

**Extended Assessment**

**Alternate Achievements Standards:**

**Science**



**Oregon Department of Education**

## Achievement Level Descriptors: Overview

Oregon's Alternate Achievement Standards describe what students know and can do based on their performance on the state's alternate assessments in the various content areas. These Descriptors may be used by educators to target instruction and inform parents and students of the range of expectations for students with significant cognitive disabilities to be considered proficient at a particular grade level.

The Alternate Achievement Standards are based on a sampling of a larger set of content outlined in the Oregon Content Standards. Results for individual students are only one indicator of student ability as measured at the time of testing. These statements give a general description of what most students know and can do within a particular band of achievement based on a particular subset of content aligned to the general content standards but reduced in depth, breadth, and complexity. Students who score at or within a particular level of achievement possess the bulk of the abilities described at that level.

The Alternate Achievement Level Descriptors (ALD) for each subject area were developed to parallel the Achievement Level Descriptors for the general education population while capturing an alternate set of expectations based on grade level content that has systematically been reduced in depth, breadth, and complexity. Category descriptions align to those used in the general education population: Level 1-Level 4. Expectations for this population reflect the state's commitment to holding all students to high standards of academic achievement.

The Alternate Achievement Level Descriptors do not represent academic expectations that are identical to the general Achievement Level Descriptors. While the state's general Achievement Level Descriptors refer and align to the grade level content standards directly, the Alternate Achievement Level Descriptors refer to the state's grade level content that is reduced in depth, breadth, and complexity via a process (i.e., essentialization) incorporated at the assessment development level.

Level expectations were developed by specialists at the department and were modeled on the format, language structure, and design of the general Achievement Level Descriptors. The draft ALDs were circulated for initial review of structure, form, and essence. These edited ALDs were incorporated for a thorough review by educators in conjunction with the standard setting session for the state's alternate assessment. In this session, educators familiar with the content expectations of this population (these individuals are described in the Standard Setting Report) were given authorship responsibility for the draft ALDs and invited to recommend content changes that adequately captured the expectations associated with each of the described categories (Level 1 – Level 4). During this level of the review,

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educators recommended changes to develop consistency between the grade levels. The general structure, form, and essence (as linked to the general Achievement Level Descriptors) was not significantly impacted by this level of review.

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**TABLE I: CATEGORY DESCRIPTIONS**

<b>Category*</b>	<b>Description</b>
Level 4	Students demonstrate <b>exceptional knowledge and skills</b> related to essentialized standards that <b>exceed the requirements for proficiency</b> .
Level 3	Students demonstrate <b>adept knowledge and skills</b> related to essentialized standards that <b>meet proficiency</b> .
Level 2	Students demonstrate <b>inconsistent or partial mastery of knowledge and skills</b> related to essentialized standards that <b>do not meet proficiency</b> .
Level 1	Students demonstrate <b>limited to no mastery of knowledge and skills</b> related to essentialized standards that <b>do not meet proficiency</b> .

\*The labels for the various Levels have not been determined as of July 8, 2015.

**TABLE 2: SCIENCE**

**Ranges of Scale Scores by Category**

<b>Grade</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>5</b>	505 or below	506 - 516	517 - 529	530 or above
<b>8</b>	809 or below	810 - 819	820 - 830	831 or above
<b>11</b>	900 or below	901 - 913	914 - 928	929 or above

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## Alternate Achievement Level Descriptors: Science

The Alternate Achievement Level Descriptors reflect expectations for students with the most significant cognitive disabilities as reflected by performance on academic assessments that are reduced in depth, breadth, and complexity (\*Oregon's Extended Assessments).

*\*Oregon's Extended Assessments are created by linking assessment items to the state's grade level content standards while reducing the assessed content (i.e., essentialization) in depth, breadth, and complexity. Reduced depth, breadth, and complexity items reflect simplified grammatical structures, simplified vocabulary, shortened length (reduced wordiness), increased inclusion of and reference to prerequisite skills, and increased scaffolding and support.*

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# SCIENCE

## FIFTH GRADE SCIENCE

### Achievement Level Descriptors (ALDs)

#### General and Content-Specific Policy ALDs

	Level 1	Level 2	Level 3	Level 4
<b>General Policy Definitions</b>	Students demonstrate <b>limited to no mastery of knowledge and skills</b> related to essentialized standards that <b>do not meet proficiency</b> .	Students demonstrate <b>inconsistent or partial mastery of knowledge and skills</b> related to essentialized standards that <b>do not meet proficiency</b> .	Students demonstrate <b>adept knowledge and skills</b> related to essentialized standards that <b>meet proficiency</b> .	Students demonstrate <b>exceptional knowledge and skills</b> related to essentialized standards that <b>exceed the requirements for proficiency</b> .
<b>Content-Specific Policy Definitions: Science</b>	Performance indicates that the student has <b>limited to no understanding of academic concepts</b> aligned to essentialized standards.	Performance indicates an <b>inconsistent or partial understanding of academic concepts</b> aligned to essentialized standards.	Performance indicates <b>consistent understanding of academic concepts</b> aligned to essentialized standards.	Performance indicates <b>superior understanding of academic concepts</b> aligned to essentialized standards.

