meaning of a word of 4 letters or less. **M:** Identify a one word meaning of a word of 4-5 letters. **H:** Identify a one word meaning of a word of 5-6 letters.

ELA Grade 3

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
R.3.RL.2.6	3.RL.6	Distinguish their own point of view from that of the narrator or those of the characters.	Identify a character in a story read to student.	**L:** Sentence of 5 words or less that contains 1 character read to student. **M:** Sentence of 6 words or more that contains 1 character read to student. **H:** Sentence of 7 words or more that contains 1 character read to student.
R.3.RL.3.7	3.RL.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.	Identify a word or words that describe an illustration, or identify an illustration when given a description of it.	**L:** Identify an illustration when given a one word description. **M:** Identify an illustration when given a two word description. **H:** Identify a one word description when presented an illustration.
R.3.RL.3.9	3.RL.9	Compare and contrast the messages, settings, and plots of stories written by the same author about the same or similar characters.	Identify a setting of a story read to student.	**L:** Sentence of 5 words or less that contains 1 setting read to student. **M:** Sentence of 6 words or more that contains 1 setting read to student. **H:** Sentence of 7 words or more that contains 1 setting read to student.

ELA Grade 3

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
W.3.W.1.1.a	3.W.1a	Write opinion pieces on topics or texts, supporting a point of view with reasons. Sub-standard: a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	Identify a topic or what a text is about.	**L:** Sentence of 5 words or less read to student. **M:** Sentence of 6 words or more read to student. **H:** Sentence of 7 words or more read to student.
W.3.W.1.2.a	3.W.2a, 3.W.2b, 3.W.2d	Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.	Identify a beginning, ending, or fact in writing.	**L:** Sentence of 5 words or less read to student. **M:** Sentence of 6 words or more read to student. **H:** Sentence of 7 words or more read to student.
W.3.W.1.3.a	3.W.3a	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Sub-standard: a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	Identify a person, event, or detail in writing.	**L:** Sentence of 5 words or less read to student. **M:** Sentence of 6 words or more read to student. **H:** Sentence of 7 words or more read to student.

ELA Grade 3

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
W.3.W.2.4	3.W.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Trace, copy, or write name or 1-2 words.	**L:** Trace first name or one word. **M:** Copy first and last name, or two words. **H:** Write two words from dictation.
W.3.W.2.5	3.W.5	With guidance and support, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.)	Identify the correct word to use in writing.	**L:** Sentence of 5 words or less read to student. **M:** Sentence of 6 words or more read to student. **H:** Sentence of 7 words or more read to student.

ELA Grade 3

Standards not Essentialized:

Please refer to Oregon's published content standards for the full description and context of these codes.

3.L.2b	3.L.3b	3.RI.7	3.W.1b	3.W.6
3.L.2c	3.L.4d	3.RI.10	3.W.1c	3.W.7
3.L.2d	3.L.5b	3.RL.8	3.W.1d	3.W.8
3.L.2e	3.L.5c	3.RL.10	3.W.2c	3.W.9
3.L.2f	3.L.6		3.W.3b	3.W.10
			3.W.3c	
			3.W.3d	

ELA Grade 4

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
L.4.L.1.1.a	4.L.1a, 4.L.1b, 4.L.1c, 4.L.1d, 4.L.1g	Identify, explain, and use relative pronouns and relative adverbs.	Identify correct noun, pronoun, verb, adjective, or adverb in a sentence.	**L:** Sentence of 6 words or less read to student. **M:** Sentence of 7 words read to student. **H:** Sentence of 8 words or more read to student.
L.4.L.1.2.a	4.L.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Sub-standard: Use correct capitalization.	Identify correctly capitalized words.	**L:** Sentence of 6 words or less read to student. **M:** Sentence of 7 words read to student. **H:** Sentence of 8 words or more read to student.
L.4.L.1.2.d	4.L.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Sub-standard: d. Spell grade-appropriate words correctly, consulting references as needed.	Identify correctly spelled word.	**L:** Word of 2 letters. **M:** Word of 3 letters. **H:** Word of 4 letters.
L.4.L.2.3.a	4.L.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Sub-standard: a. Choose words and phrases to convey ideas precisely.	Identify a word when used in a sentence.	**L:** Sentence of 6 words or less read to student. **M:** Sentence of 7 words or more read to student. **H:** 2 short sentences read to student.

ELA Grade 4

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
L.4.L.2.3.b	4.L.3b	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Sub-standard: b. Choose punctuation for effect.	Identify correct use of punctuation.	**L:** Sentence of 6 words or less read to student. **M:** Sentence of 7 words read to student. **H:** Sentence of 8 words or more read to student.
L.4.L.3.4.a	4.L.4a, 4.L.4b	Use context as a clue to the meaning of a word or phrase.	Identify the meaning of a word in context.	**L:** 4 letter word; sentence of 6 words or less read to student. **M:** 4 letter word; sentence of 7 words read to student. **H:** 4 letter word; sentence of 8 words or more read to student.
L.4.L.3.5.a	4.L.5a, 4.L.5b, 4.L.5c	Explain the meaning of simple similes and metaphors in context.	Identify the one word meaning of figurative language, synonyms, or antonyms.	**L:** Sentence of 6 words or less read to student. **M**: Sentence of 7 words or more read to student. **H:** 2 short sentences read to student.
R.4.RF.1.3	4.RF3a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.	Identify common words.	**L:** Identify a word of 4-5 letters. **M:** Identify a word of 5-6 letters. **H:** Identify a word of 7 letters.

ELA Grade 4

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
R.4.RF.2.4.a	4.RF.4a, 4.RF.4b, 4.RF.4c	Read with sufficient accuracy and fluency to support comprehension. Sub-standard: a. Read grade-level text with purpose and understanding.	Identify a word when used in a sentence.	**L:** Sentence of 6 words or less read to student. **M:** Sentence of 7 words or more read to student. **H:** 2 short sentences read to student.
R.4.RI.1.1	4.RI.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Answer questions about a text that is read to student, or that student reads.	**L:** Sentence of 6 words or less read to student. **M:** Sentence of 7 words or more read to student. **H:** 2 short sentences that student reads.
R.4.RI.1.2	4.RI.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Answer questions about the main idea of a text that is read to student.	**L:** Sentence of 6 words or less read to student. **M:** Sentence of 7 words or more read to student. **H:** Two short sentences read to student.

ELA Grade 4

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
R.4.RI.1.3	4.RI.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Identify an event, idea, or step in text read to student.	**L:** Sentence of 6 words or less that contains an event, idea, or step read to student. **M:** Sentence of 7 words or more that contains an event, idea, or step read to student. **H:** 2 short sentences that contain an event, idea, or step read to student.
R.4.RI.2.4	4.RI.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	Identify the meaning of a general academic or domain-specific word.	**L:** Sentence of 6 words or less read to student. **M:** Sentence of 7 words or more read to student. **H:** 2 short sentences read to student.
R.4.RI.2.5	4.RI.5	Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.	Identify an event, idea, or information of a text.	**L:** Sentence of 6 words or less read to student. **M:** Sentence of 7 words or more read to student. **H:** 2 short sentences read to student.

ELA Grade 4

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
R.4.RI.2.6	4.RI.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Identify the speaker or an individual in text read to student.	**L:** Sentence of 6 words or less that contains an individual or speaker read to student. **M:** Sentence of 7 words or more that contains an individual or speaker read to student. **H:** 2 short sentences that contain an individual or speaker read to student.
R.4.RI.3.8	4.RI.8	Explain how an author uses reasons and evidence to support particular points in a text.	Answer questions about a text that is read to student.	**L:** Sentence of 6 words or less read to student. **M:** Sentence of 7 words or more read to student. **H:** 2 short sentences read to student.
R.4.RI.3.9	4.RI.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Answer questions about a text that is read to student.	**L:** Sentence of 6 words or less read to student. **M:** Sentence of 7 words or more read to student. **H:** 2 short sentences read to student.
R.4.RL.1.1	4.RL.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Answer questions about a text that is read to student, or that student reads.	**L:** Sentence of 6 words or less read to student. **M:** Sentence of 7 words or more read to student. **H:** 2 short sentences that student reads.

ELA Grade 4

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
R.4.RL.1.2	4.RL.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Answer questions about the main idea of a text that is read to student.	**L:** Sentence of 6 words or less read to student. **M:** Sentence of 7 words or more read to student. **H:** 2 short sentences read to student.
R.4.RL.1.3	4.RL.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.	Identify a character, setting, or event in a story read to student.	**L:** Sentence of 6 words or less that contains 1 character, setting, or event read to student. **M:** Sentence of 7 words or more that contains 1 character, setting, or event read to student. **H:** 2 short sentences that contain 1 character, setting, or event read to student.
R.4.RL.2.4	4.RL.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.	Identify the meaning of a word.	**L:** Identify a one word meaning of a word of 4-5 letters. **M:** Identify a one word meaning of a word of 5-6 letters. **H:** Identify a one word meaning of a word of 7 letters.

ELA Grade 4

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
R.4.RL.2.6	4.RL.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Identify the narrator or a character in a story read to student.	**L:** Sentence of 6 words or less that contains a character or narrator read to student. **M:** Sentence of 7 words or more that contains a character or narrator read to student. **H:** 2 short sentences that contain a character or narrator read to student.
R.4.RL.3.7	4.RL.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	Identify a word or words that describe an illustration, or identify an illustration when given a description of it.	**L:** Identify an illustration when given a two word description. **M:** Identify a one word description when presented an illustration. **H:** Identify a two word description when presented an illustration.
R.4.RL.3.9	4.RL.9	Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	Answer questions about the main idea of a text that is read to student.	**L:** Sentence of 6 words or less read to student. **M:** Sentence of 7 words or more read to student. **H:** 2 short sentences read to student.

ELA Grade 4

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
W.4.W.1.1.a	4.W.1a, 4.W.1b	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Sub-standard: a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	Identify a topic or what a text is about.	**L:** Sentence of 6 words or less read to student. **M:** Sentence of 7 words or more read to student. **H:** 2 short sentences read to student.
W.4.W.1.2.a	4.W.2a, 4.W.2b, 4.W.2e	Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful in aiding comprehension.	Identify a beginning, ending, or fact in writing.	**L:** Sentence of 6 words or less read to student. **M:** Sentence of 7 words or more read to student. **H:** 2 short sentences read to student.

ELA Grade 4

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
W.4.W.1.3.a	4.W.3a	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Sub-standard: a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	Identify a person, event, or detail in writing.	**L:** Sentence of 6 words or less read to student. **M:** Sentence of 7 words or more read to student. **H:** 2 short sentences read to student.
W.4.W.2.4	4.W.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Trace, copy, or write own name or 2-3 words.	**L:** Trace first and last name, or two words. **M:** Copy 3 words. **H:** Write 3 words from dictation.
W.4.W.2.5	4.W.5	With guidance and support from peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)	Identify the correct word to use in writing.	**L:** Sentence of 6 words or less read to student. **M:** Sentence of 7 words or more read to student. **H:** 2 short sentences read to student.

ELA Grade 4

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
W.4.W.3.9.a	4.W.9a, 4.W.9b, 4.W.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Identify a character, setting, or event in a story read to student.	**L:** Sentence of 6 words or less that contains 1 character, setting, or event read to student. **M:** Sentence of 7 words or more that contains 1 character, setting, or event read to student. **H:** 2 short sentences that contain 1 character, setting, or event read to student.

Standards not Essentialized:

Please refer to Oregon's published content standards for the full description and context of these codes.

4.L.1e	4.RI.7	4.RL.5	4.W.1c	4.W.6
4.L.1f	4.RI.10	4.RL.8	4.W.1d	4.W.7
4.L.2b		4.RL.10	4.W.2c	4.W.8
4.L.2c			4.W.2d	4.W.10
4.L.3c			4.W.3b	
4.L.4c			4.W.3c	
4.L.6			4.W.3d	
			4.W.3e	

ELA Grade 5

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
L.5.L.1.1.a	5.L.1a, 5.L.1b, 5.L.1c, 5.L.1d, 5.L.1e	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Sub-standard: a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	Identify correct conjunction, preposition, interjection, or verb in a sentence.	**L:** Sentence of 6 words or less read to student. **M**: Sentence of 7 words read to student. **H:** Sentence of 8 words or more read to student.
L.5.L.1.2.a	5.L.2a, 5.L.2b, 5.L.2c	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Sub-standard: a. Use punctuation to separate items in a series.	Identify a comma, or the correct use of commas in a sentence.	**L:** Sentence of 5 words or less read to student. **M:** Sentence of 6 words or more read to student. **H:** Sentence of 7 words or more read to student.
L.5.L.1.2.e	5.L.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Sub-standard: e. Spell grade-appropriate words correctly, consulting references as needed.	Identify correctly spelled word.	**L:** Word of 3 letters. **M:** Word of 4 letters. **H:** Word of 5 letters.

ELA Grade 5

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
L.5.L.3.4.a	5.L.4a, 5.L.4b	Use context as a clue to the meaning of a word or phrase.	Identify the meaning of a word, or a word with an affix or root in context.	**L:** 4 letter word; sentence of 6 words or less read to student. **M:** 5 letter word; sentence of 7 words read to student. **H:** 5 letter word; sentence of 8 words or more read to student.
L.5.L.3.5.a	5.L.5a, 5.L.5b, 5.L.5c	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Sub-standard: a. Interpret figurative language, including similes and metaphors, in context.	Identify the meaning of metaphors and similes, synonyms, antonyms, or homographs.	**L:** Sentence of 7 words or more read to student. **M:** 2 short sentences read to student. **H:** 2 medium sentences read to student.
R.5.RF.1.3	5.RF.3a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.	Identify common words, and words with prefixes and suffixes.	**L:** Identify a word of 5 letters. **M:** Identify a word of 6 letters. **H:** Identify a word of 7 or more letters.
R.5.RF.2.4.a	5.RF.4a, 5.RF.4c	Read with sufficient accuracy and fluency to support comprehension. Sub-standard: a. Read grade-level text with purpose and understanding.	Identify a word when used in a sentence.	**L:** Sentence of 7 words or more read to student. **M:** 2 short sentences read to student. **H:** 2 medium sentences read to student.

ELA Grade 5

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
R.5.RI.1.1	5.RI.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Answer questions about a text that is read to student, or that student reads.	**L:** Sentence of 7 words or more read to student. **M:** 2 short sentences read to student. **H:** 2 medium sentences that student reads.
R.5.RI.1.2	5.RI.2	Determine 2 or more main ideas of a text and explain how they are supported by key details; summarize the text.	Answer questions about the main idea of a text that is read to student.	**L:** Sentence of 7 words or more read to student. **M:** 2 short sentences read to student. **H:** 2 medium sentences read to student.
R.5.RI.1.3	5.RI.3	Explain the relationships or interactions between 2 or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Identify an individual, event, or idea in text read to student.	**L:** Sentence of 7 words or less that contains an individual, event, or idea read to student. **M:** 2 short sentences that contain an individual, event, or idea read to student. **H:** 2 medium sentences that contain an individual, event, or idea read to student.

ELA Grade 5

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
R.5.RI.2.4	5.RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	Identify the meaning of a general academic or domain-specific word.	**L:** Sentence of 7 words or more read to student. **M:** 2 short sentences read to student. **H:** 2 medium sentences read to student.
R.5.RI.2.5	5.RI.5	Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.	Identify an event, idea, or information of a text.	**L:** Sentence of 7 words or more read to student. **M:** 2 short sentences read to student. **H:** 2 medium sentences read to student.
R.5.RI.2.6	5.RI.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Identify the speaker or an individual in text read to student.	**L:** Sentence of 7 words or less that contains an individual or speaker read to student. **M:** 2 short sentences that contain an individual or speaker read to student. **H:** 2 medium sentences that contain an individual or speaker read to student.

ELA Grade 5

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
R.5.RI.3.8	5.RI.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Answer questions about a text that is read to student.	**L:** Sentence of 7 words or more read to student. **M:** 2 short sentences read to student. **H:** 2 medium sentences read to student.
R.5.RI.3.9	5.RI.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Answer questions about a text that is read to student.	**L:** Sentence of 7 words or more read to student. **M:** 2 short sentences read to student. **H:** 2 medium sentences read to student.
R.5.RL.1.1	5.RL.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Answer questions about a text that is read to student, or that student reads.	**L:** Sentence of 7 words or more read to student. **M:** 2 short sentences read to student. **H:** 2 medium sentences that student reads.
R.5.RL.1.2	5.RL.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Answer questions about the main idea of a text that is read to student.	**L:** Sentence of 7 words or more read to student. **M:** 2 short sentences read to student. **H:** 2 medium sentences read to student.

ELA Grade 5

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
R.5.RL.1.3	5.RL.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.	Identify a character, setting, or event in a story read to student.	**L:** Sentence of 7 words or less that contains 1 character, setting, or event read to student. **M:** 2 short sentences that contain 1 character, setting, or event read to student. **H:** 2 medium sentences that contain 1 character, setting, or event read to student.
R.5.RL.2.4	5.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Identify the meaning of a word, or the one word meaning of metaphors and similes.	**L:** Identify the meaning of a word of 5-6 letters, or a one word meaning of a simple simile. **M:** Identify the meaning of a word of 7 letters, or a one word meaning of a simile. **H:** Identify the meaning of a word of 8 letters or more, or a one word meaning of a metaphor.

ELA Grade 5

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
R.5.RL.2.6	5.RL.6	Describe how a narrator's or speaker's point of view influences how events are described.	Identify the narrator or a character in a story read to student.	**L:** Sentence of 7 words or less that contains a character or narrator read to student. **M:** 2 short sentences that contain a character or narrator read to student. **H:** 2 medium sentences that contain a character or narrator read to student.
R.5.RL.3.7	5.RL.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.	Identify a word or words that describe an illustration.	**L:** Identify an illustration when given a three word description. **M:** Identify a 2 word description when presented an illustration. **H:** Identify a 3 word description when presented an illustration.
R.5.RL.3.9	5.RL.9	Compare and contrast stories in the same genre on their approaches to similar themes and topics.	Answer questions about the main idea of a text that is read to student.	**L:** Sentence of 7 words or less read to student. **M:** 2 short sentences read to student. **H:** 2 medium sentences read to student.

ELA Grade 5

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
W.5.W.1.1.a	5.W.1a, 5.W.1b	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Sub-standard: a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	Identify a topic or what a text is about.	**L:** Sentence of 7 words or more read to student. **M:** 2 short sentences read to student. **H:** 2 medium sentences read to student.
W.5.W.1.2.a	5.W.2a, 5.W.2b	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful in aiding comprehension.	Identify a beginning, ending, or fact in writing.	**L:** Sentence of 7 words or less read to student. **M:** 2 short sentences read to student. **H:** 2 medium sentences read to student.
W.5.W.1.3.a	5.W.3a	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Sub-standard: a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	Identify a person, event, or detail in writing.	**L:** Sentence of 7 words or more read to student. **M:** 2 short sentences read to student. **H:** 2 medium sentences read to student.

ELA Grade 5

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
W.5.W.2.4	5.W.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Trace, copy, or write 3 - 4 words.	**L:** Trace 3 words. **M:** Copy 4 words. **H:** Write 4 words from dictation.
W.5.W.2.5	5.W.5	With guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)	Identify the correct word to use in writing.	**L:** Sentence of 7 words or more read to student. **M:** 2 short sentences read to student. **H:** 2 medium sentences read to student.
W.5.W.3.9.a	5.W.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Identify a character, setting, or event in a story read to student.	**L:** Sentence of 7 words or less that contains 1 character, setting, or event read to student. **M:** 2 short sentences that contain 1 character, setting, or event read to student. **H:** 2 medium sentences that contain 1 character, setting, or event read to student.

ELA Grade 5

Standards not Essentialized:

Please refer to Oregon's published content standards for the full description and context of these codes.

5.L.2d	5.RF.4b	5.RI.7	5.RL.5	5.W.1c	5.W.6
5.L.3a		5.RI.10	5.RL.8	5.W.1d	5.W.7
5.L.3b			5.RL.10	5.W.2c	5.W.8
5.L.4c				5.W.2d	5.W.9b
5.L.6				5.W.2e	5.W.10
				5.W.3b	
				5.W.3c	
				5.W.3d	
				5.W.3e	

ELA Grade 6

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
L.6.L.1.1.a	6.L.1a, 6.L.1b, 6.L.1c, 6.L.1d	Ensure that pronouns are in the proper case.	Identify correct pronoun in a sentence.	**L:** Sentence of 6 words or less read to student. **M:** Sentence of 7 words read to student. **H:** Sentence of 8 words or more read to student.
L.6.L.1.2.a	6.L.2a	Use punctuation to set off nonrestrictive/parenthetical elements.	Identify correct use of commas, parentheses, or dashes in a sentence.	**L:** Sentence of 6 words or less read to student. **M:** Sentence of 7 words read to student. **H:** Sentence of 8 words or more read to student.
L.6.L.1.2.b	6.L.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Sub-standard: b. Spell correctly.	Identify correctly spelled word.	**L:** Word of 4 letters. **M:** Word of 5 letters. **H:** Word of 6 letters.
L.6.L.3.4.a	6.L.4a, 6.L.4b	Use context as a clue to the meaning of a word or phrase.	Identify the meaning of a word with an affix or root in context.	**L:** 5 letter word; sentence of 6 words or less read to student. **M:** 6 letter word; sentence of 7 words read to student. **H:** 6 letter word; sentence of 8 words or more read to student.

ELA Grade 6

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
L.6.L.3.5.a	6.L.5a, 6.L.5b, 6.L.5c	Interpret figures of speech in context.	Identify the meaning of figurative language, or word connotations or denotations.	**L:** 2 short sentences read to student. **M**: 2 medium sentences read to student. **H:** 3 sentences read to student.
R.6.RI.1.1	6.RI.1	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.	Answer questions about a text that is read to student, or that student reads.	**L:** 2 short sentences read to student. **M:** 2 medium sentences read to student. **H:** 3 sentences that student reads.
R.6.RI.1.2	6.RI.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Answer questions about the main idea of a text that is read to student.	**L:** 2 short sentences read to student. **M:** 2 medium sentences read to student. **H:** 3 sentences read to student.
R.6.RI.1.3	6.RI.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.	Identify an individual, event, or idea in text read to student.	**L:** 2 short sentences that contain an individual, event, or idea read to student. **M:** 2 medium sentences that contain an individual, event, or idea read to student. **H:** 3 sentences that contain an individual, event, or idea read to student.

ELA Grade 6

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
R.6.RI.2.4	6.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	Identify the one word meaning of figurative, connotative, or technical words.	**L:** 2 short sentences read to student. **M:** 2 medium sentences read to student. **H:** 3 sentences read to student.
R.6.RI.2.5	6.RI.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	Identify an event, idea, or information of a text.	**L:** 2 short sentences read to student. **M:** 2 medium sentences read to student. **H:** 3 sentences read to student.
R.6.RI.2.6	6.RI.6	Determine an author's perspective and/or purpose in a text and explain how it is conveyed in the text.	Identify the speaker or an individual in text read to student.	**L:** 2 short sentences that contain an individual or speaker read to student. **M:** 2 medium sentences that contain an individual or speaker read to student. **H:** 3 sentences that contain 2 individuals or speakers read to student.
R.6.RI.3.8	6.RI.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	Answer questions about a text that is read to student.	**L:** 2 short sentences read to student. **M:** 2 medium sentences read to student. **H:** 3 sentences read to student.

ELA Grade 6

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
R.6.RI.3.9	6.RI.9	Compare and contrast one author's presentation of events with that of another.	Answer questions about a text that is read to student.	**L:** 2 short sentences read to student. **M:** 2 medium sentences read to student. **H:** 3 sentences read to student.
R.6.RL.1.1	6.RL.1, 6.RI.1	Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.	Answer questions about a text that is read to student, or that student reads.	**L:** 2 short sentences read to student. **M:** 2 medium sentences read to student. **H:** 3 sentences that student reads.
R.6.RL.1.2	6.RL.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Answer questions about the main idea of a text that is read to student.	**L:** 2 short sentences read to student. **M:** 2 medium sentences read to student. **H:** 3 sentences read to student.
R.6.RL.1.3	6.RL.3	Describe how a particular literary text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	Identify a character, setting, or event in a story read to student.	**L:** 2 short sentences that contain 1 character, setting, or event read to student. **M:** 2 medium sentences that contain 1 character, setting, or event read to student. **H:** 3 sentences that contain 2 characters, a setting, or event read to student.

ELA Grade 6

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
R.6.RL.2.4	6.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	Identify the one word meaning of figurative or connotative words.	**L:** 2 short sentences read to student. **M:** 2 medium sentences read to student. **H:** 3 sentences read to student.
R.6.RL.2.6	6.RL.6	Explain how an author develops the point of view or perspective of the narrator or speaker in a text.	Identify the speaker or a character in a story read to student.	**L:** 2 short sentences that contain a character or speaker read to student. **M:** 2 medium sentences that contain a character or speaker read to student. **H:** 3 sentences that contain 2 characters or speakers read to student.
R.6.RL.3.9	6.RL.9	Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.	Answer questions about the main idea of a text that is read to student.	**L:** 2 short sentences read to student. **M:** 2 medium sentences read to student. **H:** 3 sentences read to student.
W.6.W.1.1.a	6.W.1a, 6.W.1b, 6.W.1c	Write arguments to support claims with clear reasons and relevant evidence. Sub-standard: a. Introduce claim(s) and organize the reasons and evidence clearly.	Identify a claim made in writing, or what a text is about.	**L:** 2 short sentences read to student. **M:** 2 medium sentences read to student. **H:** 3 sentences read to student.

ELA Grade 6

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
W.6.W.1.2.a	6.W.2a, 6.W.2b	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.	Identify a beginning, ending, detail, or fact in writing.	**L:** 2 short sentences read to student. **M:** 2 medium sentences read to student. **H:** 3 sentences read to student.
W.6.W.1.3.a	6.W.3a	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Sub-standard: a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	Identify a person, event, or detail in writing.	**L:** 2 short sentences read to student. **M:** 2 medium sentences read to student. **H:** 3 sentences read to student.
W.6.W.2.4	6.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Trace, copy, or write 4 - 5 words.	**L:** Trace 4 words. **M:** Copy 5 words. **H:** Write 5 words from dictation.

ELA Grade 6

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
W.6.W.2.5	6.W.5	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.).	Identify the correct word to use in writing.	**L:** 2 short sentences read to student. **M:** 2 medium sentences read to student. **H:** 3 sentences read to student.
W.6.W.3.9.a	6.W.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Answer questions about a text that is read to student.	**L:** 2 short sentences read to student. **M:** 2 medium sentences read to student. **H:** 3 sentences read to student.

Standards not Essentialized:
Please refer to Oregon's published content standards for the full description and context of these codes.

6.L.1e	6.RI.7	6.RL.5	6.W.1d	6.W.6
6.L.3a	6.RI.10	6.RL.7	6.W.1e	6.W.7
6.L.3b		6.RL.8	6.W.2c	6.W.8
6.L.4c		6.RL.10	6.W.2d	6.W.9b
6.L.4d			6.W.2e	6.W.10
6.L.6			6.W.2f	
			6.W.3b	
			6.W.3c	
			6.W.3d	
			6.W.3e	

ELA Grade 7

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
L.7.L.1.1.a	7.L.1a, 7.L.1b, 7.L.1c	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Sub-standard: a. Explain the function of phrases and clauses in general and their function in specific sentences.	Identify a correct phrase, or simple sentence with correct grammar.	**L:** 3 simple sentences or pictures as answer choices. **M:** Sentences of 6 words or less read to student. **H:** Sentences of 7 words or less read to student.
L.7.L.1.2.b	7.L.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Sub-standard: b. Spell correctly.	Identify correctly spelled words.	**L:** Word of 5 letters. **M:** Word of 6 letters. **H:** Word of 7 letters.
L.7.L.3.4.a	7.L.4a, 7.L.4b	Use context as a clue to the meaning of a word or phrase.	Identify the meaning of a word, or a word with an affix or root in context.	**L:** 6 letter word; sentence of 6 words or less read to student. **M:** 7 letter word; sentence of 7 words read to student. **H:** 7 letter word; sentence of 8 words or more read to student.
L.7.L.3.5.a	7.L.5a, 7.L.5b, 7.L.5c	Interpret figures of speech in context.	Identify the meaning of figurative language, synonyms, antonyms, or analogies.	**L:** 2 medium sentences read to student. **M:** 3 sentences read to student. **H:** Paragraph of 4 sentences read to student.

ELA Grade 7

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
R.7.RI.1.1	7.RI.1	Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.	Answer questions about a text that is read to student, or that student reads.	**L:** 2 medium sentences read to student. **M:** 3 sentences read to student. **H:** Paragraph of 4 sentences that student reads.
R.7.RI.1.3	7.RI.3	Analyze the interactions between individuals, events, and ideas in a text.	Identify an individual, event, or idea in text read to student.	**L:** 2 medium sentences that contain an individual, event, or idea read to student. **M:** 3 sentences that contain an individual, event, or idea read to student. **H:** Paragraph of 4 sentences that contains an individual, event, or idea read to student.
R.7.RI.2.4	7.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	Identify the one word meaning of figurative, connotative, or technical words.	**L:** 2 medium sentences read to student. **M:** 3 sentences read to student. **H:** Paragraph of 4 sentences read to student.
R.7.RI.2.5	7.RI.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	Identify a sentence, information, or idea in a text.	**L:** 2 medium sentences read to student. **M:** 3 sentences read to student. **H:** Paragraph of 4 sentences read to student.

ELA Grade 7

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
R.7.RI.2.6	7.RI.6	Determine an author's perspective, and/or purpose in a text and analyze how the author distinguishes his or her position from that of others.	Identify the author or the point of view of the author or another individual's point of view in a text read to the student.	**L:** In 2 medium-length sentences read aloud, student identifies the author, point of view expressed by the author or individual. **M:** In 3 sentences read aloud, student distinguishes between the author or author's view and another individual's view. **H:** In a 4-sentence paragraph read aloud, student identifies the author or author's view and distinguishes it from another individual's view.
R.7.RI.3.8	7.RI.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	Answer questions about a text that is read to student.	**L:** 2 medium sentences read to student. **M:** 3 sentences read to student. **H:** Paragraph of 4 sentences read to student.
R.7.RI.3.9	7.RI.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	Answer questions about a text that is read to student.	**L:** 2 medium sentences read to student. **M:** 3 sentences read to student. **H:** Paragraph of 4 sentences read to student.

ELA Grade 7

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
R.7.RL.1.1	7.RL.1	Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.	Answer questions about a text that is read to student, or that student reads.	**L:** 2 medium sentences read to student. **M:** 3 sentences read to student. **H:** Paragraph of 4 sentences read to student.
R.7.RL.1.2	7.RL.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an evidence-based summary of the text.	Answer questions about the main idea of a text that is read to student.	**L:** 2 medium sentences read to student. **M:** 3 sentences read to student. **H:** Paragraph of 4 sentences read to student.
R.7.RL.1.3	7.RL.3	Analyze how particular elements of a literary text interact.	Identify a character, setting, or event in a story read to student.	**L:** 2 medium sentences that contain 2 characters, a setting, or event read to student. **M:** 3 sentences that contain 2 characters, a setting, or event read to student. **H:** Paragraph of 4 sentences that contains 2 characters, a setting, or event read to student.

