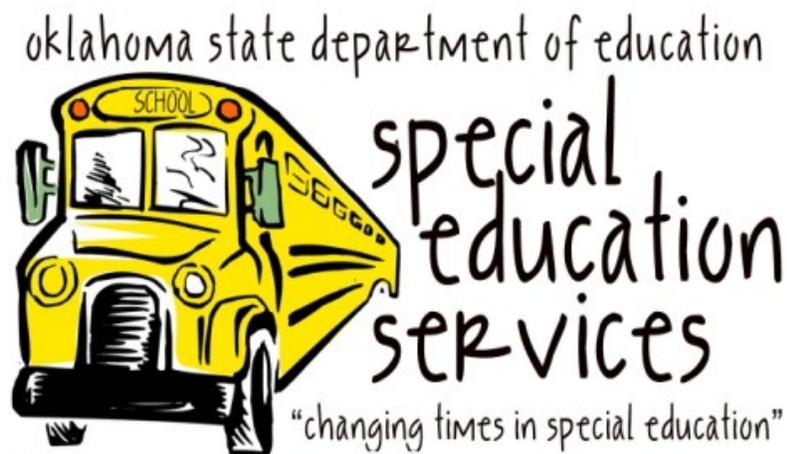


**Oklahoma State Department of Education  
Special Education Services**

**Oklahoma Alternate Assessment  
Program (OAAP) Portfolio  
Performance Level Descriptors**



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## Math Performance Level Descriptors

### Grade 3 Math

In addition to skills described at the lower achievement levels, the student at the **advanced** level will be able to create and extend patterns; create three collections and indicate which is greatest; explain differences between circles and squares; match coins to a given amount; and interpret data in a table/chart.

In addition to skills described at the lower achievement levels, the student at the **proficient** level will be able to describe the classification system used to categorize two groups of items; demonstrate an understanding of “half” and “whole”; describe/sort circular and linear items; indicate values of coins; and organize data into a table/chart.

In addition to skills described at the lower achievement levels, the student at the **limited knowledge** level will be able to copy a pattern; place numbers in correct numerical order; identify circular and linear items; identify coins; and collect data for a table/chart.

The student at the **unsatisfactory** level will be able to sort objects by number, size, and other properties; count with 1:1 correspondence to 10; identify circles; recognize coins; and identify a table/chart.

## **Grade 4 Math**

In addition to skills described at the lower achievement levels, the student at the **advanced** level will be able to apply a rule by creating simple number patterns; identify and name numbers and quantities of numbers to 20, in and out of sequence; explain similarities and differences between circles, squares, and triangles; indicate the appropriate instruments to measure time, weight, length, height, and temperature; and use data from a chart, graph, and table to make predictions.

In addition to skills described at the lower achievement levels, the student at the **proficient** level will be able to identify and extend a rule for a visual pattern; add and subtract quantities to 20; identify differences in circles, squares, and triangles; indicate length of objects using nonstandard measurement and compare weights of objects; collect data using tally marks; and represent data in a graph.

In addition to skills described at the lower achievement levels, the student at the **limited knowledge** level will be able to duplicate a pattern; add and subtract to 10; identify triangles, circles, and squares; identify units of measurement for length and weight; and identify that tally marks represent a number counted.

The student at the **unsatisfactory** level will be able to identify a pattern; count with 1:1 correspondence to 10; name circles and squares; name instruments used for measuring length and weight; and identify what a tally mark is.

## **Grade 5 Math**

In addition to skills described at the lower achievement levels, the student at the **advanced** level will be able to identify that an equation is two sets of equal things; show an awareness that repeated division of an object produces smaller pieces; construct circles, squares, and triangles; organize coins and dollars from greatest to least value or vice versa; and analyze data and create charts, tables, and graphs.

In addition to skills described at the lower achievement levels, the student at the **proficient** level will be able to record repeating number patterns encountered in various settings (multiplication); count by pairs; compare and contrast differences between circles, squares, and triangles; identify the appropriate coins and bills to make a purchase; and interpret data from a chart, graph, and table to make predictions.

In addition to skills described at the lower achievement levels, the student at the **limited knowledge** level will be able to create simple number patterns encountered in classroom settings; identify that some things come in pairs; identify items in the environment that are circles, squares, and triangles; match coins and bills to a given amount; and organize data into a chart, graph, and table.