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Grade 5 Science ALDs

		Level 1	Level 2	Level 3	Level 4
Content Area	Domain	In grade level content reduced in depth, breadth, and complexity, the student demonstrates <b>limited to no performance when presented with items that ask them to:</b>	In grade level content reduced in depth, breadth, and complexity, student demonstrates <b>inconsistent or partial performance when presented with items that ask them to:</b>	In grade level content reduced in depth, breadth, and complexity, student demonstrates <b>proficient performance when presented with items that ask them to:</b>	In grade level content reduced in depth, breadth, and complexity, student demonstrates <b>superior proficient performance when presented with items that ask them to:</b>
Science	Matter and Its Interactions	<ul style="list-style-type: none"> <li>Recognize that common objects, animals and plants are made of different parts.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the parts of large common and inanimate objects with easily recognizable smaller parts.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the parts of a wider variety of common inanimate objects and living organisms.</li> </ul>	<ul style="list-style-type: none"> <li>Identify more complex parts of common inanimate objects and living organisms including those that are too small to be seen with the naked eye.</li> </ul>
		<ul style="list-style-type: none"> <li>Measure the weight of common objects.</li> </ul>	<ul style="list-style-type: none"> <li>Measure the weight/mass of common objects in various phases of matter using pictures of the objects.</li> </ul>	<ul style="list-style-type: none"> <li>Measure and/or compare the weight/mass of common objects in various phases of matter using pictures of the objects, including choosing the correct tool.</li> </ul>	<ul style="list-style-type: none"> <li>Measure and/or compare the weight/mass of common objects in various phases of matter using graphs and associated data.</li> </ul>

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		<ul style="list-style-type: none"> <li>• Identify physical properties of common matter.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and measure the physical properties of matter, including the size and shape of common objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and measure the physical properties of matter, including size, shape, hardness and softness, and the mass of objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and measure the physical properties of matter, including size, shape, hardness and softness, mass, and volume through the use of graphs and pictures of matter in different phases.</li> </ul>
		<ul style="list-style-type: none"> <li>• Recognize when common substances are mixed together.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize two solids mixed together that do not form a new substance.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize one solid and one liquid mixed together that does not form a new substance.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize one solid and one liquid, two liquids, or two gases that when mixed form a new substance.</li> </ul>
	Motion and Stability: Forces and Inter-actions	<ul style="list-style-type: none"> <li>• Recognize that common objects move when dropped.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize or identify the direction common objects will fall when dropped.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize that gravity makes objects fall downward on Earth.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize that gravity makes objects fall downward, incorporating more abstract diagrams of the Earth and Moon.</li> </ul>

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	Energy	<ul style="list-style-type: none"> <li>Recognize that the Sun provides light and heat.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize that the Sun (compared to other space and non-space objects) gives the vast majority of light and heat energy to the Earth.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize that the Sun gives light and heat energy to living organisms on Earth for survival.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize that the Sun gives light and heat energy to plants and animals on Earth, which provide humans with energy for survival, body repair, growth and motion.</li> </ul>
	From Molecules to Organisms: Structures and Processes	<ul style="list-style-type: none"> <li>Recognize that plants need light, air, and water.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize that plants need light, air, and water to grow compared to things that would obviously not help growth.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize that plants need light, air, and water to grow, examining how a plant will grow when given different amounts of these substances.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize that plants need light, air, and water to grow, comparing the potential or actual growth of different plants when given different amounts of these substances.</li> </ul>
	Eco-systems: Inter-actions, Energy, and Dynamics	<ul style="list-style-type: none"> <li>Recognize or identify common living organisms.</li> </ul>	<ul style="list-style-type: none"> <li>Identify which are an animal, plant and decomposer using common terminology and organisms.</li> </ul>	<ul style="list-style-type: none"> <li>Identify that animals must eat food and drink water to survive, and that plants need materials in soil, air and water to survive compared to common things they don't need.</li> </ul>	<ul style="list-style-type: none"> <li>Identify that animals must eat food and drink water to survive, and that plants need materials in soil, air and water to survive, including where such things come from.</li> </ul>

