

# ASD PEAKS Results Parent Connect Guide

## PEAKS—Performance Evaluation for Alaska’s Schools

### What do my child’s PEAKS results mean?

The following example shows what PEAKS results look like in Parent Connect. PEAKS is administered each spring to students as follows:

- English language arts (ELA): grades 3-9
- Mathematics: grades 3-9
- Science – spring 2021 – no results reported: grades 5, 8 and 10 - The science assessment was field-tested and no results are reported at the student level
- Science – prior to spring 2021: grades 4, 8 and 10 and posted to student testing history in Q Parent Connection

The example provided here shows PEAKS results for a sample student and is labeled with the letters A, B, C and D. The letters correspond to specific information about PEAKS results, which is provided on the following pages. Please contact your child’s principal, teacher or counselor for more support with PEAKS results.

Testing Results					
Test	Date Taken	Grade	SubTest	Score Type	Score
PEAKS	03/25/2019	4	<b>A</b> English Language Arts	Achievement Level	Proficient
PEAKS	03/25/2019	4	English Language Arts	Scale Score	500
	03/25/2019	4	<b>B</b> English Language Arts: Craft and Structure	Performance Level	■
	03/25/2019	4	English Language Arts: Distribution and Production	Performance Level	▲
	03/25/2019	4	English Language Arts: Key Ideas and Details	Performance Level	▼
	03/25/2019	4	English Language Arts: Language Performance	Performance Level	■
	03/25/2019	4	English Language Arts: Reading Informational	Performance Level	=
	03/25/2019	4	English Language Arts: Reading Literary	Performance Level	=
	03/25/2019	4	English Language Arts: Reading Performance	Performance Level	▼
	03/25/2019	4	English Language Arts: Text Types and Purposes	Performance Level	=
	03/25/2019	4	English Language Arts: Text-Dependent Analysis (TDA)	Performance Level	1
	03/25/2019	4	English Language Arts: Writing Performance	Performance Level	▼
PEAKS	03/25/2019	4	<b>A</b> Mathematics	Achievement Level	Below Proficient
PEAKS	03/25/2019	4	Mathematics	Scale Score	465
	03/25/2019	4	<b>B</b> Mathematics: Geometry/Measurement and Data	Performance Level	=
	03/25/2019	4	Mathematics: Number Operations - Fractions	Performance Level	=
	03/25/2019	4	Mathematics: Number Operations Base Ten	Performance Level	■
	03/25/2019	4	Mathematics: Operations Algebraic Thinking	Performance Level	▲
PEAKS	03/25/2019	4	<b>C</b> Science	Achievement Level	Proficient
PEAKS	03/25/2019	4	<b>D</b> Science	Scale Score	350
	03/25/2019	4	Science: Concepts of Earth Science	Scale Score	350
	03/25/2019	4	Science: Concepts of Life Science	Scale Score	350
	03/25/2019	4	Science: Concepts of Physical Science	Scale Score	350
	03/25/2019	4	Science: Inquiry Tech and Nature	Scale Score	350

### Special Circumstance Codes

The following Special Circumstances codes designate reasons why a student did not receive a score and will be displayed on the Student Testing History in place of a score or an achievement level:

- ABS = absent
- INV = invalid
- PRF = parent refusal
- SRF = student refusal
- MED = medical waiver
- NOA = not attempted

## A. Achievement Level Ranges and Descriptions—English Language Arts (ELA) and Mathematics

For ELA and mathematics, the scale score range is 400-600. A score of 500 and above is Proficient. The following charts provide the breakdown of the four achievement levels by grade.

Achievement Level Ranges for PEAKS English Language Arts				
Grade	Far Below Proficient (FBP)	Below Proficient (BP)	Proficient (P)	Advanced (A)
3	400–463	464–499	500–541	542–600
4	400–467	468–499	500–537	538–600
5	400–463	464–499	500–547	548–600
6	400–472	473–499	500–550	551–600
7	400–470	471–499	500–545	546–600
8	400–468	469–499	500–540	541–600
9	400–470	471–499	500–534	535–600

Achievement Level Ranges for PEAKS Mathematics				
Grade	Far Below Proficient (FBP)	Below Proficient (BP)	Proficient (P)	Advanced (A)
3	400–457	458–499	500–553	554–600
4	400–459	460–499	500–558	559–600
5	400–461	462–499	500–567	568–600
6	400–453	454–499	500–553	554–600
7	400–450	451–499	500–558	559–600
8	400–447	448–499	500–561	562–600
9	400–450	451–499	500–561	562–600

The following chart provides general Achievement Level descriptions of what a student is able to do at each overall level for ELA and mathematics.