The student at the **unsatisfactory** level will be able to duplicate simple patterns; demonstrate understanding of “half” and “whole”; identify circles, squares, and triangles; identify items as the same length, shorter, or longer than a given model; indicate values of coins and dollars; and collect data for a chart, graph, and table.

## **Grade 6 Math**

In addition to skills described at the lower achievement levels, the student at the **advanced** level will be able to solve multi-step algebraic equations using substitution; combine like fractions to equal one whole; construct congruent and similar squares, circles, and triangles; apply appropriate vocabulary for units of measurement of time, length, volume, and weight; read an analog clock; and create charts, tables, and graphs.

In addition to skills described at the lower achievement levels, the student at the **proficient** level will be able to solve simple algebraic equations using substitution; order fractions one-half, one-third, and one-fourth; differentiate between congruent and similar squares, circles, and triangles; use the appropriate instruments to measure length, volume, weight, and time; analyze and organize data; and use tally marks to ten.

In addition to skills described at the lower achievement levels, the student at the **limited knowledge** level will be able to duplicate simple algebraic patterns; duplicate fractions such as one-half, one-third, and one-fourth; identify the angle needed to complete a regular geometric shape; identify units of measurement for time and volume; interpret data from a chart, graph, and table; and make predictions.

The student at the **unsatisfactory** level will be able to identify simple algebraic patterns; identify fractions one-half, one-third, and one-fourth; identify items in the environment that are circles, squares, and triangles; identify instruments to measure time, height, and temperature; organize data into a chart, graph, and table; and use tally marks to five.

## **Grade 7 Math**

In addition to skills described at the lower achievement levels, the student at the **advanced** level will be able to explain the commutative property; model multi-step linear equations; solve simple word problems using positive and negative integers in real world settings; identify geometric rotations; measure perimeter using appropriate tools; and explain how to find the probability of an event.

In addition to skills described at the lower achievement levels, the student at the **proficient** level will be able to apply the commutative property; model one-step linear equations; describe positive and negative integers in real world settings; identify that ratios and percent represent parts of a whole; classify rectangles and triangles by sides and angles; identify interior/exterior of geometric shapes; develop perimeter concepts in real world settings; and determine the probability of an event.

In addition to skills described at the lower achievement levels, the student at the **limited knowledge** level will be able to model the commutative property; duplicate a one step linear equation; duplicate a simple problem using positive and negative integers; identify differences between circles, squares, and triangles; use appropriate instruments to measure length, time, volume, and weight; and make valid predictions based on data.

The student at the **unsatisfactory** level will be able to identify that an equation is two sets of equal things; identify a one step linear equation; identify positive and negative integers; identify congruent and similar squares, circles, and triangles; identify units of measurement for time, weight, length, and volume; and use data to report possible outcomes (e.g., heads and tails in a coin toss).

## **Grade 8 Math**

In addition to skills described at the lower achievement levels, the student at the **advanced** level will be able to solve a multi-step linear equation with one variable; use estimation to select an answer involving decimals; compare and order decimals; classify and construct three dimensional geometric shapes (spheres, cones, cubes . . .); apply the appropriate formulas to real life applications; and identify the central tendencies in a set of data (i.e., mean, median, mode).

In addition to skills described at the lower achievement levels, the student at the **proficient** level will be able to solve a one-step linear equation with one variable; use estimation to select an answer involving fractions; compare and order fractions; classify shapes and solid figures; use special terms to describe relative positioning or perspective; estimate volume permanence; apply appropriate formulas to real life applications; apply appropriate formats to display collected data; and identify the median in a set of data.

In addition to skills described at the lower achievement levels, the student at the **limited knowledge** level will be able to model a one-step linear equation; use estimation to select an answer; compare and order whole numbers; recognize and reproduce circles, squares, triangles, and rectangles; understand volume permanence; and identify appropriate formats to display collected data.

The student at the **unsatisfactory** level will be able to identify that an equation is two sets of equal things; solve a simple word problem involving estimation; identify appropriate tools for measuring volume; use appropriate tools for measuring; and put a set of numbers in rank order.

## **Algebra I**

In addition to skills described at the lower achievement levels, the student at the **advanced** level will be able to translate and solve a multiple step linear equations; use numbers/math terms to describe the relationship in a set of data; translate data from one representation to another; and collect and display data involving two or more variables on a scatter plot.

