

IDAHO ALTERNATE ASSESSMENT (IDAA)

Achievement Standards



IDAHO DEPARTMENT OF EDUCATION
ASSESSMENT & ACCOUNTABILITY

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ADOPTION OF ACHIEVEMENT STANDARDS

These Idaho Alternate Assessment (IDAA) Achievement Standards were adopted by the Idaho State Board of Education on Thursday October 20th, 2022.

IDAHO ALTERNATE ASSESSMENT

Idaho Alternate Assessment (IDAA) is a statewide assessment in English Language Arts (ELA)/literacy, mathematics, and science. The IDAA assesses the student's knowledge and skills on the Idaho Extended Content Standards, which are aligned with the Idaho Content Standards but have been reduced in depth, breadth, and complexity.

The IDAA is for only a small number of students with the most significant cognitive disabilities who must meet four participation criteria as determined by the individualized educational plan (IEP) team, representing about 1% of all students tested. Students who take the IDAA do not take the Idaho Standards Achievement Tests (ISAT).

ACHIEVEMENT STANDARDS

Achievement standards define how students are expected to demonstrate the mastery of the academic content standards. The achievement standards have three components: achievement levels, cut scores, and achievement level descriptors.

Achievement Levels

IDAA has four achievement levels: Advanced, Proficient, Basic, and Below Basic. The achievement levels describe the level of mastery that a student demonstrates on a given assessment.

- **Advanced:** A student who performs at the **advanced** level demonstrates **thorough** knowledge, skills, and understanding of the content, practices, and concepts for each category, including the ability to use them in combination.
- **Proficient:** A student who performs at the **proficient** level demonstrates **adequate** knowledge, skills, and understanding of content, practices, and concepts for each category.

- **Basic:** A student who performs at the **basic** level demonstrates **partial or inconsistent** knowledge, skills, and understanding of the content in the category, but that understanding does not yet meet the expectations found in the Progress Indicator. This student’s skills, knowledge and understanding are emerging.
- **Below Basic:** A student who performs at the **below basic** level demonstrates **minimal** knowledge, skills, and understanding of the content in the category. The student’s level of understanding may be at a preliminary level, nonexistent, or incomplete, demonstrating that he/she has difficulty meeting the expectations.

Cut Scores

Cut scores are specific to each content area and are used to assign students into achievement levels based on their scale scores. The cut score is the lowest obtainable scale score for the corresponding achievement level. There is no below basic cut score, as it is the lowest achievement level.

TABLE 1 IDAA ELA/LITERACY CUT SCORES

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Advanced	326	326	336	334	331	326	334
Proficient	300	300	300	300	300	300	300
Basic	276	267	278	277	277	280	282

TABLE 2 IDAA MATHEMATICS CUT SCORES

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Advanced	326	332	316	329	325	332	324
Proficient	300	300	300	300	300	300	300
Basic	277	286	263	282	274	275	265

TABLE 3 IDAA SCIENCE CUT SCORES

Achievement Level	Grade 5	Grade 8	Grade 11
Advanced	344	346	331
Proficient	300	300	300
Basic	273	280	270

Achievement Level Descriptors

Achievement level descriptors (ALDs) characterize how students in each achievement level typically demonstrate their knowledge and skills defined in the Idaho Extended Content Standards. ALDs are often referred to as Performance Level Descriptors (PLDs). For IDAA, ALDs are organized into a hierarchy of Sections, Categories, Progress Indicators, and Core Content Connectors, as defined below.

- **Section:** Each section organizes the ALDs into the major disciplines and domains identified in the Idaho Extended Content Standards. For the ELA/literacy and science ALDs, the section title appears as a header above the ALD tables.
- **Category:** The categories express the Progress Indicators and Core Content Connectors in a few keywords for organizational purposes. For the mathematics ALDs, the category title appears as a header above the ALD tables.
- **Progress Indicator:** Some sections of the Idaho Extended Content Standards organize Core Content Connectors with similar core ideas into Progress Indicators.
- **Core Content Connector:** Core Content Connectors (CCCs) are the individual standards contained within the Idaho Extended Content Standards.