ELA Grade 7

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
R.7.RL.2.4	7.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.	Identify the one word meaning of figurative, connotative, or rhyming words.	**L:** 2 medium sentences read to student. **M:** 3 sentences read to student. **H:** Paragraph of 4 sentences read to student.
R.7.RL.2.6	7.RL.6	Analyze how an author develops and contrasts the points of view or perspectives of different characters or narrators in a text.	Identify the narrator or a character in a story read to student.	**L:** 2 medium sentences that contain 2 characters or narrators read to student. **M:** 3 sentences that contain 2 characters or narrators read to student. **H:** Paragraph of 4 sentences that contains 2 characters or narrators read to student.

ELA Grade 7

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
R.7.RL.3.9	7.RL.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	Identify a character, time, or place in a story read to student.	**L:** 2 medium sentences that contain 2 characters, a time, or place read to student. **M:** 3 sentences that contain 2 characters, a time, or place read to student. **H:** Paragraph of 4 sentences that contains 2 characters, a time, or place read to student.
W.7.W.1.1.a	7.W.1a, 7.W.1b, 7.W.1c	Write arguments to support claims with clear reasons and relevant evidence. Sub-standard: a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	Identify a claim made in writing, or what a text is about.	**L:** 2 medium sentences read to student. **M:** 3 sentences read to student. **H:** Paragraph of 4 sentences read to student.
W.7.W.1.2.a	7.W.2a, 7.W.2b, 7.W.2c, 7.W.2d	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.	Identify a beginning, ending, detail, fact, or domain-specific vocabulary in writing.	**L:** 2 medium sentences read to student. **M:** 3 sentences read to student. **H:** Paragraph of 4 sentences read to student.

ELA Grade 7

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
W.7.W.1.3.b	7.W.3b, 7.W.3c, 7.W.3d	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Sub-standard: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Identify an event, detail, or sequence in writing.	**L:** 2 medium sentences read to student. **M:** 3 sentences read to student. **H:** Paragraph of 4 sentences read to student.
W.7.W.2.4	7.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Trace, copy, or write 5 - 6 words.	**L:** Trace 5 words. **M:** Copy 6 words. **H:** Write 6 words from dictation.
W.7.W.2.5	7.W.5	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)	Identify the correct word to use in writing.	**L:** 2 medium sentences read to student. **M:** 3 sentences read to student. **H:** Paragraph of 4 sentences read to student.

ELA Grade 7

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
W.7.W.3.9.a	7.W.9, 7.W.9a, 7.W.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Answer questions about a text that is read to student.	**L:** 2 medium sentences read to student. **M:** 3 sentences read to student. **H:** Paragraph of 4 sentences read to student.

Standards not Essentialized:

Please refer to Oregon's published content standards for the full description and context of these codes.

7.L.2a	7.RI.7	7.RL.5	7.W.1d	7.W.6
7.L.3a	7.RI.10	7.RL.7	7.W.1e	7.W.7
7.L.4c		7.RL.8	7.W.2e	7.W.8
7.L.4d		7.RL.10	7.W.2f	7.W.10
7.L.6			7.W.3a	
			7.W.3e	

ELA Grade 8

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
L.8.L.1.1.a	8.L.1a	Explain the function of verbals in general and their function in particular sentences.	Identify correct gerund, participle, infinitive, or verb in a sentence.	**L:** Sentence of 6 words or less read to student. **M:** Sentence of 7 words read to student. **H:** Sentence of 8 words or more read to student.
L.8.L.1.2.c	8.L.2c	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Sub-standard: c. Spell correctly.	Identify correctly spelled words.	**L:** Word of 6 letters. **M:** Word of 7 letters. **H:** Word of 8 letters.
L.8.L.2.3.a	8.L.3a	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.	Identify correct verb.	**L:** Sentence of 6 words or less read to student. **M:** Sentence of 7 words read to student. **H:** Sentence of 8 words or more read to student.
L.8.L.3.4.a	8.L.4a, 8.L.4b	Use context as a clue to the meaning of a word or phrase.	Identify the meaning of a word, or a word with an affix or root in context.	**L:** 6 letter word; sentence of 7 words or less read to student. **M:** 7 letter word; sentence of 8 words read to student. **H:** 7 letter word; sentence of 9 words or more read to student.

ELA Grade 8

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
L.8.L.3.5.a	8.L.5a, 8.L.5b, 8.L.5c	Interpret figures of speech in context.	Identify the meaning of figurative language, or word connotations or denotations.	**L:** 3 sentences read to student. **M:** Paragraph of 4 sentences read to student. **H:** Paragraph of 5 sentences read to student.
R.8.RI.1.1	8.RI.1	Analyze what the text says explicitl y as well as inferentially; cite the textual evidence that most strongly supports the analysis.	Answer questions about a text that is read to student, or that student reads.	**L:** 3 sentences read to student. **M:** Paragraph of 4 sentences read to student. **H:** Paragraph of 5 sentences that student reads.
R.8.RI.1.3	8.RI.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events.	Identify an individual, event, or idea in text read to student.	**L:** 3 sentences that contain an individual, event, or idea read to student. **M:** Paragraph of 4 sentences that contains an individual, event, or idea read to student. **H:** Paragraph of 5 sentences that contains an individual, event, or idea read to student.

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
R.8.RI.2.4	8.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Identify the one word meaning of figurative, connotative, or technical words.	**L:** 3 sentences read to student. **M:** Paragraph of 4 sentences read to student. **H:** Paragraph of 5 sentences read to student.
R.8.RI.2.5	8.RI.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	Identify a sentence, information, or idea in a text.	**L:** 3 sentences read to student. **M:** Paragraph of 4 sentences read to student. **H:** Paragraph of 5 sentences read to student.
R.8.RI.2.6	8.RI.6	Determine an author's perspective, and/or purpose in a text and analyze how the author acknowledges and responds to any conflicting evidence or viewpoints.	Identify the author or the point of view of the author or another individual's point of view in a text read to the student.	**L:** In 3 medium-length sentences read aloud, student identifies the author, point of view expressed by the author or individual. **M:** In 4 sentences read aloud, student distinguishes between the author, or author's view and another individual's view. **H:** In a 5-sentence paragraph read aloud, student identifies the author, or author's view and distinguishes it from another individual's view.

ELA Grade 8

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
R.8.RI.3.8	8.RI.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	Answer questions about a text that is read to student.	**L:** 3 sentences read to student. **M:** Paragraph of 4 sentences read to student. **H:** Paragraph of 5 sentences read to student.
R.8.RI.3.9	8.RI.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Answer questions about a text that is read to student.	**L:** 3 sentences read to student. **M:** Paragraph of 4 sentences read to student. **H:** Paragraph of 5 sentences read to student.
R.8.RL.1.1	8.RL.1	Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.	Answer questions about a text that is read to student, or that student reads.	**L:** 3 sentences read to student. **M:** Paragraph of 4 sentences read to student. **H:** Paragraph of 5 sentences that student reads.
R.8.RL.1.2	8.RL.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an evidence-based summary of the text.	Answer questions about the main idea of a text that is read to student.	**L:** 3 sentences read to student. **M:** Paragraph of 4 sentences read to student. **H:** Paragraph of 5 sentences read to student.

ELA Grade 8

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
R.8.RL.1.3	8.RL.3	Analyze how particular lines of dialogue or incidents in a literary text propel the action, reveal aspects of a character, or provoke a decision.	Identify how a character's words or actions affect another character in a story read to the student.	**L:** 3 sentences that contain 2 characters read to student. **M:** Paragraph of 4 sentences that contains 2 or more characters read to student. **H:** Paragraph of 5 sentences that contains 2 or more characters read to student.
R.8.RL.2.4	8.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Identify the meaning of figurative or connotative words	**L:** 3 sentences read to student. **M:** Paragraph of 4 sentences read to student. **H:** Paragraph of 5 sentences read to student.
R.8.RL.2.6	8.RL.6	Analyze how differences in the points of view of the characters and the perspectives of the audience or reader create such effects as suspense or humor.	Identify the narrator or a character in a story read to student.	**L:** 3 sentences that contain 2 characters or narrators read to student. **M:** Paragraph of 4 sentences that contains 2 characters or narrators read to student. **H:** Paragraph of 5 sentences that contains 2 characters or narrators read to student.

ELA Grade 8

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
R.8.RL.3.9	8.RL.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	Identify a character, main idea, or event in a story read to student.	**L:** 3 sentences that contain 2 characters, a main idea, or event read to student. **M:** 4 sentences that contain 2 characters, a main idea, or event read to student. **H:** Paragraph of 5 sentences that contains 2 characters, a main idea, or event read to student.
W.8.W.1.1.a	8.W.1a, 8.W.1b, 8.W.1c	Write arguments to support claims with clear reasons and relevant evidence. Sub-standard: a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	Identify a claim made in writing, or what a text is about.	**L:** 3 sentences read to student. **M:** Paragraph of 4 sentences read to student. **H:** Paragraph of 5 sentences read to student.
W.8.W.1.2.a	8.W.2a, 8.W.2b, 8.W.2d	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful in aiding comprehension.	Identify a beginning, ending, detail, fact, or domain-specific vocabulary in writing.	**L:** 3 sentences read to student. **M:** Paragraph of 4 sentences read to student. **H:** Paragraph of 5 sentences read to student.

ELA Grade 8

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
W.8.W.1.3.a	8.W.3a	Engage and orient the reader by establishing a context and point of view or perspective and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	Identify an event, detail, sequence, or ending in writing.	**L:** 3 sentences read to student. **M:** Paragraph of 4 sentences read to student. **H:** Paragraph of 5 sentences read to student.
W.8.W.2.4	8.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	Trace, copy, or write 6 - 7 words.	**L:** Trace 6 words. **M:** Copy 7 words. **H:** Write 7 words from dictation.
W.8.W.2.5	8.W.5	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)	Identify the correct word to use in editing.	**L:** 3 sentences read to student. **M:** Paragraph of 4 sentences read to student. **H:** Paragraph of 5 sentences read to student.

ELA Grade 8

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
W.8.W.3.9.a	8.W.9a, 8.W.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Answer questions about a text that is read to student.	**L:** 3 sentences read to student. **M:** Paragraph of 4 sentences read to student. **H:** Paragraph of 5 sentences read to student.

Standards not Essentialized: Please refer to Oregon's published content standards for the full description and context of these codes.

8.L.1b	8.RI.7	8.RL.5	8.W.1d	8.W.6
8.L.1c	8.RI.10	8.RL.7	8.W.1e	8.W.7
8.L.1d		8.RL.8	8.W.2c	8.W.8
8.L.2a		8.RL.10	8.W.2e	8.W.10
8.L.2b			8.W.2f	
8.L.4c			8.W.3b	
8.L.4d			8.W.3c	
8.L.6			8.W.3d	
			8.W.3e	

ELA Grades 11/12 (High School)

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
L.11_12.L.1.1.a	11-12.L.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Sub-standard: a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	Identify correct grammar used in a sentence.	**L:** Sentence of 6 words or less read to student. **M:** Sentence of 7 words read to student. **H:** Sentence of 8 words or more read to student.
L.11_12.L.1.2.b	11-12.L.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Sub-standard: Spell correctly.	Identify correctly spelled words.	**L:** Word of 7 letters. **M:** Word of 8 letters. **H:** Word of 9 letters.
L.11_12.L.3.4.a	11-12.L.4a, 11-12.L.4b	Use context as a clue to the meaning of a word or phrase.	Identify the meaning of a word, or a word with an affix or root in context.	**L:** 7 letter word; sentence of 8 words or less read to student. **M:** 8 letter word; sentence of 9 words read to student. **H:** 9 letter word; two sentences read to student.
L.11_12.L.3.5.a	11-12.L.5a, 11-12.L.5b	Interpret figures of speech in context and analyze their role in the text.	Identify the meaning of figurative language, word meanings, or words with similar denotations.	**L:** Paragraph of 4 sentences read to student. **M:** Paragraph of 5 sentences read to student. **H:** 2 paragraphs read to student.

ELA Grades 11/12 (High School)

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
R.11_12.RI.1.1	11-12.RI.1	Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.	Answer questions about a text that is read to student, or that student reads.	**L:** Paragraph of 4 sentences read to student. **M:** Paragraph of 5 sentences read to student. **H:** 2 paragraphs that student reads.
R.11_12.RI.1.2	11-12.RI.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another, and matters left uncertain, in order to provide a complex analysis. Provide an evidence-based summary of the text that includes analysis.	Answer questions about the main idea of a text that is read to student.	**L:** Paragraph of 4 sentences read to student. **M:** Paragraph of 5 sentences read to student. **H:** 2 paragraphs read to student.

ELA Grades 11/12 (High School)

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
R.11_12.RI.1.3	11-12.RI.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals and groups, ideas, or events interact and develop over the course of the text.	Identify an individual, event, or idea in text read to student.	**L:** Paragraph of 4 sentences that contains an individual, event, or idea read to student. **M:** Paragraph of 5 sentences that contains an individual, event, or idea read to student. **H:** 2 paragraphs that contain an individual, event, or idea read to student.
R.11_12.RI.2.4	11-12.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.	Identify the meaning of figurative, connotative, or technical words.	**L:** Paragraph of 4 sentences read to student. **M:** Paragraph of 5 sentences read to student. **H:** 2 paragraphs read to student.
R.11_12.RI.2.5	11-12.RI.5	Analyze or evaluate the effectiveness of the structure an author uses in their exposition or argument, including the purpose of the structure.	Identify information or ideas in a text.	**L:** Paragraph of 4 sentences read to student. **M:** Paragraph of 5 sentences read to student. **H:** 2 paragraphs read to student.

ELA Grades 11/12 (High School)

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
R.11_12.RI.2.6	11-12.RI.6	Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective, analyzing how the rhetoric contributes of the text.	Identify the author or the point of view of the author or another individual's point of view in a text read to the student.	**L:** In 4 medium-length sentences read aloud, student identifies the author, point of view expressed by the author or individual. **M:** In 4 sentences read aloud, student distinguishes between the author, or author's view and another individual's view. **H:** In two paragraphs read aloud, student identifies the author, or author's view and distinguishes it from another individuals.
R.11_12.RI.3.8	11-12.RI.8	Delineate and evaluate the reasoning in works of public advocacy, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments.	Identify the reasoning and purpose in works of public advocacy.	**L:** Identify the purpose of a statement from a work of public advocacy. **M:** Identify the purpose and reasoning in a work of public advocacy. **H:** Identify the purpose, reasoning, and arguments in a work of public advocacy.

ELA Grades 11/12 (High School)

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
R.11_12.RI.3.9	11-12.RI.9	Analyze documents of historical and literary significance, from the Americas, for their themes, purposes, and rhetorical features.	Identify the theme, purpose, or rhetorical features of a historical or literary document.	**L:** Identify the theme or purpose of a historical or literary document. **M:** Identify the theme and purpose of a historical or literary document. **H:** Identify the theme, purpose, and a rhetorical feature of a historical or literary document.
R.11_12.RL.1.1	11-12.RL.1	Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.	Make simple inferences, identify evidence, and locate unclear or missing information.	**L:** Paragraph of 4 sentences read to student. **M:** Paragraph of 5 sentences read to student. **H:** 2 paragraphs that student reads.

ELA Grades 11/12 (High School)

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
R.11_12.RL.1.2	11-12.RL.2, 11-12.RI.1	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account. Provide an evidence-based summary of the text that includes analysis.	Answer questions about the main idea of a text that is read to student.	**L:** Identify a fact or detail clearly stated in a short text. **M:** Identify a fact or detail clearly stated in a short text and make a basic inference. **H:** Identify a fact or detail clearly stated in a short text, make an inference, and identify unclear or missing information.
R.11_12.RL.1.3	11-12.RL.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a literary text.	Identify a character, setting, or event in a story read to student.	**L:** Paragraph of 4 sentences that contains 3 characters, a setting, or event read to student. **M:** Paragraph of 5 sentences that contains 3 characters, a setting, or event read to student. **H:** 2 paragraphs that contain 3 characters, a setting, or event read to student.

ELA Grades 11/12 (High School)

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
R.11_12.RL.2.4	11-12.RL.4	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative and technical meanings; analyze the impact of word choice on meaning and tone, including words with multiple meanings.	Identify the meaning of figurative, connotative, or words with 2 or more meanings.	**L:** Paragraph of 4 sentences read to student. **M:** Paragraph of 5 sentences read to student. **H:** 2 paragraphs read to student.
R.11_12.RL.2.6	11-12.RL.6	Analyze a case in which grasping point of view, or understanding a perspective or cultural experience requires distinguishing what is directly stated in a text from what is really meant.	Identify the narrator or a character in a story read to student, or distinguish what is directly stated from what is really meant.	**L:** Paragraph of 4 sentences that contains 3 characters or narrators read to student. **M:** Paragraph of 5 sentences that contains 3 characters or narrators read to student. **H:** 2 paragraphs that contain 3 characters or narrators read to student.
R.11_12.RL.3.9	11-12.RL.9	Demonstrate knowledge of a range of texts within the same time periods by authors from the Americas, including how two or more texts from the same period treat similar themes or topics from multiple perspectives.	Identify a theme or topic in a story read to student.	**L:** Paragraph of 4 sentences that contains a theme or topic read to student. **M:** Paragraph of 5 sentences that contains a theme or topic read to student. **H:** 2 paragraphs that contain a theme or topic read to student.

ELA Grades 11/12 (High School)

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
W.11_12.W.1.1.a	11-12.W.1a, 11-12.W.1b, 11-12.W.1c	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	Identify a claim made in writing, or what a text is about.	**L:** Paragraph of 4 sentences read to student. **M:** Paragraph of 5 sentences read to student. **H:** 2 paragraphs read to student.
W.11_12.W.1.2.a	11-12.W.2a, 11-12.W.2b, 11-12.W.2d, 11-12.W.2f	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful in aiding comprehension.	Identify a beginning, ending, detail, fact, or domain-specific vocabulary in writing.	**L:** Paragraph of 4 sentences read to student. **M:** Paragraph of 5 sentences read to student. **H:** 2 paragraphs read to student.
W.11_12.W.1.3.a	11-12.W.3a, 11-12.W.3b, 11-12.W.3c, 11-12.W.3d, 11-12.W.3e	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view or perspectives, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	Identify an event, detail, sequence, or ending in writing.	**L:** Paragraph of 4 sentences read to student. **M:** Paragraph of 5 sentences read to student. **H:** 2 paragraphs read to student.

ELA Grades 11/12 (High School)

ORExt Standard Code	Equivalent OR Standard Code	2019 Oregon English Language Arts and Literacy Standard	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
W.11_12.W.2.4	11-12.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	Trace, copy, or write 7-8 words.	**L:** Trace 7 words. **M:** Copy 8 words. **H:** Write 8 words from dictation.
W.11_12.W.2.5	11-12.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)	Identify the correct word to use in editing.	**L:** Paragraph of 4 sentences read to student. **M:** Paragraph of 5 sentences read to student. **H:** 2 paragraphs read to student.
W.11_12.W.3.9.a	11-12.W.9a, 11-12.W.9b	Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.	Answer questions about a text that is read to student.	**L:** Paragraph of 4 sentences read to student. **M:** Paragraph of 5 sentences read to student. **H:** 2 paragraphs read to student.

ELA Grades 11/12 (High School)

Standards not Essentialized: Please refer to Oregon's published content standards for the full description and context of these codes.

11-12.L.1b	11-12.RI.7	11-12.RL.5	11-12.W.1d	11-12.W.6
11-12.L.2a	11-12.RI.10	11-12.RL.7	11-12.W.1e	11-12.W.7
11-12.L.3a		11-12.RL.8	11-12.W.2c	11-12.W.8
11-12.L.4c		11-12.RL.10	11-12.W.2e	11-12.W.10
11-12.L.4d				
11-12.L.6				

Oregon Essentialized Assessment Framework (EAF)

Mathematics

About This Document

This document presents Oregon's updated Essentialized Assessment Framework (EAF), for Oregon's Alternate Assessment, based on the Alternate Academic Achievement Standards (AA-AAAS) for Mathematics, organized by grade level and aligned with the most current state academic content standards. The AA-AAAS are essentialized versions of Oregon's general education standards, systematically reduced in depth, breadth, and complexity to ensure meaningful access for students with the most significant cognitive disabilities, as required by Every Student Succeeds Act (ESSA, 2015). For Mathematics, the Key Scope used to guide item writing and L/M/H parameters is also provided.

Each page is structured to serve as a clear, practical tool for classroom planning and instructional decision-making and includes the following:

- Source Standard: The original or updated Oregon grade-level academic content standard that provides the academic foundation for each AA-AAAS.
- Alternate Academic Achievement Standard (AA-AAAS): A carefully essentialized version of the source standard, developed using Oregon's validated SCORE process (Select, COde, Reduce, Essentialize) to maintain the core intent while removing barriers to access.
- Low, Medium, and High (L, M, H) Parameters: Defined ranges of complexity that guide how each AA-AAAS can be taught and assessed at levels appropriate to individual student abilities and needs.

Approach to Non-Essentialized Standards

In linkage with established practice for alternate academic achievement standards, not all general education source standards are essentialized for inclusion in this document. The essentialization process focuses on selecting and adapting standards that can be clearly linked to observable skills and measured reliably within the structure of Oregon's Extended Assessment. A list of source

standard codes that were reviewed but not essentialized is included on the last page of each grade level. Educators may refer to Oregon's published content standards for the full description and context of these codes.

How to Use This Document

This resource is designed to be an instructional planning companion for teachers, specialists, and support staff delivering meaningful academic instruction aligned with the Oregon Extended Assessment (ORExt). Unlike previous versions distributed in Excel format, this PDF is streamlined and organized for ease of use, based on direct feedback from Oregon educators.

Teachers are encouraged to use the Source Standards for context, the AA-AAAS for instructional targets, and the L/M/H parameters to scaffold lessons and adjust complexity, ensuring each student has an appropriately challenging and accessible pathway toward grade-level expectations.

Contact

For additional support in implementing the AA-AAAS or for questions about alignment and instruction, please contact the Oregon Department of Education or visit ODE's Alternate Assessment webpage.

Mathematics Key Scope by Grade Level

KEY	Abbreviation	Definition
	A	Addition
	S	Subtraction
	M	Multiplication
	D	Division
Grade	**Content Area**	**Scope**
3	Numbers	Whole numbers: 1 to 20
3	Fractions	1/2
3	Operations	Addition and Subtraction (within 1-10); Multiplication and Division (within 1-5)
3	Shapes	Triangle, Circle, Square
3	Graphs	Picture Graphs, Pie Charts
3	Digital Time	Hour
3	Length	Inches, Feet
3	Area	Unit Squares, Square Inches, Square Feet
3	Volume	Same, More, Less
3	Temperature	Degrees F
Grade	**Content Area**	**Scope**
4	Numbers	Whole numbers: 1 to 40
4	Fractions	1/2, 1/4
4	Operations	Addition and Subtraction (within 1-20); Multiplication and Division (within 1-10
4	Shapes	Triangle, Circle, Square, Rectangle, Oval
4	Graphs	Picture Graphs, Pie Charts, Bar Graphs
4	Digital Time	Hour, Half Hour, Quarter Hour
4	Length	Inches, Feet, 1/2 inches
4	Area	Unit Squares, Square Inches, Square Feet, Square 1/2 Inches
4	Weight	Pounds, Ounces
4	Volume	Cups, Pints
4	Temperature	Degrees F

Mathematics Key Scope by Grade Level

Grade	Content Area	Scope
5	Numbers	Whole numbers 0 to 60
5	Fractions/Decimals	1/2, 1/3, 1/4, 0.5
5	Operations	Addition and Subtraction (within 0-30); Multiplication and Division (within 0-20)
5	Shapes	Triangle(s), Circle, Square, Rectangle, Oval
5	Graphs	Picture Graphs, Pie Charts, Bar Graphs, Line Graphs, Histograms
5	Digital Time	Hour, Half Hour, Quarter Hour, 5-Minute, 1-Minute
5	Length	Inches, Feet, 1/2 inches, Yards
5	Area	Unit Squares, Square Inches, Square Feet, Square 1/2 Inches, Square Yards
5	Weight	Pounds, Ounces, Kilograms, Grams
5	Volume	Cups, Pints, Quarts, Unit Cubes, Cubic Inches
5	Temperature	Degrees F
Grade	**Content Area**	**Scope**
6	Numbers	Whole numbers: 0 to 80; Negative integers: -1 to -5
6	Fractions/Decimals	1/2, 1/3, 1/4, 1/8, 0.5, 0.25
6	Operations	Operations: Addition and Subtraction (within 0-40, -1 to -5); Multiplication and Division (within 0-30)
6	Shapes	Triangle(s), Circle, Square, Rectangle, Oval, Rhombus, Pentagon
6	Graphs	Picture Graphs, Pie Charts, Bar Graphs, Line Graphs
6	Analog Time	Hour, Half Hour
6	Length	Inches, Feet, 1/2 inches, Yards, 1/4 inches, Meters, Miles
6	Area	Unit Squares, Square Inches, Square Feet, Square 1/2 Inches, Square Yards, Square Meters, Square Miles
6	Weight	Pounds, Ounces, Kilograms, Grams
6	Volume	Cups, Pints, Quarts, Unit Cubes, Cubic Inches, Cubic Feet, Gallons
6	Temperature	Degrees F

Mathematics Key Scope by Grade Level

Grade	Content Area	Scope
7	Fractions/Decimals	1/2, 1/3, 1/4, 1/8, 0.75, 0.5, 0.25
7	Operations	Addition and Subtraction (within 0-50, -1 to -10); Multiplication and Division (within 0-40)
7	Shapes	Triangle(s), Circle, Square, Rectangle, Oval, Rhombus, Pentagon, Hexagon
7	Graphs	Picture Graphs, Pie Charts, Bar Graphs, Line Graphs
7	Analog Time	Hour, Half Hour, Quarter Hour
7	Length	Inches, Feet, 1/2 inches, 1/4 inches, Centimeters, Miles, Meters, 1/8 inches
7	Area	Unit Squares, Square Inches, Square Feet, Square 1/2 Inches, Square Yards, Square Meters, Square Miles, Square Centimeters
7	Weight	Pounds, Ounces, Kilograms, Grams, Milligrams
7	Volume	Cups, Pints, Quarts,Cubic Inches, Cubic Feet, Gallons, Liters, Cubic Yards
7	Temperature	Degrees F
Grade	**Content Area**	**Scope**
8	Numbers	Whole numbers: 0 to 200; Negative integers: -1 to -15
8	Fractions/Decimals	1/2, 1/3, 1/4, 1/8, 0.75, 0.5, 0.40, 0.30, 0.25, 0.20, 0.10, 5/10, 4/10, 3/10, 2/10, 1/10; Mixed Numbers with 1/2 & 1/4
8	Operations	Addition and Subtraction (within 0-100, -1 to -20); Multiplication and Division (within 0-50)
8	Shapes	Triangle(s), Circle, Square, Rectangle, Oval, Rhombus, Pentagon, Hexagon, Octagon
8	Graphs	Picture Graphs, Pie Charts, Bar Graphs, Line Graphs, Histograms
8	Analog Time	Hour, Half Hour, Quarter Hour, 5-Minute
8	Length	Inches, Feet, 1/2 inches, 1/4 inches, Centimeters, Miles, Meters, 1/8 inches, 1/16 inches
8	Area	Unit Squares, Square Inches, Square Feet, Square 1/2 Inches, Square Yards, Square Meters, Square Miles, Square Centimeters
8	Weight	Pounds, Ounces, Kilograms, Grams, Milligrams
8	Volume	Cups, Pints, Quarts, Cubic Inches, Cubic Feet, Gallons, Liters, Cubic Yards, Milliliters,
8	Temperature	Degrees F, Degrees C

Mathematics Key Scope by Grade Level

Grade	Content Area	Scope
11	Numbers	Whole numbers: 0 to 250; Negative integers: -1 to -20
11	Fractions/Decimals	1/2, 1/3, 1/4, 1/8, 0.75, 0.5, 0.40, 0.30, 0.25, 0.20, 0.10, 9/10, 8/10, 7/10, 6/10, 5/10, 4/10, 3/10, 2/10, 1/10; Mixed Numbers with 3/4, 1/2, 1/3, 1/4
11	Operations	Addition and Subtraction (within 0-200, -1 to -25); Multiplication and Division (within 0-100)
11	Shapes	Triangle(s), Circle, Square, Rectangle, Oval, Rhombus, Pentagon, Hexagon, Octagon
11	Graphs	Picture Graphs, Pie Charts, Bar Graphs, Line Graphs, Histograms
11	Analog Time	Hour, Half Hour, Quarter Hour, 5-Minute, 1-Minute
11	Length	Inches, Feet, 1/2 inches, 1/4 inches, Centimeters, Meters, Miles, 1/8 inches, 1/16 inches, Kilometers
11	Area	Unit Squares, Square Inches, Square Feet, Square 1/2 Inches, Square Yards, Square Meters, Square Miles, Square Centimeters, Square Kilometers
11	Weight	Pounds, Ounces, Kilograms, Grams, Milligrams, Tons
11	Volume	Cups, Pints, Quarts, Cubic Inches, Cubic Feet, Gallons, Liters, Cubic Yards, Milliliters, Cubic Centimeters
11	Temperature	Degrees F , Degrees C

Math Grade 3

ORExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M03GEO1.1	3.GM.A.1	Understand that shapes in different categories may share attributes and that the shared attributes can define a larger category	Use attributes of triangles, squares, and circles to classify shapes.	**L:** Identify triangles (all shapes in answer choices same-size). **M:** Identify squares (shapes in answer choices of various sizes). **H:** Identify circles (shapes in answer choices of various sizes).
M03GEO1.2	3.GM.A.2	Partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole	Use unit squares to determine 1/2 or the whole.	**L:** Use unit squares to identify whole areas shaded up to 2X2. **M:** Use unit squares to identify whole or 1/2 areas shaded up to 3X3 (with shading done only one side). **H:** Use unit squares to identify whole areas shaded up to 4X4 or 1/2 of any square figure up to 4X4 (with shading done on diagonals).

Math Grade 3

ORExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M03MED1.1	3.GM.B.3	Tell, write, and measure time to the nearest minute. Solve problems in authentic contexts that involve addition and subtraction of time intervals in minutes.	Tell time to the nearest hour.	**L:** Items involving 3:00, 6:00, 9:00. **M:** Items involving 1:00, 2:00, 4:00, 5:00, 7:00, 8:00, 10:00, 11:00. **H:** Items involving Noon and/or AM/PM.
M03MED1.2	3.GM.B.4	Measure, estimate and solve problems in authentic contexts that involve liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).	Compare amounts/sizes using terms: same, more, less, larger, smaller	**L:** Compare amounts/sizes that are the same. **M:** Compare amounts/sizes that are 3 or more units apart. **H:** Compare amounts/sizes that are no more than 2 units apart.
M03MED2.3	3.DR.B.2	Analyze measurement data with a scaled picture graph or a scaled bar graph to represent a data set with several categories. Interpret information presented to answer investigative questions.	Compare amounts on picture graphs using terms: same, more, less.	**L:** Compare picture/pie graphs that are the same. **M:** Compare picture/pie graphs that are very far apart. **H:** Compare picture/pie graphs that are close together.