In addition to skills described at the lower achievement levels, the student at the **proficient** level will be able to translate word phrases or sentences into expressions; simplify and evaluate a simple linear equation; identify dependent/independent variables; and collect and display data involving two or more variables on a graph.

In addition to skills described at the lower achievement levels, the student at the **limited knowledge** level will be able to identify a variable in a word phrase; use numbers to describe the relationship in a set of data; and use data from a sample to predict possible outcomes.

The student at the **unsatisfactory** level will be able to model basic number relationships; indicate an awareness of variables; and identify different types of graphs.

## **Algebra II**

In addition to skills described at the lower achievement levels, the student at the **advanced** level will be able to graph situations modeled by equations; add, subtract, multiply, and divide algebraic expressions with different exponents and exponents with different bases; and make predictions regarding data found on a scatter plot.

In addition to skills described at the lower achievement levels, the student at the **proficient** level will be able to use graphs to answer questions about situations modeled by equations; multiply and divide algebraic expressions with same base exponents; and collect data involving two or more variables and display on a scatter plot.

In addition to skills described at the lower achievement levels, the student at the **limited knowledge** level will be able to graph a simple equation; add and subtract algebraic expressions with same base exponents; and collect data involving two variables for a scatter plot.

The student at the **unsatisfactory** level will be able to answer questions about graphs; identify algebraic expressions; and make predications based on data.

## **Geometry**

In addition to skills described at the lower achievement levels, the student at the **advanced** level will be able to use deductive reasoning to identify logical/illogical arguments; apply the properties of two dimensional figures to identify the side length, perimeter, or circumference; identify a right triangle and apply the Pythagorean Theorem to find the missing lengths; analyze properties, similarities, and congruency of three dimensional polyhedra to determine the appropriate unit of measure for each; and calculate slope.

In addition to skills described at the lower achievement levels, the student at the **proficient** level will be able to use deductive reasoning to follow logical arguments; identify the properties of two dimensional figures; identify the congruency of basic shapes; identify other plane figures; identify lines, angles, and the types of triangles; describe properties, similarities, and congruency of three dimensional polyhedral; and find the distance and midpoint between two points.

In addition to skills described at the lower achievement levels, the student at the **limited knowledge** level will be able to draw conclusions based on given information; identify the properties of polygons, rhombus, and trapezoid; identify the Pythagorean Theorem; identify properties of three dimensional solids and use transformations to solve problems.

The student at the **unsatisfactory** level will be able to make predictions; identify properties of lines, triangles, circles, and squares; identify different types of triangles; identify properties of solids; and recognize transformations.

## Reading Performance Level Descriptors

### **Grade 3 Reading**

In addition to skills described at the lower achievement levels, the student at the **advanced** level will be able to identify environmental symbols and targeted sight words; answer basic questions about the main characters and the main idea; describe important ideas and story elements in various genres; and use the cover, pictures, and key words of the text to summarize information in text or media presentation.

In addition to skills described at the lower achievement levels, the student at the **proficient** level will be able to match words with various mediums; identify main ideas from text; identify important ideas from various genres; and use the cover, pictures, and key words of the text to find information.

In addition to skills described at the lower achievement levels, the student at the **limited knowledge** level will be able to sort pictures/objects into categories; identify the main character of a text or media; identify story elements from various genres; and identify the table of contents in various media.

The student at the **unsatisfactory** level will be able to match same words, symbols, pictures, or objects; identify characters of a text or media; identify the title of a text; and identify the use of symbols.

### **Grade 4 Reading**

In addition to skills described at the lower achievement levels, the student at the **advanced** level will be able to demonstrate comprehension of common affixes and their meaning; make and explain why predictions about characters and main ideas were made; compare similarities and differences between characters, settings, and plots in two or more sources; and select a topic and organize information from a variety of resources.

In addition to skills described at the lower achievement levels, the student at the **proficient** level will be able to identify common affixes and their meaning; make predictions about characters and main ideas; identify similarities and differences between characters, settings, and plots in two or more sources; and locate a variety of resources on a topic.

In addition to skills described at the lower achievement levels, the student at the **limited knowledge** level will be able to recognize common affixes; identify the characteristics of main characters; identify the setting and plot; and utilize reference materials.

A student at the **unsatisfactory** level will be able to match words to corresponding objects; identify the main character; identify important ideas; and access information from a variety of resources.