RANGE ACHIEVEMENT LEVEL DESCRIPTORS (ALDS)

IDA A ELA/Literacy ALDs



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IDA A ENGLISH LANGUAGE ARTS/LITERACY ACHIEVEMENT LEVEL DESCRIPTORS

Grade 3 ELA/Literacy Achievement Level Descriptors

SECTION 1: READING INFORMATIONAL TEXT

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Text Features	E.RI.h Locating relevant key ideas using text features (e.g., table of contents, diagrams, tables, animations) to answer questions and expand understanding.	Identify a text feature in a text (e.g., table of contents, diagrams, tables, animations).	Locate a key idea using text features (e.g., keywords or glossary).	Locate key ideas using text features to answer questions (e.g., sidebars, icons, maps, photographs).	Use text features to answer questions and expand understanding of key ideas.
Central Idea	E.RI.i Identifying, paraphrasing, or summarizing central ideas and supporting details; determining importance of information.	Identify the central idea.	Identify supporting details.	Identify and summarize or paraphrase central ideas and supporting details.	Identify, paraphrase, and summarize central ideas and supporting details. Determine the importance of information.
Comprehension	E.RI.j Attending to signal words, text structure, and semantic cues to interpret and organize information (e.g., sequence, description, compare contrast, cause-effect).	Identify signal words.	Use signal words to interpret information (e.g., the connection between sentences or paragraphs).	Use signal words and semantic cues to interpret information (e.g., text structure and organization).	Use signal words, text structure, and semantic cues to interpret and organize information.
Supporting Details	E.RI.k Using supporting evidence to analyze or compare texts or parts of texts: author's purpose, points of view, key ideas/details, different accounts. E.RI.l Using evidence to show how graphics/ visuals support central ideas.	Identify a piece of supporting evidence used in a text.	Determine the author's purpose or point of view (e.g., thought about a topic) in a text.	Use supporting evidence to compare texts (e.g., differing points of view on a topic) or parts of texts. Use illustrative or graphic evidence to demonstrate understanding of the text (e.g., where, when, why, how key events occur).	Use supporting evidence to analyze how texts or parts of texts present a main idea. Use illustrative and graphic evidence along with the text to identify information learned.
Author's Purpose	E.RI.n Analyzing how authors use facts, details, & explanations to develop ideas or support their reasoning.	Identify facts, details, and ideas in a text.	Identify reasons that are supported by a fact, detail, or explanation in a text.	Analyze the authors use of facts, details, and explanations to develop ideas or support their reasoning.	Analyze how authors develop ideas, support their points, or opinion by interpreting the author's use of facts, details, and explanations.

SECTION 2: READING LITERACY TEXT

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Supporting Evidence	<p>E.RL.i Using evidence from the text to summarize or make and support inferences, opinions, and conclusions.</p> <p>E.RL.I Using supporting evidence to analyze character development and character traits (e.g., deeds, dialogue, description, motivation, interactions).</p>	<p>Identify a conclusion or inference based on the text.</p> <p>Identify a trait of a character</p>	<p>Identify evidence from the text that supports an inference or a conclusion.</p> <p>Identify evidence that supports a character trait (e.g., motivation, actions, thoughts, words).</p>	<p>Use evidence from the text to support inferences or conclusions.</p> <p>Explain a character’s motivations based on evidence (e.g., thoughts, words, actions, motivations).</p>	<p>Cite evidence from the text to support inferences, opinions or conclusions.</p> <p>Summarize the text using evidence.</p> <p>Analyze character traits, motivations, or character development based on evidence.</p>
Classify Texts	<p>E.RL.j Describing or classifying texts according to literary genre, text features, or author’s style/perspective.</p>	<p>Identify literary genres, text features, or the author’s style/perspective.</p>	<p>Identify the structure used by a genre (e.g., chapters, paragraphs, Table of Contents, rhyme, stanza, acts/scenes)</p>	<p>Describe the different structures across genres (e.g., rhyme shorter than stories; stanza instead of paragraph, dialogue without quotation marks).</p> <p>Identify an author’s perspective or style.</p>	<p>Compare how structures, text features, or author’s style is different based on genre (e.g., poem, drama, story).</p> <p>Distinguish differences in the perspective of characters or the narrator.</p>
Central Idea and Theme	<p>E.RL.k Identifying central ideas and key details to derive author’s purpose, message or theme.</p>	<p>Identify the central idea, message, or theme of a text</p>	<p>Recount texts by identifying details related to the author’s purpose, message, or theme.</p>	<p>Describe key details used to determine the author’s purpose, message, central ideas, or theme.</p>	<p>Derive the author’s purpose, message, or theme using central ideas and key details</p>
Comprehension	<p>E.RL.h Describing relationships among characters, setting, key events, and conflicts.</p>	<p>Identify a literary element (character, setting, events).</p>	<p>Identify a relationship between literary elements (e.g., characters and events, characters and conflicts, setting and conflicts).</p>	<p>Describe the relationships among and between characters, setting, key events, and conflicts.</p>	<p>Analyze how relationships among and between characters, setting, key events, and conflicts contribute to the plot (e.g., how a character’s actions build conflict).</p>
Author’s Craft	<p>E.RL.m Describing aspects of author’s craft (e.g., literary devices, dialogue, point of view) when analyzing literary elements or themes within or across texts.</p>	<p>Identify the author’s point of view (e.g., first- or third- person) or theme within a text.</p>	<p>Identify an aspect of author’s craft related to literary elements or theme in a text (e.g., how a character’s point of view influences a conflict).</p>	<p>Describe aspects of author’s craft when analyzing literary elements or theme within a text.</p>	<p>Analyze aspects of author’s craft (e.g., how descriptive words or visuals create the mood in a given part of the story) when analyzing literary elements or themes within or across texts.</p>