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	Earth's Place in the Universe	<ul style="list-style-type: none"> <li>Recognize that the Sun shines and is bright.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize that the Sun is brighter than other common objects on Earth that do not shine on their own.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize that the Sun is brighter than other objects in the sky and in space that are not as bright.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize that the Sun is brighter than other stars in space because it is closer to the Earth.</li> </ul>
		<ul style="list-style-type: none"> <li>Recognize day and night.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize the difference between day and night, including that shadows typically happen during the daytime.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize the appropriate size, direction and shape of shadows based on the position of Sun in simple pictures and diagrams.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize the relative amount of sunlight in different circumstances and the portion of the Earth that is day/night using simple pictures and diagrams.</li> </ul>
	Earth's Systems	<ul style="list-style-type: none"> <li>Recognize common parts of the Earth.</li> </ul>	<ul style="list-style-type: none"> <li>Identify common living organisms of Earth's biosphere, including plants and animals, without specifically naming them.</li> </ul>	<ul style="list-style-type: none"> <li>Identify nonliving features, restricted to: ponds, lakes, rivers, streams and oceans (hydrosphere), rocks, mountains, volcanoes, canyons (geosphere), and air, clouds and fog (atmosphere).</li> </ul>	<ul style="list-style-type: none"> <li>Identify simple interactions among common Earth systems.</li> </ul>

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		<ul style="list-style-type: none"> <li>Recognize common Earth features made of water.</li> </ul>	<ul style="list-style-type: none"> <li>Identify Earth features that are made of water compared to common objects that are not made of water.</li> </ul>	<ul style="list-style-type: none"> <li>Identify Earth features that are made of water compared to other natural features that are not made of water.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and compare the relative amounts of water in features of the hydrosphere using diagrams and graphs.</li> </ul>
	Earth and Human Activity	<ul style="list-style-type: none"> <li>Recognize common activities that impact the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Identify activities that pollute and harm the planet compared to activities that obviously do not.</li> </ul>	<ul style="list-style-type: none"> <li>Identify simple and common ways to protect and help the Earth compared to common and unrelated activities.</li> </ul>	<ul style="list-style-type: none"> <li>Identify simple and common ways to protect and help the Earth compared to activities that pollute and harm the Earth.</li> </ul>
	Engineering Design	<ul style="list-style-type: none"> <li>Recognize common problems.</li> </ul>	<ul style="list-style-type: none"> <li>Identify simple and common problems to solve compared to unrelated inanimate objects.</li> </ul>	<ul style="list-style-type: none"> <li>Identify common problems to solve compared to unrelated activities and situations that are not problems.</li> </ul>	<ul style="list-style-type: none"> <li>Identify complex problems to solve compared to related activities and situations that are not problems.</li> </ul>
		<ul style="list-style-type: none"> <li>Recognize solutions to common problems.</li> </ul>	<ul style="list-style-type: none"> <li>Identify simple solutions around daily activities and needs compared to unrelated inanimate objects.</li> </ul>	<ul style="list-style-type: none"> <li>Identify simple solutions restricted to common problems and solutions and tools that solve them compared to obvious non-solutions.</li> </ul>	<ul style="list-style-type: none"> <li>Identify simple solutions restricted to common problems and solutions and tools that solve them compared to solutions to similar solutions.</li> </ul>

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## Science Achievement Level Descriptors (ALDs)

## General and Content-Specific Policy ALDs

	Level 1	Level 2	Level 3	Level 4
<b>General Policy Definitions</b>	Students demonstrate <b>limited to no mastery of knowledge and skills</b> related to essentialized standards that <b>do not meet proficiency</b> .	Students demonstrate <b>inconsistent or partial mastery of knowledge and skills</b> related to essentialized standards that <b>do not meet proficiency</b> .	Students demonstrate <b>adept knowledge and skills</b> related to essentialized standards that <b>meet proficiency</b> .	Students demonstrate <b>exceptional knowledge and skills</b> related to essentialized standards that <b>exceed the requirements for proficiency</b> .
<b>Content-Specific Policy Definitions: Science</b>	Performance indicates that the student has <b>limited to no understanding of academic concepts</b> aligned to essentialized standards.	Performance indicates an <b>inconsistent or partial understanding of academic concepts</b> aligned to essentialized standards.	Performance indicates <b>consistent understanding of academic concepts</b> aligned to essentialized standards.	Performance indicates <b>superior understanding of academic concepts</b> aligned to essentialized standards.