### **Grade 5 Reading**

In addition to skills described at the lower achievement levels, the student at the **advanced** level will be able to identify homophones and homographs used in context and explain pictures or situations that illustrate simple similes; use context to support the revision of predictions; identify the literary genre of the literature; and document at least two sources to gather information about a topic.

In addition to skills described at the lower achievement levels, the student at the **proficient** level will be able to identify homophones and homographs; revise predictions; identify whether a text is fact or fiction; and identify at least two sources used to gather information about a topic.

In addition to skills described at the lower achievement levels, the student at the **limited knowledge** level will be able to identify pictures or situations that illustrate simple similes; make predictions about characters and main ideas; describe the difference between fact and fiction; and gather information about a topic.

A student at the **unsatisfactory** level will be able to identify words with similar meanings; preview text or media and make predictions; determine the difference between real and fake items; and select a topic of interest.

## **Grade 6 Reading**

In addition to skills described at the lower achievement levels, the student at the **advanced** level will be able to categorize words with the same origins/roots; provide supporting context to confirm predictions; analyze the author's purpose; and use maps, charts, and illustrations to access information for a specific topic.

In addition to skills described at the lower achievement levels, the student at the **proficient** level will be able to identify words with the same origins/root; make predictions and then confirm predictions about characters and main ideas; identify the author's purpose (e.g., to make you laugh, to give information, or to convince you to do something); and use charts to access information.

In addition to skills described at the lower achievement levels, the student at the **limited knowledge** level will be able to recognize words have origins/roots; revise predictions; identify the author and title; and use illustrations to access information.

A student at the **unsatisfactory** level will be able to recognize root words; preview text or media and make predictions; identify character(s); and identify that maps, charts, or illustrations are used to gather information.

## **Grade 7 Reading**

In addition to skills described at the lower achievement levels, the student at the **advanced** level will be able to find meaning of words of foreign origins in a variety of resources; revise predictions made based on the characteristics of the main characters, idea, and events; identify the literary genre of a text; and organize information, documenting at least two sources of information.

In addition to skills described at the lower achievement levels, the student at the **proficient** level will be able to identify commonly used words of foreign origins frequently used in English; describe characteristics of the main characters, idea, and events; explain the different characteristics of literary genres; and use maps, charts, and illustrations to access information.

In addition to skills described at the lower achievement levels, the student at the **limited knowledge** level will be able to identify words of foreign origin; identify the characteristics of the main characters, idea, and events; name types of literary genre; and identify at least two sources of information for answering a question.

A student at the **unsatisfactory** level will be able to recognize root words; identify the characters, main ideas, and events; recognize there are different genres of literature; and find information in a text or media presentation.

## **Grade 8 Reading**

In addition to skills described at the lower achievement levels, the student at the **advanced** level will be able to identify familiar metaphors; answer basic comprehension questions about the cause, effect, main idea, characters, and events; identify similarities and differences of important ideas and story elements from two genres; and gain information about a topic by participating in a short interview and locating additional resources.

In addition to skills described at the lower achievement levels, the student at the **proficient** level will be able to use a variety of new terms and word constructions to demonstrate vocabulary; identify influence of word origin; answer basic comprehension questions; identify similarities and differences between story elements in two or more texts; and find information related to a topic identifying at least two sources of information.

In addition to skills described at the lower achievement levels, the student at the **limited knowledge** level will be able to identify definitions of words that illustrate simple similes; describe characteristics of the main characters, idea, and events; identify story elements from two or more texts; and find information related to a topic.

A student at the **unsatisfactory** level will be able to identify words by demonstrating knowledge of word meanings; identify the characteristics of the main characters, idea, and events; identify story elements from a text; and use the cover, illustrations, or key words to find resources related to a topic.

## **English II Reading**

In addition to skills described at the lower achievement levels, the student at the **advanced** level will be able to use context to determine meanings of words and phrases such as figurative language; make inferences about main characters, idea, and events; compare and contrast story elements in two or more genres; and identify and use the index, glossary, and table of contents in various media to locate information.

In addition to skills described at the lower achievement levels, the student at the **proficient** level will be able to identify familiar metaphors; justify answers to basic comprehension questions about the cause/effect, main idea, characters, and events; identify similarities and differences between story elements in two or more genres; gain information about a topic by participating in a short interview; and locate additional resources.