Math Grade 3

ORExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M03MED2.4	3.MD.B.4	Generate questions to investigate situations within the classroom, school, or community. Collect or consider measurement data that can naturally answer questions by using information presented in a scaled picture and/or bar graph.	Compare measurements in inches using terms same, more, or less.	**L:** Compare objects that are the same length. **M:** Compare objects that are 3-5 inches apart. **H:** Compare objects that are within one inch in length.
M03MED3.5A	3.GM.C.5, 3.MD.C.6, 3.MD.C.7,	Recognize area as an attribute of plane figures and understand concepts of area measurement presented in authentic contexts by tiling and counting unit squares.	Use unit squares to measure areas in square inches.	**L:** Identify areas using unit square inches up to 4 square inches. **M:** Identify areas using unit squares up to 9 square units. **H:** Identify areas using unit squares up to 16 square units.

Math Grade 3

ORExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M03MED3.7B	3.GM.C.7	Relate area to multiplication and addition. Use relevant representations to solve problems in authentic contexts.	Use multiplication and addition of unit squares to determine the area of a shape in authentic contexts.	**L:** Determine the area of a shape by multiplying side lengths up to 4 square inches or by adding unit squares up to 5. **M:** Determine the area of a shape by multiplying side lengths up to 9 square inches or by adding unit squares up to 15. **H:** Determine the area of a shape by multiplying side lengths up to 16 square inches or by adding unit squares up to 20.
M03MED4.8	3.GM.D.8	Solve problems involving authentic contexts for perimeters of polygons.	Determine perimeter of equilateral triangles and squares.	**L:** Add perimeter of equilateral triangles and squares up to 6. **M:** Add perimeter of triangles and squares up to 12. **H:** Add perimeter of squares up to 20.
M03NBT1.2	3.NBT.A.2	Fluently add and subtract within 1000 using accurate, efficient, and flexible strategies and algorithms based on place value and properties of operations.	Add and subtract whole numbers up to 20.	**L:** Add numbers 1-10. **M:** Add numbers 11-20 and subtract numbers 1-10. **H:** Subtract numbers 16-20.

Math Grade 3

ORExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M03NBT1.3	3.NBT.A.3	Find the product of one-digit whole numbers by multiples of 10 in the range 10-90, such as 9 x 80. Students use a range of strategies and algorithms based on place value and properties of operations.	Multiply numbers 1-5.	**L:** Multiply 1 by 1-2. **M:** Multiply 2 by 2-4. **H:** Multiply 3-5 by 3-5.
M03NOF1.1	3.NF.A.1	Understand the concept of a unit fraction and explain how multiple copies of a unit fraction form a non-unit fraction.	Identify halves of wholes.	**L:** Half of 2, 4, 6. **M:** Half of 10, 12, 14. **H:** Half of 16, 18, 20.
M03NOF1.2a	3.NF.A.2, 3.NF.A.3	Understand a fraction as a number on the number line. Represent fractions on a number line diagram.	Represent 1/2 on a number line.	**L:** Half between 1-2. **M:** Half between 3-7. **H:** Half between 8-10.
M03NOF1.3b	3.NF.A.2, 3.NF.A.3	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	Match equivalent fractions (1/2).	**L:** Numbers 2/4, 3/6, 4/8. **M**: Numbers 5/10, 6/12, 7/14. **H:** Numbers 8/16, 9/18, 10/20.
M03OAT1.1	3.OA.A.1	Represent and interpret multiplication of two factors as repeated addition of equal groups.	Identify a product of whole number groups 1-5.	**L:** 1 through 5 multiplied by 1. **M:** 1 through 3 multiplied by 2 or 3. **H:** 3 and 4 multiplied by 4 or 5.

Math Grade 3

ORExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M03OAT1.2	3.OA.A.2	Represent and interpret whole-number quotients as dividing an amount into equal sized groups.	Perform division problems using grouping strategies (1-5).	**L:** Two groups of 2-3. **M:** Two groups of 4-5. **H:** Three groups of 2-5.
M03OAT1.3	3.OA.A.3	Use multiplication and division within 100 to solve problems in authentic contexts involving equal groups, arrays, and/or measurement quantities.	Solve word problems involving addition (numbers 1-20) and multiplication (numbers 1-5).	**L:** Add numbers 1-10. **M:** Add numbers 11-20. multiply numbers 1-2 by 2-4. **H:** Multiply numbers 3-5 by 3-5.
M03OAT1.4	3.OA.A.4	Determine the unknown number in a multiplication or division equation relating three whole numbers by applying the understanding of the inverse relationship of multiplication and division.	Students will identify and describe simple patterns (e.g., doubling, skipping numbers) and use them to solve problems involving proportional relationships in authentic contexts.	**L:** Identify the next number in a pattern that increases by 1 or 2. **M:** Identify a number that follows a doubling or skip-counting pattern (by 2s, 5s, or 10s). **H:** Use a simple number pattern (e.g., doubling or skip-counting) to solve a one-step word problem.
M03OAT2.5	3.OA.B.5	Apply properties of operations as strategies to multiply and divide.	Identify equivalent addition problems.	**L:** Numbers 1-5. **M:** Numbers 6-14. **H:** Numbers 15-20.

Math Grade 3

ORExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M03OAT2.6	3.OA.B.6	Understand division as an unknown-factor in a multiplication problem.	Identify representations of one half in pictorial and numerical contexts; calculate 1/2 of numbers 1-20.	**L:** Pictorial representations of 1/2. **M:** Numerical representations of 1/2. **H:** Identify amounts that are half of 1-20.
M03OAT4.8	3.OA.D.8	Solve two-step problems in authentic contexts that use addition, subtraction, multiplication, and division in equations with a letter standing for the unknown quantity.	Solve one-step word problems using addition and subtraction.	**L:** Add numbers 1-10. **M:** Add numbers 1-10 and subtract numbers 1-5. **H:** Subtract numbers 6-10.
M03OAT4.9	3.OA.D.9	Identify and explain arithmetic patterns using properties of operations, including patterns in the addition table or multiplication table.	Perform basic counting operations, up to skip counting by 2s and 5s.	**L:** Count 1-10 objects. **M:** Count 11-20 objects. **H:** Skip count by 2s and 5s to 20.

Math Grade 3

ORExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M03OAT7	3.OA.C.7	Fluently multiply and divide within 100 using accurate, efficient, and flexible strategies and algorithms based on place value and properties of operations.	Multiply and divide within 1-5 using strategies based on place value and properties of operations.	**L:** Identify the product of two whole numbers from 1-3. **M:** Identify the quotient of a whole number (up to 10) divided by 2 or 5. **H:** Solve a one-step story problem involving multiplication or division within 1–5.

Standards not Essentialized:
Please refer to Oregon's published content standards for the full description and context of these codes.
3.NBT.A.1

Math Grade 4

ORExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M04GEO1.1	4.GM.A.1	Explore, investigate, and draw points, lines, line segments, rays, angles, and perpendicular and parallel lines. Identify these in two-dimensional figures.	Identify points, line segments, and angles.	**L:** Identify point when given a point, line, and angle. **M:** Identify line segments. **H:** Identify angles.
M04GEO1.2	4.GM.A.2	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size.	Identify triangles, circles, squares, and rectangles.	**L:** Identify triangles. **M:** Identify squares and circles. **H:** Identify rectangles.
M04GEO1.3	4.GM.A.3	Recognize and draw a line of symmetry for a two dimensional figure.	Identify lines that divide objects/shapes into equal halves.	**L:** Identify line that divides objects in half. **M:** Identify line that divides squares or circles in half. **H:** Identify line that divides rectangles in half.
M04MED1.1	4.MD.A.1	Know relative sizes of measurement units and express measurements in a larger unit in terms of a smaller unit.	Make comparisons of time, weight, and length units using graphic displays.	**L:** Compare two measures that vary by 5 or more units. **M:** Compare two measures that vary by 3-4 units. **H:** Compare two measures that vary by 1-2 units.

Math Grade 4

ORExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M04MED1.2	4.GM.B.5	Apply knowledge of the four operations and relative size of measurement units to solve problems in authentic contexts that include familiar fractions or decimals.	Represent time, weight, and length measurements using diagrams with a measurement scale.	**L:** Perform measures of items measuring 1-5 units. **M:** Perform measures of items measuring 6-10 units. **H:** Perform measures of items measuring 11-20 units.
M04MED1.3	4.GM.B.6	Apply the area and perimeter formulas for rectangles in authentic contexts and mathematical problems.	Use unit square feet to determine areas up to 20 square feet.	**L:** Use unit square feet to determine areas up to 5 square feet. **M:** Use unit squares to determine areas from 6-10 square feet. **H:** Use unit squares to determine areas up to 20 square feet.
M04MED2.4	4.DR.B.2	Analyze line plots to display a distribution of numerical measurement data, which include displays of data sets of fractional measurements with the same denominator. Interpret information presented to answer investigative questions.	Identify how many times whole numbers or simple fraction (1/2, 1/4, 1/8) appears on a line plot.	**L:** Count how many times 1/2 appears on a line plot. **M:** Count and compare how many times 1/2 and 1/4 appear. **H:** Identify which fraction appears most often among 1/2, 1/4, 1/8.

Math Grade 4

OExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M04MED3.5a	4.GM.C.7	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint. Understand and apply concepts of angle measurement.	Match identical angles (45, 60, 90).	**L:** Match labeled angles that are the same (90). **M:** Match labeled angles that are the same (45, 60, 90). **H:** Match equivalent angles (45, 60, and 90).
M04NBT1.1	4.NBT.A.1	Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.	Use place value to compare numbers that are multiples of 10 and ones versus tens place.	**L:** Identify multiples of 10: 10, 20, 30, 40. **M:** Identify the relation between the place values for the double-digit numbers 11, 22, 33, 44. **H:** Identify which number is in the tens' place and ones' place.
M04NBT1.2	4.NBT.A.2	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Use understandings of place value within these forms to compare two multi-digit numbers using >, =, and < symbols.	Recognize and compare whole numbers using digit values, base-ten representations, and in authentic contexts.	**L:** Identify which of two whole numbers (under 40) is greater by comparing digits. **M:** Match a number (under 60) to its base-ten numeral or expanded form. **H:** Use number comparison (greater than, less than, equal to) to solve a simple word problem with numbers up to 60.

Math Grade 4

ORExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M04NBT1.3	4.NBT.A.3	Use place value understanding to round multi-digit whole numbers to any place.	Identify whether numbers are closer to base ten numeral above or below the given number.	**L:** Numerals between 1 and 10. **M:** Numerals between 11 and 30. **H:** Numerals between 31 and 40.
M04NBT2.4	4.NBT.B.4	Fluently add and subtract multi-digit whole numbers using accurate, efficient, and flexible strategies and algorithms based on place value and properties of operations.	Add and subtract numbers up to 40.	**L:** Add numbers up to 20. **M:** Add numbers up to 40. subtract numbers up to 10. **H:** Subtract numbers between 11 and 40.
M04NBT2.5	4.NBT.B.5	Use representations and strategies to multiply a whole number of up to four digits by a one-digit number, and a two-digit number by a two-digit number using strategies based on place value and the properties of operations.	Multiply numbers up to 10; match area models to the correct number up to 40.	**L:** Match area models (1-10). **M:** Multiply numbers (1-5), match area models (11-30). **H:** Multiply numbers (6-10), match area models (31-40).

Math Grade 4

OrExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M04NBT2.6	4.NBT.B.6	Use representations and strategies to find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division.	Use area models to solve division problems up to 10; divide numbers up to 10.	**L:** Use area model to solve division problems up to 5. **M:** Use area models to solve division problems up to 10. **H:** Solve division problems up to 10.
M04NOF1.1	4.NF.A.1	Use visual fraction representations to recognize, generate, and explain relationships between equivalent fractions.	Divide numbers in 1/2 or 1/4 with numbers 1-10 using graphic supports.	**L:** Divide objects in 1/2 with numbers 1, 2 and 4. **M:** Divide objects in 1/2 with numbers 6, 8, and 10. **H:** Divide numbers in 1/4 with 1, 4, and 8.
M04NOF1.2	4.NF.A.2	Compare two fractions with different numerators and/or different denominators, record the results with the symbols >, =, or <, and justify the conclusions.	Make comparisons using <, =, and > using numerals up to 40 and 1/2 or 1/4.	**L:** Make comparisons between 1-10 using smaller, larger, or same. **M:** Compare numbers 20 to 30 using <, =, and >. **H:** Compare numbers 31-40 and 1/2 or 1/4 using < , =, and >.

Math Grade 4

OrExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M04NOF2.3A	4.NF.B.3	Understand a fraction (a/b) as the sum (a) of fractions of the same denominator (1/b). Solve problems in authentic contexts involving addition and subtraction of fractions referring to the same whole and having like denominators.	Identify, compare, and add or subtract fractions with like denominators using objects, number lines, and word problems.	**L:** Match equivalent groups of 1-5 objects. Identify mixed numbers between 1-10 on a number line (½). Solve word problems involving addition and subtraction of whole numbers (1-10). **M:** Match equivalent groups of 6-10 objects. Identify mixed numbers between 11-20 on a number line (½). Solve word problems involving addition and subtraction of halves (2, 4, 6, 8, 10). **H:** Match equivalent groups of 11-20 objects. Identify mixed numbers between 21-40 on a number line (½ and ¼). Solve word problems involving addition and subtraction of quarters (4, 8, 12, 16, 20).

Math Grade 4

ORExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M04NOF2.4A	4.NF.B.4	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. Represent and solve problems in authentic contexts involving multiplication of a fraction by a whole number.	Use a number line to add wholes, halves, and quarters	**L:** Use a number line to add wholes (1-10). **M:** Use a number line to add wholes (11-20) and halves (1-10). **H:** Use a number line to add halves and quarters (11-20).
M04NOF3.6	4.NF.C.6	Use and interpret decimal notation for fractions with denominators 10 or 100.	Identify whole numbers (written 1.0, etc.) and match decimals .5 and .25 with 1/2, 1/4.	**L:** Identify whole numbers (1-20). **M:** Identify whole numbers (21-40). **H:** Match decimals with fractions (.5 with 1/2 and .25 with 1/4).
M04OAT1.1	4.OA.A.1	Interpret a multiplication equation as comparing quantities. Represent verbal statements of multiplicative comparisons as equations.	Identify equivalent multiplication equations.	**L:** Multiplication equations involving 1-3. **M:** Multiplication equations involving 4-7. **H:** Multiplication equations involving 8-10.

Math Grade 4

OrExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M04OAT1.2	4.OA.A.2, 4.OA.A.3	Multiply or divide to solve problems in authentic contexts involving multiplicative comparison, distinguishing multiplicative comparison from additive comparison.	Solve one-step word problems using addition or multiplication.	**L:** Word problem using addition (1-20) or multiplication with solutions (1-10). **M:** Word problem using multiplication with solutions (11-20). **H:** Word problem using multiplication with solutions (21-40).
M04OAT2.4	4.OA.B.4	Find all factor pairs for a whole number in the range 1-100. Determine whether a given whole number in the range of 1-100 is a multiple of a given one-digit number, and whether it is prime or composite	Determine whether a number between 1-40 is divisible by 2, 3, 5, or 10.	**L:** Identify numbers up to 10 that are divisible by 2. **M:** Identify numbers up to 30 that are divisible by 3. **H:** Identify numbers up to 40 that are divisible by 5 or 10.
M04OAT3.5	4.OA.C.5	Analyze a number, visual, or contextual pattern that follows a given rule.	Skip count by 2s, 3s, 5s, and 10s.	**L:** Recognize skip counting by 2s within 2-20. **M:** Skip count by 2s within 2-20. **H:** Skip count by 3s, 5s, and 10s within 2-40.

Math Grade 4

Standards not Essentialized:

Please refer to Oregon's published content standards for the full description and context of these codes.

4.GM.C.8	4.NF.C.5
4.GM.C.9	4.NF.C.7

Math Grade 5

ORExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M05GEO1.2	5.GM.A.2, 5.GM.A.1	Represent authentic contexts and mathematical problems by graphing points in the first quadrant of the coordinate plane. Interpret the meaning of the coordinate values based on the context of a given situation.	Identify points graphed in the first quadrant of the coordinate plane.	**L:** Identify value of Y when provided with X and verbal directions to X. **M:** Identify location of a point when provided a verbal direction to its location. **H:** Identify a point given its coordinates.
M05GEO2.4	5.GM.B.3, 5.GM.D.6	Classify two-dimensional figures within a hierarchy based on their geometrical properties, and explain the relationship across and within different categories of these figures.	Match a description with a two dimensional figure.	**L:** Match a description of triangle with a triangle figure. **M:** Match a description of a square/circle with a square/circle figure. **H:** Match a description of a rectangle with a rectangle figure.

Math Grade 5

ORExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M05MED1.1	5.GM.C.4	Convert between different-sized standard measurement units within a given measurement system. Use these conversions in solving multi-step problems in authentic contexts.	Convert inches into feet given a verbal and visual model.	**L:** Convert inches into feet using 1/2 increments (6 inches, 12 inches, 18 inches). **M:** Convert inches into feet using 1/4 increments (3 inches, 6 inches, 9 inches, 12 inches, 15 inches, 18 inches). **H:** Convert inches into feet using 1/3 and .5 increments (4 inches, 6 inches, 8 inches, 12 inches, 16 inches, 18 inches, 20 inches).
M05MED2.2	5.DR.B.2	Analyze graphical representations and describe the distribution of the numerical data through line plots or categorical data through bar graphs. Interpret information presented to answer investigative questions.	Use a line plot to solve addition/subtraction problems with whole numbers 1-60, 1/2, 1/4, 1/3, and .5.	**L:** Use a line plot to determine frequencies at a given value (0-10). **M:** Use a line plot to add/subtract (11-30). **H:** Use a line plot to add/subtract (31-60, 1/2, 1/4, 1/3, and .5).
M05MED3.4	5.GM.D.5, 5.GM.D.6	Measure the volume of a rectangular prism by counting unit cubes using standard and nonstandard units.	Solve real world addition problems using unit cubic inches.	**L:** Solve problems involving volumes 1-10. **M:** Solve problems involving volumes 11-20. **H:** Solve problems involving volumes 21-30.

Math Grade 5

ORExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M05MED3.5B	5.GM.D.7	Relate volume of rectangular prisms to the operations of multiplication and addition. Solve problems in authentic contexts involving volume using a variety of strategies.	Solve V = b x h volume problems when provided a model that includes the area measure.	**L:** Solve problems involving volumes 0-10. **M:** Solve problems involving volumes 11-20. **H:** Solve problems involving volumes 21-30.
M05NBT1.1	5.NBT.A.1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	Use place value to compare numbers that are multiples of 10, ones versus tens place, and .5.	**L:** Identify multiples of 10 (10, 20, 30, 40, 50, 60). **M:** Identify the relation between the place values for the double-digit numbers (11, 22, 33, 44, 55). **H:** Identify which number is in the tens place and ones place.
M05NBT1.2	5.NBT.A.2	Use whole number exponents to denote powers of 10 and explain the patterns in placement of digits that occur when multiplying and/or dividing whole numbers and decimals by powers of 10.	Recognize that each place value to the left is 10 times greater and each to the right is 1/10 as much.	**L:** Identify which place is greater between the ones and tens place in a 2-digit number. **M:** Identify that the tens place is 10 times the ones place or the tenths place is 1/10 of the ones place. **H:** Compare place values across a number with digits in the tens, ones, and tenths places using a visual model or number line.

Math Grade 5

ORExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M05NBT1.3a	5.NBT.A.3	Read, write, and compare decimals to thousandths.	Identify whole numbers 41-60 and decimals (1.5, 2.5, 3.5, 4.5, 5.5) and compare their magnitudes using <, =, and > symbols.	**L:** Identify which is greater: a whole number or a .5 decimal (e.g., 3 vs 3.5). **M:** Compare two decimals (.25, .5, or .75) using symbols (<, >, =). **H:** Use comparison symbols to compare a whole number and a decimal in a real-world context (e.g., Which costs more: $2.50 or $2?).
M05NBT1.4	5.NBT.A.4	Use place value understanding to round decimals to any place.	Identify the location of .5 decimals between two whole numbers on a number line; round .5 decimals up to the nearest whole number.	**L:** Identify location of 1.5, 2.5, 3.5. **M:** Identify location of 4.5, 5.5, 6.5, 7.5. **H:** Identify location of 8.5 and 9.5. Round all .5 decimals 1.5 to 9.5 up to the nearest whole number.

Math Grade 5

ORExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M05NBT2.5	5.NBT.B.5	Fluently multiply multi-digit whole numbers using accurate, efficient, and flexible strategies and algorithms based on place value and properties of operations.	Multiply whole numbers (under 20) using place value strategies.	**L:** Multiply single-digit numbers using visual models (e.g., 3 × 2). **M:** Multiply two-digit by one-digit numbers using area models (e.g., 12 × 3). **H:** Multiply two-digit numbers using place value strategies (e.g., 21 × 12).
M05NBT2.6	5.NBT.B.6	Use a variety of representations and strategies to find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors.	Identify the quotient of a whole number divided by 2, 5, or 10 using visual models.	**L:** Identify the quotient of a whole number (up to 10) divided by 2 using grouped visual models. **M:** Identify the quotient of a whole number (up to 20) divided by 5 or 10 using arrays or area models. **H:** Identify the quotient of a whole number (up to 30) divided by 2, 5, or 10 using contextual story problems or unlabeled diagrams.

Math Grade 5

ORExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M05NBT2.7	5.NBT.B.7	Use a variety of representations and strategies to add, subtract, multiply, and divide decimals to hundredths. Relate the strategy to a written method and explain the reasoning used.	Use models to solve problems involving addition and subtraction of whole numbers 1-30; add decimals ending in .5.	**L:** Add numbers 0-10. **M:** Add and subtract numbers 11-20. **H:** Add and subtract numbers 21-30 and even multiples of .5.
M05NOF1.1	5.NF.A.1	Add and subtract fractions with unlike denominators, including common fractions larger than one and mixed numbers.	Add and subtract fractions ½, ¼, and ⅓ using visual or graphic models.	**L:** Add or subtract ½ using visual supports (e.g., ½ + ½ or 1 − ½). **M:** Add or subtract ¼ or ⅓ using graphic models (e.g., ¼ + ¼, 1 − ⅓). **H:** Add or subtract combinations of ½, ¼, and ⅓ using labeled visuals with unlike denominators.
M05NOF1.2	5.NF.A.2, 5.NF.B.3	Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b). Solve problems in authentic contexts involving division of whole numbers that result in answers that are common fractions or mixed numbers.	Divide a small set of objects into equal parts and express the result as a fraction.	**L:** Show 4 cookies shared by 2 people = 2 cookies each. **M:** Show 6 apples shared by 3 people = 2 apples each, written as 6 ÷ 3 = 2. **H:** Show 5 apples shared by 2 people = 2 ½ apples each, written as 5 ÷ 2 = 2½.

Math Grade 5

ORExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M05NOF2.4a	5.NF.B.4	Apply and extend previous understanding and strategies of multiplication to multiply a fraction or whole number by a fraction. Multiply fractional side lengths to find areas of rectangles, and represent fractional products as rectangular areas.	Identify representation that matches a verbal description involving the product of whole numbers and whole numbers with 1/2, 1/4, 1/3, and .5.	**L:** Identify products of whole numbers with solutions 0- 10. **M:** Identify products of whole numbers with solutions 11-30. **H:** Identify products of whole numbers, and whole numbers with fractions (1/2, 1/3, 1/4), and .5 with solutions 31-60.
M05NOF2.4b	5.NF.B.4	Apply and extend previous understanding and strategies of multiplication to multiply a fraction or whole number by a fraction. Multiply fractional side lengths to find areas of rectangles, and represent fractional products as rectangular areas.	Find the area of rectangles using models and simple multiplication.	**L:** Use unit squares to count area (e.g., 3 rows of 2 = 6). **M:** Multiply side lengths of rectangles with whole numbers (e.g., 4 × 5). **H:** Multiply side lengths with simple fractions (e.g., 1/2 × 6 = 3).

Math Grade 5

ORExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M05NOF2.5B	5.NF.B.5	Apply and extend previous understandings of multiplication and division to represent and calculate multiplication and division of fractions. Interpret multiplication as scaling (resizing) by comparing the size of products of two factors.	Recognize that multiplication by numbers greater than 1 increases magnitude while multiplying by a number less than one decreases magnitude.	**L:** Identify scaling when provided with a multiplication problem with factors 6-10. **M:** Identify scaling when provided with a multiplication problem involving factors -2 to -5. **H:** Identify scaling when provided with a multiplication problem involving factors 1/2, 1/4, 1/3, or .5.
M05NOF2.7a	5.NF.B.6, 5.NF.B.7	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions, including solving problems in authentic contexts.	Use verbal and graphic models to solve problems involving addition and subtraction of whole numbers 1-30, fractions (1/2, 1/4, 1/3), and decimals ending in .5.	**L:** Add numbers 0-10. **M:** Add and subtract numbers 11-20, 1/2, and 1/4. **H:** Add and subtract numbers 21-30, multiples of .5.
M05OAT1.1	5.OA.A.1	Write and evaluate numerical expressions that include parentheses.	Solve expressions that use parentheses given a verbal/visual model.	**L:** Solve expressions involving add/subtract of 0-10. **M:** Solve expressions involving add/subtract of 11-20. **H:** Solve expressions involving add/subtract of 41-60.

Math Grade 5

ORExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M05OAT1.2	5.OA.A.2	Write expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.	Identify numerical expressions using whole numbers 1-60 with up to three terms that match a verbal description.	**L:** Match one-operation numerical expressions using addition and subtraction of 0-10. **M:** Match two-operation numerical expressions using addition and subtraction of 11-20. **H:** Match two-operation numerical expressions using 41-60.
M05OAT2.3	5.OA.B.3	Generate two numerical patterns using two given rules. Identify and analyze relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns and graph them on a coordinate plane.	Identify missing numeral in a pattern when given the rule.	**L:** Identify missing numeral in +1 patterns (1-10). **M:** Identify missing numeral in +2, +3, +4, +5, and +10 patterns (2-40). **H:** Identify missing numeral in +6, +7, +8, +9 patterns (6-60).

Standards not Essentialized:
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5.NF.B.5

Math Grade 6

ORExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M06EXE1.1	6.AEE.A.1	Write and evaluate numerical expressions involving whole-number bases and exponents.	Identify expressions that match a verbal and/or graphic model.	**L:** Identify expressions that involve one term. **M:** Identify expressions involving two terms. **H:** Identify expressions involving three terms.
M06EXE1.3	6.AEE.A.3	Apply the properties of operations to generate equivalent expressions and to determine when two expressions are equivalent.	Identify equivalent expressions using one variable.	**L:** Identify expressions involving addition with single variable solutions 1-10. **M:** Identify expressions involving addition/subtraction with two term expression solutions involving 1-20. **H:** Identify expressions involving addition/subtraction with 2-3 term expression solutions 21-40.
M06EXE2.5	6.AEE.B.4	Understand solving an equation or inequality as a process of answering which values from a specified set, if any, make the equation or inequality true. Use substitution to determine which number(s) in a given set make an equation or inequality true.	Identify set that is a possible solution for a given equation/inequality.	**L:** Equations involving addition of one variable (e.g., "x") with solutions in 1-10 range. **M:** Equations involving add/subtract of 1-2 variables (e.g., "x" and "y") with solutions in 11-20 range. **H:** Equations/inequalities involving add/subtract of 1-3 variables (e.g., "x", "y", "z") with solutions in 1-10 range for inequalities or 21-30 range for equations.

ORExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M06EXE2.7	6.AEE.B.6	Write and solve equations of the form $x + p = q$ and $px = q$ in problems that arise from authentic contexts for cases in which p, q and x are all nonnegative rational numbers.	Identify solutions for expressions or equations with up to three variables.	**L:** Identify solutions to expressions with coefficient totals (1-10). **M:** Identify solutions to expressions/equations with coefficient totals (11-20) with two variables. **H:** Identify solutions to equations with coefficient totals 1-20 with 3 variables.
M06EXE2.8	6.AEE.B.7	Write inequalities of the form $x > c$ and $x < c$ to represent constraints or conditions to solve problems in authentic contexts. Describe and graph on a number line solutions of inequalities of the form $x > c$ and $x < c$.	Identify which inequality matches a verbal description or number line representation.	**L:** Identify singular inequalities using one variable and 1-10. **M:** Identify singular inequalities using 1-2 variables and 1-20. **H:** Identify multiple inequalities using up to 3 variables and 11-40 (e.g., $2 \leq x \leq 10$ or separate inequalities such as $x \leq 7$ and $y > 4$).
M06EXE3.9	6.AEE.C.8	Use variables to represent and analyze two quantities to solve problems in authentic contexts. Including those that change in relationship to one another; write an equation to express one quantity in terms of the other quantity.	Identify or use an equation with one variable to represent a real world relationship between two quantities.	**L:** Identify a variable that stands for an unknown in a real-world situation (e.g., "x = number of apples"). **M:** Identify an equation with one variable that matches a simple pattern or real-world relationship (e.g., "y = x + 2"). **H:** Use a given equation with one variable (e.g., y = 2x) to solve a word problem involving two quantities.

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ORExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M06GEO1.1	6.GM.A.1	Find the area of triangles, quadrilaterals, and other polygons by composing into rectangles or decomposing into triangles and other shapes. Apply these techniques to solve problems in authentic contexts.	Sum areas of squares, rectangles, and triangles to determine the area of a total figure in square units.	**L:** Identify the total area of a figure composed of unit squares (1-10 square units). **M:** Identify the total area of a figure composed of squares and rectangles (11-20 square units). **H:** Identify the total area of figures composed of rectangles and triangles (21-40 square units).
M06GEO1.2	6.GM.A.2	Find the volume of a right rectangular prism with fractional edge lengths by filling it with unit cubes of appropriate unit fraction edge lengths. Connect and apply to the formulas V = l w h and V = b h to find volumes of right rectangular prisms with fractional edge lengths to solve problems in authentic contexts.	Find the volume of a figure given verbal and visual support (V= l x w x h or V = b x h).	**L:** Solve problems involving volumes 1-10. **M:** Solve problems involving volumes 11-20. **H:** Solve problems involving volumes 21-40.