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Grade 8 Science ALDs

		Level 1	Level 2	Level 3	Level 4
Content Area	Domain	In grade level content reduced in depth, breadth, and complexity, the student demonstrates <b>limited to no performance when presented with items that ask them to:</b>	In grade level content reduced in depth, breadth, and complexity, student demonstrates <b>inconsistent or partial performance when presented with items that ask them to:</b>	In grade level content reduced in depth, breadth, and complexity, student demonstrates <b>proficient performance when presented with items that ask them to:</b>	In grade level content reduced in depth, breadth, and complexity, student demonstrates <b>superior proficient performance when presented with items that ask them to:</b>
Science	Matter and Its Interactions	<ul style="list-style-type: none"> <li>Identify physical properties of common matter.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and compare simple physical properties including size, shape, hardness and softness, weight, mass and density of common objects, with the chemical property restricted to flammability.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and compare simple physical properties including size, shape, hardness and softness, weight, mass and density of common objects, with the chemical property restricted to flammability, including identifying such properties after a physical or chemical change.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and compare simple physical properties including size, shape, hardness and softness, weight, mass and density of common objects, with the chemical property restricted to flammability, including comparing physical and chemical changes, which have occurred and the results.</li> </ul>

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		<ul style="list-style-type: none"> <li>Recognize common objects people use.</li> </ul>	<ul style="list-style-type: none"> <li>Identify common objects and materials.</li> </ul>	<ul style="list-style-type: none"> <li>Identify common objects and materials that come from natural resources.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the natural resource(s) from which common objects and materials come.</li> </ul>
	Motion and Stability: Forces and Interactions	<ul style="list-style-type: none"> <li>Recognize common moving objects.</li> </ul>	<ul style="list-style-type: none"> <li>Identify when objects are at rest or in motion.</li> </ul>	<ul style="list-style-type: none"> <li>Identify actions that involve an associated reaction.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and associate simple actions and reactions.</li> </ul>
		<ul style="list-style-type: none"> <li>Recognize that common objects have mass.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and compare objects in relation to their mass.</li> </ul>	<ul style="list-style-type: none"> <li>Qualitatively link mass with force and motion.</li> </ul>	<ul style="list-style-type: none"> <li>Qualitatively compare forces, mass and changes in motion of objects.</li> </ul>
	Energy	<ul style="list-style-type: none"> <li>Recognize common hot and cold objects.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize the difference between hot and cold objects.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize that hot and cold are related to measures of temperature, including changes in temperature.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize examples of heat transfer, and how such transfer might be minimized or maximized.</li> </ul>
	Waves and Their Applications in Technologies for Information Transfer	<ul style="list-style-type: none"> <li>Recognize common examples of waves.</li> </ul>	<ul style="list-style-type: none"> <li>Identify different types of waves compared to other objects.</li> </ul>	<ul style="list-style-type: none"> <li>Describe different types of waves qualitatively.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and compare different types of waves qualitatively and quantitatively.</li> </ul>
	Molecules to Organisms: Structures and Processes	<ul style="list-style-type: none"> <li>Recognize common parts of the human body.</li> </ul>	<ul style="list-style-type: none"> <li>Identify common external parts of the human body.</li> </ul>	<ul style="list-style-type: none"> <li>Identify internal parts and systems of the body using simple terminology and diagrams.</li> </ul>	<ul style="list-style-type: none"> <li>Connect human body parts and systems to their materials and function.</li> </ul>

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		<ul style="list-style-type: none"> <li>Recognize animals and plants.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and distinguish animals and plants from other objects.</li> </ul>	<ul style="list-style-type: none"> <li>Identify different animal and plant behaviors, parts and structures.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and connect animal and plant behaviors, parts, and structures to their function.</li> </ul>
		<ul style="list-style-type: none"> <li>Recognize that plants need light, air, and water.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize that plants need light, air, and water to grow.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and compare the growth of plants given different amounts of light, water and/or air, including the term, role, and description of photosynthesis.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and compare the growth of plants given different amounts of light, water and/or air, including the term, role, and description of photosynthesis and flow of energy and materials.</li> </ul>
		<ul style="list-style-type: none"> <li>Recognize humans and animals need food.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize that humans and animals need food to grow.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize that humans and animals need food to grow, and that food provides energy.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize that humans and animals need food to grow, including graphical displays/diagrams about the amount of energy or expected growth under different situations.</li> </ul>
	Ecosystems: Interactions, Energy, and Dynamics	<ul style="list-style-type: none"> <li>Recognize living organisms.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize the difference between individual living organisms and groups of living organisms.</li> </ul>	<ul style="list-style-type: none"> <li>Identify resources that individual or groups of living organisms need to grow, reproduce, and sustain their population.</li> </ul>	<ul style="list-style-type: none"> <li>Identify simple changes in resources and how they might affect an individual or group of living organisms.</li> </ul>