In addition to skills described at the lower achievement levels, the student at the **limited knowledge** level will be able to explain pictures or situations that illustrate simple similes, (e.g., fat as a pig, small as a mouse); answer basic comprehension questions about the main idea and main character; and identify important ideas and story elements from two genres.

A student at the **unsatisfactory** level will be able to identify similes; answer basic comprehension questions; and identify story elements from a text.

### **English III Reading**

In addition to skills described at the lower achievement levels, the student at the **advanced** level will be able to identify familiar analogies or specific comparisons; create a graphic organizer to summarize text; identify a variety of literary forms and compare text for main ideas from various genres; and communicate gathered information for a specific purpose.

In addition to skills described at the lower achievement levels, the student at the **proficient** level will be able to use context to determine meanings of words and phrases such as figurative language; summarize text using a graphic organizer; identify a variety of literary forms and compare text for story elements from various genres; and use the index, glossary, and table of contents in various media to locate information.

In addition to skills described at the lower achievement levels, the student at the **limited knowledge** level will be able to identify words in context and familiar figurative language; summarize text using simple vocabulary; identify story elements from various genres; and identify the index, glossary, or table of contents in various media to locate information.

A student at the **unsatisfactory** level will be able to identify familiar similes in text; summarize text; identify important ideas from various genres; and identify parts of reference materials.

## Writing Performance Level Descriptors

### Grade 5 Writing

In addition to skills described at the lower achievement levels, the student at the **advanced** level will be able to edit and publish writings, drawings, or media presentation independently; create/express a simple idea in a narrative, descriptive, or persuasive piece; demonstrate correct use of grammar in speaking and/or writing; and formulate a simple complete sentence and question.

In addition to skills described at the lower achievement levels, the student at the **proficient** level will be able to edit and publish writings, drawings, or media presentations with peers or adults to communicate complete ideas or sentences; create/express a simple idea in a narrative, descriptive, or persuasive piece; use nouns and verbs in the writing process; and use mechanics of written language.

In addition to skills described at the lower achievement levels, the student at the **limited knowledge** level will be able to compose drafts; select words or colors to add detail to story; create a letter or personal message and write simple poems; and create a simple sentence using beginning capitalization and ending punctuation.

A student at the **unsatisfactory** level will be able to use prewriting activities; recognize a letter or personal message and simple poems; and identify a simple sentence.

## **Grade 8 Writing**

In addition to skills described at the lower achievement levels, the student at the **advanced** level will be able to extend an idea in verbal and written expression into a narrative story or specific topic using transition and sequence words; write a biographical or autobiographical story including self evaluation; and create simple sentences and questions with correct grammar in speaking and writing.

In addition to skills described at the lower achievement levels, the student at the **proficient** level will be able to use the writing process; use a variety of sentence structures, types, and lengths; write a biographical or autobiographical story that provides at least two facts about the person; and demonstrate correct use of standard English in speaking and writing using pronouns, subjects, and verbs.

In addition to skills described at the lower achievement levels, the student at the **limited knowledge** level will be able to use details and examples to develop an idea and use precise words to convey specific meaning or tone; identify information relevant to writing a biographical or autobiographical story; and formulate simple complete sentences and questions.

A student at the **unsatisfactory** level will be able to edit writing, drawings, or media to communicate complete ideas or sentences by incorporating personal, peer, and/or teacher edits; identify the difference between a biographical or autobiographical story; and create a simple sentence.

## **English II Writing**

In addition to skills described at the lower achievement levels, the student at the **advanced** level will be able to use the appropriate graphic organizers; and use and identify parts of speech in the writing process.

In addition to skills described at the lower achievement levels, the student at the **proficient** level will be able to extend an idea into a narrative story or specific topic using transition and sequence words; and demonstrate correct use of English in speaking and writing using nouns, pronouns, verbs, subject-verb agreement, and adjectives.

In addition to skills described at the lower achievement levels, the student at the **limited knowledge** level will be able to use various words, pictures, or objects to convey a specific meaning and demonstrate appropriate mechanics of written language using capitals, basic punctuation, and simple plurals.

A student at the **unsatisfactory** level will be able to use the writing process to develop and compose written expressions and identify appropriate mechanics of written language using capitals and basic punctuation.

### **English III Writing**

In addition to skills described at the lower achievement levels, the student at the **advanced** level will be able to use a variety of graphic organizers to extend an idea in all modes; use transition and sequence words in an organized composition using chronological patterns; write a fictional and either a biographical or autobiographical story; independently fill out a job application; and create complex/compound sentences and questions.