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ORExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M06GEO1.3	6.GM.A.3	Draw polygons in the four quadrant coordinate plane given coordinates for the vertices and find the length of a side. Apply these techniques to solve problems in authentic contexts.	Identify location of a point on a geometric figure in quadrant 1 of the coordinate plane.	**L:** Identify coordinates for a missing point on a triangle. **M:** Identify coordinates for a missing point on a square or rectangle. **H:** Identify coordinates for a missing point on a rhombus or pentagon.
M06GEO1.4	6.GM.A.4	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures, including those from authentic contexts.	Match a 3D figure to the corresponding net.	**L:** Match a net to a cube (1-10 side lengths). **M:** Match a net to a rectangle (12-20 side lengths). **H:** Match a net to a triangular prism (21-40 side lengths).
M06RPR1.1	6.RP.A.1	Understand the concept of a ratio in authentic contexts, and use ratio language to describe a ratio relationship between two quantities.	Identify which ratio matches a verbal description.	**L:** Match ratios (1-3):(1-3). **M:** Match ratios from (4-10):(4-10). **H:** Match ratios (11-20):(11-20).
M06RPR1.2	6.RP.A.2, 6.RP.A.3	Understand the concept of a unit rate in authentic contexts and use rate language in the context of a ratio relationship.	Identify unit rate with numbers 1-30 or -1 to -5.	**L:** Identify unit rates (1-5). **M:** Identify unit rates (6-10). **H:** Identify unit rates (11-30, -1 to -5).

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ORExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M06RPR1.3a	6.RP.A.3	Use ratio and rate reasoning to solve problems in authentic contexts that use equivalent ratios, unit rates, percents, and/or measurement units.	Identify missing value in input/output table.	**L:** Tables with unit rates 1-2. **M:** Table with unit rates 3-5. **H:** Table with unit rates 6-10.
M06STP1.2	6.DR.B.2	Collect and record data with technology to identify and describe the characteristics of numerical data sets using quantitative measures of center and variability.	Identify average score from a dataset.	**L:** Calculate average of 2 numbers (0-5). **M:** Calculate average of 3 numbers (6-10). **H:** Calculate average of 4 numbers (6-10).
M06STP1.3	6.DR.C.3	Analyze data representations and describe measures of center and variability of quantitative data using appropriate displays.	Identify mean of a given dataset when provided with a definition.	**L:** Identify mean of three numbers in 1-10 range. **M:** Identify mean of 5 numbers in 11-20 range. **H:** Identify mean of 7 numbers in 21-40 range.

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ORExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M06STP2.5	6.DR.D.4	Interpret quantitative measures of center to describe differences between groups from data collected to answer investigative questions.	Interpret data in picture, bar, and line graphs to determine the number of observations, identify units, and find the median to describe differences between groups.	**L:** Identify the number of observations (1-10) in picture graphs with three entries. Identify the units used in picture graphs (1-10). Identify the median of 2-3 numbers in the 1-10 range. **M:** Identify the number of observations (1-20) in picture or bar graphs with 4-5 entries. Identify the units used in bar graphs (11-20). Identify the median of 4-5 numbers in the 11-20 range. **H:** Identify the number of observations (1-40) in bar or line graphs with 6-8 entries. Identify the units used in line graphs (21-40). Identify the median of 6-7 numbers in the 21-40 range.
M06TNS1.1	6.NS.A.1, 6.NS.B.3	Represent, interpret, and compute quotients of fractions to solve problems in authentic contexts involving division of fractions by fractions.	Use verbal and/or graphic models to solve problems involving addition and subtraction of whole numbers 0-40 and fractions 1/2, 1/4, 1/3, 1/8.	**L:** Add numbers 0-10 and 1/2. **M:** Add and subtract to/from numbers 11-30, and 1/4. **H:** Add and subtract to/from numbers 31-40, and fractions 1/3 and 1/8.

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ORExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M06TNS2.2	6.NS.B.2	Fluently divide multi-digit numbers using accurate, efficient, and flexible strategies and algorithms based on place value and properties of operations.	Use visual or verbal models to divide whole numbers up to 40 by 2, 5, or 10.	**L:** Divide whole numbers up to 20 by 2 using visual models (e.g., counters or groups). **M:** Divide whole numbers up to 40 by 5 or 10 using arrays, area models, or verbal strategies. **H:** Solve word problems involving fair sharing or grouping where division results in 0.5 or 0.25 using labeled visuals.
M06TNS2.4	6.NS.B.4	Determine greatest common factors and least common multiples using a variety of strategies. Apply the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor.	Identify the greatest common factor (GCF) when provided with a table of factors for 1-30.	**L:** Identify GCF of numbers 1-10. **M:** Identify GCF of numbers 12-20. **H:** Identify GCF of numbers 21-30.

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ORExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M06TNS3.5	6.NS.C.5	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values. Use positive and negative numbers to represent quantities in authentic contexts, explaining the meaning of zero in each situation.	Use visual and/or verbal models to solve real-world problems involving above/below zero (+/-1 to +/-10) using degrees, inches, feet, yards, meters, or miles.	**L:** Solve problems involving numbers +/- 1-3. **M:** Solve problems involving +/- 4-7. **H:** Solve problems involving +/- 8-10.

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ORExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M06TNS3.6a	6.NS.C.6	Represent a rational number as a point on the number line. Extend number line diagrams and coordinate axes to represent points on the line and in the coordinate plane with negative number coordinates.	Identify and represent rational numbers, including positive and negative values, fractions, and decimals, on number lines and coordinate planes.	**L:** Identify numbers the same distance from zero (±1 to ±3) on a number line. Find Y when given X and verbal directions in the first and second quadrants of a coordinate plane. Locate ½ and 0.5 on a number line between 0-10. **M:** Identify numbers the same distance from zero (±4 to ±7) on a number line. Find a point using verbal directions in the first and second quadrants of a coordinate plane. Locate ¼ and 0.25 on a number line between 11-20. **H:** Identify numbers the same distance from zero (±8 to ±10) on a number line. Find a point using given coordinates in the first and second quadrants of a coordinate plane. Locate ⅓ and ⅛ on a number line between 21-40.

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ORExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M06TNS3.7a	6.NS.C.7	Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. Write, interpret, and explain statements of order for rational numbers and absolute value in authentic applications.	Use a number line to compare and order rational numbers, including absolute values, and interpret inequalities in authentic contexts.	**L:** Compare numbers 0-20 on a number line using <, >, =. Identify the absolute value of numbers ±1 to ±3. **M:** Compare numbers 21-50 on a number line using <, >, =. Identify the absolute value of numbers ±4 to ±7. **H:** Compare numbers 51-80 on a number line using <, >, =. Identify the absolute value of numbers ±8 to ±10.

Standards not Essentialized:
Please refer to Oregon's published content standards for the full description and context of these codes.
6.AEE.A.1 6.DR.A.1 6.NS.C.8
6.AEE.B.5

Math Grade 7

ORExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M07EXE1.1	7.AEE.A.1, 7.AEE.A.2	Identify and write equivalent expressions with rational numbers by applying associative, commutative, and distributive properties.	Add and subtract expressions with one variable (0-50, -1 to -10).	**L:** Add expressions (1-10). **M:** Add expressions (11-30). **H:** Add expression (31-50).
M07EXE2.3	7.AEE.B.3	Write and solve problems in authentic contexts using expressions and equations with positive and negative rational numbers in any form. Contexts can be limited to those that can be solved with one- or two-step linear equations.	Solve single-step real-life problems with whole numbers 1-20 and -1 to -10.	**L:** Solve real-life problems with A/S of numbers (1-10). **M:** Solve real-life problems with A/S (11-30) and M/D (0-20). **H:** Solve real-life problems with A/S (31-50 or -1 to -10) and M/D (21-40 or -1 to -5).
M07GEO1.1	7.GM.A.1	Solve problems involving scale drawings of geometric figures. Reproduce a scale drawing at a different scale and compute actual lengths and areas from a scale drawing.	Use geometric figure to identify changes in scale for numbers 1-20, 1/2, 1/4, 1/3, and 1/6.	**L:** Identify figures with changes in scale (1-2) x (1-5). **M:** Identify figures with changes in scale (1-2) x (6-10), 1/2 and 1/4. **H:** Identify figures with changes in scale (1-2) x (11-20), 1/3 and 1/6.
M07GEO1.2	7.GM.A.2	Draw triangles from three measures of angles or sides. Understand the possible side lengths and angle measures that determine a unique triangle, more than one triangle, or no triangle.	Identify geometric shapes, including triangles, circles, squares, rectangles, rhombuses, pentagons, and hexagons.	**L:** Identify triangles and squares. **M:** Identify circles and rectangles. **H:** Identify rhombuses, pentagons, and hexagons.

Math Grade 7

ORExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M07GEO2.4	7.GM.B.3	Understand the relationship between area and circumference of circles. Choose and use the appropriate formula to solve problems with radius, diameter, circumference, and area of circles.	Use the formula for area and circumference of a circle to identify answers to area problems involving square inches and square feet.	**L:** Calculate area of square in square inches with areas (1-10). **M:** Calculate area of square in square inches and feet with areas (11-20). **H:** Calculate area of square or circle in square inches and feet with areas (21-40).
M07RPR1.1	7.RP.A.1	Solve problems in authentic contexts involving unit rates associated with ratios of fractions.	Compute unit rates using numbers 0-100 or -1 to -10 with tables, graphs, equations, diagrams, or verbal descriptions.	**L:** Identify unit rates (1-5). **M:** Identify unit rates (6-10). **H:** Identify unit rates (11-30, -1 to -5).
M07RPR1.2C	7.RP.A.2	Recognize and represent proportional relationships between quantities in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. Identify the constant of proportionality (unit rate) within various representations.	Identify an equation when provided with a verbal description.	**L:** Identify equations involving A/S (0-10). **M:** Identify equations involving A/S (0-25) or M/D (0-10). **H:** Identify equations involving A/S (26-50) or M/D (11-40).

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ORExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M07STP1.2	7.DR.B.2	Collect or consider data from a random sample to compare and draw inferences about a population with an unknown characteristic of interest.	Interpret data displays, totals, or means using <, >, and =.	**L:** Compare data, totals, or means (0-10) using <, >, =. **M:** Compare data totals, or means (11-20) using <, >, =. **H:** Compare data, totals, or means (21-50) using <, >, =.
M07STP2.3	7.DR.C.3	Analyze two data distributions visually to compare multiple measures of center and variability	Compare totals, means (averages), and medians for different groups using visual displays.	**L:** Identify greater total or mean (average) for two groups (1-10). **M:** Identify greater or lower mean (average) for two groups (11-30). **H:** Identify greater mean (average) or median for 2-3 groups (31-50).
M07STP2.4	7.DR.D.4	Interpret measures of center and measures of variability for numerical data from random samples to compare between two populations, and to answer investigative questions.	Identify median and mean of a given dataset when provided with a definition.	**L:** Identify median/mean of 2-3 numbers in 1-10 range. **M:** Identify median/mean of 4-5 numbers in 11-30 range. **H:** Identify median/mean of 6-7 numbers in 31-50 range.
M07STP3.5	7.RP.B.4, 7.RP.B.5	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Represent probabilities as fractions, decimals, and percents.	Identify probabilities of 50%, 25%, and 75%.	**L:** Identify 50% probabilities. **M:** Identify 25% probabilities. **H:** Identify 75% probabilities.

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ORExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M07STP3.7a	7.RP.B.6	Develop a probability model and use it to find probabilities of events. Compare theoretical and experimental probabilities and explain possible sources of discrepancy if any exists.	Identify probability of being selected for 1-10 grouped items out of up to 40.	**L:** Identify probabilities 1 out of 1item to 1 out of 10 items. **M:** Identify probabilities 1-5 out of 11 items to 1-5 out of 20 items. **H:** Identify probabilities 6-10 out of 21 items to 6-10 out of 40 items.
M07STP3.7b	7.RP.B.6	Develop a probability model and use it to find probabilities of events. Compare theoretical and experimental probabilities and explain possible sources of discrepancy if any exists.	Compare observed frequencies using <, >, and =.	**L:** Compare frequencies (1-6). **M:** Compare frequencies (7-8). **H:** Compare frequencies (9-10).
M07TNS1.1A	7.NS.A.1	Apply and extend previous understandings of addition, subtraction and absolute value to add and subtract rational numbers in authentic contexts. Understand subtraction as adding the additive inverse, $p - q = p + (-q)$.	Use number lines and mathematical reasoning to add and subtract rational numbers, including whole numbers, decimals, percentages, and fractions, in authentic contexts.	**L:** Combine numbers to make zero (1-5 with -1 to -5). **M:** Combine numbers to make zero (6-10 with -6 to -10). **H:** Combine numbers to make zero (11-20 with -11 to -20).

ORExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M07TNS1.2A	7.NS.A.2, 7.NS.A.3	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. Interpret operations of rational numbers solving problems in authentic contexts.	Multiply and divide rational numbers, including whole numbers, fractions, decimals, and percentages, and interpret their meaning in authentic contexts.	**L:** Identify the sign for multiplication problems with positive numbers (0-10). Identify halves (½, 2/4, 3/6, 4/8) and decimals (.5) in data displays and match them. Solve multiplication and division problems involving decimals (.5, .25, .75) and whole numbers (0-10). **M:** Identify the sign for multiplication problems with positive numbers (11-20). Identify quarters (¼, 2/8, 3/12, 4/16) and decimals (.25) in data displays and match them. Solve multiplication and division problems involving fractions (½, ¼, ⅓, ⅛) and whole numbers (11-20). **H:** Identify the sign for multiplication problems with positive numbers (21-40) and negative numbers (-1 to -5). Identify thirds (⅓, 6/18, 9/27) and eighths (⅛, 2/16, 3/24) in data displays and match them with their decimals (.75 and .125). Solve multiplication and division problems involving percentages (25%, 50%, 75%) of whole numbers

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Standards not Essentialized:

Please refer to Oregon's published content standards for the full description and context of these codes.

7.AEE.B.4	7.DR.A.1	7.GM.B.4	7.NS.A.1	7.RP.A.2
		7.GM.B.4		7.RP.A.3
				7.RP.B.7
				7.RP.B.7

Math Grade 8

ORExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M08EXE1.1	8.AEE.A.1	Apply the properties of integer exponents using powers of 10 to generate equivalent numerical expressions.	Identify equivalent expressions using powers 1-3.	**L:** Identify the number that matches a first power expression (1-20). **M:** Identify the number that matches a second power expression. **H:** Identify the number that matches a 3rd power expression.
M08EXE1.3	8.AEE.A.3	Estimate very large or very small quantities using scientific notation with a single digit times an integer power of ten.	Identify a number written as a power of ten that matches a given number provided, when given a model.	**L:** Identify 1-4 x 10 to the first power. **M:** Identify 4-6 x 10 to the second power. **H:** Identify 7-9 x 10 to the second power.
M08EXE1.4	8.AEE.A.4	Perform operations with numbers expressed in scientific notation.	Identify whether power makes a number larger, smaller, or the same.	**L:** Identify powers of 1 as not changing a number's value (1-20). **M:** Identify positive powers as making a number larger (21-50). **H:** Identify negative powers, -1, -2, and -3 as making a number smaller (51-100).
M08EXE2.5	8.AEE.B.5	Graph proportional relationships in authentic contexts. Interpret the unit rate as the slope of the graph, and compare two different proportional relationships represented in different ways.	Interpret linear graphs to determine the slope (0-20, -1 to -5).	**L:** Interpret linear slopes (0-5). **M:** Interpret linear slopes (6-10). **H:** Interpret linear slopes (11-20) and (-1 to -5).

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ORExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M08EXE2.6	8.AEE.B.6	Write the equation for a line in slope intercept form y = mx + b, where m and b are rational numbers, and explain in context why the slope m is the same between any two distinct points.	Identify lines with the same slopes in similar triangles.	**L:** Determine lines with the same slope when triangles are oriented the same way (45-45-90). **M:** Determine lines with the same slope when triangles are rotated 90 degrees (30-60-90). **H:** Determine lines with the same slopes when triangles are rotated 180 degrees (acute or obtuse, non-isosceles triangles).
M08EXE3.7A	8.AEE.C.7, 8.AFN.A.3	Solve linear equations with one variable including equations with rational number coefficients, with the variable on both sides, or whose solutions require using the distributive property and/or combining like terms.	Solve linear equations with one variable (0-20).	**L:** Solve equations with one A/S operation. **M:** Solve equations with 1 M/D operation. **H:** Solve equations with 1 A/S and 1 MD operation.
M08FUN1.1	8.AFN.A.1	Understand in authentic contexts, that the graph of a function is the set of ordered pairs consisting of an input and a corresponding output.	Identify missing numbers in function output tables.	**L:** Identify missing multiples of 2-5. **M:** Identify missing multiples of 6-10. **H:** Identify missing multiples of 11-20.

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ORExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M08FUN1.2	8.AFN.A.2	Compare the properties of two functions represented algebraically, graphically, numerically in tables, or verbally by description.	Identify the output table that matches a line graph.	**L:** Match graph of line with slope (1-3) to output table. **M:** Match graph of line with slope (4-10) to output table. **H:** Match graph of line with slope (11-20, 1/2, 1/4, or -1/2, -1/4, -1 to -5) to output table.
M08FUN2.4	8.AFN.B.4	Construct a function to model a linear relationship in authentic contexts between two quantities.	Identify the graph that matches an output table.	**L:** Match output table to graph of line with slope (1-3). **M:** Match output table to graph of line with slope (4-10) to output table. **H:** Match output table to graph of line with slope (11-20 and/or -1 to -5) to output table.
M08FUN2.5	8.AFN.B.5	Describe qualitatively the functional relationship between two quantities in authentic contexts by analyzing a graph.	Identify slope as positive, negative, zero, or undefined.	**L:** Identify positive slopes 1-3. **M:** Identify negative slopes 4-10. **H:** Identify zero or undefined slopes.

ORExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M08GEO1.2	8.GM.A.2	Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations.	Identify congruent triangles that have been rotated 0-270 degrees.	**L:** Identify congruent equilateral triangles with 0, 30, 45, 60, or 90 degree rotation. **M:** Identify congruent 30-60-90 or 45-45-90 triangles with 120,135,150, or 80 degree rotation. **H:** Identify congruent acute, obtuse, or isosceles triangle with 210, 225, 240, or 270 degree rotation.
M08GEO1.4	8.GM.A.4	Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and/or dilations.	Identify similar triangles.	**L:** Identify similar equilateral triangles. **M:** Identify similar 30-60-90 or 45-45-90 triangles. **H:** Identify similar acute, obtuse, or isosceles triangles.
M08GEO2.6	8.GM.B.6, 8.GM.B.7, 8.GM.B.8	Distinguish between applications of the Pythagorean Theorem and its converse in authentic contexts.	Identify the right angle and hypotenuse of a triangle; identify the hypotenuse given the side lengths and the formula.	**L:** Identify the right angle of a right triangle. **M:** Identify the hypotenuse in a right triangle. **H**: Identify the appropriate hypotenuse length given the side lengths and the formula.

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ORExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M08GEO3.9	8.GM.C.9	Choose and use the appropriate formula for the volume of cones, cylinders, and spheres to solve problems in authentic contexts.	Find the volume of a prism given a formula and example (V= l x w x h) using cubic inches, feet, and yards.	**L:** Solve problems involving volumes 1-20. **M:** Molve problems involving volumes 21-50. **H:** Solve problems involving volumes 51-100.
M08STP1.1	8.DR.B.2, 8.DR.C.3	Analyze patterns of association between two quantitative or categorical variables and reason about distributions to compare groups.	Identify the line of best fit for a scatter plot.	**L:** Identify lines of best fit for scatter plots that are widely different with data that have tight variance (+/- 1 to 3). **M:** Identify lines of best fit for scatter plots that are moderately different and data that have wider variance (+/- 1 to 5). **H:** Identify lines of best fit for scatter plots that differ slightly with data that have the widest variance. (+/- 1 to 10).
M08STP1.3	8.DR.D.4	Interpret scatter plots for bivariate quantitative data to investigate patterns of association between two quantities to answer investigative questions.	Compare rates using slower/less, faster/more, same (mph, beats per second, $ per hour, $ per lb).	**L:** Identify faster rate using 0-20. **M:** Identify slower, faster, or same rate using 21-50. **H:** Identify slower, faster, or same rate using 51-100.

Math Grade 8

ORExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M08STP1.4	8.DR.A.1	Formulate statistical investigative questions to articulate research topics and uncover patterns of association seen in bivariate categorical data.	Interpret trend in line developed from real-world data.	**L:** Identify positive trends in data with slopes 1-5. **M:** Identify positive slopes 6-10. **H:** Identify negative trends -1 to -10, zero, or undefined slopes.
M08TNS1.1	8.NS.A.1	Know that real numbers that are not rational are called irrational.	Perform math operations with rational numbers.	**L:** Perform A/S operations with 1/2 and .5. **M:** Perform A/S and M/D operations with 1/4, 1/3, .25, .75. **H:** Perform A/S and M/D with tenths, 1/10 to 5/10, .10 to .50, and mixed numbers with 1/2 and 1/4.
M08TNS1.2	8.AEE.A.2, 8.NS.A.2	Use rational approximations of irrational numbers to compare size and locate on a number line.	Identify square roots of perfect squares up to 100; locate irrational numbers on a number line.	**L:** Identify square roots of 1, 4, 9, and 16. **M:** Identify square roots of 25, 36, 49, and 64 on a number line. **H:** Locate square roots (81, 100), as well as pi and the square root of 2 on a number line.

Standards not Essentialized:
Please refer to Oregon's published content standards for the full description and context of these codes.
8.AEE.C.8 8.GM.A.1
8.GM.A.3
8.GM.A.5

ORExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M11ALG1.1a	HS.AEE.A.1	Interpret an expression which models a quantity by viewing one or more of its parts as a single entity. Reason about how changes in parts of the expression impact the whole, and vice versa.	Identify parts of an expression, including terms, factors, and coefficients.	**L:** Identify parts of first degree expressions. **M:** Identify parts of second degree expressions. **H:** Identify parts of third degree expressions.
M11ALG2.3	HS.AEE.D.11	Graph and explain why the points in a half plane are solutions to a linear inequality and the solutions to a system of inequalities are the points in the intersection of corresponding half planes. Interpret the meaning of the coordinates of these points in authentic contexts.	Solve linear equations with one variable (0-40).	**L:** Solve equations with 1 A/S operation (0-10). **M:** Solve equations with 1 A/S or M/D operation (0-20). **H:** Solve equations with 2 operations A/S and/or M/D (0-40).
M11FUN1.1a	HS.AFN.A.2	Use function notation and interpret statements that use function notation in terms of the context and the relationship it describes.	Identify the linear relationship between two quantities as positive, negative, or undefined.	**L:** Identify positive relationships when provided a line graph. **M:** Identify negative or undefined relationships when provided a line graph. **H:** Identify the relationship between two quantities given a scenario.

ORExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M11FUN1.2	HS.AFN.D.8	Model situations involving arithmetic patterns. Use a variety of representations such as pictures, graphs, or an explicit formula to describe the pattern.	Identifies common difference or missing term in arithmetic or geometric sequence.	**L:** Identify the positive common difference in an arithmetic sequence (1-10). **M:** Identify missing term in arithmetic sequence with common differences (1 -20). **H:** Identify missing term in geometric sequence with ratios (1/2, 1/4, 1/3, & 10-20).
M11FUN2.5	HS.AFN.B.5, HS.AFN.A.1	Relate the domain of a function to its graph and to its context.	Identify input values (domain) that match a function table, graph, or real-world situation.	**L:** Identify the input (x-value) for a given output in a simple function table. **M:** Identify the set of input values (domain) from a graph of a function. **H:** Identify or use input values (domain) that make sense in a real-world context (e.g., "You can’t buy half a ticket").
M11FUN2.6	HS.AFN.A.3	Calculate and interpret the average rate of change of a function over a specified interval.	Identify slope as positive, negative, zero, or undefined.	**L:** Identify positive slopes 1-5. **M:** Identify negative slopes 1-10. **H**: Identify zero or undefined slopes.

ORExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M11FUN3.7a	HS.AFN.C.7	Graph functions using technology to show key features.	Identify the x- and y-intercepts for line graphs.	**L:** Identify positive x intercept and/or y intercept (1-10). **M:** Identify negative x intercept and/or y intercept (-1 to -10). **H:** Identify negative and positive intercepts of x and/or y axis (-10 to 10, including the origin).
M11FUN3.9	HS.AFN.B.4	Compare properties of two functions using multiple representations. Distinguish functions as members of the same family using common attributes.	Match the algebraic, graphic, numeric, or verbal format of a linear function with its graph.	**L:** Identify a line with negative or positive slope when provided with a model. **M:** Match a numeric description of a line with its graph (numeric = descriptions of slopes, points on line). **H:** Match an algebraic description of a line with its graph.
M11GMG1.1	HS.GM.C.10	Use geometric shapes, their measures, and their properties to describe real world objects, and solve related authentic modeling and design problems.	Identify the geometric shape of a given object (e.g., traffic sign).	**L:** Identify objects that are shaped like squares. **M:** Identify objects that are shaped like circles or rectangles. **H:** Identify objects that are shaped like rhombuses, pentagons, or octagons.

ORExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M11GPE2.4	HS.GM.D.14	Use the coordinate plane to determine parallel and perpendicular relationships, and the distance between points.	Use the coordinate plane to identify points and describe simple geometric relationships such as equal distance or parallel lines.	**L:** Identify two points that are the same distance from a third point on a coordinate grid. **M:** Identify a pair of lines as parallel based on points in the coordinate plane. **H:** Use coordinates to describe or confirm equal distances or parallel relationships in a figure on the coordinate plane.
M11GRT2.5	HS.GM.A.2	Verify experimentally the properties of a dilation given a center and a scale factor. Solve problems in authentic contexts involving similar triangles or dilations.	Identify similar triangles, circles, squares, rectangles, rhombuses, pentagons, hexagons, and octagons.	**L:** Identify similar triangles, circles, and squares. **M:** Identify similar rectangles, and rhombuses. **H:** Identify similar pentagons, hexagons, and octagons.
M11NAQ1.1	HS.NQ.B.2	Use reasoning to choose and interpret measurement units consistently in formulas, graphs, and data displays, as a way to understand problems and to guide the solution of multi-step problems.	Interpret the scale in graphs and data displays. Identify units that are appropriate to scale.	**L:** Identify the units used for y-axis (range of 0-20). **M:** Compare units in terms of magnitude (0-40). **H:** Identify units that are relevant to scale of problem.

ORExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M11STP1.1	HS.DR.C.8	Identify appropriate ways to summarize and then represent the distribution of univariate and bivariate data multiple ways with graphs and/or tables. Use technology to present data that supports interpretation of tabular and graphical representations.	Identify quantities of a given value for a line plot, histogram, or dot plot.	**L:** Identify quantities of values in the 1-5 range with 3 value entries. **M:** Identify quantities of values in the 0-10 range with 4-5 value entries. **H:** Identify quantities of values in the 0-20 range with 6-8 value entries.
M11STP1.2	HS.DR.C.9	Use statistics appropriate to the shape of the data distribution to compare the center and spread of two or more different data sets.	Identify the mean, median, and range of a given dataset when provided with a model, algorithm, or definition.	**L:** Identify mean of 2-3 numbers in 1-20 range when provided a model or algorithm. **M:** Identify mean or median of 4-5 numbers in 21-50 range when provided a model or algorithm. **H:** Identify the range of 6-10 numbers in 51-100 range when provided a model, algorithm, or definition.

ORExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M11STP1.5	HS.DR.B.7	Apply an appropriate data collection plan when collecting primary data or selecting secondary data for the statistical investigative question of interest.	Identify values in a two-way frequency table, given a model.	**L:** Identify the totals in a two-way frequency table (1-20). **M:** Identify the marginal frequencies in a two-way frequency table (21-50). **H:** Compare frequencies in a two-way frequency table using the terms more, fewer, same.
M11STP1.6a	HS.DR.C.8, HS.DR.D.11	Identify appropriate ways to summarize and then represent the distribution of univariate and bivariate data multiple ways with graphs and/or tables. Use technology to present data that supports interpretation of tabular and graphical representations.	Identify the type of linear relationship between variables given linear graphs in quadrant one.	**L:** Identify positive linear relationships. **M:** Identify negative linear relationships. **H:** Identify positive and negative slopes.

Standards not Essentialized:
Please refer to Oregon's published content standards for the full description and context of these codes.

HS.AFN.D.10	HS.DR.C.8	HS.GM.A.2	HS.NQ.B.3
	HS.DR.D.12	HS.GM.A.3	
	HS.DR.E.15	HS.GM.B.5	
		HS.GM.C.8	

Oregon Essentialized Assessment Framework (EAF)

Science Grades 5, 8 and High School

About This Document

This document presents Oregon's updated Essentialized Assessment Framework (EAF), for Oregon's Alternate Assessment, based on the Alternate Academic Achievement Standards (AA-AAAS) for Science, organized by grade level and aligned with the most current state academic content standards. The AA-AAAS are essentialized versions of Oregon's general education standards, systematically reduced in depth, breadth, and complexity to ensure meaningful access for students with the most significant cognitive disabilities, as required by Every Student Succeeds Act (ESSA, 2015).

Each page is structured to serve as a clear, practical tool for classroom planning and instructional decision-making and includes the following:

- Source Standard: The original or updated Oregon grade-level academic content standard that provides the academic foundation for each AA-AAAS.
- Alternate Academic Achievement Standard (AA-AAAS): A carefully essentialized version of the source standard, developed using Oregon's validated SCORE process (Select, COde, Reduce, Essentialize) to maintain the core intent while removing barriers to access.
- Low, Medium, and High (L, M, H) Parameters: Defined ranges of complexity that guide how each AA-AAAS can be taught and assessed at levels appropriate to individual student abilities and needs.

Approach to Non-Essentialized Standards

In linkage with established practice for alternate academic achievement standards, not all general education source standards are essentialized for inclusion in this document. The essentialization process focuses on selecting and adapting standards that can be clearly linked to observable skills and measured reliably within the structure of Oregon's Extended Assessment. A list of source standard codes that were reviewed but not essentialized is included on the last page of each grade level. Educators may refer to Oregon's published content standards for the full description and context of these codes.

How to Use This Document

This resource is designed to be an instructional planning companion for teachers, specialists, and support staff delivering meaningful academic instruction aligned with the Oregon Extended Assessment (ORExt). Unlike previous versions distributed in Excel format, this PDF is streamlined and organized for ease of use, based on direct feedback from Oregon educators.

Teachers are encouraged to use the Source Standards for context, the AA-AAAS for instructional targets, and the L/M/H parameters to scaffold lessons and adjust complexity, ensuring each student has an appropriately challenging and accessible pathway toward grade-level expectations.

Contact

For additional support in implementing the AA-AAAS or for questions about alignment and instruction, please contact the Oregon Department of Education or visit ODE's Alternate Assessment webpage.

ORExt Standard Code: S05ESS1.1 Equivalent ODE Standard: 5-ESS1-1	
Oregon Science Standard 2022: Support an argument that the apparent brightness of the Sun and stars is due to their relative distances from Earth. **Oregon Science Standard Clarifications/Assessment Boundary 2022:** [Clarification Statement: Emphasis is to obtain information and construct an explanation on how the scale of the distance to objects giving off light affects the brightness of objects (e.g. nearby streetlights appear bigger and brighter than distant streetlights).] [Assessment Boundary: Assessment is limited to relative distances, not sizes, of stars. Assessment does not include other factors that affect apparent brightness (such as stellar masses, age, and stage).]	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Recognize that the Sun is brighter than other objects on Earth and in space. **Low (L), Medium (M), High (H) Parameters:** **L:** Questions ask about the Sun being brighter than other common objects that do not shine on their own (e.g., toy, ball, rock). **M:** Questions ask about the Sun being brighter than other objects in sky or space that are not as bright (e.g., clouds, airplanes, rockets, birds, Moon, other stars, planets). **H:** Questions ask about the Sun being brighter than other stars in space because it is closer to the Earth.