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		<ul style="list-style-type: none"> <li>• Identify living organisms.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify living organisms compared to non-living parts of ecosystems.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify simple interactions between living and non-living parts of ecosystems.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify simple interactions between individual and groups of living organisms in ecosystems.</li> </ul>
	Heredity: Inheritance and Variation of Traits	<ul style="list-style-type: none"> <li>• Recognize that living organisms have offspring.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify (match) the identical offspring of a given living organism compared to different species.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the offspring of a given living organism with varying traits compared to different species.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the offspring of a given living organism with varying traits compared to different and the same species.</li> </ul>
	Biological Evolution: Unity and Diversity	<ul style="list-style-type: none"> <li>• Recognize physical characteristics of animals.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize and identify like animals based on physical characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize and identify similar animals based on physical characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize and identify similar animals based on physical characteristics, including fossils of common extinct organisms.</li> </ul>
		<ul style="list-style-type: none"> <li>• Recognize simple traits of animals.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify simple traits of animals, without referring to survival or reproduction, compared to unrelated objects and traits.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify simple traits of animals that help them survive and reproduce, compared to traits from other animals that help them survive.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the function of traits related to a single animal or group of the same animals compared to other traits that the target animals have.</li> </ul>

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	Earth's Place in the Universe	<ul style="list-style-type: none"> <li>Recognize that common objects move when dropped.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize the direction that common objects will fall based on the role of gravity, including the use of the term.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize the role of gravity involving Earth-Moon and Earth-Sun relations.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize the role of gravity involving Earth-Moon and Earth-Sun relations, and other natural and manmade objects in the solar system.</li> </ul>
		<ul style="list-style-type: none"> <li>Recognize the Sun and Earth.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the Sun and the Earth as compared to other unrelated objects on Earth.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the Sun, Earth and Moon as compared to other related objects in space in the solar system.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and compare additional objects in the solar system and their features, including using diagrams, graphs, and models.</li> </ul>
	Earth's Systems	<ul style="list-style-type: none"> <li>Identify common Earth processes.</li> </ul>	<ul style="list-style-type: none"> <li>Identify processes that lead to erosion when provided a model.</li> </ul>	<ul style="list-style-type: none"> <li>Identify conditions and processes that lead to different types of surface weathering.</li> </ul>	<ul style="list-style-type: none"> <li>Identify geoscience processes that shape common geographic features.</li> </ul>
		<ul style="list-style-type: none"> <li><u>Recognize water in common different forms.</u></li> </ul>	<ul style="list-style-type: none"> <li><u>Identify the three forms of water as compared to other unrelated objects.</u></li> </ul>	<ul style="list-style-type: none"> <li><u>Identify the three forms of water as compared to other forms of water.</u></li> </ul>	<ul style="list-style-type: none"> <li><u>Identify and connect the forms of water to various points in the water cycle using diagrams.</u></li> </ul>
		<ul style="list-style-type: none"> <li><u>Identify different types of weather conditions and their characteristics.</u></li> </ul>	<ul style="list-style-type: none"> <li><u>Identify simple weather conditions compared to unrelated objects and conditions.</u></li> </ul>	<ul style="list-style-type: none"> <li><u>Identify simple weather conditions compared to related objects and conditions.</u></li> </ul>	<ul style="list-style-type: none"> <li><u>Identify and connect physical conditions to simple weather conditions.</u></li> </ul>

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	Earth and Human Activity	<ul style="list-style-type: none"> <li>• Recognize common ways to help the Earth.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify simple and common ways to protect or help the Earth and environment compared to other common and unrelated activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify simple and common ways to protect or help the Earth and environment compared to other activities that pollute and harm the Earth.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and compare simple methods for monitoring or reducing human impact on the Earth and environment.</li> </ul>
		<ul style="list-style-type: none"> <li>• Recognize common things that come from the Earth.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify natural resources compared to other unrelated items and objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify natural resources based on their use in communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify human use of resources and the effect on resources using simple graphs and diagrams.</li> </ul>
	Engineering Design	<ul style="list-style-type: none"> <li>• Recognize common problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify simple and common problems to solve compared to other unrelated activities/situations that are obviously not problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify more complex problems to solve compared to related activities/situations that are not problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify more complex problems to solve compared to related activities/situations that are not problems,</li> <li>• including the use of and diagrams, and issues about likelihood of problems based on simple</li> <li>• data.</li> </ul>