SECTION 3: WRITING: INFORMATIONAL, LITERARY, AND PERSUASIVE

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Organizing Information	<p>E.WI.k Locating information from at least two reference sources (print/ non-print) to obtain information on a topic (e.g., sports); listing sources.</p> <p>E.WI.l Using note-taking and organizational strategies (e.g., graphic organizers, notes, labeling, listing) to record and meaningfully organize information (e.g., showing sequence, compare/contrast, cause/effect, question/answer) relating topic/subtopics to evidence, facts.</p> <p>E.WP.j Developing an understanding of a topic/text by locating evidence and using note-taking strategies to record and organize information relating to opposing sides of an issue (e.g., why people think/do not think dogs make good pets).</p>	Locate information from a source(s) related to a topic.	<p>Organize information related to a topic by using note-taking strategies (e.g., graphic organizer, labeling, listing).</p> <p>Identify appropriate linking words to connect ideas.</p>	<p>Organize and locate information and ideas from sources that are appropriately related to a topic.</p> <p>Draft an outline for a topic.</p>	<p>Use organizational strategies to locate, record, and meaningfully organize information.</p> <p>Relate topics and subtopics to appropriate evidence and facts in order to develop ideas or to relate to opposing sides of an issue.</p>
Point of View	E.WL.k Taking and sustaining a point of view as storyteller (e.g., narrator or character) seeing the situation through his/her eyes; developing characters and advancing plot with setting, deeds, dialogue, description.	Identify a point of view to use in a story.	Identify thoughts or feelings that maintain a narrator or characters point of view in a story.	<p>Maintain a point of view as a storyteller (e.g., seeing the story through the narrator or character's eyes).</p> <p>Use dialogue and descriptions to develop characters and advance the plot.</p>	<p>Establish and sustain a point of view for a narrator or character as storyteller.</p> <p>Develop characters and advance the plot through the use of setting, deeds, dialogue, and/or description.</p>
Introduction	<p>E.WI.m Writing an introduction of several sentences that sets the context and states a focus/controlling idea about a topic/subtopics (e.g., "Many sports can be played outside in winter.")</p> <p>E.WL.j Writing an introduction of several sentences/lines that sets the context/situation & 'hooks' readers (e.g., lead with action, dialogue).</p> <p>E.WP.k Writing an introduction (e.g., for a letter about a product; for a book talk) of several sentences that sets the context (e.g., title/author of book) and states a focus (opinion)/controlling idea about a topic/text.</p>	Identify an introductory sentence for a text.	Create an introductory sentence for a text.	Create an introduction of several sentences or lines that sets the context (e.g., introduce a narrator or characters) or situation.	<p>Create an introduction of several sentences or lines that states a focus, opinion, or controlling idea about a topic.</p> <p>Create an introduction that sets the context or situation and hooks readers.</p>