In addition to skills described at the lower achievement levels, the student at the **proficient** level will be able to use graphic organizers; write a fictional story and persuasive argument; use writing skills to place personal information on a job application; and create simple sentences and questions.

In addition to skills described at the lower achievement levels, the student at the **limited knowledge** level will be able to extend an idea into a narrative story; identify a fictional story; complete a job application using dictation or writing personal information; and demonstrate correct use of English.

A student at the **unsatisfactory** level will be able to convey a specific meaning; match personal information to fill out a job application; and demonstrate appropriate mechanics of written language.

## Science Performance Level Descriptors

### Grade 5 Science

In addition to skills described at the lower achievement levels, the student at the **advanced** level will be able to measure objects, organisms, and/or events using appropriate tools, SI units and SI prefixes; place an object, organism, and/or event into a classification system; design, conduct, and record results of a scientific investigation; evaluate reported data based on graphs; determine and explain an action which will cause a transfer of energy between objects; identify similarities and differences between living and nonliving things in their environment that effect their survival; describe and identify weather patterns; and apply space science vocabulary including sky, sun, moon, stars, and the place where they live, Earth.

In addition to skills described at the lower achievement levels, the student at the **proficient** level will be able to measure properties of common materials using simple tools; sort objects by physical properties; arrange objects, organisms, and events in serial order; identify the parts of a scientific investigation and conduct a scientific investigation; report data and answer questions about graphs; demonstrate cause/effect related to transferring energy in age-appropriate objects or devices; identify living/nonliving things in their environment that effect their survival; describe characteristics of rocks, soil, and basic weather; and recognize space science vocabulary including sun, moon, and the place where they live, Earth.

In addition to skills described at the lower achievement level, the student at the **limited knowledge** level will be able to measure simple properties of common materials using simple tools; arrange objects or organisms by observable properties; ask “wh” questions that pertain to a scientific investigation; communicate results of investigations; demonstrate a transfer of energy; identify relationships between living things and their environment that effect their survival; and identify characteristics of rocks, soil, and basic weather .

The student at the **unsatisfactory** level will be able to sort objects by physical properties; identify observable properties of objects; identify experimental data; identify potential hazards and practice safety procedures in all science investigations; recognize a transfer of energy; distinguish between living and nonliving things; and identify rocks, soil, and basic daily weather.

**Grade 8 Science**

In addition to skills described at the lower achievement levels, the student at the **advanced** level will be able to identify changes in objects, organisms, and/or events before/after an event; identify the properties by which a biological classification system is based; evaluate the design of a scientific investigation; evaluate data to accept/reject hypotheses; predict and measure/calculate the chemical reaction that will occur when two substances are mixed/combined; measure, collect data, and report the findings on change of position and/or speed; identify internal and external structures of organisms by likenesses and differences; describe the differences in the spheres of the earth; identify causes of rock formation changes and how gravity effects those changes; and identify global natural disasters and how they change the earth.

In addition to skills described at the lower achievement levels, the student at the **proficient** level will be able to measure objects, organisms, and/or events and SI units and prefixes; place an object, organism, and/or event into a classification system; identify a testable hypothesis, variables, and/or controls in an experiment; identify/apply data gained from an investigation to accept/reject hypotheses and communicate procedures and explanations; determine that substances react chemically with other substances to form new substances with different characteristics/properties; determine the position of an object as it changes directions; compare and contrast the speed of various objects when in motion; identify internal structures of organisms by likenesses/differences; describe the spheres of the earth and the differences in properties when rock formations change to dirt; identify the concept of gravity; and identify local natural disasters and how they change the earth.

In addition to skills described at the lower achievement level, the student at the **limited knowledge** level will be able to measure properties of common materials; sort objects by physical properties; arrange objects, organisms, and events in serial order; design, conduct, and record results of a scientific investigation; communicate the results of scientific procedures; identify the different properties of two substances; indicate how the position of an object in motion has changed and differentiate between slow and fast movements; identify external likenesses and differences of organisms, the spheres of the earth, and more than one local natural disaster that changes the earth.

The student at the **unsatisfactory** level will be able to take simple measurements; identify properties by which a set of objects, organisms, and/or events could be ordered; identify the parts and variables of a scientific investigation; conduct a scientific investigation; accept or reject hypotheses when given results of an investigation; identify that objects have properties that can be measured; recognize that an object has changed position; identify external likenesses of organisms, different rock formations, and at least one local natural disaster that changes the earth.