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		<ul style="list-style-type: none"> <li>• Recognize solutions to common problems</li> </ul>	<ul style="list-style-type: none"> <li>• Identify simple solutions restricted to common problems and solutions/tools that solve them compared to obvious non-solutions</li> </ul>	<ul style="list-style-type: none"> <li>• Identify simple solutions restricted to common problems and solutions/tools that solve them compared to solutions to other similar problems</li> </ul>	<ul style="list-style-type: none"> <li>• Identify simple solutions restricted to common problems and solutions/tools that solve them compared to solutions to other similar problems, including the use of graphs and diagrams that show simple data</li> </ul>
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## SCIENCE

### HIGH SCHOOL SCIENCE

#### Science Achievement Level Descriptors (ALDs)

##### General and Content-Specific Policy ALDs

	Level 1	Level 2	Level 3	Level 4
<b>General Policy Definitions</b>	Students demonstrate <b>limited to no mastery of knowledge and skills</b> related to essentialized standards that <b>do not meet proficiency</b> .	Students demonstrate <b>inconsistent or partial mastery of knowledge and skills</b> related to essentialized standards that <b>do not meet proficiency</b> .	Students demonstrate <b>adept knowledge and skills</b> related to essentialized standards that <b>meet proficiency</b> .	Students demonstrate <b>exceptional knowledge and skills</b> related to essentialized standards that <b>exceed the requirements for proficiency</b> .
<b>Content-Specific Policy Definitions: Science</b>	Performance indicates that the student has <b>limited to no understanding of academic concepts</b> aligned to essentialized standards.	Performance indicates an <b>inconsistent or partial understanding of academic concepts</b> aligned to essentialized standards.	Performance indicates <b>consistent understanding of academic concepts</b> aligned to essentialized standards.	Performance indicates <b>superior understanding of academic concepts</b> aligned to essentialized standards.

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Grade 11 Science ALDs

		Level 1	Level 2	Level 3	Level 4
Content Area	Domain	In grade level content reduced in depth, breadth, and complexity, the student demonstrates <b>limited to no performance when presented with items that ask them to:</b>	In grade level content reduced in depth, breadth, and complexity, student demonstrates <b>inconsistent or partial performance when presented with items that ask them to:</b>	In grade level content reduced in depth, breadth, and complexity, student demonstrates <b>proficient performance when presented with items that ask them to:</b>	In grade level content reduced in depth, breadth, and complexity, student demonstrates <b>superior proficient performance when presented with items that ask them to:</b>
Science	Matter and Its Interactions	<ul style="list-style-type: none"> <li>Identify physical and chemical properties.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and compare simple physical properties including size, shape, hardness and softness, weight, mass and density of common objects, and chemical property restricted to flammability.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and compare simple physical and chemical properties after a physical and/or chemical change.</li> </ul>	<ul style="list-style-type: none"> <li>Identify physical and chemical properties before and after a physical and/or chemical change, neither including whether or not a physical or chemical change has occurred, includes the use of graphs and data tables of such properties.</li> </ul>

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		<ul style="list-style-type: none"> <li>• Identify the properties of different and common substances.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify different bulk properties of common and everyday objects and materials when they are explicitly linked to the properties of the materials and resources from which they are made.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify different bulk properties of common and everyday objects and materials when they are not linked to the properties of the materials and resources from which they are made.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the shared physical or chemical property of both the object/material and the material/resource from which they are made.</li> </ul>
		<ul style="list-style-type: none"> <li>• Recognize common types of matter and that it can change or stay the same.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize through pictures and diagrams when a material or an object is the same.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize through pictures and diagrams when the amount of matter (mass) of a given material or object is the same.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize that the amount of matter (mass) is conserved after a physical change or chemical reaction.</li> </ul>
	Motion and Stability: Forces and Inter-actions	<ul style="list-style-type: none"> <li>• Recognize that common objects have mass and move.</li> </ul>	<ul style="list-style-type: none"> <li>• Qualitatively link mass with force and motion.</li> </ul>	<ul style="list-style-type: none"> <li>• Qualitatively compare forces, mass and changes in motion of objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Qualitatively and quantitatively compare forces, mass and changes in motion using diagrams, graphs, or tables.</li> </ul>

