



Student Performance Expectations
Next Steps for Families



The AK STAR summative assessments are administered each spring to students in grades 3-9. The AK STAR assessments were developed to provide information on student achievement, areas of strength and need, and progress toward mastery of the skills and concepts outlined in the Alaska English Language Arts and Mathematics Standards.

The [Family Guide to Student Reports](#) provides families with an understanding of the Individual Student Report (ISR). As a family member, you can connect with your student's teacher to identify and discuss areas of strength or areas of need. The Individual Student Report provides student-level data to support student's progress, performance, and identify content domains for which students were able to successfully answer related questions. It can help to answer, "is my student on track?" and "what are my student's relative strengths and suggested areas of focus?".

The information provided in this document outline performance expectations and achievement examples for Mathematics and the English Language Arts reporting categories. The performance expectations are based on Alaska's Achievement Level Descriptors (ALDs). The ALDs are located on the [AK STAR Assessment Design webpage](#) and the [Achievement Level Explorer tool](#).

Grade 3

Math

The performance expectations at grade 3 for Mathematics incorporate the mastery of core content knowledge in the areas of Number and Operations in Base Ten, Number and Operations – Fractions, Operations and Algebraic Thinking, Geometry, and Measurement and Data as demonstrated through core mathematical practices including strategic problem solving, abstract and quantitative reasoning, argumentation using logic and evidence, and the use of modeling to apply mathematical thinking to real-world problems and phenomena.

English Language Arts

The performance expectations for English language arts (ELA) students in grades 3-5 include reading, writing, and language skills that are critical to learning in all disciplines and build a foundation for more sophisticated engagement with texts and ideas in later ELA grades.

Reading Reporting Category

Students in grades 3-5 read a wide range of literary texts, such as children’s adventure stories, folktales, fables, short plays, nursery rhymes, and narrative poems. They also read varied informational texts such as biographies, books about history and science, directions, information displayed in graphs and tables, and digital sources on a range of topics. As they read, they learn both how to comprehend information that is explicitly stated and how to make inferences or read between the lines of a text. They also begin analyzing authors’ choices--considering not just what texts say but how they say it—and building a toolkit of strategies for finding the meaning of unknown words and phrases they encounter in a text.

Writing and Language Reporting Category

Students in grades 3-5 begin developing the ability to conduct effective research and to write logical arguments and explanations, supporting their opinions and claims with reasons and evidence and gradually increasing their sentence variety and command of conventions.

Grade 4

Math

The performance expectations at grade 4 for Mathematics incorporate the mastery of core content knowledge in the areas of Number and Operations in Base Ten, Number and Operations – Fractions, Operations and Algebraic Thinking, Geometry, and Measurement and Data as demonstrated through core mathematical practices including strategic problem solving, abstract and quantitative reasoning, argumentation using logic and evidence, and the use of modeling to apply mathematical thinking to real-world problems and phenomena.

English Language Arts

The performance expectations for English language arts (ELA) students in grades 3-5 include reading, writing, and language skills that are critical to learning in all disciplines and build a foundation for more sophisticated engagement with texts and ideas in later ELA grades.

Reading Reporting Category

Students in grades 3-5 read a wide range of literary texts, such as children’s adventure stories, folktales, fables, short plays, nursery rhymes, and narrative poems. They also read varied informational texts such as biographies, books about history and science, directions, information displayed in graphs and tables, and digital sources on a range of topics. As they read, they learn both how to comprehend information that is explicitly stated and how to make inferences or read between the lines of a text. They also begin analyzing authors’ choices--considering not just what texts say but how they say it—and building a toolkit of strategies for finding the meaning of unknown words and phrases they encounter in a text.

Writing and Language Reporting Category

Students in grades 3-5 begin developing the ability to conduct effective research and to write logical arguments and explanations, supporting their opinions and claims with reasons and evidence and gradually increasing their sentence variety and command of conventions.