**Biology**

In addition to skills described at the lower achievement levels, the student at the **advanced** level will be able to identify changes in cells, organisms, populations, and ecosystems given conditions before and after an event; compare and contrast the properties by which a biological classification system is based; analyze and defend the design of a biology laboratory investigation; evaluate the results of a biological investigation or event by using an appropriate graph or chart from collected data, tables, or written description; create a biological model based on research; define the structures that live within the cell; describe the function of bacteria and viruses; recognize and indicate the stages of the cell cycle; identify observable properties by which a biological classification system is based; describe the life cycle of a plant and animal and the differences in each stage; describe the interaction between the major organ systems of the human body; analyze how different organisms use senses to monitor what is going on in the world around them; and differentiate how types of organisms' responses to external stimuli affect survival.

In addition to skills described at the lower achievement levels, the student at the **proficient** level will be able to use appropriate tools, SI units and prefixes when measuring cells, organisms, populations, and ecosystems; identify the properties of a biological classification system; use mathematics to show relationships; evaluate the design of a biology laboratory investigation; report the results or interpretation of a biological investigation or event by using an appropriate graph or chart from collected data, tables, or written description; interpret a biological model and compare a given model to the living world; identify that cells are necessary to keep organisms alive; identify the function of bacteria and viruses; identify the similarities and differences in appearance between parents and offspring; recognize the basics of the cell cycle; classify organisms into plant or animal kingdoms; describe the life cycle of a plant and animal; identify the functions of major organ systems of the human body and explain that old cells are replaced by new cells; recognize how organisms use senses to monitor what is going on in the world around them; and identify that organisms' responses to external stimuli affect survival.

In addition to skills described at the lower achievement level, the student at the **limited knowledge** level will be able to measure organisms or events using appropriate tools, SI units and SI prefixes; place an object, organism, and/or event into a classification system; identify a testable hypothesis, variables, and/or controls in an investigation; identify data to accept/reject hypotheses; identify sequences based on models; differentiate between specific characteristics of a plant or animal; recognize that parents create offspring; identify specific characteristics of a plant or animal; identify the stages of the life cycle of an animal; identify the function of at least one major organ system in the human body; and identify that organisms use their senses to respond to external stimuli.

The student at the **unsatisfactory** level will be able to measure properties of living things using simple tools and sort objects by physical properties; arrange objects, organisms, and events in serial order; record results of a scientific investigation; communicate the results of scientific procedures; identify a biological model; match parents to offspring; identify between plants and animals; identify a cell, the needs of living things, and one major organ system; and recognize the five senses.

## Social Studies/Geography/U.S. History Performance Level Descriptors

### Social Studies Grade 5

In addition to skills described at the lower achievement levels, the student at the **advanced** level will be able to analyze benefits and negative impacts of explorations for both Native Americans and Europeans; analyze changes of differing roles, community life, and key individuals regarding the growth and development of colonial America; analyze lasting effects of conflicts and key individuals of the American Revolution; analyze services that are paid by taxes; identify the functions of the three branches of government; and analyze how various climates and geographical features might influence peoples' work and recreation.

In addition to skills described at the lower achievement levels, the student at the **proficient** level will be able to identify benefits and negative impacts of explorations for both Native Americans and Europeans; identify changes of differing roles, community life, and key individuals regarding the growth and development of colonial America; identify cause and effect of conflicts and key individuals involved in the American Revolution; identify the three branches of government; and describe how various climates and geographical features might influence peoples' work and recreation.

In addition to skills described at the lower achievement levels, the student at the **limited knowledge** level will be able to identify benefits of explorations for Native Americans/Europeans; identify events related to colonial America; identify major events in the American Revolution; identify services paid by taxes; and identify how climates/geographical features influence work/recreation.

The student at the **unsatisfactory** level will be able to identify differences between Native Americans/Europeans; identify an event in colonial America; identify an event of the American Revolution; identify a service paid by taxes; and identify a climate/geographical feature.

## **Geography Grade 7**

In addition to skills described at the lower achievement levels, the student at the **advanced** level will be able to analyze the relationship between actual geographical features and their representations on maps; analyze causes of city and regional changes over time; analyze the impact of natural disasters on humans; analyze how differences in world cultures lead to cooperation/conflict; and analyze houses/clothing of different climates/environments.