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		<ul style="list-style-type: none"> <li>Recognize that common moving objects have force.</li> </ul>	<ul style="list-style-type: none"> <li>Identify which object has or requires the most or least amount of force.</li> </ul>	<ul style="list-style-type: none"> <li>Identify which among three options/scenarios involving the same object would result in an increase or decrease in the amount of force.</li> </ul>	<ul style="list-style-type: none"> <li>Identify devices that would help or ways in which one might decrease or minimize the amount of force during an impact/collision.</li> </ul>
	Energy	<ul style="list-style-type: none"> <li>Recognize common types of energy.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize and identify different examples of energy relative to its source.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize and identify different examples of energy relative to its source, including energy transfer.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize examples of common or everyday energy conversion.</li> </ul>
		<ul style="list-style-type: none"> <li>Recognize common hot and cold objects.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize that hot and cold are related to measures of temperature, including the tools used to measure temperature.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize examples of heat transfer/changes in temperature, and how such transfer might be minimized, maximized, and/or measured.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize heat transfer/changes in temperature using diagrams, models, graphs to show such transfer/change, including over time.</li> </ul>

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	Waves and their Applications in Technologies for Information Transfer	<ul style="list-style-type: none"> <li>Recognize and identify different types of common waves compared to other objects.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe examples of waves qualitatively.</li> </ul>	<ul style="list-style-type: none"> <li>Identify, describe and compare different waves qualitatively.</li> </ul>	<ul style="list-style-type: none"> <li>Identify, describe and compare waves using diagrams, graphs, and data tables that show examples of waves traveling through or interacting with various objects and media.</li> </ul>
		<ul style="list-style-type: none"> <li>Recognize common examples digital technology.</li> </ul>	<ul style="list-style-type: none"> <li>Identify various types of digital storage and transmitting technology compared to objects devices that are not related.</li> </ul>	<ul style="list-style-type: none"> <li>Identify that digital technology stores and transmits information compared to other unrelated (non-electronic, non-digital) objects.</li> </ul>	<ul style="list-style-type: none"> <li>Identify that digital technology stores and transmits information compared to other electronic objects that do not.</li> </ul>
	From Molecules to Organisms: Structures and Processes	<ul style="list-style-type: none"> <li>Identify common parts of living organisms, including humans.</li> </ul>	<ul style="list-style-type: none"> <li>Identify different external and internal parts and systems of the body using simple terminology and diagrams.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and connect external human body parts to their materials and function.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and connect internal human body parts to their materials and function.</li> </ul>

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		<ul style="list-style-type: none"> <li>Recognize that plants need light, air, and water to grow.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and compare the growth of plants given different amounts of light, water and/or air, including the term, role, and description of photosynthesis.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and compare the growth of plants given different amounts of light, water and/or air, including the term, role, and description of photosynthesis.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and compare the growth of plants given different amounts of light, water and/or air, incorporating diagrams of photosynthesis that indicate flow of energy and materials.</li> </ul>
		<ul style="list-style-type: none"> <li>Recognize that humans and animals need oxygen and food to survive.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize that humans and animals need food and oxygen to survive/grow.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize that humans and animals need food and oxygen to survive/grow, and that these work together to provide energy.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize that humans and animals need food and oxygen to survive/grow, incorporating graphs and diagrams to determine the relative amount of energy or expected growth based on a given situation involving food and/or oxygen.</li> </ul>

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	Eco-systems: Interactions, Energy, and Dynamics	<ul style="list-style-type: none"> <li>Recognize and identify common factors that affect living organisms.</li> </ul>	<ul style="list-style-type: none"> <li>Identify various resources and factors that individual or groups of living organisms need to grow, reproduce, and sustain their population.</li> </ul>	<ul style="list-style-type: none"> <li>Identify simple changes in resources, and how such changes might affect an individual or group of living organisms.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the availability of or simple changes in resources, and how such changes might affect biodiversity in an ecosystem.</li> </ul>
		<ul style="list-style-type: none"> <li>Recognize that living and non-living organisms interact.</li> </ul>	<ul style="list-style-type: none"> <li>Identify interactions between living and non-living aspects of a given ecosystem.</li> </ul>	<ul style="list-style-type: none"> <li>Identify interactions between living organisms of a given ecosystem.</li> </ul>	<ul style="list-style-type: none"> <li>Identify how a changes to non-living or living aspects of a given ecosystem and how these aspects might be affected, including the development of new ecosystems.</li> </ul>
	Heredity: Inheritance and Variation of Traits	<ul style="list-style-type: none"> <li>Recognize that living organisms have offspring that are similar to them.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the offspring of a given living organism with varying traits compared to different species.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the offspring of a given living organism with varying traits compared to different and the same species.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the offspring of a given living organism with varying traits compared to different and the same species, including situations involving environmental factors/mutation.</li> </ul>