Grade 5

Math

The performance expectations at grade 5 for Mathematics incorporate the mastery of core content knowledge in the areas of Number and Operations in Base Ten, Number and Operations – Fractions, Operations and Algebraic Thinking, Geometry, and Measurement and Data as demonstrated through core mathematical practices including strategic problem solving, abstract and quantitative reasoning, argumentation using logic and evidence, and the use of modeling to apply mathematical thinking to real-world problems and phenomena.

English Language Arts

The performance expectations for English language arts (ELA) students in grades 3-5 include reading, writing, and language skills that are critical to learning in all disciplines and build a foundation for more sophisticated engagement with texts and ideas in later ELA grades.

Reading Reporting Category

Students in grades 3-5 read a wide range of literary texts, such as children’s adventure stories, folktales, fables, short plays, nursery rhymes, and narrative poems. They also read varied informational texts such as biographies, books about history and science, directions, information displayed in graphs and tables, and digital sources on a range of topics. As they read, they learn both how to comprehend information that is explicitly stated and how to make inferences or read between the lines of a text. They also begin analyzing authors’ choices--considering not just what texts say but how they say it—and building a toolkit of strategies for finding the meaning of unknown words and phrases they encounter in a text.

Writing and Language Reporting Category

Students in grades 3-5 begin developing the ability to conduct effective research and to write logical arguments and explanations, supporting their opinions and claims with reasons and evidence and gradually increasing their sentence variety and command of conventions.

Grade 6

Math

The performance expectations at grade 6 for Mathematics incorporate the mastery of core content knowledge in the areas of Ratios and Proportional Relationships, Expressions and Equations, The Number System, Geometry, and Statistics and Probability as demonstrated through core mathematical practices including strategic problem solving, abstract and quantitative reasoning, argumentation using logic and evidence, and the use of modeling to apply mathematical thinking to real-world problems and phenomena.

English Language Arts

The performance expectations for students in grades 6-9 build on the reading, writing, and language skills introduced in grades 3-5. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Reading Reporting Category

Students in grades 6-9 read more complex texts, including literary texts such as historical fiction, myths, graphic novels, multi-act plays, and epic poems and informational texts such as speeches, essays, memoirs, and scientific and historical articles. As they read literary texts, they learn to analyze how authors convey themes, develop the perspectives of different characters, and use text structure to create different effects, and they gain increasing skill at comparing how different works approach similar topics or themes. As they read informational texts, they learn to trace how authors develop and support arguments, to integrate information from different sources—including visual and digital sources—and to critique and compare texts that provide conflicting information on the same topic. Throughout their reading, students add to their toolkit of strategies for finding the meaning of unknown words and phrases they encounter in a text, building their skills at interpreting both literal and figurative language.

Writing and Language Reporting Category

Finally, students conduct more sophisticated research, analyzing sources for credibility and relevance and gathering and organizing information effectively. They also write well-developed arguments and explanations, providing appropriate supporting evidence and addressing counterclaims. They avoid common errors in conventions and use varied and sophisticated sentence structures to link and distinguish ideas.

Grade 7

Math

The performance expectations at grade 7 for Mathematics incorporate the mastery of core content knowledge in the areas of Ratios and Proportional Relationships, Expressions and Equations, The Number System, Geometry, and Statistics and Probability as demonstrated through core mathematical practices including strategic problem solving, abstract and quantitative reasoning, argumentation using logic and evidence, and the use of modeling to apply mathematical thinking to real-world problems and phenomena.

English Language Arts

The performance expectations for students in grades 6-9 build on the reading, writing, and language skills introduced in grades 3-5. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Reading Reporting Category

Students in grades 6-9 read more complex texts, including literary texts such as historical fiction, myths, graphic novels, multi-act plays, and epic poems and informational texts such as speeches, essays, memoirs, and scientific and historical articles. As they read literary texts, they learn to analyze how authors convey themes, develop the perspectives of different characters, and use text structure to create different effects, and they gain increasing skill at comparing how different works approach similar topics or themes. As they read informational texts, they learn to trace how authors develop and support arguments, to integrate information from different sources—including visual and digital sources—and to critique and compare texts that provide conflicting information on the same topic. Throughout their reading, students add to their toolkit of strategies for finding the meaning of unknown words and phrases they encounter in a text, building their skills at interpreting both literal and figurative language.