Achievement Level	Description
Advanced (A)	Student meets the standards at an advanced level, demonstrating knowledge and skills of complex grade-level content.
Proficient (P)	Student meets the standards at a proficient level, demonstrating knowledge and skills of current grade-level content.
Below Proficient (BP)	Student partially meets the standards, and may have gaps in knowledge and skills but is capable of most grade-level content.
Far Below Proficient (FBP)	Student may partially meet the standards, but has significant gaps in knowledge and skills of current grade-level content.

## B. Reporting Categories for ELA and Mathematics

Alaska’s standards define what students should know and be able to do. The standards are further combined into groups of similar standards to create Reporting Categories. Reporting Categories serve the following functions:

- demonstrate a student’s skill level on PEAKS items that correspond to a group of standards.
- report as symbols showing whether the student performed better than, about the same as or not as well as the minimum proficiency level, or 500, on each reporting category. *One exception is the Text-Dependent Analysis (TDA)\* in grades 4-9. See scoring information below.*
- provide educators and parents a quick idea of how a student performs as compared to proficient students at the same grade level. It is common for students to be stronger in some areas than in others.

For ELA and math, these symbols indicate whether a student performed:	
<i><b>better than</b></i>	
<i><b>about the same as</b></i>	
<i><b>not as well as</b></i>	
<b>students who scored at the just barely proficient level, or 500.</b>	
<i><b>student did not attempt any items in this category</b></i>	

Grade	ELA Reporting Category
3–9	Reading
	Key Ideas and Details
	Craft and Structure/Integration of Knowledge and Ideas
	Literary Text
	Informational Text
	Writing
	Text Types and Purposes
	Distribution and Production/Research
	Language
4-9	*Text-Dependent Analysis Writing (TDA)

**\*Text-Dependent Analysis (TDA) Scoring: Grades 4-9**

Possible scores range from 0 (lowest) to 4 (highest).

For a complete description of student TDA scores, see the TDA Scoring Guidelines on the last page.

Grade	Mathematics Reporting Category
3–5	Number and Operations in Base Ten
	Number and Operations – Fractions
	Operations and Algebraic Thinking
	Geometry and Measurement
6–7	The Number System
	Ratios and Proportional Relationships
	Expressions and Equations
	Geometry
	Statistics and Probability
8	Numbers, Expressions, and Equations
	Functions
	Geometry
	Statistics and Probability
9	Number and Quantity
	Algebra
	Functions
	Statistics and Probability

### C. Achievement Level Ranges and Descriptions—Alaska Science Assessment

For science, the scale score range is 100-600. A score of 300 and above is Proficient. The following chart provides the breakdown of the four achievement levels by grade.

Achievement Level Ranges for Alaska Science Assessment				
Grade	Far Below Proficient	Below Proficient	Proficient	Advanced
4	100–232	233–299	300–356	357–600
8	100–257	258–299	300–358	359–600
10	100–244	245–299	300–368	369–600

The following chart provides general Achievement Level descriptions of what a student is able to do at each overall level for science.

Achievement Level	Description
<b>Advanced (A)</b>	Student meets the standards at an advanced level, demonstrating knowledge and skills of complex grade-level content.
<b>Proficient (P)</b>	Student meets the standards at a proficient level, demonstrating knowledge and skills of current grade-level content.
<b>Below Proficient (BP)</b>	Student partially meets the standards, and may have gaps in knowledge and skills but is capable of most grade-level content.
<b>Far Below Proficient (FBP)</b>	Student may partially meet the standards, but has significant gaps in knowledge and skills of current grade-level content.

### D. Performance by Standard for Science

Science differs from ELA and math because the Alaska Science Assessment measures performance by standard as opposed to reporting category. For each standard, the scale score is shown. Achievement Levels are determined using the same ranges found in the chart above.