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Supporting Details	<p>E.WI.n Selecting relevant facts, details, or examples to support the controlling idea, including use of domain-specific vocabulary.</p> <p>E.WI.p Incorporating text features (e.g., numbers, labels, diagrams, charts, graphics) to enhance clarity and meaning of informational writing.</p> <p>E.WP.I Selecting relevant facts, details, or examples to support the controlling idea/opinion, including use of domain-specific vocabulary.</p>	Identify related facts, details, or text features to support a controlling idea.	Identify key details or vocabulary that help develop a controlling idea.	<p>Select relevant facts, details, text features, or examples to support a controlling idea or opinion.</p> <p>Identify domain-specific vocabulary appropriate to the controlling idea.</p>	<p>Select and use relevant facts, details, text features, or examples to support and maintain a controlling idea or opinion.</p> <p>Select and use domain-specific vocabulary that enhances clarity and meaning.</p>
Organization and Structure	<p>E.WI.o Presenting factual information about subtopics of larger topics, grouping relevant details using several related and varied sentence types.</p> <p>E.WL.I Elaborating with precise language and concrete and sensory details; using varied sentence types and transitions.</p> <p>E.WP.m Stating reasons in a logical order, elaborating on each reason with relevant details and examples using several related sentences, and making connections using transitions (because, but, for example, etc.)</p>	Identify factual information about topics (e.g., relevant facts, definitions, or details) to develop the topic).	Identify how to group relevant details (e.g., placing information into a graphic organizer).	<p>Identify the logical order to present information.</p> <p>Identify several related sentences and how they can be connected through transitions.</p>	<p>Present factual information that elaborates on subtopics of larger topics in a logical order.</p> <p>Utilize groups of relevant details that include related and varied sentence types and transitions to make connections and support opinions.</p> <p>Identify precise language (e.g., temporal words and phrases to signal event order) that helps elaborate a topic.</p>
Write a Conclusion	<p>E.WI.q Writing a conclusion or concluding statement that links back to the focus.</p> <p>E.WL.m Writing a believable or satisfying conclusion or concluding statement that links back to a lesson learned.</p> <p>E.WP.n Writing a conclusion or concluding statement that links back to the focus (opinion) and helps to summarize key reasons.</p>	Identify an appropriate concluding sentence.	Create a conclusion that provides a sense of closure.	Create a conclusion that links back to the focus or lesson learned and provides a sense of closure	Create a satisfying or believable conclusion that links back to the focus or lesson learned, and summarizes key reasons.

SECTION 4: LANGUAGE AND WRITING ACROSS ALL TYPES

*Reading at the Word Level standards are presented with Progress Indicators

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Word Meaning	<p>E.RWL.g Applying grade-level phonics and word analysis skills/ word structure (e.g., syllables) when decoding and interpreting word meaning.</p> <p>E.RWL.i Determining word meanings, multiple meanings, and shades of meaning based on word relationships (e.g., synonyms), context, or use of resources (e.g., glossary).</p> <p>E.RWL.k Distinguishing literal from figurative meanings of words and phrases used in different contexts.</p>	Identify a word meaning based on word relationships or resources provided in the text.	<p>Identify word meanings, including multiple meaning words, based on word relationships or referencing resources.</p> <p>Distinguish literal phrases from figurative phrases.</p>	<p>Identify word meanings, multiple meanings, and shades of meaning based on word relationships.</p> <p>Identify the figurative meanings of phrases.</p>	<p>Determine word meanings, multiple meanings, and shades of meanings based on roots and affixes added to known words.</p> <p>Identify the meaning of words based on sentence level context.</p> <p>Identify literal from figurative meanings of words or phrases when used in different contexts.</p>
Word Use	E.RWL.j Integrating newly learned words (including domain-specific words) in conversations, writing, and in responses to texts read, heard, or viewed.	Identify a domain specific word as related to the topic.	Identify a grade-appropriate domain-specific word that helps clarify a topic.	Integrate newly learned words (including domain-specific words) in writing and in responses to texts read.	Integrate newly learned words and domain-specific words effectively and accurately into writing and in responses to texts.