Writing and Language Reporting Category

Finally, students conduct more sophisticated research, analyzing sources for credibility and relevance and gathering and organizing information effectively. They also write well-developed arguments and explanations, providing appropriate supporting evidence and addressing counterclaims. They avoid common errors in conventions and use varied and sophisticated sentence structures to link and distinguish ideas.

Grade 8

Math

The performance expectations at grade 8 for Mathematics incorporate the mastery of core content knowledge in the areas of Functions, Expressions and Equations, The Number System, Geometry, and Statistics and Probability as demonstrated through core mathematical practices including strategic problem solving, abstract and quantitative reasoning, argumentation using logic and evidence, and the use of modeling to apply mathematical thinking to real-world problems and phenomena.

English Language Arts

The performance expectations for students in grades 6-9 build on the reading, writing, and language skills introduced in grades 3-5. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Reading Reporting Category

Students in grades 6-9 read more complex texts, including literary texts such as historical fiction, myths, graphic novels, multi-act plays, and epic poems and informational texts such as speeches, essays, memoirs, and scientific and historical articles. As they read literary texts, they learn to analyze how authors convey themes, develop the perspectives of different characters, and use text structure to create different effects, and they gain increasing skill at comparing how different works approach similar topics or themes. As they read informational texts, they learn to trace how authors develop and support arguments, to integrate information from different sources—including visual and digital sources--and to critique and compare texts that provide conflicting information on the same topic. Throughout their reading, students add to their toolkit of strategies for finding the meaning of unknown words and phrases they encounter in a text, building their skills at interpreting both literal and figurative language.

Writing and Language Reporting Category

Finally, students conduct more sophisticated research, analyzing sources for credibility and relevance and gathering and organizing information effectively. They also write well-developed arguments and explanations, providing appropriate supporting evidence and addressing counterclaims. They avoid common errors in conventions and use varied and sophisticated sentence structures to link and distinguish ideas.

Grade 9

Math

The performance expectations at grade 9 for Mathematics incorporate the mastery of core content knowledge in the areas of Algebra, Functions, Number and Quantity, and Statistics and Probability as demonstrated through core mathematical practices including strategic problem solving, abstract and quantitative reasoning, argumentation using logic and evidence, and the use of modeling to apply mathematical thinking to real-world problems and phenomena.

English Language Arts

The performance expectations for students in grades 6-9 build on the reading, writing, and language skills introduced in grades 3-5. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Reading Reporting Category

Students in grades 6-9 read more complex texts, including literary texts such as historical fiction, myths, graphic novels, multi-act plays, and epic poems and informational texts such as speeches, essays, memoirs, and scientific and historical articles. As they read literary texts, they learn to analyze how authors convey themes, develop the perspectives of different characters, and use text structure to create different effects, and they gain increasing skill at comparing how different works approach similar topics or themes. As they read informational texts, they learn to trace how authors develop and support arguments, to integrate information from different sources—including visual and digital sources--and to critique and compare texts that provide conflicting information on the same topic. Throughout their reading, students add to their toolkit of strategies for finding the meaning of unknown words and phrases they encounter in a text, building their skills at interpreting both literal and figurative language.

Writing and Language Reporting Category

Finally, students conduct more sophisticated research, analyzing sources for credibility and relevance and gathering and organizing information effectively. They also write well-developed arguments and explanations, providing appropriate supporting evidence and addressing counterclaims. They avoid common errors in conventions and use varied and sophisticated sentence structures to link and distinguish ideas.