

**2003 - 2004 Criteria to Meet CIM Requirements  
MATHEMATICS**

MATHEMATICS	Benchmark 1	Benchmark 2		Benchmark 3		CIM Benchmark	
		A	B	A	B	A	B
School Work Samples	1	1	1	1	1	*2	2
State Knowledge and Skills Test	202	215	215	231	231	239	239
State Performance Assessment (Grades 3 – 11)	N/A	40	36-39	40	36-39	40	36-39
State Performance Assessment (Grade 12)	N/A	N/A		N/A		32	29-31

Work Sample Strands	Sample may come from any of the following:	Sample may come from any of the following:	Sample may come from any of the following:	Each required sample must include no more than one from any of the following:
	Calculations/Estimations	Calculations/Estimations	Measurement	Statistics/Probability
	Measurement	Measurement	Statistics/Probability	Algebraic Relationships
	Statistics/Probability	Statistics/Probability	Algebraic Relationships	Geometry
	Algebraic Relationships	Algebraic Relationships	Geometry	
	Geometry	Geometry		
State Test and Work Sample Dimensions	A score of 4 or higher in each of the following dimensions:	A score of 4 or higher in each of the following dimensions:	A score of 4 or higher in each of the following dimensions:	A score of 4 or higher in each of the following dimensions:
	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding	Conceptual Understanding
	Processes/Strategies	Processes/Strategies	Processes/Strategies	Processes/Strategies
	Verification	Verification	Verification	Verification
	Communication	Communication	Communication	Communication
	Accuracy	Accuracy	Accuracy	Accuracy

\* A state mathematics problem solving test meeting the standards may be substituted for one work sample in the same content area, provided the test is in a strand different from the remaining work sample.

## NOTES:

- ◆ The dimension of verification has always been scored on the Mathematics Problem Solving Performance Test. The dimension of verification will again be included in required criteria for meeting CIM standards on the state performance test and on classroom work samples.
- ◆ Since many current 12<sup>th</sup> grade students are no longer enrolled in mathematics courses, where additional instruction in verification would occur, the dimension of verification will remain optional for those students.
- ◆ Students who successfully completed the mathematics problem solving state test at the CIM level in 2001-2002 were not held accountable to the dimension of verification.
- ◆ Classroom work samples and state performance tests completed by any student during the 2001-2002 school year will not be held accountable for meeting the verification dimension.
- ◆ The state mathematics problem solving tests are only provided in the strands of statistics and probability, algebraic relationships, and geometry.
- ◆ Beginning in the 2003-2004 school year, Mathematics Knowledge and Skills tests will be available for students in grades 4, 6, and 7. This is an *optional* test for school districts to utilize. The option will be available through TESA or paper/pencil testing. Individual scale scores will be reported, however will not count for accountability purposes until 2005-2006. Performance standards for these tests will not be established until the 2004-2005 school year.
- ◆ Students at the CIM benchmark may meet the performance standard in two ways. Option A applies to students who meet the standard on the state performance test. Option B applies to students who conditionally meet the standard on the state performance test.
- ◆ State performance tests require dimension scores of 3 or higher in order for composite score to meet the standard.
- ◆ See <http://www.open.k12.or.us/os2000/cimcri/cimcsm.html> to figure composite score for state performance tests.
- ◆ Composite scoring does not apply to school work samples.
- ◆ All students in grades 3 through 8 must complete a classroom work sample, scored against the criteria of the state scoring guide, in mathematics problem solving during each school year.
- ◆ Available scores for accuracy 5, 4, or 1.