ORExt Standard Code: S05ESS1.2 Equivalent ODE Standard: 5-ESS1-2	
Oregon Science Standard 2022: Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. **Oregon Science Standard Clarifications/Assessment Boundary 2022:** [Clarification Statement: Examples of patterns could include the position and motion of Earth with respect to the Sun and selected stars that are visible only in particular months.] [Assessment Boundary: Assessment does not include causes of seasons.]	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Use picture models to understand the difference between day and night and the appearance and direction of shadows. **Low (L), Medium (M), High (H) Parameters:** **L:** Questions use simple pictures and diagrams to ask about the difference between day and night (e.g., the Sun/daylight is associated with daytime and the Moon/stars/darkness are associated with nighttime), including that shadows typically happen during the daytime. **M:** Questions use simple pictures and diagrams to ask about shadows that occur during the daytime (e.g., occurrence/direction/size of shadows based on position of Sun). **H:** Questions use simple pictures and diagrams to ask about the Sun and the direction of shadows, including the relative amount of sunlight in different circumstances and the portion of the Earth that is daytime/nighttime (e.g., Sun lighting one side of the Earth and not the other).

Science Grade 5

ORExt Standard Code: S05ESS2.1 Equivalent ODE Standard: 5-ESS2-1	
Oregon Science Standard 2022: Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. **Oregon Science Standard Clarifications/Assessment Boundary 2022:** [Clarification Statement: Examples could include the influence of the ocean on ecosystems, landform shape, and climate; the influence of the atmosphere on landforms and ecosystems through weather and climate; and the influence of mountain ranges on winds and clouds in the atmosphere. The geosphere, hydrosphere, atmosphere, and biosphere are each a system.] [Assessment Boundary: Assessment is limited to the interactions of two systems at a time.]	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Identify different parts of the Earth's systems, what they are comprised of, and associated processes. **Low (L), Medium (M), High (H) Parameters:** **L:** Correctly identify common living organisms of Earth's biosphere, including plants and animals, though not specific names of animals or plants. **M:** Correctly identify common non-living features of the Earth from various systems, restricted to: ponds, lakes, rivers, streams, and oceans (i.e., from the hydrosphere); rocks, minerals, mountains, volcanoes, and canyons (i.e., from the geosphere); and air, clouds, and fog (i.e., from the atmosphere). **H:** Correctly identify simple interactions among the systems (e.g., clouds (from the atmosphere) providing water (through rain) to oceans and lakes (from the hydrosphere) and to humans/animals/plants (from the biosphere); lakes/rivers (hydrosphere) providing water to humans/animals/plants (biosphere); weather (atmosphere) and water (hydrosphere) eroding mountains/rocks (through wind/rain and streams/rivers, respectively)).

Science Grade 5

ORExt Standard Code: S05ESS2.2 Equivalent ODE Standard: 5-ESS2-2	
Oregon Science Standard 2022: Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. **Oregon Science Standard Clarifications/Assessment Boundary 2022:** [Clarification Statement: Emphasis is on models to organize data about the quantity of saltwater and freshwater in various reservoirs and graph data to compare the proportions of saltwater and freshwater on Earth.] [Assessment Boundary: Assessment is limited to oceans, lakes, rivers, glaciers, ground water, and polar ice caps, and does not include the atmosphere.]	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Identify features made of water, and compare the amount of water in different reservoirs on Earth. **Low (L), Medium (M), High (H) Parameters:** **L:** Restricted to questions about which Earth features are made of water (i.e., oceans, lakes, rivers, streams) as compared to common objects that are not (e.g., rock, toy, ball). **M:** Restricted to questions about which Earth features are made of water (i.e., oceans, lakes, rivers, streams) as compared to other natural features that are not (e.g., mountains, volcanoes, forests). **H:** Restricted to comparing the relative amounts of water in various features of the hydrosphere (i.e., oceans, lakes, rivers, streams, ponds) using diagrams/graphs that reflect the relative percentages (e.g., ocean vs. lakes vs. rivers, Pacific Ocean vs. other oceans).

Science Grade 5

ORExt Standard Code: S05ESS3.1 Equivalent ODE Standard: 5-ESS3-1	
Oregon Science Standard 2022: Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment. **Oregon Science Standard Clarifications/Assessment Boundary 2022:** [Clarification Statement: Emphasis is on gathering data to construct an explanation on how and why the selected activity protects the Earth's resources and environment for the identified region or community (e.g. agriculture practices, solar or wave energy).] [Assessment Boundary: Assessment is limited to describing how communities use science ideas to protect Earth's resources and environment and does not focus on cause and effect of human impacts on the environment.]	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Identify ways in which people and communities protect or harm the Earth's environment. **Low (L), Medium (M), High (H) Parameters:** **L:** Identify activities that pollute or harm the planet (e.g., car with exhaust, trash on ground) as compared to common activities that obviously do not (e.g., walking, riding bike, playing outside). **M:** Identify which of several simple and common choices is a way to protect or help the Earth (e.g., putting trash in can, recycling, riding bike for transportation) as compared to common and unrelated activities (e.g., playing with a toy, reading a book). **H:** Identify which of several simple and common choices is a way to protect or help the Earth (e.g., putting trash in can, recycling, riding bike for transportation) as compared to activities that pollute or harm the Earth (e.g., pollution from a factory, littering in streams or ocean, oil spilling from a ship).

Science Grade 5

ORExt Standard Code: S05ETS1.1 Equivalent ODE Standard: 3-5-ETS1-1	
Oregon Science Standard 2022: Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. **Oregon Science Standard Clarifications/Assessment Boundary 2022:** [Clarification Statement: A design problem must be identified before solutions are developed. Solutions or designs identify the criteria for success and identify limitations and constraints.] [Assessment Boundary: Assessment does not include limitations or criteria based on specific process or system boundaries (e.g. limitations of scientific principles or long-term societal and environmental impacts).]	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Identify different problems to solve, including those related to science/engineering design. **Low (L), Medium (M), High (H) Parameters:** **L:** Questions are of a type "Which shows a (design) problem to solve?", and are restricted to pictures and descriptions of a simple problem compared to simple objects (e.g., flat bike tire compared to a book, bird). **M:** Questions are of a type "Which shows a (design) problem to solve?", and are restricted to a picture and description of a simple problem compared to other activities or situations that are obviously not (e.g., flat tire/missing bike tire/broken toy compared to reading a book, eating food, driving a car). **H:** Questions are of the type "Which shows a (design) problem to solve?", and are restricted to more complex problems (e.g., displaying cars/airplanes) with answers showing a possible (design) problem compared to those that are not (e.g., running out of fuel, missing a wheel/wing vs. car driving/plane flying).

ORExt Standard Code: S05ETS1.2 Equivalent ODE Standard: 3-5-ETS1-2	
Oregon Science Standard 2022: Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. **Oregon Science Standard Clarifications/Assessment Boundary 2022:** [Clarification Statement: Emphasis is on researching a problem prior to designing a solution, plan for testing to evaluate how well it will perform under a range of likely conditions using scientific knowledge and communicating the design process.] [Assessment Boundary: Assessment is limited to the design process and modeling.]	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Identify possible solutions to different problems, including those related to science/engineering design. **Low (L), Medium (M), High (H) Parameters:** **L:** Questions involve simple solutions around daily activities or needs (e.g., eating food - use a spoon/fork; being cold outside - wearing a coat). **M:** Questions involve simple solutions and are restricted to common problems and solutions and/or the tools that solve them (i.e., flat bike/car tire - use a bike pump; plants dying – use a sprinkler or hose/give plant food; nail or screw sticking out - use a hammer or screwdriver) compared to obvious non-solutions or unrelated actions (e.g., play outside, go to the park). **H:** Questions involve simple solutions and are restricted to common problems and actions and/or the tools that solve them (i.e., flat bike/car tire - use a pump; plants in a garden dying – use sprinkler or hose/give plant food; nail or a screw sticking out - use a hammer or screwdriver) compared to solutions to other similar and related problems.

Science Grade 5

ORExt Standard Code: S05LFS1.1 Equivalent ODE Standard: 5-LS1-1	
Oregon Science Standard 2022: Support an argument that plants get the materials they need for growth chiefly from air and water. **Oregon Science Standard Clarifications/Assessment Boundary 2022:** [Clarification Statement: Emphasis is on the idea that plant matter comes mostly from air and water, not from the soil.] [Assessment Boundary: Assessment does not include photosynthesis or the photosynthesis reaction equation.]	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Recognize that plants need light, air, and water to grow. **Low (L), Medium (M), High (H) Parameters:** **L:** Questions use simple diagrams that ask what a plant/tree/flower needs to grow – the correct answer being light, water and/or air compared to things that would obviously not help growth. **M:** Questions use simple diagrams to examine if a single plant/tree/flower will grow better/worse/the same if given varying amounts of light, water and/or air. **H:** Questions use simple diagrams to compare the (potential or actual) growth of 2-3 plants/trees/flowers when one is given an appropriate light, water and/or air, and the others are not.

Science Grade 5

ORExt Standard Code: S05LFS2.1 Equivalent ODE Standard: 5-LS2-1	
Oregon Science Standard 2022: Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. **Oregon Science Standard Clarifications/Assessment Boundary 2022:** [Clarification Statement: Emphasis is on the idea that matter that is not food (air, water, decomposed materials in soil) is changed by plants into matter that is food. Examples of systems could include organisms, ecosystems, and the Earth.] [Assessment Boundary: Assessment does not include molecular explanations.]	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Recognize that living organisms need different things to grow and survive. **Low (L), Medium (M), High (H) Parameters:** **L:** Identify which is an animal, plant, or decomposer using common terminology and pictures of common organisms. **M:** Identify that animals must eat food (i.e., plants, other animals) and drink water to survive, and that plants need materials in soil, air and water to survive compared to common objects/features they don't need - emphasis is on the matter these organisms need for survival. **H:** Expand to include where in the environment such matter needed for survival comes from.

Science Grade 5

<table>
<tr><td colspan="2">ORExt Standard Code: S05PHS1.1
Equivalent ODE Standard: 5-PS1-1</td></tr>
<tr><td>Oregon Science Standard 2022:
Develop a model to describe that matter is made of particles too small to be seen.

Oregon Science Standard Clarifications/Assessment Boundary 2022:
[Clarification Statement: Examples of evidence could include adding air to expand a basketball, compressing air in a syringe, dissolving sugar in water, and evaporating salt water.]
[Assessment Boundary: Assessment does not include the atomic-scale mechanism of evaporation and condensation or defining the unseen particles.]</td><td>Oregon Alternate Academic Achievement Standard (Essentialized Standard):
Recognize that objects, animals, and plants are made of smaller parts and identify various seen and unseen parts.

Low (L), Medium (M), High (H) Parameters:
L: Identify the parts of large common and inanimate objects with easily recognizable smaller parts (e.g., cars/trucks - wheels; buildings/houses - doors and windows; building blocks - smaller blocks).
M: Identify the parts of a wider variety of inanimate objects (e.g., computer screen - keyboard) and common living organisms (e.g., dogs/cats/birds – arms/legs/eyes/wings; plants/trees – leaves/flowers/trunk).
H: Identify more complex parts of other common objects and living organisms including those that are too small to be seen (e.g., water/objects/animals/plants are made of atoms/molecules).</td></tr>
</table>

Science Grade 5

ORExt Standard Code: S05PHS1.2 Equivalent ODE Standard: 5-PS1-2	
Oregon Science Standard 2022: Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved. **Oregon Science Standard Clarifications/Assessment Boundary 2022:** Clarification Statement: Examples of reactions or changes could include phase changes, dissolving, and mixing that form new substances.] [Assessment Boundary: Assessment does not include distinguishing mass and weight.]	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Measure and/or compare the weight of different types of matter. **Low (L), Medium (M), High (H) Parameters:** **L:** Measure the weight/mass of common objects in various phases of matter using pictures of such objects (e.g., an object on a scale that weighs 3 pounds). **M:** Compare the weight/mass of common objects in various stages of matter using pictures of such objects (e.g., a balloon weighs less than a rock or glass of water) or choose the correct tool to measure the weight/mass of objects. **H:** Compare the weight/mass of common objects in various phases of matter using graphs and data.

Science Grade 5

ORExt Standard Code: S05PHS1.3 Equivalent ODE Standard: 5-PS1-3	
Oregon Science Standard 2022: Make observations and measurements to identify materials based on their properties. **Oregon Science Standard Clarifications/Assessment Boundary 2022:** [Clarification Statement: Examples of materials to be identified could include baking soda and other powders, metals, minerals, and liquids. Examples of properties could include color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, and solubility; density is not intended as an identifiable property.] [Assessment Boundary: Assessment does not include density or distinguishing mass and weight.]	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Identify and measure the physical properties of matter. **Low (L), Medium (M), High (H) Parameters:** **L:** Properties include size and shape of common objects. **M:** Properties include size, shape and extend to include hardness/softness and mass of objects. **H:** Properties include size, shape, hardness/softness, mass, and volume, including the use of graphs and picture representations of matter in different phases (i.e., solid, liquid, vapor/gas).

ORExt Standard Code: S05PHS1.4 Equivalent ODE Standard: 5-PS1-4	
Oregon Science Standard 2022: Conduct an investigation to determine whether the mixing of two or more substances results in new substances. **Oregon Science Standard Clarifications/Assessment Boundary 2022:** [Clarification Statement: Emphasis is to investigate the effect of combining various substances to determine if a new substance is formed. Quantitative or qualitative data will be collected (e.g. weight or mass, temperature, state of matter, color, texture, odor).] [Assessment Boundary: Assessment does not include having students distinguish between mass and weight. This specific distinction occurs in middle grades.]	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Recognize when substances are mixed together. **Low (L), Medium (M), High (H) Parameters:** **L:** Recognize two solids mixed together that do not form a new substance (e.g., rocks and soil, objects in sand). **M:** Recognize one solid and one liquid mixed together that do not form a new substance (e.g., sand and water). **H:** Picture of one solid and one liquid, two liquids or two gasses that when mixed form a new substance (e.g., salt water, fruit punch, paint, air).

Science Grade 5

ORExt Standard Code: S05PHS2.1 Equivalent ODE Standard: 5-PS2-1	
Oregon Science Standard 2022: Support an argument that the gravitational force exerted by Earth on objects is directed down. **Oregon Science Standard Clarifications/Assessment Boundary 2022:** [Clarification Statement: "Down" is a local description of the direction that points toward the center of the spherical Earth.] [Assessment Boundary: Assessment does not include mathematical representation of gravitational force.]	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Recognize that gravity makes objects fall downward. **Low (L), Medium (M), High (H) Parameters:** **L:** Restrict questions/pictures/diagrams to asking about the direction common objects will fall when dropped (i.e., a ball moves downward when dropped). **M:** Incorporate the concept of gravity into questions (i.e., similar questions as L-level, but specifically using the word "gravity"). **H:** Incorporate more abstract diagrams (i.e., of larger land areas/the Earth/Moon in space) with and without objects in diagrams that ask about the influence of gravity.

Science Grade 5

OExt Standard Code: S05PHS3.1 Equivalent ODE Standard: 5-PS3-1	
Oregon Science Standard 2022: Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the Sun. **Oregon Science Standard Clarifications/Assessment Boundary 2022:** [Clarification Statement: Examples of models could include diagrams, and flow charts.] [Assessment Boundary: Assessment does not include photosynthesis or the photosynthesis reaction equation. Students should know that plants carry out photosynthesis for energy, but they do not need to know the specifics of the process or equation. Similarly, this assessment does not include the process or mechanisms for metabolism. Students should understand the relationship between animals and the food they eat to obtain energy for bodily functions, growth, and repair.]	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Recognize that the Sun provides the Earth and living organisms with energy. **Low (L), Medium (M), High (H) Parameters:** **L:** Identify that the Sun (compared to other space and/or non-space objects) gives the vast majority of light and heat energy to the Earth. **M:** Identify that the Sun gives light and heat energy to organisms (e.g., plants and animals) on Earth for survival. **H:** Recognize that the Sun gives light and heat energy to plants and animals on Earth, which in turn provide humans with energy (i.e., for survival, body repair, growth and motion).

Standards not Essentialized:
Please refer to Oregon's published content standards for the full description and context of these codes.

3-5-ETS1-3

ORExt Standard Code: S08ESS1.2 Equivalent ODE Standard: MS-ESS1-2 and MS-PS2-4	
Oregon Science Standard 2022: MS-ESS1-2: Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system. MS-PS2-4: Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects. **Oregon Science Standard Clarifications/Assessment Boundary 2022:** MS-ESS1-2: [Clarification Statement: Emphasis for the model is on gravity as the force that holds together the solar system and Milky Way galaxy and controls orbital motions within them. Examples of models can be physical (such as the analogy of distance along a football field or computer visualizations of elliptical orbits) or conceptual (such as mathematical proportions relative to the size of familiar objects such as students' school or state).] [Assessment Boundary: Assessment does not include Kepler's Laws of orbital motion or the apparent retrograde motion of the planets as viewed from Earth.] MS-PS2-4: [Clarification Statement: Examples of evidence for arguments could include data generated from simulations or digital tools; and charts displaying mass, strength of interaction, distance from the Sun, and orbital periods of objects within the solar system.] [Assessment Boundary: Assessment does not include Newton's Law of Gravitation or Kepler's Laws.]	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Recognize that gravity influences the way objects move on Earth and in space (progression from S05PHS2.1). **Low (L), Medium (M), High (H) Parameters:** **L:** Use questions and diagrams to ask about the direction that common objects will fall when dropped (i.e., a ball moves downward when dropped) based on the role of gravity, including the use of the term. **M:** Extend L-level to include role of gravity involving Earth-Moon relations and Earth-Sun relations. **H:** Extend M-level to include role of gravity involving other objects in the solar system (e.g., other planets and the Sun, moons of other planets, comets).

Science Grade 8

OExt Standard Code: S08ESS1.3 Equivalent ODE Standard: MS-ESS1-3	
Oregon Science Standard 2022: Analyze and interpret data to determine scale properties of objects in the solar system. **Oregon Science Standard Clarifications/Assessment Boundary 2022:** [Clarification Statement: Emphasis is on the analysis of data from Earth-based instruments, space-based telescopes, and spacecraft to determine similarities and differences among solar system objects. Examples of scale properties include the sizes of an object's layers (such as crust and atmosphere), surface features (such as volcanoes), and orbital radius. Examples of data include statistical information, drawings and photographs, and models.] [Assessment Boundary: Assessment does not include recalling facts about properties of the planets and other solar system bodies.]	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Identify and compare objects in the solar system and their features. **Low (L), Medium (M), High (H) Parameters:** **L:** Identify the Sun and the Earth as compared to other unrelated objects here on Earth. **M:** Identify the Sun, Earth, and Moon as compared to other related space objects in the solar system. **H:** Extend M-level to involve the comparison of various objects (e.g., their size or shape) in the solar system (i.e., Sun, Moon, Earth, other planets, comets, asteroids) using diagrams, graphs, and models.

Science Grade 8

ORExt Standard Code: S08ESS2.2 Equivalent ODE Standard: MS-ESS2-2	
Oregon Science Standard 2022: Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales. **Oregon Science Standard Clarifications/Assessment Boundary 2022:** [Clarification Statement: Emphasis is on how processes change Earth's surface at time and spatial scales that can be large (such as slow plate motions or the uplift of large mountain ranges) or small (such as rapid landslides or microscopic geochemical reactions), and how many geoscience processes (such as earthquakes, volcanoes, and meteor impacts) usually behave gradually but are punctuated by catastrophic events. Examples of geoscience processes include surface weathering and deposition by the movements of water, ice, and wind. Emphasis is on geoscience processes that shape local geographic features, where appropriate.]	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Identify different geoscience processes that shape the Earth (progression from S05ESS2.1). **Low (L), Medium (M), High (H) Parameters:** **L:** Identify the process that leads to erosion when provided a model (e.g., water, ice, or wind). **M:** Identify conditions that lead to specific types of surface weathering (i.e., with water, ice, or wind as mechanism). **H:** Identify geoscience processes that shape local geographic features (e.g., earthquakes, volcanoes, river erosion, meteorites/craters).

Science Grade 8

ORExt Standard Code: S08ESS2.4 Equivalent ODE Standard: MS-ESS2-4	
Oregon Science Standard 2022: Develop a model to describe the cycling of water through Earth's systems driven by energy from the Sun and the force of gravity. **Oregon Science Standard Clarifications/Assessment Boundary 2022:** Clarification Statement: Emphasis is on the ways water changes its state as it moves through the multiple pathways of the hydrologic cycle. Examples of models can be conceptual or physical.] [Assessment Boundary: A quantitative understanding of the latent heats of vaporization and fusion is not assessed.]	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Identify water in its various forms, and how water changes, including through the water cycle. **Low (L), Medium (M), High (H) Parameters:** **L:** Identify the three forms of water as compared to other unrelated objects. **M:** Identify a specific form of water as compared to other forms of water. **H:** Connect the forms of water to various (simple) points in the water cycle using diagrams and picture representations.

ORExt Standard Code: S08ESS2.5 Equivalent ODE Standard: MS-ESS2-5	
Oregon Science Standard 2022: Collect data to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions. **Oregon Science Standard Clarifications/Assessment Boundary 2022:** [Clarification Statement: Emphasis is on how air masses flow from regions of high pressure to low pressure, causing weather (defined by temperature, pressure, humidity, precipitation, and wind) at a fixed location to change over time, and how sudden changes in weather can result when different air masses collide. Emphasis is on how weather can be predicted within probabilistic ranges. Examples of data can be provided to students (such as weather maps, diagrams, and visualizations) or obtained through laboratory experiments (such as with condensation).] [Assessment Boundary: Assessment does not include recalling the names of cloud types or weather symbols used on weather maps or the reported diagrams from weather stations.]	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Identify different types of weather conditions and their characteristics. **Low (L), Medium (M), High (H) Parameters:** **L:** Identify different simple weather conditions (i.e., rain, cloudy, sunny, foggy, stormy, etc.) as compared to objects or conditions that are unrelated. **M:** Identify different simple weather conditions (i.e., rain, cloudy, sunny, foggy, etc.) as compared to objects or conditions that are related (i.e., other weather conditions). **H:** Connect physical conditions to weather (e.g., wet to rain, dry or hot to sunny).

Science Grade 8

ORExt Standard Code: S08ESS3.3 Equivalent ODE Standard: MS-ESS3-3	
Oregon Science Standard 2022: Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.* **Oregon Science Standard Clarifications/Assessment Boundary 2022:** [Clarification Statement: Examples of the design process include examining human environmental impacts, assessing the kinds of solutions that are feasible, and designing and evaluating solutions that could reduce that impact. Examples of human impacts can include water usage (such as the withdrawal of water from streams and aquifers or the construction of dams and levees), land usage (such as urban development, agriculture, or the removal of wetlands), and pollution (such as of the air, water, or land).]	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Identify ways in which people and communities protect the Earth's environment (progression from S05ESS3.1). **Low (L), Medium (M), High (H) Parameters:** **L:** Identify which among several simple and common choices is a way to protect or help the Earth/environment (e.g., putting trash in can, recycling, riding bike for transportation, using less water) as compared to common and unrelated activities (e.g., playing with a toy, reading a book). **M:** Identify which of several simple and common choices is a way to protect or help the Earth/environment (e.g., putting trash in can, recycling, riding bike) as compared to activities that pollute or harm the Earth (e.g., pollution from a factory, littering in streams/ocean, oil spilling from a ship). **H:** Identify and compare simple methods for monitoring or reducing human impact on the Earth/environment (e.g., a graph comparing the amount of trash three cities produce, the amount of water three cities consume, the amount of materials recycled by three schools).

* This performance expectation integrates traditional science content with engineering through a practice or disciplinary core idea.

Science Grade 8

ORExt Standard Code: S08ESS3.4 Equivalent ODE Standard: MS-ESS3-4	
Oregon Science Standard 2022: Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems. **Oregon Science Standard Clarifications/Assessment Boundary 2022:** [Clarification Statement: Examples of evidence include grade-appropriate databases on human populations and the rates of consumption of food and natural resources (such as freshwater, mineral, and energy). Examples of impacts can include changes to the appearance, composition, and structure of Earth's systems as well as the rates at which they change. The consequences of increases in human populations and consumption of natural resources are described by science, but science does not make the decisions for the actions society takes.]	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Identify ways in which people and communities use and impact the Earth's resources (progression from S05ESS3.1). **Low (L), Medium (M), High (H) Parameters:** **L:** Identify natural resources as compared to other unrelated items or objects. **M:** Identify natural resources based on their use (e.g., Which is burned for fire?; Which do we use for energy?). **H:** Extend M-level to human use of natural resources and its effects using simple graphs and diagrams (e.g., Which city consumes/produces the most food resources/water/energy?).

ORExt Standard Code: S08ETS1.1 Equivalent ODE Standard: MS-ETS1-1	
Oregon Science Standard 2022: Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Identify and compare different problems, including design-related problems, that impact people and the environment (progression from S05ETS1.1). **Low (L), Medium (M), High (H) Parameters:** **L:** Questions are of the type "Which shows a (design) problem to solve?", and are restricted to a picture and description of a simple problem compared to other activities or situations that are obviously not (e.g., flat tire/missing bike tire/broken toy compared to reading a book, eating food, driving a car). **M:** Questions are of the type "Which shows a (design) problem to solve?", and are restricted to more complex problems (e.g., displaying cars/airplanes) with answers showing a possible (design) problem compared to those that are not (e.g., running out of fuel, missing a wheel/wing vs. car driving/plane flying). **H:** Extend the complexity of M-level, including the use of graphs (e.g., weakest material among distractors) and diagrams, and questions about likelihood based on simple data (e.g., Which material is likely to break first?).

ORExt Standard Code: S08ETS1.2 Equivalent ODE Standard: MS-ETS1-2	
Oregon Science Standard 2022: Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Identify and compare possible solutions to different problems, including design-related problems, that impact people and the environment (progression from S05ETS1.2). **Low (L), Medium (M), High (H) Parameters:** **L:** Questions involve simple solutions and are restricted to common problems and solutions and/or the tools that solve them (i.e., flat bike/car tire - use a bike pump: plants dying – use a sprinkler or hose/give plant food: nail or screw sticking out - use a hammer or screwdriver) compared to obvious non-solutions/unrelated actions (e.g., play outside, go to the park). **M:** Questions involve simple solutions and are restricted to common problems and actions and/or the tools that solve them (i.e., flat bike/car tire - use a pump: plants in garden dying – use sprinkler or hose/give plant food: nail or a screw sticking out - use a hammer or screwdriver) compared to solutions to other similar problems. **H:** Extend the complexity of M-level, including the use of graphs (e.g., strongest metal, hardest material, best material for making something) and diagrams (e.g., simple flow charts).

ORExt Standard Code: S08LFS1.3 Equivalent ODE Standard: MS-LS1-3	
Oregon Science Standard 2022: Construct an explanation supported by evidence for how the body is composed of interacting systems consisting of cells, tissues, and organs working together to maintain homeostasis. **Oregon Science Standard Clarifications/Assessment Boundary 2022:** [Clarification Statement: Emphasis should be on the function and interactions of the major body systems (e.g. circulatory, respiratory, nervous, musculoskeletal).] [Assessment Boundary: Assessment is focused on the interactions between systems not on the functions of individual systems.]	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Identify different parts or systems of the human body, including that they are composed of different materials and have different functions. **Low (L), Medium (M), High (H) Parameters:** **L:** Identify simple external parts of the body. **M:** Identify simple internal parts or systems of the body using simple terminology and diagrams. **H:** Connect human body parts to their materials and function (e.g., skeletal system/bones providing structure, muscles providing strength for movement).

Science Grade 8

ORExt Standard Code: S08LFS1.4 Equivalent ODE Standard: MS-LS1-4	
Oregon Science Standard 2022: Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively. **Oregon Science Standard Clarifications/Assessment Boundary 2022:** [Clarification Statement: Emphasis is on both animals and plants (behaviors and structures). Examples of behaviors that affect the probability of animal reproduction could include nest building to protect young from cold, herding of animals to protect young from predators, and vocalization of animals and colorful plumage to attract mates for breeding. Examples of animal behaviors that affect the probability of plant reproduction could include transferring pollen or seeds and creating conditions for seed germination and growth. Examples of plant structures could include bright flowers attracting butterflies that transfer pollen, flower nectar and odors that attract insects that transfer pollen, and hard shells on nuts that squirrels bury.]	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Identify different ways in which animals and plants better survive (i.e., behaviors/structures in animals and structures in plants connected to successful functions) (progression from S05LFS1.1, S05LFS1.2). **Low (L), Medium (M), High (H) Parameters:** **L:** Identify or distinguish animals and plants from other objects (e.g., Which is an animal?). **M:** Identify different animal and plant behaviors and structures (e.g., Which part is the flower? Which part shows the ears?; Which shows a bear hibernating?). **H:** Connect animal and plant behaviors/structures to their function (e.g., Which body parts help the cheetah run fast?; Which tree gets the most sunlight?; Which body parts help the owl see prey at night?).

ORExt Standard Code: S08LFS1.6 Equivalent ODE Standard: MS-LS1-6	
Oregon Science Standard 2022: Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms. **Oregon Science Standard Clarifications/Assessment Boundary 2022:** [Clarification Statement: Emphasis is on tracing movement of matter and flow of energy.] [Assessment Boundary: Assessment does not include the biochemical mechanisms of photosynthesis.]	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Recognize that plants need light, air, and water to grow through a process called photosynthesis (progression from S05LFS1.1). **Low (L), Medium (M), High (H) Parameters:** **L:** Questions use simple pictures and diagrams to ask what a plant/tree/flower needs to grow (i.e., the correct answer being light, water, or air compared to materials that would not help it grow such as complete darkness, soda, salt). **M:** Questions use simple pictures and diagrams to compare the (potential) growth of a plant/tree/flower (if one is given light, water, and/or air, and the other is not), while including the term/role/description of photosynthesis in questions about what would help the plant grow (comparisons between two different plants may be used). **H:** Extend M-level by incorporating into diagrams images of the Sun, arrows that indicate flow of energy, intake of carbon dioxide, release of oxygen, with questions pertaining to growth under different environmental conditions during photosynthesis.

ORExt Standard Code: S08LFS1.7 Equivalent ODE Standard: MS-LS1-7	
Oregon Science Standard 2022: Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism. **Oregon Science Standard Clarifications/Assessment Boundary 2022:** [Clarification Statement: Emphasis is on describing that molecules are broken apart and put back together and that in this process, energy is released.] [Assessment Boundary: Assessment does not include details of the chemical reactions for photosynthesis or respiration.]	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Recognize that food helps living organisms grow and obtain energy (progression from S05LFS2.1). **Low (L), Medium (M), High (H) Parameters:** **L:** Questions are related to humans and animals needing food to grow (e.g., Which do you eat to grow?; Which helps the kitten grow?). **M:** Extend L-level questions to involve food providing "energy" to humans and animals. **H:** Introduce graphical displays/diagrams to ask questions about the relative amount of energy or expected growth based on a given situation (e.g., a bar chart showing varying amounts of food/water given to a pet/plant).