In addition to skills described at the lower achievement levels, the student at the **proficient** level will be able to identify the relationship between actual geographical features and their representations on maps; sequence a series of city and regional changes over time; describe the impact of natural disasters on humans; compare and contrast language, food, and money systems of world cultures; and describe how people adapt their houses/clothing to their climate/environment.

In addition to skills described at the lower achievement levels, the student at the **limited knowledge** level will be able to create simple maps of school/community; identify landforms, bodies of water, cities, rivers, and a country on a map; identify the impact of natural disasters on humans; identify differences in other world cultures; and identify differences in regional climates/environments.

The student at the **unsatisfactory** level will be able to identify simple maps of school/community; recognize a familiar city; identify regional weather phenomena; identify changes in your community; and identify a change in climate/environment.

## **United States History Grade 8**

In addition to skills described at the lower achievement levels, the student at the **advanced** level will be able to analyze economic/political issues, propaganda, and patriotic slogans /excerpts from notable speeches/documents; analyze two critical events leading to the American Revolution; analyze a major idea from the Declaration of Independence and explain different perspectives on the war; analyze a major idea expressed in the Bill of Rights and the Preamble to the United States Constitution; analyze the life circumstances of slaves; analyze a major event during the Jacksonian era; analyze activities of early reform leaders; analyze the lifestyles of the pioneers and people today; and analyze a major difference leading to the Civil War.

In addition to skills described at the lower achievement levels, the student at the **proficient** level will be able to identify economic/political issues, propaganda, and patriotic slogans/excerpts from notable speeches/documents; identify critical events leading to the American Revolution; identify a major idea from the Declaration of Independence and different roles in the war; identify a major idea expressed in the Bill of Rights and in the Preamble to the United States Constitution; identify the life circumstances of slaves; identify major events during the Jacksonian era; identify awareness activities of early reform leaders and one state of the Confederacy on a map; distinguish between the lifestyles of the pioneers and people today; and identify political differences leading to the Civil War.

In addition to skills described at the lower achievement levels, the student at the **limited knowledge** level will be able to identify a patriotic slogan; identify an event leading to the American Revolution; identify an idea from the Declaration of Independence; identify an idea from the Bill of Rights; identify a transportation system in the first half of the 19th century; identify an event during the Jacksonian era; match an early reform leader to a reform movement; identify the lifestyles of the pioneers; and identify a political event leading to the Civil War.

The student at the **unsatisfactory** level will be able to identify a slogan; identify a historical event; recognize an individual in the revolutionary period; identify a branch of the government; identify a transportation system; identify one of the Five Tribes; identify an early reform leader; identify an object used by pioneers; and identify an event leading to the Civil War.

### **United States History EOI**

In addition to skills described at the lower achievement levels, the student at the **advanced** level will be able to analyze effects of the 13th, 14th, & 15th Amendments; analyze reasons people immigrate to the U.S. and technological advances/inventions during the Industrial Revolution; analyze causes/effects of World War I; analyze the impact of the automobile, expansion of electricity, and contributions of key individuals of the time; analyze the significance of Pearl Harbor and events of the Holocaust; explain the differences in capitalism vs. communism and democracy vs. totalitarianism; and identify goals of the Civil Rights movement.

In addition to skills described at the lower achievement levels, the student at the **proficient** level will be able to identify the major ideas in the 13th, 14th, and 15th Amendments; identify major technological advances/inventions during the Industrial Revolution; identify causes of World War I; identify key individuals of the time and how automobiles and the expansion of electricity changed American life; identify the powers during World War II; explain the significance of Pearl Harbor/the Holocaust; and identify the significance of Martin Luther King Jr. and Rosa Parks, major nations in the Cold War, and dangers of nuclear weapons.

In addition to skills described at the lower achievement levels, the student at the **limited knowledge** level will be able to identify a cause of the civil war; identify a reason people immigrate to the U.S.; identify a cause of World War I; identify an automobile and the purpose of electricity; identify a major power during World War II; and identify a goal of the Civil Rights movement.

The student at the **unsatisfactory** level will be able to identify a leader of the civil war; identify an invention during the Industrial Revolution; identify a country involved in World War I; identify a key individual of the time; identify a country in World War II; and identify Martin Luther King, Jr. and Rosa Parks.