*Writing Across All Types standards are presented with Core Content Connectors

Category	Core Content Connector	Below Basic	Basic	Proficient	Advanced
Grade Appropriate Vocabulary	3.WA.14 Use grade appropriate general academic and domain specific vocabulary accurately within writing.	Identify academic and domain-specific words and phrases within writing.	Use below grade level general academic and domain-specific words and phrases within writing.	Use grade appropriate general academic and domain-specific words and phrases within writing.	Integrate grade appropriate general academic and domain-specific words and phrases accurately to improve writing.
Sentence Structure	3.WA.6 Use simple and compound sentences in informative/explanatory writing. 3.WA.8 Use correct subject-verb and pronoun-antecedent agreement within writing.	Sort simple and compound sentences. Identify the noun/pronoun or verb/antecedent that is needed to correctly complete a sentence.	Identify simple or compound sentences to support writing. Identify sentences that use correct subject-verb and pronoun-antecedent agreement.	Identify and use simple or compound sentences with correct subject-verb and pronoun-antecedent agreement in informative/explanatory writing.	Edit or revise sentences for correct subject-verb and pronoun-antecedent agreement in informative/explanatory writing.
Word Usage	3.WA.5 Identify nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), adjectives, and/or adverbs within sentences. 3.WA.7 Use nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), adjectives, and/or adverbs within writing. 3.WA.13 Choose words and phrases for appropriate effect (e.g. to inform) within writing.	Sort nouns (e.g., regular, irregular, abstract), verbs (e.g., regular, irregular, simple tenses), adjectives, or adverbs.	Identify a noun, verb, adjective, or adverb within writing.	Identify and use proper forms of nouns, verbs, adjectives and adverbs to maintain consistent writing.	Identify and integrate nouns, verbs, adjectives and adverbs in writing that are appropriate for style, effect, and consistency of writing.
Punctuation	3.WA.9 Capitalize words in holidays, product names, geographic names, and appropriate words in a title. 3.WA.10 Use quotation marks within writing. 3.WA.12 Use commas accurately in addresses or dialogue within writing.	Identify capitalization, including proper nouns, quotation marks, and commas within writing.	Identify when capitalization, quotation marks, or commas should be used in writing.	Use capitalization, quotation marks, and commas appropriately in writing.	Edit or revise writing for use of correct capitalization, quotation marks.
Spelling	3.WA.11 Use conventional spelling (e.g., sitting, smiled, cries) and spelling patterns (e.g., word families, syllable patterns, ending rules) in writing words.	Sort words based on conventional spelling patterns or word families.	Identify conventional spelling and spelling patterns within words.	Use conventional spelling and spelling patterns for on grade level words to spell accurately.	Edit or revise writing when incorrect spelling is used.

Grade 4 ELA/Literacy Achievement Level Descriptors

SECTION 1: READING INFORMATIONAL TEXT

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Text Features	E.RI.h Locating relevant key ideas using text features (e.g., table of contents, diagrams, tables, animations) to answer questions and expand understanding.	Identify a text feature in a text (e.g., table of contents, diagrams, tables, animations).	Locate a key idea using text features (e.g., keywords or glossary).	Locate key ideas using text features to answer questions (e.g., sidebars, icons, maps, photographs, diagrams, timelines).	Use text features to answer questions and expand understanding of key ideas. Explain how information presented visually contributes to understanding.
Central Idea	E.RI.i Identifying, paraphrasing, or summarizing central ideas and supporting details; determining importance of information.	Identify the central idea.	Identify supporting details connected to the central idea.	Identify and summarize or paraphrase central ideas and supporting details.	Identify, paraphrase, and summarize central ideas and supporting details to explain what the text says. Determine the importance of information.
Comprehension	E.RI.j Attending to signal words, text structure, and semantic cues to interpret and organize information (e.g., sequence, description, compare contrast, cause-effect).	Identify signal words.	Use signal words to identify the organization of the text.	Use signal words and semantic cues to interpret information (e.g., text structure).	Use signal words, text structure, and semantic cues to interpret and organize information.
Supporting Details	E.RI.k Using supporting evidence to analyze or compare texts or parts of texts: author's purpose, points of view, key ideas/details, different accounts. E.RI.l Using evidence to show how graphics/ visuals support central ideas.	Identify a piece of supporting evidence used in a text.	Determine the author's purpose or point of view (e.g., firsthand or secondhand) in a text.	Use supporting evidence to compare texts (e.g., differing accounts of the same topic) or parts of texts. Use illustrative or graphic evidence to demonstrate understanding of the text.	Use supporting evidence to analyze how texts or parts of texts present a main idea (e.g. how different authors use the same or different reasons and evidence). Use illustrative and graphic evidence along with the text to interpret information and explain how it contributes to understanding.