OrExt Standard Code: S08LFS2.1 Equivalent ODE Standard: MS-LS2-1, MS-LS1-5 and MS-LS2-4	
Oregon Science Standard 2022: MS-LS2-1: Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. MS-LS1-5: Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. MS-LS2-4: Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. **Oregon Science Standard Clarifications/Assessment Boundary 2022:** MS-LS2-1: [Clarification Statement: Emphasis is on cause and effect relationships between resources and growth of individual organisms and the numbers of organisms in ecosystems during periods of abundant and scarce resources.] MS-LS1-5: [Clarification Statement: Examples of local environmental conditions could include availability of food, light, space, and water. Examples of genetic factors could include large breed cattle and species of grass affecting growth of organisms. Examples of evidence could include drought decreasing plant growth, fertilizer increasing plant growth, different varieties of plant seeds growing at different rates in different conditions, and fish growing larger in large ponds than they do in small ponds.] [Assessment Boundary: Assessment does not include genetic mechanisms, gene regulation, or biochemical processes.] MS-LS2-4: [Clarification Statement: Emphasis is on recognizing patterns in data and making warranted inferences about changes in populations, and on evaluating empirical evidence supporting arguments about changes to ecosystems.]	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Recognize that the availability of and changes in resources (i.e., food, water, shelter, habitat) effects the growth and number of living organisms in an ecosystem (progression from S05LFS2.1). **Low (L), Medium (M), High (H) Parameters:** **L:** Differentiate between individual living organisms and groups of living organisms (e.g., Which is a living organism?; Which shows a group of living animals?). **M:** Identify various resources that individual or groups of living organisms need to grow, reproduce, or sustain their population. **H:** Extend M-level to involve simple changes in resources and how such changes might affect an individual or group of living organisms.

ORExt Standard Code: S08LFS2.2 Equivalent ODE Standard: MS-LS2-2	
Oregon Science Standard 2022: Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. **Oregon Science Standard Clarifications/Assessment Boundary 2022:** [Clarification Statement: Emphasis is on predicting consistent patterns of interactions in different ecosystems in terms of the relationships among and between organisms and abiotic components of ecosystems. Examples of types of interactions could include competitive, predatory, and mutually beneficial.]	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Identify ways in which living organisms interact with other living and non-living ecosystem components. **Low (L), Medium (M), High (H) Parameters:** **L:** Identify related living organisms versus (specifically) non-living parts of ecosystems and vice versa (e.g., Which shows a pond - pond, frog, fish). **M:** Extend L-level to involve interactions between living and non-living aspects of a given ecosystem (e.g., habitat, shelter, water). **H:** Extend M-level to involve interaction between individual or groups of living organisms (e.g., predator-prey, competitive, mutually beneficial).

ORExt Standard Code: S08LFS3.2 Equivalent ODE Standard: MS-LS3-2	
Oregon Science Standard 2022: Develop and use models to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation. **Oregon Science Standard Clarifications/Assessment Boundary 2022:** [Clarification Statement: Emphasis is on using models such as Punnett squares, diagrams, and simulations to describe the cause and effect relationship of gene transmission from parent(s) to offspring and resulting genetic variation.]	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Recognize that reproduction produces offspring with similar though varied traits. **Low (L), Medium (M), High (H) Parameters:** **L:** Identify (match) the offspring of a given living organism (i.e., plants, animals, humans): answer should be exactly or very closely identical and distractors include different species. **M:** Identify the offspring of a given living organism (i.e., plants, animals, humans): answer should not be identical, and distractors should be different species. **H:** Identify the offspring of a given living organism (i.e., plants, animals, humans): should not be identical, and include variations of the same and different species.

ORExt Standard Code: S08LFS4.2 Equivalent ODE Standard: MS-LS4-2 and MS-LS4-1	
Oregon Science Standard 2022: MS-LS4-2: Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships. MS-LS4-1: Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past. **Oregon Science Standard Clarifications/Assessment Boundary 2022:** MS-LS4-2: [Clarification Statement: Emphasis is on explanations of the evolutionary relationships among organisms in terms of similarity or differences of the gross appearance of anatomical structures.] MS-LS4-1: [Clarification Statement: Emphasis is on finding patterns of changes in the level of complexity of anatomical structures in organisms and the chronological order of fossil appearance in the rock layers.] [Assessment Boundary: Assessment does not include the names of individual species or geological eras in the fossil record.]	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Recognize anatomically similar organisms, including that they are likely related. **Low (L), Medium (M), High (H) Parameters:** **L:** Identify like animals based on their physical characteristics (i.e., dogs with dogs, or cats with cats, with distractors being very different organisms such as a bug and bird, while like animals look slightly different - e.g., add spots, face a different way). **M:** Identify similar animals based on their physical characteristics with more reasonable distractors (e.g., lion with cat). **H:** Extend M-level to include fossils of common extinct organisms.

ORExt Standard Code: S08LFS4.4 Equivalent ODE Standard: MS-LS4-4	
Oregon Science Standard 2022: Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment. **Oregon Science Standard Clarifications/Assessment Boundary 2022:** [Clarification Statement: Emphasis is on using simple probability statements and proportional reasoning to construct explanations.]	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Identify genetic traits that help living organisms survive. **Low (L), Medium (M), High (H) Parameters:** **L:** Identify simple traits of animals that help them survive or reproduce (though not referring to survival/reproduction) as compared to traits or objects that are unrelated to animal. **M:** Extend L-level by directly referring to/asking about traits that help them survive as compared to traits from other animals that help them survive. **H:** Questions ask about the function of traits related to a single animal or group of same animal (e.g., Which trait helps the giraffe reach food from the tops of trees?; Which trait helps the owl see prey in the dark?) among other traits of the target animal.

ORExt Standard Code: S08PHS1.2 Equivalent ODE Standard: MS-PS1-2	
Oregon Science Standard 2022: Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred. **Oregon Science Standard Clarifications/Assessment Boundary 2022:** [Clarification Statement: Examples of reactions could include burning sugar or steel wool, fat reacting with sodium hydroxide, and mixing zinc with hydrogen chloride.] [Assessment Boundary: Assessment is limited to analysis of the following properties: density, melting point, boiling point, solubility, flammability, and odor.]	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Identify and measure the physical and chemical properties of matter, including before or after they change (progression from 5.PHS1.3). **Low (L), Medium (M), High (H) Parameters:** **L:** Identify and compare simple physical properties including size, shape, hardness/softness, weight, mass and density of common objects, with the chemical property restricted to whether or not a substance is flammable. **M:** Properties include all of those in L-level and may involve identifying properties after a physical/chemical change to a given substance, including the use of graphs and data tables of such properties. **H:** Extend M-level to physical versus chemical changes, including which has occurred and simple results.

ORExt Standard Code: S08PHS1.3 Equivalent ODE Standard: MS-PS1-3	
Oregon Science Standard 2022: Gather and make sense of information to describe that synthetic materials come from natural resources and impact society. **Oregon Science Standard Clarifications/Assessment Boundary 2022:** [Clarification Statement: Emphasis is on natural resources that undergo a chemical process to form the synthetic material. Examples of new materials could include new medicine, foods, and alternative fuels.] [Assessment Boundary: Assessment is limited to qualitative information.]	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Identify different materials we use and that they come from the Earth's natural resources. **Low (L), Medium (M), High (H) Parameters:** **L:** Identify different types of common and everyday objects or materials. **M:** Identify different types of common and everyday objects or materials that come from natural resources. **H:** Identify the natural resource from which common and everyday objects or materials come from (e.g., paper comes from wood/trees, metal in a car comes from iron/aluminum).

Science Grade 8

ORExt Standard Code: S08PHS2.1 Equivalent ODE Standard: MS-PS2-1	
Oregon Science Standard 2022: Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.* **Oregon Science Standard Clarifications/Assessment Boundary 2022:** [Clarification Statement: Examples of practical problems could include the impact of collisions between two cars, between a car and stationary objects, and between a meteor and a space vehicle.] [Assessment Boundary: Assessment is limited to vertical or horizontal interactions in one dimension.]	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Identify objects in motion and actions, including associated reactions. **Low (L), Medium (M), High (H) Parameters:** **L:** Identify objects that are at rest or in motion. **M:** Identify actions that will involve an associated reaction. **H:** Identify and associate simple actions and reactions.

***** This performance expectation integrates traditional science content with engineering through a practice or disciplinary core idea.

Science Grade 8

ORExt Standard Code: S08PHS2.2 Equivalent ODE Standard: MS-PS2-2	
Oregon Science Standard 2022: Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object. **Oregon Science Standard Clarifications/Assessment Boundary 2022:** [Clarification Statement: Emphasis is on balanced (Newton's First Law) and unbalanced forces in a system, qualitative comparisons of forces, mass and changes in motion (Newton's Second Law), frame of reference, and specification of units.] [Assessment Boundary: Assessment is limited to forces and changes in motion in one-dimension in an inertial reference frame and to change in one variable at a time. Assessment does not include the use of trigonometry.]	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Recognize that the force, mass, and motion of objects are related and comparable. **Low (L), Medium (M), High (H) Parameters:** **L:** Identify or compare objects in relation to their mass. **M:** Qualitatively link mass with force and motion. **H:** Qualitatively compare forces, mass, and changes in motion in various situations.

ORExt Standard Code: S08PHS3.4 Equivalent ODE Standard: MS-PS3-4, MS-PS1-4, and MS-PS3-3	
Oregon Science Standard 2022: MS-PS3-4: Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample. MS-PS1-4: Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed. MS-PS3-3: Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer. **Oregon Science Standard Clarifications/Assessment Boundary 2022:** MS-PS3-4: [Clarification Statement: Examples of experiments could include comparing final water temperatures after different masses of ice melted in the same volume of water with the same initial temperature, the temperature change of samples of different materials with the same mass as they cool or heat in the environment, or the same material with different masses when a specific amount of energy is added.] [Assessment Boundary: Assessment does not include calculating the total amount of thermal energy transferred.] MS-PS1-4: [Clarification Statement: Emphasis is on qualitative molecular-level models of solids, liquids, and gases to show that adding or removing thermal energy increases or decreases kinetic energy of the particles until a change of state occurs. Examples of models could include drawings and diagrams. Examples of particles could include molecules or inert atoms. Examples of pure substances could include water, carbon dioxide, and helium.] MS-PS3-3: [Clarification Statement: Examples of devices could include an insulated box, a solar cooker, and a Styrofoam cup.] [Assessment Boundary: Assessment does not include calculating the total amount of thermal energy transferred.]	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Recognize temperature as a measure of how hot or cold matter is, and that heat is transferable. **Low (L), Medium (M), High (H) Parameters:** **L:** Recognize the difference between hot and cold (e.g., using objects, outside vs. inside). **M:** Recognize that hot and cold are related to measures of temperature, including changes in temperature. **H:** Identify examples of heat transfer, and how such transfer might be minimized or maximized (e.g., wearing a coat to stay warm).

Science Grade 8

ORExt Standard Code: S08PHS4.2 Equivalent ODE Standard: MS-PS4-2 and MS-PS4-1	
Oregon Science Standard 2022: MS-PS4-2: Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials. MS-PS4-1: Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave. **Oregon Science Standard Clarifications/Assessment Boundary 2022:** MS-PS4-2: [Clarification Statement: Emphasis is on both light and mechanical waves. Examples of models could include drawings, simulations, and written descriptions.] [Assessment Boundary: Assessment is limited to qualitative applications pertaining to light and mechanical waves.] MS-PS4-1: [Clarification Statement: Emphasis is on describing waves with both qualitative and quantitative thinking.] [Assessment Boundary: Assessment does not include electromagnetic waves and is limited to standard repeating waves.]	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Identify different types of mechanical (e.g., ocean sound) and electromagnetic (e.g., light) waves, and describe/compare them qualitatively/quantitatively. **Low (L), Medium (M), High (H) Parameters:** **L:** Identify waves as compared to other objects. **M:** Describe waves qualitatively. **H:** Describe or compare waves qualitatively and quantitatively.

Standards not Essentialized:
Please refer to Oregon's published content standards for the full description and context of these codes.

MS-ESS1-1	MS-ESS3-5	MS-LS2-5	MS-PS1-6
MS-ESS1-4	MS-ETS1-3	MS-LS3-1	MS-PS2-3
MS-ESS2-1	MS-ETS1-4	MS-LS4-3	MS-PS2-5
MS-ESS2-3	MS-LS1-1	MS-LS4-5	MS-PS3-1
MS-ESS2-6	MS-LS1-2	MS-LS4-6	MS-PS3-2
MS-ESS3-1	MS-LS1-8	MS-PS1-1	MS-PS3-5
MS-ESS3-2	MS-LS2-3	MS-PS1-5	MS-PS4-3

Science High School

ORExt Standard Code: S11ESS1.1 Equivalent ODE Standard: HS-ESS1-1	
Oregon Science Standard 2022: Develop a model based on evidence to illustrate the life span of the Sun and the role of nuclear fusion in the Sun's core to release energy that eventually reaches Earth in the form of radiation. **Oregon Science Standard Clarifications/Assessment Boundary 2022:** [Clarification Statement: Emphasis is on the energy transfer mechanisms that allow energy from nuclear fusion in the Sun's core to reach Earth. Examples of evidence for the model include observations of the masses and lifetimes of other stars, as well as the ways that the Sun's radiation varies due to sudden solar flares ("space weather"), the 11- year sunspot cycle, and non-cyclic variations over centuries.] [Assessment Boundary: Assessment does not include details of the atomic and sub-atomic processes involved with the Sun's nuclear fusion.]	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Recognize that the Sun provides the Earth and living organisms with different types of energy, including in the form of radiation (progression from S05PHS3.1). **Low (L), Medium (M), High (H) Parameters:** **L:** Recognize that the Sun (compared to other space and non-space objects) gives light and heat energy to the Earth. **M:** Recognize that the Sun gives light and heat energy to the Earth and its organisms (e.g., plants and animals) compared to other space and non-space objects. **H:** Recognize that the Sun gives energy to the Earth, plants and animals, and thus, humans in the form of different types of radiation. H-level specifically uses the term "radiation" and can introduce types of radiation beyond heat and visible light (e.g., infra-red, ultraviolet, x-ray), though questions/diagrams/graphs should remain clear and simplistic (e.g., Which is a type of radiation the Sun sends to the Earth? - ultraviolet, rain, wind).

Science High School

ORExt Standard Code: S11ESS1.4 Equivalent ODE Standard: HS-ESS1-4	
Oregon Science Standard 2022: Use mathematical or computational representations to predict the motion of orbiting objects in the solar system. **Oregon Science Standard Clarifications/Assessment Boundary 2022:** [Clarification Statement: Emphasis is on Newtonian gravitational laws governing orbital motions, which apply to human-made satellites as well as planets and moons.] [Assessment Boundary: Mathematical representations for the gravitational attraction of bodies and Kepler's Laws of orbital motions should not deal with more than two bodies, nor involve calculus.]	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Identify and compare features of natural and manmade objects in the solar system, including how they orbit due to gravity (progression from S08ESS1.2, S08ESS1.3). **Low (L), Medium (M), High (H) Parameters:** **L:** Identify the Sun, Earth, and Moon as compared to other objects in the solar system; restrict questions related to gravity/orbiting motion to the Moon around the Earth and the Earth around the Sun. **M:** Extend to identify or ask questions about the features of or the role of gravity in the orbit of other natural objects in the solar system (i.e., Sun, Moon, Earth, other planets). **H:** Extend M-level to include questions about identifying or the features of additional natural and manmade objects and their orbit around the Earth, the Sun, or other planets (or other moons, comets, asteroids and man-made satellites) including through the use of diagrams and/or graphs.

ORExt Standard Code: S11ESS2.1 Equivalent ODE Standard: HS-ESS2-1	
Oregon Science Standard 2022: Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features. **Oregon Science Standard Clarifications/Assessment Boundary 2022:** [Clarification Statement: Emphasis is on how the appearance of land features (such as mountains, valleys, and plateaus) and sea-floor features (such as trenches, ridges, and seamounts) are a result of both constructive forces (such as volcanism, tectonic uplift, and orogeny) and destructive mechanisms (such as weathering, mass wasting, and coastal erosion).] [Assessment Boundary: Assessment does not include memorization of the details of the formation of specific geographic features of Earth's surface.]	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Identify different (geoscience) processes that shape the Earth including associated Earth features (progression from S08ESS2.2). **Low (L), Medium (M), High (H) Parameters:** **L:** Identify conditions that lead to specific types of surface weathering (i.e., with water, ice, or wind as vehicle - Which shows water erosion?). **M:** Identify geoscience processes that shape local geographic features (e.g., earthquakes, rivers, volcanoes, meteorites/craters - Which is an example of volcanism?). **H:** Extend M-level by linking features to the geoscience process (e.g., Which type of erosion process likely led to the canyon?; Which feature is associated with recent volcanism?).

Science High School

OExt Standard Code: S11ESS2.5 Equivalent ODE Standard: HS-ESS2-5	
Oregon Science Standard 2022: Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes. **Oregon Science Standard Clarifications/Assessment Boundary 2022:** [Clarification Statement: Emphasis is on mechanical and chemical investigations with water and a variety of solid materials to provide the evidence for connections between the hydrologic cycle and system interactions commonly known as the rock cycle. Examples of mechanical investigations include stream transportation and deposition using a stream table, erosion using variations in soil moisture content, or frost wedging by the expansion of water as it freezes. Examples of chemical investigations include chemical weathering and recrystallization (by testing the solubility of different materials) or melt generation (by examining how water lowers the melting temperature of most solids).]	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Identify the properties of the three forms of water and how water changes, including through various stages of the water cycle (progression from S08ESS2.4). **Low (L), Medium (M), High (H) Parameters:** **L:** Identify the three forms of water as compared to other related substances (i.e., near distractor might be another form of water, far could be another chemical or other natural object/substance). **M:** Identify and ask questions about the three forms of water as compared to other forms of water. **H:** Extend M-level to connect the forms of water to various points in the water cycle using diagrams and picture models, including specific questions about the three forms using graphic representations.

ORExt Standard Code: S11ESS3.1 Equivalent ODE Standard: HS-ESS3-1, HS-ESS3-3, and HS-ESS3-5	
Oregon Science Standard 2022: HS-ESS3-1: Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity. HS-ESS3-3: Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity. HS-ESS3-5: Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems. **Oregon Science Standard Clarifications/Assessment Boundary 2022:** HS-ESS3-1: [Clarification Statement: Examples of key natural resources include access to fresh water (such as rivers, lakes, and groundwater), regions of fertile soils such as river deltas, and high concentrations of minerals and fossil fuels. Examples of natural hazards can be from interior processes (such as volcanic eruptions and earthquakes), surface processes (such as tsunamis, mass wasting, and soil erosion), and severe weather (such as hurricanes, floods, and droughts). Examples of the results of changes in climate that can affect populations or drive mass migrations include changes to sea level, regional patterns of temperature and precipitation, and the types of crops and livestock that can be raised.]	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Identify ways in which humans and other living organisms are influenced by natural resources, natural hazards, and weather or climate changes (progression from S08ESS2.5). **Low (L), Medium (M), High (H) Parameters:** **L:** Identify natural resources, natural hazards and aspects of weather/climate as compared to other unrelated items or objects. **M:** Identify natural resources, natural hazards and aspects of weather/climate as compared to other related materials processes (e.g., Which shows a hurricane?; Which shows rain?). **H:** Extend M-level by linking resource use and natural hazards and aspects of weather/climate to their impact on humans (e.g., Which is burned for fire?; Which do we use for energy?; Which is a natural disaster that is dangerous to humans?; Which of the following involves a change in weather or climate?).

HS-ESS3-3: [Clarification Statement: Examples of factors that affect the management of natural resources include costs of resource extraction and waste management, per-capita consumption, and the development of new technologies. Examples of factors that affect human sustainability include agricultural efficiency, levels of conservation, and urban planning.] [Assessment Boundary: Assessment for computational simulations is limited to using provided multi-parameter programs or constructing simplified spreadsheet calculations.] HS-ESS3-5: [Clarification Statement: Examples of evidence, for both data and climate model outputs, are for climate changes (such as precipitation and temperature) and their associated impacts (such as on sea level, glacial ice volumes, or atmosphere and ocean composition).] [Assessment Boundary: Assessment is limited to one example of a climate change and its associated impacts.]	

ORExt Standard Code: S11ESS3.4 Equivalent ODE Standard: HS-ESS3-4, HS-LS2-7, and HS-LS4-6	
Oregon Science Standard 2022: HS-ESS3-4: Evaluate or refine a technological solution that reduces impacts of human activities on climate change and other natural systems. HS-LS2-7: Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. HS-LS4-6: Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity. **Oregon Science Standard Clarifications/Assessment Boundary 2022:** HS-ESS3-4: [Clarification Statement: Examples of data on the impacts of human activities could include the quantities and types of pollutants released, changes to biomass and species diversity, or areal changes in land surface use (such as for urban development, agriculture and livestock, or surface mining). Examples for limiting future impacts could range from local efforts (such as reducing, reusing, and recycling resources) to large-scale geoengineering design solutions (such as altering global temperatures by making large changes to the atmosphere or ocean).] HS-LS2-7: [Clarification Statement: Examples of human activities can include urbanization, building dams, and dissemination of invasive species.] HS-LS4-6: [Clarification Statement: Emphasis is on designing solutions for a proposed problem related to threatened or endangered species, or to genetic variation of organisms for multiple species.]	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Identify ways in which people and communities protect the Earth's environment, including through the use of technology (progression from S08ESS3.3). **Low (L), Medium (M), High (H) Parameters:** **L:** Identify which among simple/common choices is a way to protect or help the Earth (e.g., putting trash in can, recycling, riding bike) as compared to activities that pollute or harm the Earth (e.g., pollution from a factory, littering in streams/ocean, oil spilling from a ship). **M:** Identify and compare simple methods for monitoring or reducing human impact on the Earth or environment (e.g., a graph comparing the amount of trash three cities produce, the amount of water three cities consume, the amount of materials recycled by three schools). **H:** Extend M-level to include the use of technology to monitor/solve problems/protect the environment. H-level graphs can be similar if not the same, but content should specifically use language around the use of technology to monitor or solve an environmental problem.

Science High School

ORExt Standard Code: S11ETS1.1 Equivalent ODE Standard: HS-ETS1-1 and HS-ETS1-2	
Oregon Science Standard 2022: HS-ETS1-1: Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. HS-ETS1-2: Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Identify real-world problems and associated solutions that impact individuals and broader society (progression from S08ETS1.1, S08ETS1.2). **Low (L), Medium (M), High (H) Parameters:** **L:** Based on a simple problem that impacts an individual or small group (i.e., a family, group of friends), identify the problem, possible constraints, and solutions to the problem. **M:** Based on a simple problem that impacts a broader community (i.e., a neighborhood, community, town, city, etc.) identify the problem, possible constraints, and solutions to the problem. **H:** Based on a simple problem that impacts broader society (i.e., state, region, nation, global, culture, etc.) identify the problem, possible constraints, and solutions to the problem.

Science High School

OExt Standard Code: S11LFS1.2 Equivalent ODE Standard: HS-LS1-2	
Oregon Science Standard 2022: Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. **Oregon Science Standard Clarifications/Assessment Boundary 2022:** [Clarification Statement: Emphasis is on functions at the organism system level such as nutrient uptake, water delivery, and organism movement in response to neural stimuli. An example of an interacting system could be an artery depending on the proper function of elastic tissue and smooth muscle to regulate and deliver the proper amount of blood within the circulatory system.] [Assessment Boundary: Assessment does not include interactions and functions at the molecular or chemical reaction level.]	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Identify different parts/internal systems of living organisms, including that they are composed of different materials and have different functions (progression from S08LFS1.3). **Low (L), Medium (M), High (H) Parameters:** **L:** Identify different external/internal parts/systems of the body using simple terminology and diagrams. **M:** Connect external human body parts to their materials and function (e.g., legs providing walking/running movement, eyes providing sight). **H:** Connect internal human body parts to their materials and function (e.g., skeletal system/bones providing structure).

OExt Standard Code: S11LFS1.5 Equivalent ODE Standard: HS-LS1-5	
Oregon Science Standard 2022: Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy. **Oregon Science Standard Clarifications/Assessment Boundary 2022:** [Clarification Statement: Emphasis is on illustrating inputs and outputs of matter and the transfer and transformation of energy in photosynthesis by plants and other photosynthesizing organisms. Examples of models could include diagrams, chemical equations, and conceptual models.] [Assessment Boundary: Assessment does not include specific biochemical steps.]	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Recognize that plants need light, air, and water to grow and create energy through a process called photosynthesis (progression from S08LFS1.6). **Low (L), Medium (M), High (H) Parameters:** **L:** Recognize through simple pictures and diagrams what a plant/tree/flower needs to grow (i.e., the correct answer being light, water, or air vs. related materials that would not help it grow - darkness, no water, no air, soda), while including the term/role/description of photosynthesis. **M:** Extend L-level by using simple representative diagrams to compare the (potential) growth of a plant/tree/flower (if one is given light, water and/or air, and the other is not), while including the term/role/description of photosynthesis in questions about what would help the plant grow (comparisons between plants are acceptable). **H:** Extend M-level by incorporating diagrams of photosynthesis that include things like the Sun (or other light source), arrows that indicate flow of light energy to create food (sugars) for the plants to function and grow under different environmental conditions.

ORExt Standard Code: S11LFS1.7 Equivalent ODE Standard: HS-LS1-7	
Oregon Science Standard 2022: Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy. **Oregon Science Standard Clarifications/Assessment Boundary 2022:** [Clarification Statement: Emphasis is on the conceptual understanding of the inputs and outputs of the process of cellular respiration.] [Assessment Boundary: Assessment should not include identification of the steps or specific processes involved in cellular respiration.]	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Recognize that humans and animals need oxygen to breathe and break down food to grow and obtain energy (progression from S08LFS1.7). **Low (L), Medium (M), High (H) Parameters:** **L:** Questions are related to humans and animals needing food and oxygen to survive and grow (e.g., Which do you need to grow?; What does the dog breathe?). **M:** Extend L-level to involve oxygen and/or food helping to provide "energy" to humans and animals. **H:** Extend M-level by incorporating graphical diagrams that involve the relative amount of energy or expected growth based on a given situation involving food and/or oxygen.

Science High School

ORExt Standard Code: S11LFS2.2 Equivalent ODE Standard: HS-LS2-2 and HS-LS2-1	
Oregon Science Standard 2022: HS-LS2-2: Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. HS-LS2-2: Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales. **Oregon Science Standard Clarifications/Assessment Boundary 2022:** HS-LS2-1: [Clarification Statement: Examples of mathematical representations include finding the average, determining trends, and using graphical comparisons of multiple sets of data.] [Assessment Boundary: Assessment is limited to provided data.] HS-LS2-1: [Clarification Statement: Emphasis is on quantitative analysis and comparison of the relationships among interdependent factors including boundaries, resources, climate, and competition. Examples of mathematical comparisons could include graphs, charts, histograms, and population changes gathered from simulations or historical data sets.] [Assessment Boundary: Assessment does not include deriving mathematical equations to make comparisons.]	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Recognize and identify factors that affect living organisms, including biodiversity and populations of organisms in an ecosystem (progression from S08LFS2.1). **Low (L), Medium (M), High (H) Parameters:** **L:** Identify various resources or environmental factors that individual or groups of living organisms need to grow/reproduce/sustain their population. **M:** Extend L-level to involve simple changes in resources and how change might affect an individual or group of living organisms (e.g., removing a forest/food source might decrease bird/mammal populations). **H:** Introduce and ask questions about the concept of biodiversity, including how it might change based on factors such as availability of and changes in resources (e.g., food, water, shelter, habitat).

Science High School

OrExt Standard Code: S11LFS2.6 Equivalent ODE Standard: HS-LS2-6	
Oregon Science Standard 2022: Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem. **Oregon Science Standard Clarifications/Assessment Boundary 2022:** [Clarification Statement: Examples of changes in ecosystem conditions could include modest biological or physical changes, such as moderate hunting or a seasonal flood; and extreme changes, such as volcanic eruption or sea level rise.]	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Identify ways in which living organisms interact with other living and non-living ecosystem components and how such interactions may change under different environmental conditions (progression from S08LFS2.2). **Low (L), Medium (M), High (H) Parameters:** **L:** Questions involve interaction between living and non-living aspects of a given ecosystem (e.g., habitat, shelter, water). **M:** Extend L-level to involve interaction between living organisms (e.g., predator-prey, competitive, mutually beneficial). **H:** Extend M-level to involve a change to either non-living or living related interaction and what the result might be, including the development of new ecosystems (e.g., no water becomes a desert-like ecosystem; loss of habitat induces animals to move to new area or decrease in numbers; loss of predator results in an increase in prey population) - being careful to give enough detail so that student understands the context and interaction being targeted.

ORExt Standard Code: S11LFS3.2 Equivalent ODE Standard: HS-LS3-2	
Oregon Science Standard 2022: Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors. **Oregon Science Standard Clarifications/Assessment Boundary 2022:** [Clarification Statement: Emphasis is on using data to support arguments for the way variation occurs.] [Assessment Boundary: Assessment does not include the phases of meiosis or the biochemical mechanism of specific steps in the process.]	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Recognize that sexual reproduction produces offspring with similar though varied traits based on genetic and environmental factors (progression from S08LFS3.2). **Low (L), Medium (M), High (H) Parameters:** **L:** Identify the offspring of a living organism (i.e., plants, animals, humans); correct answer should not be identical, and distractors should include different species. **M:** Identify the offspring of a given living organism (i.e., plants, animals, humans); correct answer should not be identical to distractor and should include variations of the same and different species. **H:** Identify the offspring of a given living organism (i.e., plants, animals, humans); correct answer should not be identical, with distractor options including both same and different species, and questions can introduce concept/situations involving changing environmental factors/mutations (e.g., increased pollution might cause an unhealthy offspring or a deformity, a slow change in habitat might result in detrimental or beneficial traits).

ORExt Standard Code: S11LFS4.3 Equivalent ODE Standard: HS-LS4-3	
Oregon Science Standard 2022: Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait. **Oregon Science Standard Clarifications/Assessment Boundary 2022:** [Clarification Statement: Emphasis is on analyzing shifts in numerical distribution of traits and using these shifts as evidence to support explanations.] [Assessment Boundary: Assessment is limited to basic statistical and graphical analysis. Assessment does not include allele frequency calculations.]	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Recognize that living organisms have traits that help them survive, and that those organisms with advantageous traits are more likely to survive compared to organisms with less advantageous traits (progression from S08LFS4.4). **Low (L), Medium (M), High (H) Parameters:** **L:** Identify simple traits of animals (that help them survive/reproduce, while specifically referring to survival/reproduction) as compared to traits from other animals that are unrelated to target animal. **M:** Extend L-level to include the function of traits related to a single animal/group of same animal (e.g., Which trait helps the giraffe reach food from the tops of trees?; Which trait helps the owl see prey in the dark?) among other traits of the target animal. **H:** Extend M-level by involving issues of survival/reproduction (e.g., Which group of giraffes would survive/increase in number if...) given a certain set of traits in a certain environmental circumstance or setting (e.g., habitat with tall trees). For H-level, the traits need to be variations on the same trait - the crux being that the correct option should relate to having an advantage in the given circumstance. M- and H-level may also involve similar traits across different animals (i.e., wings on birds, tails for balance, etc).

