

College- and Career-Readiness Assessment (CCRA): High School Science Performance Level Descriptors

The CCRA High School Science Performance Level Descriptors (PLDs) represent the knowledge, skills, and abilities that students scoring within a given range possess and can perform. The PLD ranges are Below Basic, Basic, Proficient, and Advanced, with the last level representing students with the highest probability of success after high school. The College- and Career-Readiness Assessment (CCRA): Science Content PLDs are divided into two areas of study, Life Science and Physical Science, as the CCRA Science is comprised of 50% Life Science and 50% Physical Science content. The knowledge, skills, and abilities represented across the range of the PLDs are important attributes for students to possess in order to be on track for success in college and careers in the major industries in Oklahoma, such as Aerospace & Defense, Agriculture & Bioscience, and Energy.

Physical Science

Advanced

Students demonstrate superior performance on challenging subject matter and clearly exhibit readiness for college and career. In addition to demonstrating a broad and in-depth understanding and application of all skills at the Proficient level, students scoring at the Advanced level typically:

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| <ul style="list-style-type: none">• Evaluate multiple patterns to develop and use models to predict how components between or within systems are related to the energy of motion and the structure and properties of matter, and the relationships between energy and matter.• Use complex mathematical models and plan and conduct investigations to produce and refine reliable data considering the types, amounts, accuracy, and limitations of data needed; analyze and interpret complex data sets to support explanations or claims about the conservation of energy and matter during chemical reactions, the effects of different type of interactions, definitions of energy, conservation of energy and energy transfer within a system and/or system model, and how matter affects wave properties.• Evaluate the validity and reliability of complex claims about the effects of electromagnetic radiation on matter from a variety of published sources, including complex texts. | <ul style="list-style-type: none">• Construct, evaluate, make inferences, and revise an explanation based on scientific principles using valid and reliable evidence obtained from a variety of sources to identify patterns relating to the structure and properties of matter and chemical reactions; and define energy and matter in order to design, refine, and evaluate solutions, taking into account unanticipated effects around defining and delimiting engineering problems and interdependence of science, engineering, and technology. |
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Physical Science

Proficient

Students demonstrate mastery with subject matter and exhibit readiness for college and career. In addition to demonstrating understanding and application of all skills in the Basic Level, students scoring at the Proficient Level typically:

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| <ul style="list-style-type: none">• Use patterns and models to predict how components between or within systems are related to the energy of motion and the structure and properties of matter, and the relationships between energy and matter.• Use mathematical models and plan and conduct investigations to produce and use reliable data to serve as a basis for evidence to support explanations or claims about the conservation of energy and matter during chemical reactions, the effects of different type of interactions, definitions of energy, conservation of energy and energy transfer within a system and/or system model, and how matter affects wave properties.• Evaluate the validity and reliability of claims about the effects of electromagnetic radiation on matter from a variety of published sources. | <ul style="list-style-type: none">• Construct and revise an explanation based on scientific principles using valid and reliable evidence obtained from a variety of sources to identify patterns relating to the structure and properties of matter and chemical reactions; and define energy and matter in order to design and refine solutions around defining and delimiting engineering problems and interdependence of science, engineering, and technology. |
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Physical Science

Basic

Students demonstrate partial mastery with subject matter and may not exhibit readiness for college and career.

Students scoring at the Basic level typically:

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| <ul style="list-style-type: none">• Use basic patterns and models to identify and describe components between or within systems related to the energy of motion and the structure and properties of matter, and the relationships between energy and matter.• Use simple mathematical models and conduct investigations to produce data or use provided data to support explanations or claims about the conservation of energy and matter during chemical reactions, the effects of different type of interactions, definitions of energy, conservation of energy and energy transfer within a system and/or system model, and how matter affects wave properties. | <ul style="list-style-type: none">• Evaluate the validity and/or reliability of a simple claim about the effects of electromagnetic radiation on matter from a published source.• Identify and describe basic relationships and construct explanations based on evidence from a variety of sources about patterns relating to the structure and properties of matter and chemical reactions; and define energy and matter in order to design solutions around defining and delimiting engineering problems and interdependence of science, engineering, and technology. |
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Below Basic

Student has not performed at least at the Basic Level.