Grade	Performance by Standard
4	Inquiry, Technology, and Nature of Science
	Concepts of Physical Science
	Concepts of Life Science
	Concepts of Earth Science
8	Inquiry and Nature of Science
	Concepts of Physical Science
	Concepts of Life Science
	Concepts of Earth Science
10	Inquiry, Technology, Society, and Nature of Science
	Concepts of Physical Science
	Concepts of Life Science
	Concepts of Earth Science

**Additional PEAKS Information/Resources:**

- **ASD PEAKS Webpage**  
<http://www.asdk12.org/peaksresults>
- **State of Alaska PEAKS Webpage**  
<https://education.alaska.gov/tls/Assessments/PEAKS.html>

## TEXT-DEPENDENT ANALYSIS (TDA) SCORING GUIDELINES

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Demonstrates effective analysis of text and skillful writing</b>	<b>Demonstrates adequate analysis of text and appropriate writing</b>	<b>Demonstrates limited analysis of text and inconsistent writing</b>	<b>Demonstrates minimal analysis of text and inadequate writing</b>	<b>Student received the score of 0 due to one of the following</b>
<ul style="list-style-type: none"> <li>• Effectively addresses all parts of the task to demonstrate an in-depth understanding of the text(s)</li> <li>• Strong organizational structure and focus on the task with logically grouped and related ideas, including an effective introduction, development, and conclusion</li> <li>• Thorough analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas</li> <li>• Substantial, accurate, and direct reference to the text(s) using an effective combination of details, examples, quotes, and/or facts</li> <li>• Substantial reference to the main ideas and relevant key details of the text(s)</li> <li>• Skillful use of transitions to link ideas within categories of textual and supporting information</li> <li>• Effective use of precise language and domain-specific vocabulary drawn from the text(s)</li> <li>• Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Adequately addresses all parts of the task to demonstrate a sufficient understanding of the text(s)</li> <li>• Appropriate organizational structure and focus on the task with logically grouped and related ideas, including a clear introduction, development, and conclusion</li> <li>• Clear analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas</li> <li>• Sufficient, accurate, and direct reference to the text(s) using an appropriate combination of details, examples, quotes, and/or facts</li> <li>• Sufficient reference to the main ideas and relevant key details of the text(s)</li> <li>• Appropriate use of transitions to link ideas within categories of textual and supporting information</li> <li>• Appropriate use of precise language and domain-specific vocabulary drawn from the text(s)</li> <li>• Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistently addresses some parts of the task to demonstrate a partial understanding of the text(s)</li> <li>• Weak organizational structure and focus on the task with ineffectively grouped ideas, including a weak introduction, development, and/or conclusion</li> <li>• Inconsistent analysis based on explicit and/or implicit meanings from the text(s) that ineffectively supports claims, opinions, and ideas</li> <li>• Limited and/or vague reference to the text(s) using some details, examples, quotes, and/or facts</li> <li>• Limited reference to the main ideas and relevant details of the text(s)</li> <li>• Limited use of transitions to link ideas within categories of textual and supporting information</li> <li>• Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s)</li> <li>• Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Minimally addresses part(s) of the task to demonstrate an inadequate understanding of the text(s)</li> <li>• Minimal evidence of an organizational structure and focus on the task with arbitrarily grouped ideas that may or may not include an introduction, development, and/or conclusion</li> <li>• Minimal analysis based on the text(s) that may or may not support claims, opinions, and ideas</li> <li>• Insufficient reference to the text(s) using few details, examples, quotes, and/or facts</li> <li>• Minimal reference to the main ideas and relevant details of the text(s)</li> <li>• Few, if any, transitions to link ideas</li> <li>• Little or no use of precise language or domain-specific vocabulary drawn from the text(s)</li> <li>• Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Completely blank response</li> <li>• Response indicates a refusal to attempt the task</li> <li>• Response is illegible.</li> <li>• Response is too insufficient to be assessed</li> <li>• Written entirely in a language other than English</li> <li>• No reference to the item or passage provided, but does not seem to constitute an intentional refusal</li> <li>• Consists solely, or almost solely, of text copied directly from the text(s) with little or no original student writing</li> </ul>