Science High School

ORExt Standard Code: S11LFS4.4 Equivalent ODE Standard: HS-LS4-4	
Oregon Science Standard 2022: Construct an explanation based on evidence for how natural selection leads to adaptation of populations. **Oregon Science Standard Clarifications/Assessment Boundary 2022:** [Clarification Statement: Emphasis is on using data to provide evidence for how specific biotic and abiotic differences in ecosystems (such as ranges of seasonal temperature, long-term climate change, acidity, light, geographic barriers, or evolution of other organisms) contribute to a change in gene frequency over time, leading to adaptation of populations.]	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Identify examples of and ways in which living organisms adapt to their environment. **Low (L), Medium (M), High (H) Parameters:** **L:** Identify simple features of humans, animals, or plants that involve an adaptation without using language that links the featured adaptation to its purpose (e.g., Which shows the tusks of an elephant?; Which is the hand of this boy?) as compared to other features of the organism or from a different organism. **M:** Identify features of humans, animals, or plants that involve an adaptation using language that links the featured adaptation to its purpose (e.g., The elephant uses its tusks for digging and sparring with other elephants. Which shows the elephants tusks?) as compared to other features of the target organism. **H:** Identify a specific adaptation (i.e., body part, behavior) based on asking about its function (e.g., Which adaptation does the tiger use to hide in tall grass?; Which adaptation attracts bees to the flower?).

Science High School

ORExt Standard Code: S11PHS1.2 Equivalent ODE Standard: HS-PS1-2	
Oregon Science Standard 2022: Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties. **Oregon Science Standard Clarifications/Assessment Boundary 2022:** [Clarification Statement: Examples of chemical reactions could include the reaction of sodium and chlorine, of carbon and oxygen, or of carbon and hydrogen.] [Assessment Boundary: Assessment is limited to chemical reactions involving main group elements and combustion reactions.]	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Identify physical and chemical properties before and after a physical/chemical change, and whether nor not a physical/chemical change has occurred (progression from S08PHS1.2). **Low (L), Medium (M), High (H) Parameters:** **L:** Identify and compare simple physical properties (including size, shape, hardness/softness, weight, mass, and density) of common objects; and chemical property includes whether or not a substance is flammable. **M:** Properties include all of those in L-level and involves analyzing properties after a physical/chemical change to a given substance, including the use of graphs and data tables of such properties. **H:** Extend M-level to physical versus chemical changes, which has occurred, and simple results.

Science High School

ORExt Standard Code: S11PHS1.3 Equivalent ODE Standard: HS-PS1-3	
Oregon Science Standard 2022: Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles. **Oregon Science Standard Clarifications/Assessment Boundary 2022:** **[**Clarification Statement: Emphasis is on understanding the strengths of forces between particles, not on naming specific intermolecular forces (such as dipole-dipole). Examples of particles could include ions, atoms, molecules, and networked materials (such as graphite). Examples of bulk properties of substances could include the melting point and boiling point, vapor pressure, and surface tension.] [Assessment Boundary: Assessment does not include Raoult's law calculations of vapor pressure.]	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Identify the properties of bulk substances, including on the material/resources from which they are made (progression from S08PHS1.3). **Low (L), Medium (M), High (H) Parameters:** **L:** Identify different bulk properties of common and everyday objects or materials by linking them to the properties of the material or resources from which they are made (e.g., This chair is made from hard wood. What property does the chair have?). **M:** Identify different bulk properties of common and everyday objects or materials while linking them to the material or resources from which they are made. **H:** Identify the common (shared) physical or chemical property of both the object or material, and the material or resource, from which common and everyday objects or materials come from. Clarification around ORExt test questions: M-level does not explicitly detail the property of the resource/material. H-level questions require students to explicitly identify the shared property between the source material and object.

Science High School

ORExt Standard Code: S11PHS1.7 Equivalent ODE Standard: HS-PS1-7	
Oregon Science Standard 2022: Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction. **Oregon Science Standard Clarifications/Assessment Boundary 2022:** [Clarification Statement: Emphasis is on using mathematical ideas to communicate the proportional relationships between masses of atoms in the reactants and the products, and the translation of these relationships to the macroscopic scale using the mole as the conversion from the atomic to the macroscopic scale. Emphasis is on assessing students' use of mathematical thinking and not on memorization and rote application of problem-solving techniques.] [Assessment Boundary: Assessment does not include complex chemical reactions.]	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Recognize that matter is conserved, including during physical changes and chemical reactions (progression from S08PHS1.2). **Low (L), Medium (M), High (H) Parameters:** **L:** Recognize through pictures/diagrams when a material or an object is the same. **M:** Recognize through pictures/diagrams when the amount of matter (mass) of a given material/object is the same. **H:** Recognize that the amount of matter (mass) is conserved after a physical change or chemical reaction. Clarification around ORExt test questions: The primary difference between L- and M-level questions is that mass (a mathematical measurement) is introduced in the M-level. H-level introduces a physical change or chemical reaction.

ORExt Standard Code: S11PHS2.1 Equivalent ODE Standard: HS-PS2-1	
Oregon Science Standard 2022: Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration. **Oregon Science Standard Clarifications/Assessment Boundary 2022:** [Clarification Statement: Examples of data could include tables or graphs of position or velocity as a function of time for objects subject to a net unbalanced force, such as a falling object, an object rolling down a ramp, or a moving object being pulled by a constant force.] [Assessment Boundary: Assessment is limited to one-dimensional motion and to macroscopic objects moving at non-relativistic speeds.]	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Recognize that the force, mass, and the motion of objects are related and comparable (progression from S08PHS2.2). **Low (L), Medium (M), High (H) Parameters:** **L:** Qualitatively link mass with force and motion. **M:** Qualitatively compare forces, mass, and changes in motion in various comparative situations. **H:** Qualitatively and quantitatively compare forces, mass, and changes in motion using diagrams, graphs, or tables.

Science High School

ORExt Standard Code: S11PHS2.3 Equivalent ODE Standard: HS-PS2-3	
Oregon Science Standard 2022: Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision. **Oregon Science Standard Clarifications/Assessment Boundary 2022:** [Clarification Statement: Examples of evaluation and refinement could include determining the success of the device at protecting an object from damage and modifying the design to improve it. Examples of a device could include a football helmet or a parachute.] [Assessment Boundary: Assessment is limited to qualitative evaluations and/or algebraic manipulations.]	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Recognize that the amount of force on objects is comparable and alterable, and identify ways in which the amount of force can be decreased or minimized (progression from S08PHS2.2). **Low (L), Medium (M), High (H) Parameters:** **L:** Identify which object has the most/least force (e.g., two of three different objects not moving, and one large/massive object moving or vice versa). **M:** Identify, which among three options or scenarios (using the same object), would result in an increase (larger amount) or decrease (smaller amount) in the amount of force. **H:** Identify devices that would help or ways in which one might decrease/minimize the amount of force during an impact or collision.

Science High School

OExt Standard Code: S11PHS3.3 Equivalent ODE Standard: HS-PS3-3	
Oregon Science Standard 2022: Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.* **Oregon Science Standard Clarifications/Assessment Boundary 2022:** [Clarification Statement: Emphasis is on both qualitative and quantitative evaluations of devices. Examples of devices could include Rube Goldberg devices, wind turbines, solar cells, solar ovens, and generators. Examples of constraints could include use of renewable energy forms and efficiency.] [Assessment Boundary: Assessment for quantitative evaluations is limited to total output for a given input. Assessment is limited to devices constructed with materials provided to students.]	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Recognize that energy is transferable and convertible, and identify examples of and ways in which such transfers occur (progression from S08PHS3.4). **Low (L), Medium (M), High (H) Parameters:** **L:** Recognize or identify different examples of energy relative to its source (i.e., Sun to heat energy, light bulb to light energy, radio to sound energy - Which shows an example of heat energy?). **M:** Extend L-level to also involve language around "energy transfer". **H:** Recognize examples of common everyday conversions of energy (e.g., Which shows an example of converting the Sun's energy to electricity?; Which object converts electricity to heat energy?).

***** This performance expectation integrates traditional science content with engineering through a practice or disciplinary core idea.

ORExt Standard Code: S11PHS3.4 Equivalent ODE Standard: HS-PS3-4	
Oregon Science Standard 2022: Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics). **Oregon Science Standard Clarifications/Assessment Boundary 2022:** [Clarification Statement: Emphasis is on analyzing data from student investigations and using mathematical thinking to describe the energy changes both quantitatively and conceptually. Examples of investigations could include mixing liquids at different initial temperatures or adding objects at different temperatures to water.] [Assessment Boundary: Assessment is limited to investigations based on materials and tools provided to students.]	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Recognize temperature (thermal energy) as a measure of how hot or cold matter is and that it is transferable (progression from S11PHS3.4). **Low (L), Medium (M), High (H) Parameters:** **L:** Recognize that hot and cold are related to measures of temperature, including the tools used to measure temperature (i.e., traditional/digital thermometers). **M:** Recognize examples of heat transfer or changes in temperature, and how such transfer might be minimized/maximized and measured (e.g., wearing a coat to stay warm, heating up a pan of water using stove, measuring temperature (changes) using a digital thermometer). **H:** Recognize heat transfer and changes in temperature using diagrams, models, and graphs to show such transfer/change, whether in a given circumstance or over time.

Science High School

ORExt Standard Code: S11PHS4.1 Equivalent ODE Standard: HS-PS4-1 and HS-PS4-5	
Oregon Science Standard 2022: HS-PS4-1: Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media. HS-PS4-5: Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy. **Oregon Science Standard Clarifications/Assessment Boundary 2022:** HS-PS4-1: [Clarification Statement: Examples of data could include electromagnetic radiation traveling in a vacuum and glass, sound waves traveling through air and water, and seismic waves traveling through the Earth.] [Assessment Boundary: Assessment is limited to algebraic relationships and describing those relationships qualitatively.] HS-PS4-5: [Clarification Statement: Examples could include solar cells capturing light and converting it to electricity; medical imaging; and communications technology.] [Assessment Boundary: Assessments are limited to qualitative information. Assessments do not include band theory.]	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Identify, describe, and compare different types of waves qualitatively and quantitatively, including how they travel (progression from S08PHS4.2). **Low (L), Medium (M), High (H) Parameters:** **L:** Identify and describe examples of waves qualitatively. **M:** Identify, describe, or compare waves qualitatively (e.g., Which shows a wave being reflected?; Which wave has the largest wavelength?). **H:** Identify, describe, or compare waves using diagrams, graphs, and data tables that show examples of waves traveling through or interacting with various objects/media. L-level may, but does not have to, include comparisons to non-waves. M- and H-levels introduce the manner in which waves travel and quantitative aspects of wave measurement.

Science High School

ORExt Standard Code: S11PHS4.2 Equivalent ODE Standard: HS-PS4-2	
Oregon Science Standard 2022: Evaluate questions about the advantages of using a digital transmission and storage of information. **Oregon Science Standard Clarifications/Assessment Boundary 2022:** [Clarification Statement: Examples of advantages could include that digital information is stable because it can be stored reliably in computer memory, transferred easily, and copied and shared rapidly. Disadvantages could include issues of easy deletion, security, and theft.]	**Oregon Alternate Academic Achievement Standard (Essentialized Standard):** Identify examples and uses of digital technology that store and transmit information. **Low (L), Medium (M), High (H) Parameters:** **L:** Identify common types of digital storage/transmitting technology (e.g., desktop/laptop computers, smart phones, tablets) as compared to objects devices that are unrelated (e.g., Which shows a computer?; Which shows a laptop?). **M:** Identify that digital technology stores and transmits information in various common ways (e.g., email, texting, picture transfer) as compared to other unrelated (i.e., non-electronic and non-digital) objects that do not. **H:** Identify that digital devices store and transmit information in various common ways (e.g., email, texting, picture transfer) as compared to other electronic objects that do not, including other electronic/digital devices.

Science High School

Standards not Essentialized:
Please refer to Oregon's published content standards for the full description and context of these codes.

HS-ESS1-2	HS-LS1-1	HS-PS1-1
HS-ESS1-3	HS-LS1-3	HS-PS1-4
HS-ESS1-5	HS-LS1-4	HS-PS1-5
HS-ESS1-6	HS-LS1-6	HS-PS1-6
HS-ESS2-2	HS-LS2-3	HS-PS1-8
HS-ESS2-3	HS-LS2-4	HS-PS2-2
HS-ESS2-4	HS-LS2-5	HS-PS2-4
HS-ESS2-6	HS-LS2-8	HS-PS2-5
HS-ESS2-7	HS-LS3-1	HS-PS2-6
HS-ESS3-2	HS-LS3-3	HS-PS3-1
HS-ESS3-6	HS-LS4-1	HS-PS3-2
HS-ETS1-3	HS-LS4-2	HS-PS3-5
HS-ETS1-4	HS-LS4-5	HS-PS4-3
		HS-PS4-4

Appendix B

Oregon Extended Assessment Essentialized Assessment Frameworks User Guide

Oregon Essentialized Assessment Framework (EAF) User Guide

About This Document

This User Guide provides an overview of Oregon's updated Essentialized Assessment Framework (EAF) for use with the Oregon Extended Assessment (OExt). The EAF is organized by content area (English Language Arts, Mathematics, and Science) and grade level, for use in the Alternate Assessment based on Alternate Academic Achievement Standards (AA-AAAS) that are aligned with the most current Oregon content standards. These essentialized standards are designed for students with the most significant cognitive disabilities and represent a reduction in depth, breadth, and complexity from the general education standards to provide meaningful access to grade-level content, consistent with the requirements of the Every Student Succeeds Act (ESSA, 2015).

Each page in the EAF is intended as a practical tool for classroom planning and instructional support. It includes:

- **Source Standard**: The original or revised Oregon grade-level academic content standard used as the basis for the AA-AAAS.
- **Alternate Academic Achievement Standard (AAAS)**: A reduced and essentialized version of the source standard, developed through Oregon's SCORE process (Select, COde, Reduce, Essentialize).
- **Low, Medium, and High (L, M, H) Parameters**: Defined ranges of complexity to guide differentiated instruction and assessment based on individual student needs and abilities.

How to Use This Document

This EAF is intended to serve as a comprehensive and user-friendly resource for educators working with students eligible for the Oregon Extended Assessment. The PDF format replaces earlier Excel-based tools, addressing educator feedback regarding usability and accessibility.

Educators can use the following guidance: - Begin with the **Source Standard** to understand the original academic expectation. - Reference the **AA-AAAS** to identify instructional targets tailored to students with significant cognitive disabilities. - Use the **L, M, H Parameters** to differentiate instruction, ensuring alignment with student access points and supports.

Approach to Non-Essentialized Standards

Not all general education standards were essentialized in this framework. Some source standards do not lend themselves to meaningful, observable, or reliably measurable instruction for the intended population. To maintain instructional relevance and assessment validity, these standards were excluded from essentialization.

Each grade-level section concludes with a list of the **non-essentialized standard codes**. These codes allow users to cross-reference the standards with Oregon's official content standards for

context. While all content standards can be explored instructionally, only those that aligned well with observable and assessable expectations were included in this AA-AAAS framework.

Content Area-Specific Notes

- **ELA (English Language Arts)**: The 2019 Oregon English Language Arts and Literacy Standards served as the basis for ELA essentialization. ODE-provided crosswalks were used to compare updates to the previous Common Core State Standards. Where language changes were purely editorial (e.g., removal of "e.g." phrases), standards were not re-presented for essentialization.
- **Mathematics**: Essentialization was guided by the updated ODE math standards and supported by ODE crosswalk documents and communications with math content specialists. Some content areas were condensed due to the reduction in the number of general education standards, resulting in expanded or merged AA-AAAS standards. Emphasis was placed on preserving academic integrity while ensuring accessibility.
- **Science**: The 2022 Oregon Science Standards informed science essentialization. ODE crosswalks highlighted changes using color coding (e.g., magenta), which were reviewed for potential impacts on existing AA-AAAS. Any content modifications judged to affect meaning or accessibility were brought forward for revision and review.

Contact Information

For questions about AA-AAAS implementation, content alignment, or use of this EAF document, please contact:

Behavioral Research and Teaching (BRT)
University of Oregon
https://brtprojects.org/

Oregon Department of Education (ODE)
Office of Student Assessment – Alternate Assessment Team
https://www.oregon.gov/ode

Appendix C

Linkage and Alignment Materials Examples:

Essentialization Process

Math Key Scope

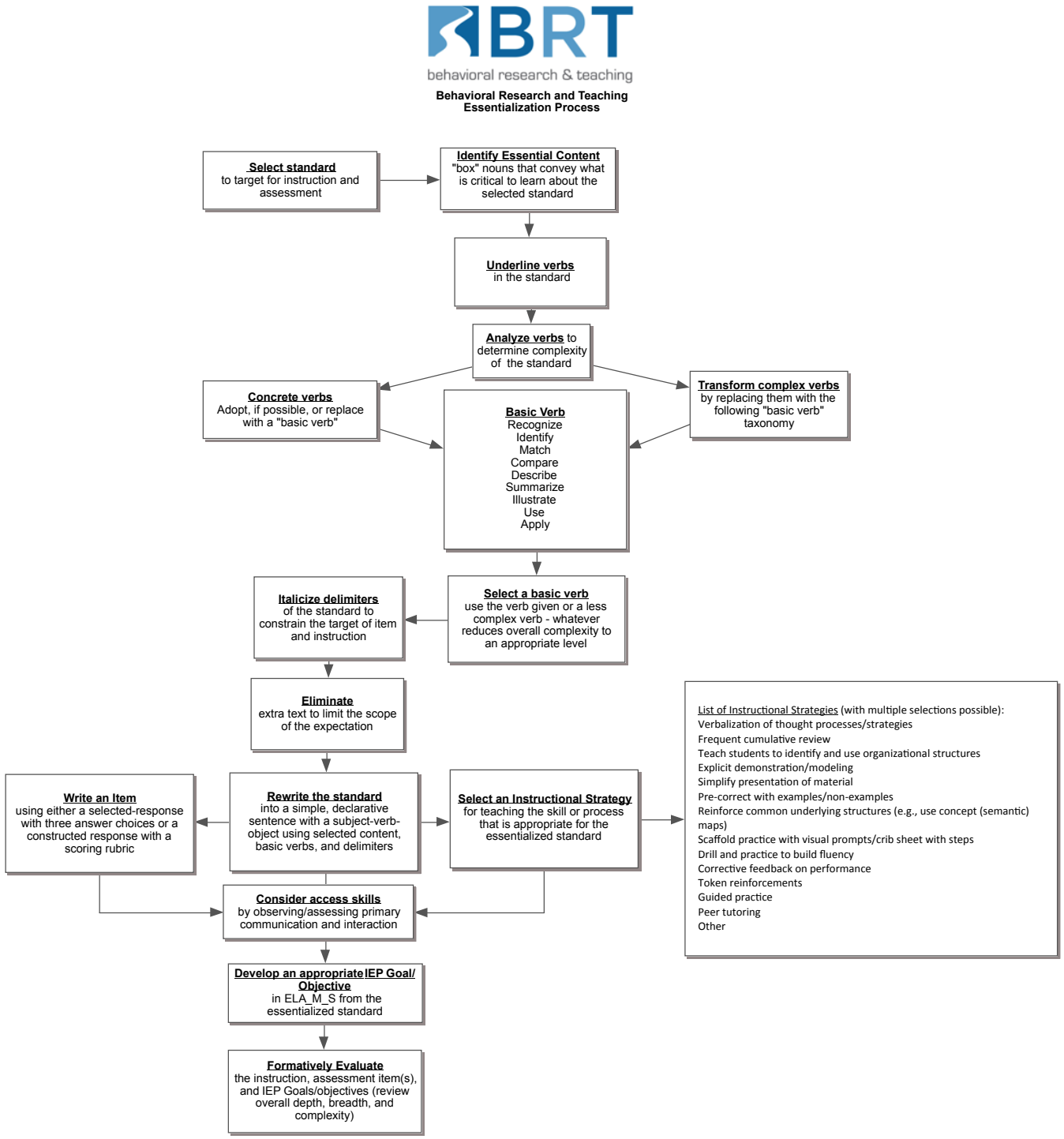
Strong Link Resource Sample

Crosswalk Sample

Training PPT

Oregon Accessibility Manual

Essentialization Process



KEY	**Abbreviation**	**Definition**
	A	Addition
	S	Subtraction
	M	Multiplication
	D	Division
Grade	**Content Arena**	**Scope**
3	Numbers	Whole #'s, 1 to 20
3	Fractions	1/2
3	Operations	A, S (1-10); M, D (1-5)
3	Shapes	Triangle, Circle, Square
3	Graphs	Picture, Pie
3	Digital Time	Hour
3	Length	Inches, Feet
3	Area	Unit Squares, Square Inches, Square Feet
3	Volume	Same, More, Less
3	Temperature	Degrees F
4	Numbers	Whole #'s 1 to 40
4	Fractions	1/2, 1/4
4	Operations	A, S (1-20); M, D (1-10)
4	Shapes	Triangle, Circle, Square, Rectangle, Oval
4	Graphs	Picture, Pie, Bar
4	Digital Time	Hour, Half Hour, Quarter Hour
4	Length	Inches, Feet, 1/2 inches
4	Area	Unit Squares, Square Inches, Square Feet, Square 1/2 Inches
4	Weight	Pounds, Ounces
4	Volume	Cups, Pints

4	Temperature	Degrees F
5	Numbers	Whole #'s 0 to 60
5	Fractions/Decimals	1/2, 1/4, 1/3, .5
5	Operations	A, S (0-30); M, D (0-20)
5	Shapes	Triangle(s), Circle, Square, Rectangle, Oval
5	Graphs	Picture, Pie, Bar, Line
5	Digital Time	Hour, Half Hour, Quarter Hour, 5-Minute, 1-Minute
5	Length	Inches, Feet, 1/2 inches, Yards
5	Area	Unit Squares, Square Inches, Square Feet, Square 1/2 Inches, Square Yards
5	Weight	Pounds, Ounces, Kilograms, Grams
5	Volume	Cups, Pints, Quarts, Unit Cubes, Cubic Inches
5	Temperature	Degrees F
6	Numbers	Whole #'s 0 to 80; Negative integers -1 to -5
6	Fractions/Decimals	1/2, 1/4, 1/3, .5, .25, 1/8
6	Operations	A, S (0-40, -1 to -5); M, D (0-30)
6	Shapes	Triangle(s), Circle, Square, Rectangle, Oval, Rhombus, Pentagon
6	Graphs	Picture, Pie, Bar, Line
6	Analog Time	Hour, Half Hour
6	Length	Inches, Feet, 1/2 inches, Yards, 1/4 inches, Meters, Miles
6	Area	Unit Squares, Square Inches, Square Feet, Square 1/2 Inches, Square Yards, Square Meters, Square Miles
6	Weight	Pounds, Ounces, Kilograms, Grams
6	Volume	Cups, Pints, Quarts, Unit Cubes, Cubic Inches, Cubic Feet, Gallons
6	Temperature	Degrees F

7	Numbers	Whole #'s 0 to 100; Negative Integers -1 to -10
7	Fractions/Decimals	1/2, 1/4, 1/3, 1/8, .5, .25, .75
7	Operations	A, S (0-50, -1 to -10); M, D (0-40)
7	Shapes	Triangle(s), Circle, Square, Rectangle, Oval, Rhombus, Pentagon, Hexagon
7	Graphs	Picture, Pie, Bar, Line
7	Analog Time	Hour, Half Hour, Quarter Hour
7	Length	Inches, Feet, 1/2 inches, 1/4 inches, Centimeters, Miles, Meters, 1/8 inches
7	Area	Unit Squares, Square Inches, Square Feet, Square 1/2 Inches, Square Yards, Square Meters, Square Miles, Square Centimeters
7	Weight	Pounds, Ounces, Kilograms, Grams, Milligrams
7	Volume	Cups, Pints, Quarts,Cubic Inches, Cubic Feet, Gallons, Liters, Cubic Yards
7	Temperature	Degrees F
8	Numbers	Whole #'s 0 to 200; Negative Integers -1 to -15
8	Fractions/Decimals	1/2, 1/4, 1/3, 1/8,.5, .25, .75, .10, .20, .30, .40, .50, 1/10, 2/10, 3/10, 4/10, 5/10; Mixed Numbers with 1/2 & 1/4
8	Operations	A, S (0-100, -1 to -20); M, D (0-50)
8	Shapes	Triangle(s), Circle, Square, Rectangle, Oval, Rhombus, Pentagon, Hexagon, Octagon
8	Graphs	Picture, Pie, Bar, Line, Histogram
8	Analog Time	Hour, Half Hour, Quarter Hour, 5-Minute
8	Length	Inches, Feet, 1/2 inches, 1/4 inches, Centimeters, Miles, Meters, 1/8 inches, 1/16 inches
8	Area	Unit Squares, Square Inches, Square Feet, Square 1/2 Inches, Square Yards, Square Meters, Square Miles, Square Centimeters
8	Weight	Pounds, Ounces, Kilograms, Grams, Milligrams
8	Volume	Cups, Pints, Quarts, Cubic Inches, Cubic Feet, Gallons, Liters, Cubic Yards, Milliliters,
8	Temperature	Degrees F, Degrees C
11	Numbers	Whole #'s 0 to 250; Negative integers -1 to -20

11	Fractions/Decimals	1/2, 1/4, 1/3, 1/8, .5, .25, .75, .10, .20, .30, .40, .50, 1/10, 2/10, 3/10, 4/10, 5/10, 6/10, 7/10, 8/10, 9/10; Mixed Numbers with 1/2, 1/4, 3/4, 1/3
11	Operations	A, S (0-200, -1 to -25); M, D (0-100)
11	Shapes	Triangle(s), Circle, Square, Rectangle, Oval, Rhombus, Pentagon, Hexagon, Octagon
11	Graphs	Picture, Pie, Bar, Line, Histogram
11	Analog Time	Hour, Half Hour, Quarter Hour, 5-Minute, 1-Minute
11	Length	Inches, Feet, 1/2 inches, 1/4 inches, Centimeters, Meters, Miles, 1/8 inches, 1/16 inches, Kilometers
11	Area	Unit Squares, Square Inches, Square Feet, Square 1/2 Inches, Square Yards, Square Meters, Square Miles, Square Centimeters, Square Kilometers
11	Weight	Pounds, Ounces, Kilograms, Grams, Milligrams, Tons
11	Volume	Cups, Pints, Quarts, Cubic Inches, Cubic Feet, Gallons, Liters, Cubic Yards, Milliliters, Cubic Centimeters
11	Temperature	Degrees F , Degrees C

Standard	Original CCSS Standard 2010	Updated CCSS Standard 2021	Strongly linked Essentialized Standard
M03MED1.1	1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. Sub-standard: None	Tell, write, and measure time to the nearest minute. Solve problems in authentic contexts that involve addition and subtraction of time intervals in minutes.	Tell time to the nearest hour.
M03NOF1.2a	2. Understand a fraction as a number on the number line; represent fractions on a number line diagram. Sub-standard: a. Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line.	Understand a fraction as a number on the number line; Represent fractions on a number line diagram.	Represent 1/2 on a number line.
M03NOF1.3b	3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. Sub-standard: b. Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model.	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	Match equivalent fractions (1/2).

Standard	Original CCSS Standard 2010	Updated CCSS Standard 2021	Strongly linked Essentialized Standard
M03OAT2.5	5. Apply properties of operations as strategies to multiply and divide. 2 Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.) Sub-standard: None	Apply properties of operations as strategies to multiply and divide.	Identify equivalent addition problems.
M03OAT2.6	6. Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8. Sub-standard: None	Understand division as an unknown-factor in a multiplication problem.	Identify representations of one half in pictorial and numerical contexts; calculate 1/2 of numbers 1-20.

Crosswalk Sample

Oregon Extended Assessment - Mathematics Grade 3 Standards Crosswalk
Source Standards to Essentialized Standards

Standard	Original CCSS Standard 2010	Updated CCSS Standard 2021	Essentialized Standard
M03GEO1.1_link1	1. Understand that shapes in different categories ~~(e.g., rhombuses, rectangles, and others)~~ may share attributes ~~(e.g., having four sides)~~, and that the shared attributes can define a larger category ~~(e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. Sub-standard: None~~	Understand that shapes in different categories may share attributes and that shared attributes can define a larger category.	Use attributes of triangles, squares, and circles to classify shapes.
M03GEO1.2_link1	2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. ~~For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.~~	Partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole.	Use unit squares to determine 1/2 or the whole.
M03MED1.2_link1	2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). ~~Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.Sub-standard: None~~	Measure, estimate and solve problems **in authentic contexts** that involve liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).	Compare amounts/sizes using terms: same, more, less, larger, smaller.

Oregon Extended Assessment - Mathematics Grade 3 Standards Crosswalk
Source Standards to Essentialized Standards

Standard	Original CCSS Standard 2010	Updated CCSS Standard 2021	Essentialized Standard
M03MED2.3_link1	3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets. Sub-standard: None	Analyze measurement data with a scaled picture graph or a scaled bar graph to represent a data set with several categories. Interpret information presented to answer investigative questions.	Compare amounts on picture graphs using terms: same, more, less.
M03MED2.4_link1	4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters. Sub-standard: None	Generate questions to investigate situations within the classroom, school or community. Collect or consider measurement data that can naturally answer questions by using information presented in a scaled picture and/or bar graph.	Compare measurements in inches using terms same, more, or less.
M03MED3.5a_link1	5. Recognize area as an attribute of plane figures and understand concepts of area measurement. Sub-standard: a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.	Recognize area as an attribute of plane figures and understand concepts of area measurement presented in authentic contexts by tiling and counting unit squares.	Use unit squares to measure areas in square inches.

Oregon Extended Assessment - Mathematics Grade 3 Standards Crosswalk
Source Standards to Essentialized Standards

Standard	Original CCSS Standard 2010	Updated CCSS Standard 2021	Essentialized Standard
M03MED3.7b_link 1	7. Relate area to the operations of multiplication and addition. Sub-standard: b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.	Relate area to multiplication and addition. Use relevant representations to solve problems in authentic contexts.	Use multiplication and addition of unit squares to determine the area of a shape in real-world problems.
M03MED4.8_link1	8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. Sub-standard: None	Solve problems involving authentic contexts for perimeters of polygons.	Determine perimeter of equilateral triangles and squares.
M03NBT1.2_link1	2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Sub-standard: None	Fluently add and subtract within 1000 using accurate, efficient, and flexible strategies and algorithms based on place value and properties of operations.	Add and subtract whole numbers up to 20.
M03NBT1.3_link1	3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations. Sub-standard: None	Find the product of one-digit whole numbers by multiples of 10 in the range 10-90, such as 9 x 80. Students use a range of strategies and algorithms based on place value and properties of operations.	Multiply numbers 1-5.