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	Biological Evolution: Unity and Diversity	<ul style="list-style-type: none"> <li>Recognize simple traits of animals that help them survive.</li> </ul>	<ul style="list-style-type: none"> <li>Identify simple traits of animals that help them survive and reproduce, compared to traits from other animals that are unrelated to the target animal.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the function of traits that help a single animal/group of the same animal survive and reproduce among other traits of the target animal.</li> </ul>	<ul style="list-style-type: none"> <li>Identify which among variations of the same trait offers an advantage to an animal or group of the same animals in the given ecosystem.</li> </ul>
		<ul style="list-style-type: none"> <li>Identify common adaptive features of living organisms.</li> </ul>	<ul style="list-style-type: none"> <li>Identify simple adaptive features of humans, animals or plants, without linking the adaptation to its purpose, compared to other features of the organism or others.</li> </ul>	<ul style="list-style-type: none"> <li>Identify simple adaptive features of humans, animals or plants linking the adaptation to its purpose as compared to other features of the organism.</li> </ul>	<ul style="list-style-type: none"> <li>Identify an organism's adaptation based on its function.</li> </ul>
	Earth's Place in the Universe	<ul style="list-style-type: none"> <li>Recognize that the Sun provides light and heat.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize that the Sun, compared to other space and non-space objects, gives light and heat energy to the Earth.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize that the Sun, compared to other space objects, gives light and heat energy to the Earth and its organisms.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize that the Sun gives energy to the Earth, plants and animals, and thus, humans in the form of different types of radiation, including examples beyond heat and visible light.</li> </ul>

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		<ul style="list-style-type: none"> <li>Recognize the Sun, Earth and other common objects in space.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the Sun, Earth and Moon compared to other objects in the solar system, with gravity concepts restricted to Earth-Moon and Earth-Sun.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and compare features of natural objects in the solar system, including the role of gravity in their orbit.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and compare features of natural and manmade objects in the solar system, including the role of gravity in their orbit.</li> </ul>
	Earth's Systems	<ul style="list-style-type: none"> <li>Identify common Earth features and processes.</li> </ul>	<ul style="list-style-type: none"> <li>Identify conditions that lead to specific types of surface weathering.</li> </ul>	<ul style="list-style-type: none"> <li>Identify geoscience processes that shape common geographic features.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and link Earth features to the geoscience process that created them.</li> </ul>
		<ul style="list-style-type: none"> <li>Recognize and identify different forms of water.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the three forms of water as compared to other related substances.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the three forms of water as compared to other forms of water.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and connect the forms of water to various points in the water cycle using diagrams and graphs.</li> </ul>
	Earth and Human Activity	<ul style="list-style-type: none"> <li>Identify common types of weather and natural hazards that impact humans.</li> </ul>	<ul style="list-style-type: none"> <li>Identify natural resources, natural hazards and aspects of weather and climate compared to other unrelated materials or objects.</li> </ul>	<ul style="list-style-type: none"> <li>Identify natural resources, natural hazards and aspects of weather and climate compared to other related materials and processes.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and link resources, natural hazards and aspects of weather and climate to their impact on humans.</li> </ul>

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**The information in this footnote is recommended to be included in reports to parents about their students' performance on the Extended Assessments.**

		<ul style="list-style-type: none"> <li>Recognize common ways to help and hurt the Earth.</li> </ul>	<ul style="list-style-type: none"> <li>Identify which of several simple and common choices is a way to protect or help the Earth as compared to activities that pollute and harm the Earth.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and compare simple methods for monitoring or reducing human impact on the Earth and environment.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and compare simple methods for monitoring or reducing human impact on the Earth and environment, including specifically the use of technology to monitor and protect the environment.</li> </ul>
	Engineering Design	<ul style="list-style-type: none"> <li>Recognize common real-world problems and solutions.</li> </ul>	<ul style="list-style-type: none"> <li>Based on a simple problem that impacts an individual identify the problem, possible constraints, or solutions to the problem.</li> </ul>	<ul style="list-style-type: none"> <li>Based on a simple problem that impacts a community identify the problem, possible constraints or solutions to the problem.</li> </ul>	<ul style="list-style-type: none"> <li>Based on a simple problem that impacts broader society, identify the problem, possible constraints, or solutions to the problem.</li> </ul>

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