Life Science

Advanced

Students demonstrate superior performance on challenging subject matter and clearly exhibit readiness for college and career. In addition to demonstrating a broad and in-depth understanding and application of all skills at the Proficient level, students scoring at the Advanced level typically:

- Develop and use models to interpret and evaluate components and relationships among components within and between complex systems and system models related to structure, function, growth and/or development of organisms, organization of matter and energy flow in organisms, cycles of matter and energy transfer in ecosystems and/or energy in chemistry processes.
- Plan and conduct investigations to produce reliable data considering the types, amounts, and accuracy of data needed; analyze and interpret complex data sets to support explanations or claims about the stability related to structure and function of organisms, interdependent relationships in ecosystems at different scales, the cycling of matter and flow of energy among organisms in an ecosystem, the effect variation of traits has in a population, patterns that show evidence of common ancestry and diversity, natural selection, or adaptation.
- Ask questions to analyze relationships about the effect of structure and function on inheritance of traits; or support and/or evaluate the merits of arguments to synthesize and communicate understanding and defend them based on empirical evidence about stability and change in ecosystem dynamics, function and resilience, the cause and effect relationships of social interactions, group behaviors, adaptation, and variation of traits.
- Construct, evaluate, make inferences and revise an explanation based on valid and reliable evidence from a variety of sources regarding the cause and effect relationships in natural selection, adaptation, and how the structure of DNA determines protein structure and impacts the function of the cell; or evaluate or refine explanations derived from evidence from a variety of sources for how matter and energy is organized, cycled, and transferred within an organism or ecosystem.

Life Science

Proficient

Students demonstrate mastery with subject matter and exhibit readiness for college and career. In addition to demonstrating understanding and application of all skills in the Basic Level, students scoring at the Proficient Level typically:

- Develop and use models to describe components and relationships among the components of a system, related to structure and function, growth and development of organisms, organization of matter and energy flow in organisms, cycles of matter and energy transfer in ecosystems, and energy in chemistry processes, including hierarchical structures and inputs and outputs of a system. Use the models to represent basic aspects of phenomena that result from changes in energy and matter.
 - Plan and conduct investigations to produce reliable data; analyze and interpret provided data to support explanations or claims about the stability related to structure and function of organisms, interdependent relationships in ecosystems at different scales, the cycling of matter and flow of energy among organisms in an ecosystem, the effect variation of traits has in a population, patterns that show evidence of common ancestry and diversity, natural selection, or adaptation.
 - Ask questions to clarify relationships about the effect of structure and function on inheritance of traits; or evaluate arguments based on evidence as students synthesize and communicate understanding of stability and change in ecosystem dynamics, function and resilience, the cause and effect relationships of social interactions, group behaviors, adaptation, and variation of traits.
- Construct an explanation based on valid and reliable evidence from sources of the cause and effect relationships in natural selection, adaptation, and how the structure of DNA determines protein structure and impacts the function of the cell; or construct and revise explanations derived from evidence from a variety of sources for how matter and energy is organized, cycled, and transferred within an organism or ecosystem.

Life Science

Basic:

Students demonstrate partial mastery with subject matter and may not exhibit readiness for college and career.

Students scoring at the Basic level typically:

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| <ul style="list-style-type: none">• Identify or describe basic components or relationships among components within systems and system models related to structure, function, growth and/or development of organisms, organization of matter and energy flow in organisms, cycles of matter and energy transfer in ecosystems, or energy in chemistry processes.• Conduct investigations to produce data; use provided data to support explanations or claims about the stability related to structure and function of organisms, interdependent relationships in ecosystems at different scales, the cycling of matter and flow of energy among organisms in an ecosystem, the effect variation of traits has in a population, patterns that show evidence of common ancestry and diversity, natural selection, or adaptation. | <ul style="list-style-type: none">• Ask questions to identify relationships about the effect of structure and function on inheritance of traits; or describe arguments based on evidence as students communicate understanding of stability and change in ecosystem dynamics, function and resilience, the cause and effect relationships of social interactions, group behaviors, adaptation, and variation of traits.• Identify and describe basic relationships based on evidence of the cause and effect relationships in natural selection, adaptation, and how the structure of DNA determines protein structure and impacts the function of the cell; or identify and describe explanations from evidence for how matter and energy is organized, cycled, and transferred within an organism or ecosystem. |
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Below Basic

Student has not performed at least at the Basic Level