Crosswalk Sample

Oregon Extended Assessment - Mathematics Grade 3 Standards Crosswalk
Source Standards to Essentialized Standards

Standard	Original CCSS Standard 2010	Updated CCSS Standard 2021	Essentialized Standard
M03NOF1.1_link1	1. Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b. Sub-standard: None	Understand the concept of a unit fraction and explain how multiple copies of a unit fraction form a non-unit fraction.	Identify halves of wholes.
M03OAT1.1_link1	1. Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7. Sub-standard: None	Represent and interpret multiplication of two factors as repeated addition of equal groups.	Identify a product of whole number groups 1-5.
M03OAT1.2_link1	2. Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8. Sub-standard: None	Represent and interpret whole-number quotients as dividing an amount into equal sized groups.	Perform division problems using grouping strategies (1-5).
M03OAT1.3_link1	3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. Sub-standard: None	Use multiplication and division within 100 to solve problems in authentic contexts involving equal groups, arrays, and/or measurement quantities.	Solve word problems involving addition involving 1-20 and multiplication using 1-5.

Oregon Extended Assessment - Mathematics Grade 3 Standards Crosswalk
Source Standards to Essentialized Standards

Standard	Original CCSS Standard 2010	Updated CCSS Standard 2021	Essentialized Standard
M03OAT4.8_link1	8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. Sub-standard: None	Solve two-step problems in authentic contexts that use addition, subtraction, multiplication, and division in equations with a letter standing for the unknown quantity.	Solve one-step word problems using addition and subtraction.
M03OAT4.9_link1	9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.* Sub-standard: None	Identify and explain arithmetic patterns using properties of operations, including patterns in the addition table or multiplication table.	Perform basic counting operations, up to skip counting by 2s and 5s.
3.OA.A.4_link1	4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = _ ÷ 3, 6 × 6 = ? Sub-standard: None	Determine the unknown number in a multiplication or division equation relating three whole numbers by applying the understanding of the inverse relationship of multiplication and division.	Solve word problems involving addition involving 1-20 and multiplication using 1-5.

Crosswalk Sample

Oregon Extended Assessment - Mathematics Grade 3 Standards Crosswalk
Source Standards to Essentialized Standards

Standard	Original CCSS Standard 2010	Updated CCSS Standard 2021	Essentialized Standard
3.OA.C.7_link1	7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. Sub-standard: None	Fluently multiply and divide within 100 using accurate, efficient, and flexible strategies and algorithms based on place value and properties of operations.	Solve word problems involving addition involving 1-20 and multiplication using 1-5. Understand division as an unknown-factor in a multiplication problem.
3.MD.C.6_link1	6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). Sub-standard: None	Measure areas by counting standard and non-standard unit squares.	Use unit squares to measure areas in square inches.

Training Powerpoint

Oregon Extended Assessment

Linking and Alignment Study 2025

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We are glad you are here and welcome your experience with Students with Significant Cognitive Disabilities (SWSCDs). With your participation, we assume you have some understanding of Oregon's Alternate Assessment.

The process used for this study is “affirmational” which means that reviewers are presented with a final assessment and decisions that were previously made by test developers and reviewed in multiple review cycles over the years. This process was chosen because, based on the results of the initial study conducted in 2014, and follow up studies, the assessment items and Essentialized Standards have been in use in Oregon schools since that time (2014).

The assessment (ORExt) is based on Alternate Academic Achievement Standards (AAAS). These AAAS were derived from Oregon's general education state standards through a process called Essentialization. We will briefly cover the Essentialization process with you. Your judgments help us make the entire process (instruction, curriculum, and assessment) better.

Essentialization

A systematic process used to reduce the depth, breadth, and complexity of grade level content standards in order to make them relevant and accessible for students with significant cognitive disabilities

Four-Step Essentialization Process: "S-C-O-R-E"

General process to follow:

- Step 1: Select a Standard of Learning
  - Ensure academic relevance and accessibility (i.e., what is taught?)
  - Eliminate behaviors too nuanced or difficult to measure.
- Step 2: COde using essentialization system
  - Underline the essential verbs, bold essential nouns, and (parenthesize the conditional delimiters/features).
- Step 3: Reduce depth, breadth, and complexity
  - Limit scope of content/verbs (see Webb's DOK Levels 1 & 2)
  - Eliminate unnecessary content and intellectual operations
- Step 4: Essentialize the standard

Questions to ask:

- What is the big idea of the standard?
- Is there a sequence in these behaviors with one (some) subsuming others?
- Are some behaviors more important than others in the lives of SWSCD?
- Which of these behaviors can be formatted into a recall/recognition/identification response (performance demand)?

IMPORTANT: Essentialization focuses on what the student is being asked to demonstrate (i.e., *performance demand*). It is not a process of identifying every noun and every verb.

Essentialized Standard Example

Science, Grade 1, Interrelationships in Earth/Space Systems

1.6 The student will investigate and understand the (basic) **relationships** (between) **the sun** and **Earth**.

Key concepts include the **sun** is the (source) of **energy** and **light** (that warms the land, air, and water), and the **sun's** (relative) **position** (in the morning is east and in the late afternoon is west)

1. Essential intellectual operations: investigate and understand
2. Essential content: **relationships, sun, Earth, [source of] energy and light, position**
3. Essential delimiters: Reflect basic relationships b/t the sun and Earth: that the sun warms land, air, and water, [rises, is positioned] in the morning in the east, and [sets, is positioned] in the late afternoon in the west.

Essentialized Standard: The student will *recognize that the sun is a source of heat and light on Earth and understand the difference between day and night*.

Distributed Item Review (DIR) System

https://or.brtitemreview.com

A web-based system for presenting *standards and test items* to *stakeholders* so they can *review* them for important dimensions of quality, including *accessibility, appropriateness, bias, sensitivity, and alignment*.

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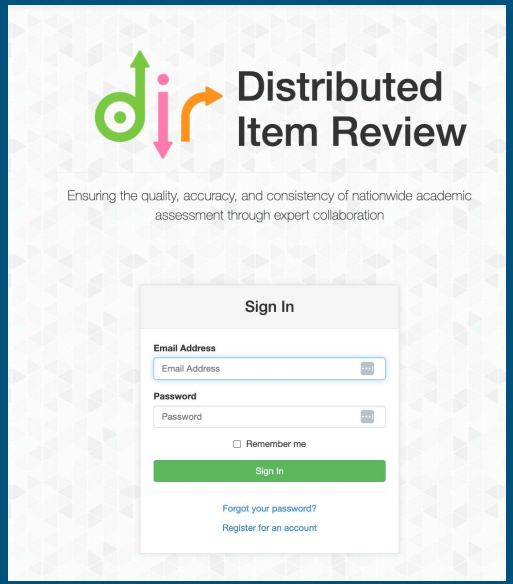
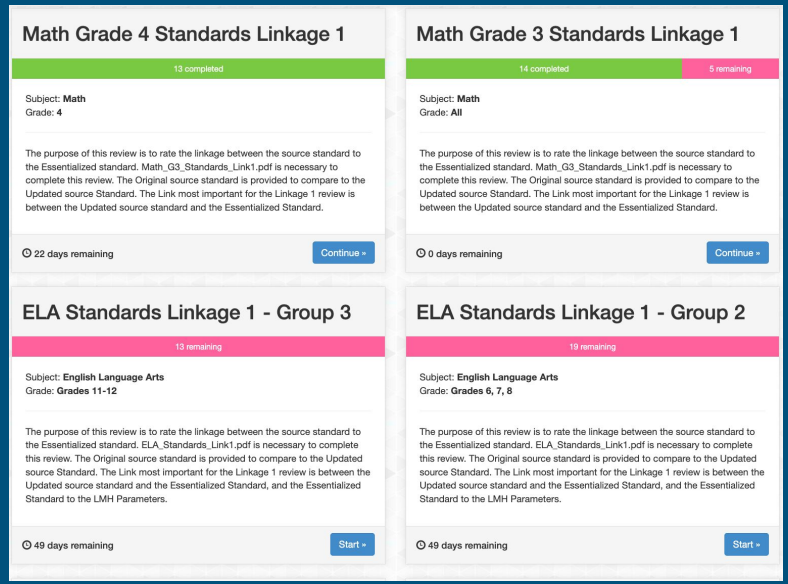
Accessing and Confirming Review Assignments

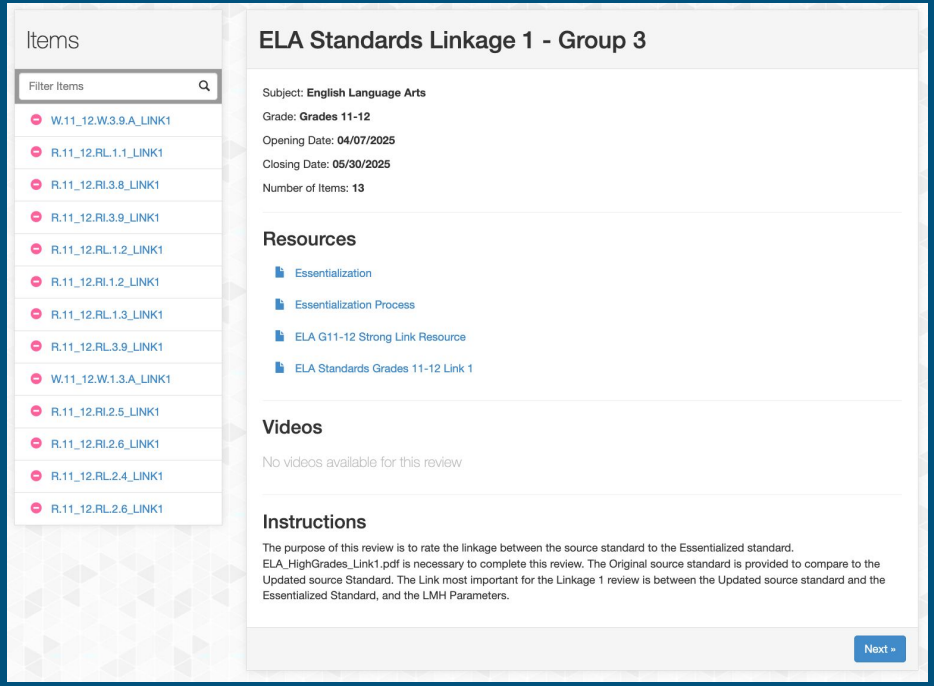
1. You should have a username & password for a DIR account.
2. Carefully confirm details (correct grade(s) and subject areas).
3. Click “Start” button to access your first review.





Accessing and Confirming Review Assignments

4. Take a moment to organize your thoughts and resources to support your review judgments:
   - Crosswalk PDF of source to essentialized standards
   - Training Slides
5. Begin reviewing items by clicking “Next”.



Key Dates for review:

Review 1	Assignment	Dates
Review 1	Math Grades 3 and 4 Standards Linkage 1	4/21 - 4/24
	Math Grades 5 and 6 Standards Linkage 1	
	Math High School Standards Linkage 1	
Review 2	ELA Standards Linkage 1 - Group 1	4/24 - 4/30
	ELA Standards Linkage 1 - Group 2	
	ELA Standards Linkage 1 - Group 3	
Review 3	ELA Item Alignment - Group 1	4/30 - 5/9
	ELA Item Alignment - Group 2	
	ELA Item Alignment - Group 3	
Review 4	Science Linkage and Alignment Group 1	5/9 - 5/16
	Science Linkage and Alignment Group 2	
	Math Standards Linkage 2	
Review 5	Math Grades 3 and 4 Item Alignment	5/16 - 5/23
	Math Grades 5 and 6 Item Alignment	
	Math High School Item Alignment	

Link between the Essentialized Standards and the Source Standard?

- Your first task is to determine the level of the link between the Essentialized Standard (ES) and the target standard(s)
- This is the scale you will use for these determinations
- 0 = No Link: there is no connection between the content in the ES and the content in the target standard(s)
- 1 = Sufficient Link: there is a connection between the content in the ES and some aspect of the content in the target standard(s) that is easily recognizable, but not as strong as it could be
- 2 = Strong Link: the connection between the content in the ES and the content in at least one aspect of the target standard(s) is obvious and clear.

Alignment between the Essentialized Standard and the Low (L), Medium (M), and High (H) parameters

Your second task is to determine the relationship between the Essentialized Standard (ES) and the L, M, H parameters.

- **Yes:** The L, M, H parameters accurately describes the limits of the content of the Essentialized Standard
- **No:** The L, M, H parameters do not accurately describe the limits of the content of the Essentialized Standard

[*Given that the L, M, H parameters were developed directly from each of the Essentialized Standards, we would expect full/strong alignment between the parameters and the Essentialized Standards*]

Strong Link

2 = Strong Link: The connection between the content in the ES and at least one aspect of the content in the target standard(s) is obvious and clear.

Target Standard

Essentialized Standard

Strong link, with a few degrees of separation between the standards
(Note: Including all aspects of the standard, is not our goal!)

Sufficient Link

1 = Sufficient Link: There is a connection between the content in the Essentialized Standard and the content in at least one aspect of the target standard(s) that is easily recognizable, but not as strong as it could be.

Target Standard

Essentialized Standard

Easily recognizable connection, but more degrees of separation between the standards

No Link

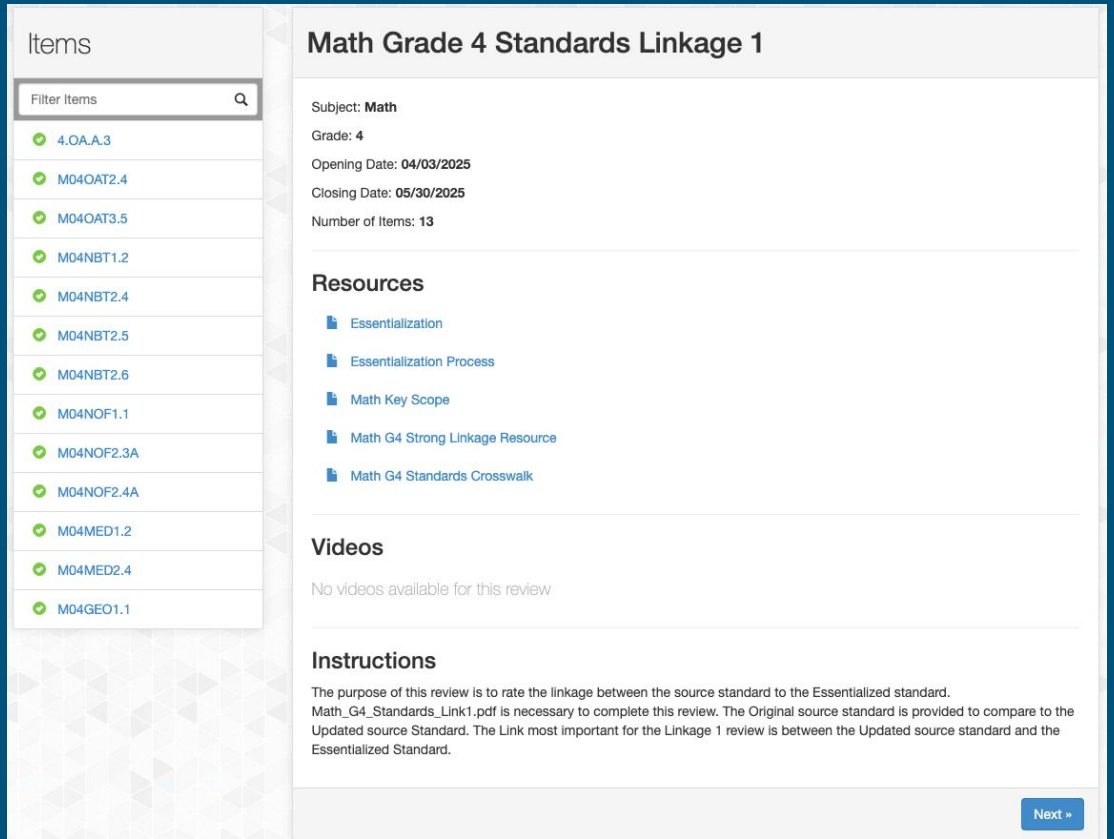
0 = No Link: There is no connection between the content in the Essentialized Standard and the content in the target standard(s).

Target Standard

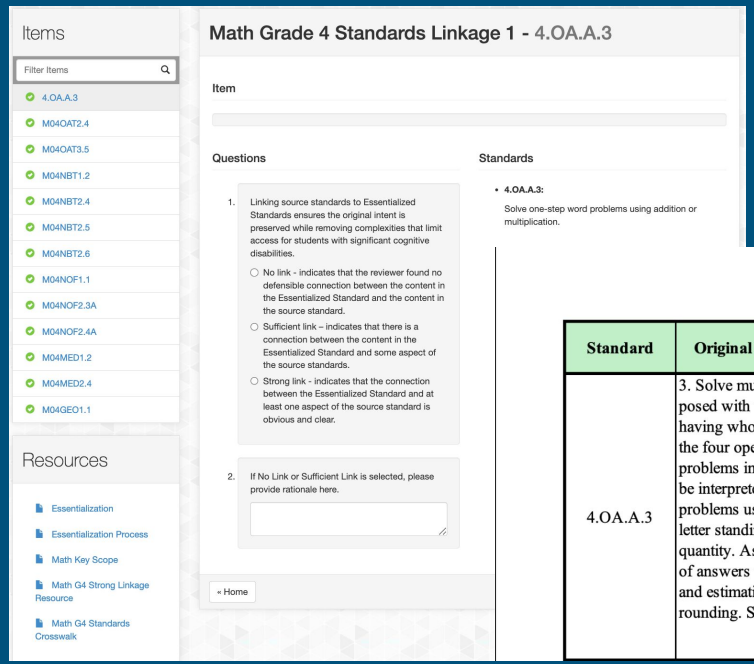
Essentialized Standard

These two standards are not the same

Example of Standards Linkage 1 Review Math



Example of Linkage Ratings in Math



Oregon Extended Assessment - Mathematics Grade 4 Standards Crosswalk
Source Standards to Essentialized Standards

Standard	Original CCSS Standard 2010	Updated CCSS Standard 2021	Essentialized Standard
4.OA.A.3	3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. Sub-standard: None	Solve multistep problems in authentic contexts using whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted.	Solve one-step word problems using addition or multiplication.

Strong Alignment

2 = Strong Alignment: the connection between the content in the ES and the language of the content in the L, M, H parameter is obvious and clear.

L, M, H Parameters

Essentialized Standard

Sufficient Alignment

1 = Sufficient Alignment: there is a connection between the content in the ES and the language in the L, M, H parameters that is easily recognizable, but not as strong as it could be

L, M, H parameters

Essentialized Standard

No Alignment

0 = No Alignment: there is no connection between the content in the ES and the language of the L, M, H parameters

L, M, H parameters

Essentialized Standard

Three Independent Judgments

1. **Item Alignment**

   Identify the level of alignment between items and Essentialized Standards – 0, 1, *or* 2

2. **Item is Accessible to SPED Students**

   Yes *or* **No**

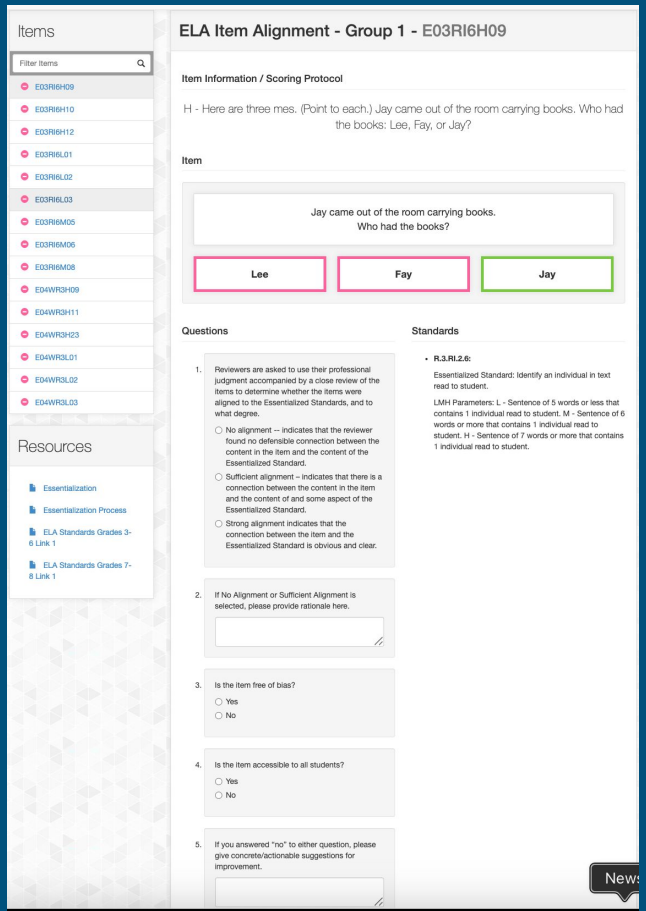
3. **Item is Free of Bias**

   Yes *or* **No**

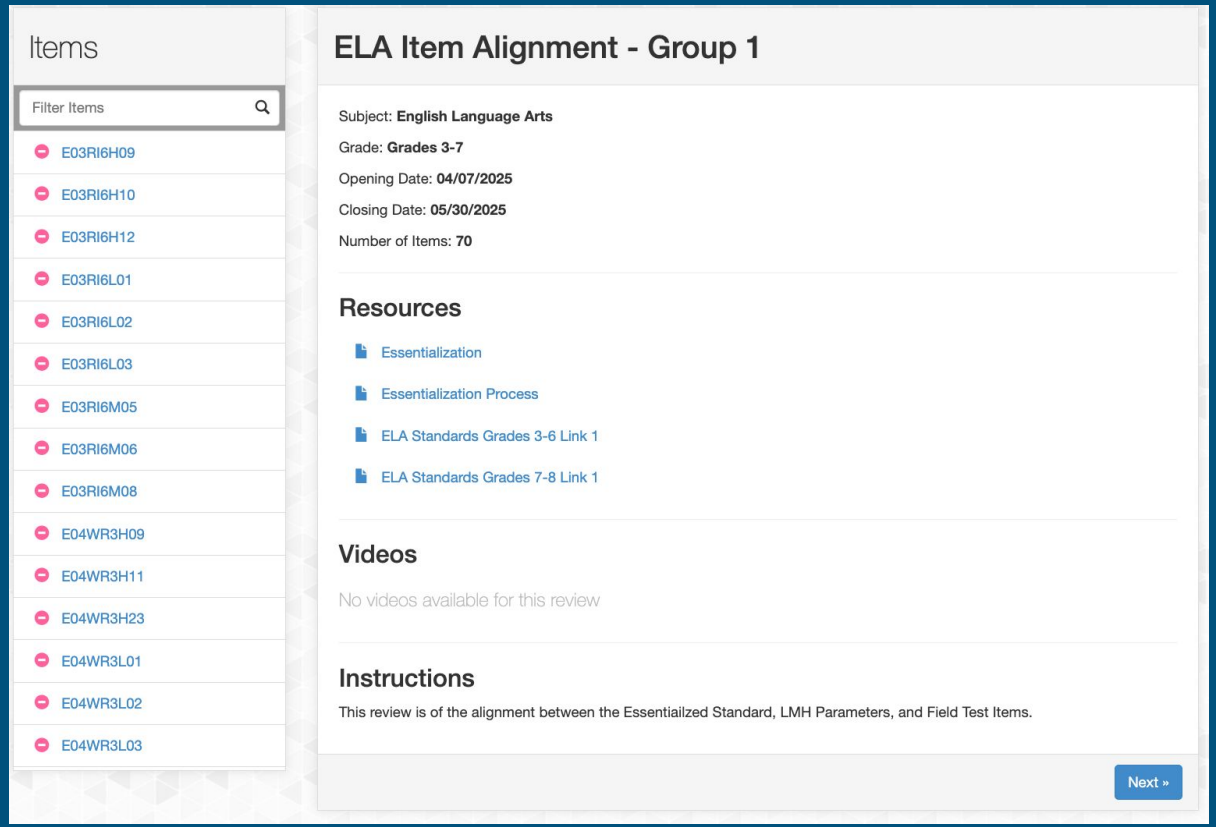
Bias Judgments

Braille and sign language: Are there any problems with the use of words that arise when the tasks are translated into Braille or used with sign language?
Simplified language in teacher directions and student materials: Are the directions (for teachers) and materials (for students) presented in the most simplified way and without excess language)?
Response demands: Does the manner in which the student responds prevent accurate measurement of what they know and can do?
Content: Are there any problems with specific words or terms?
Access versus target skills: Are there any skills that are required by the student and prevent assessment of the skills targeted in reading, writing, and mathematics?
Accommodations allowed (versus modifications): Are there sufficient alternatives presented for the student to participate in the tasks?
Not administered–Inappropriate (NA-I) and Not administered-Proficient (NA-P): Are the rules and conventions for participation clear?
Race-ethnicity bias: Are any words or phrases discriminatory and result in negative perspectives?
Gender bias: Are any words or phrases discriminatory and result in negative perspectives?
Cultural bias: Are any words or phrases discriminatory and result in negative perspectives?
Language bias: Are any words or phrases discriminatory and result in negative perspectives?
Value in the community: Are any words or phrases discriminatory and result in negative perspectives?

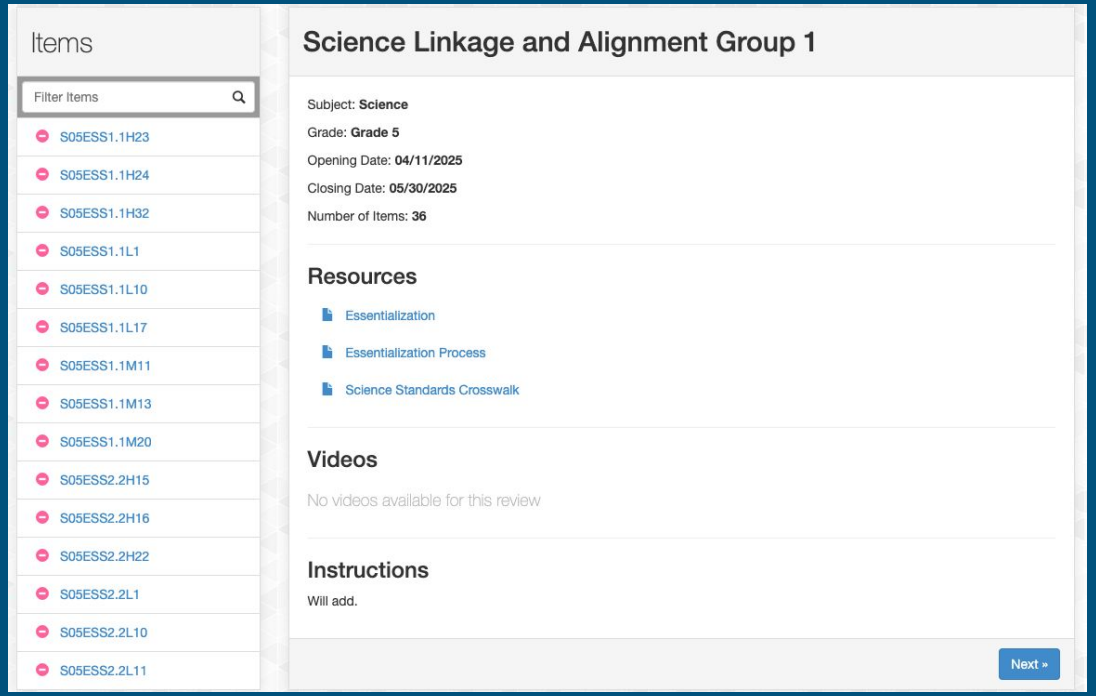
ELA Alignment Example

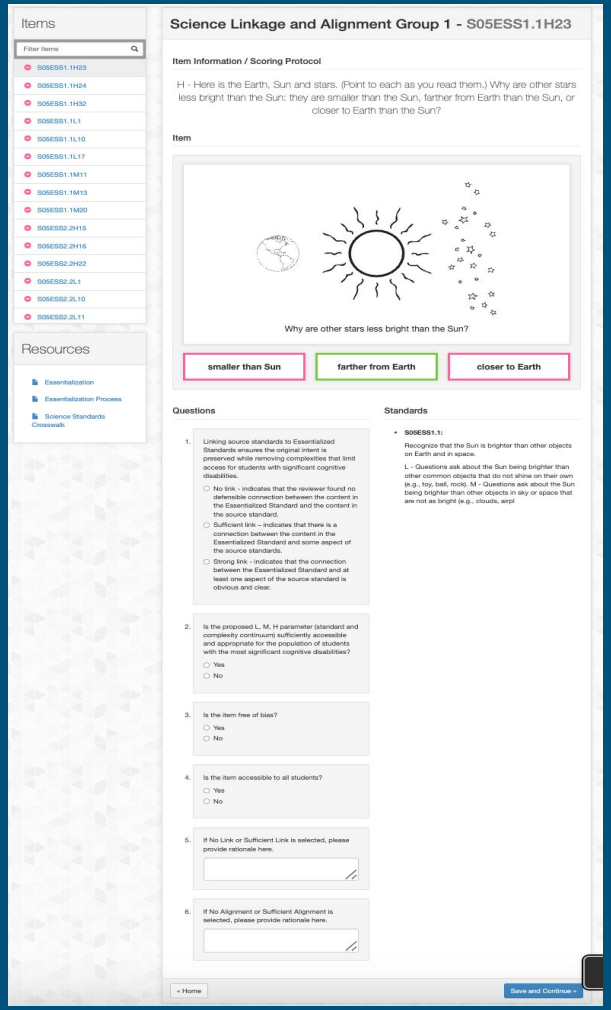


ELA Alignment Example



Science Linkage and Alignment Example





Important Things to Do During Reviews

- Self-monitor patterns of attentiveness and consistency in your thinking and decision-making.
- Budget and monitor your time –– accuracy, quality, and timeliness of responses are important –– so, is meeting the 4/4 deadline.
- Feedback and suggestions should be specific, succinct, constructive, and actionable.
- Please note: We will monitor your progress and might contact you.

Thank you!!

Your work is crucial to building an alternate assessment system that is accessible and appropriate/relevant for SWSCD…that gives them an opportunity to demonstrate proficiency toward grade-level academic content.

Do you have any questions or comments?

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Oregon Accessibility Manual (2024–25)

The Oregon Accessibility Manual provides comprehensive guidance on accessibility supports available for Oregon's statewide assessments, including the Oregon Extended Assessment (ORExt). It outlines universal tools, designated supports, and accommodations that ensure equitable assessment opportunities for all students, including those with the most significant cognitive disabilities. The manual is a critical resource for educators and test administrators implementing the ORExt and other assessments. Access to the Oregon Accessibility Manual (2024–25) can be found on the Oregon Department of Education website at the following link:

https://www.oregon.gov/ode/educator-resources/assessment/Documents/accessibility_manual.pdf