SECTION 2: READING LITERACY TEXT

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Supporting Evidence	<p>E.RL.i Using evidence from the text to summarize or make and support inferences, opinions, and conclusions.</p> <p>E.RL.l Using supporting evidence to analyze character development and character traits (e.g., deeds, dialogue, description, motivation, interactions).</p>	<p>Identify a conclusion or inference based on the text.</p> <p>Identify a trait of a character.</p>	<p>Identify evidence from the text that supports an inference or a conclusion.</p> <p>Identify evidence that supports a character trait (e.g., motivation, actions, thoughts, words).</p>	<p>Use evidence from the text to support inferences or conclusions.</p> <p>Describe character traits or motivations by using details (e.g., actions, deeds, dialogue, description, motivation, interactions).</p>	<p>Cite evidence from the text to support inferences, opinions or conclusions.</p> <p>Summarize the text or paraphrase portions of the text using evidence.</p> <p>Analyze character traits, motivations, or character development based on evidence.</p>
Central Idea and Theme	<p>E.RL.k Identifying central ideas and key details to derive author's purpose, message or theme.</p>	<p>Identify the central idea, message, or theme of a text.</p>	<p>Recount texts by identifying details related to the author's purpose, message, or theme.</p>	<p>Describe key details used to determine the author's purpose (e.g., what language did the author use to scare you, surprise you?), message, central ideas, or theme.</p>	<p>Derive the author's purpose, message, or theme using central ideas and key details.</p>
Comprehension	<p>E.RL.h Describing relationships among characters, setting, key events, and conflicts.</p>	<p>Identify a literary element (character, setting, events).</p>	<p>Identify a relationship between literary elements (e.g., characters and events, characters and conflicts, setting and conflicts).</p>	<p>Describe the relationships among and between characters, setting, key events, and conflicts.</p>	<p>Analyze how relationships among and between characters, setting, key events, and conflicts contribute to the text.</p>
Author's Craft	<p>E.RL.m Describing aspects of author's craft (e.g., literary devices, dialogue, point of view) when analyzing literary elements or themes within or across texts.</p>	<p>Identify the author's point of view (e.g., first- or third- person) or theme within a text.</p>	<p>Identify an aspect of author's craft related to literary elements or theme in a text (e.g., how point of view influences the narration).</p>	<p>Describe aspects of author's craft when analyzing literary elements or theme within a text.</p>	<p>Analyze aspects of author's craft (e.g., patterns of events in different stories such as the quest, a universal theme such as good and evil) when analyzing literary elements or themes within or across texts.</p>

SECTION 3: WRITING: INFORMATIONAL, LITERARY, AND PERSUASIVE

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Organizing Information	<p>E.WI.l Using note-taking and organizational strategies (e.g., graphic organizers, notes, labeling, listing) to record and meaningfully organize information (e.g., showing sequence, compare/contrast, cause/effect, question/answer) relating topic/subtopics to evidence, facts.</p> <p>E.WL.i Using strategies (e.g., notes, graphic organizers, webbing, mentor texts) to develop and organize ideas (e.g., chronology, problem-solution).</p> <p>E.WP.j Developing an understanding of a topic/text by locating evidence and using note-taking strategies to record and organize information relating to opposing sides of an issue (e.g., why people think/do not think dogs make good pets).</p>	Locate information from a source related to a topic.	<p>Organize information related to a topic by using note-taking strategies (e.g., graphic organizer, labeling, listing).</p> <p>Identify appropriate linking words to connect ideas.</p>	<p>Organize and locate information and ideas that are appropriately related to a topic.</p> <p>Draft an outline for a topic.</p>	<p>Use organizational strategies to locate, record, and meaningfully organize information.</p> <p>Relate topics and subtopics to appropriate evidence and facts in order to develop ideas or to relate to opposing sides of an issue.</p>
Point of View	E.WL.k Taking and sustaining a point of view as storyteller (e.g., narrator or character) seeing the situation through his/her eyes; developing characters and advancing plot with setting, deeds, dialogue, description.	Identify a point of view to use in a story.	Identify thoughts or feelings that maintain a narrator or character's point of view in a story.	<p>Maintain a point of view as a storyteller (e.g., seeing the story through the narrator or character's eyes).</p> <p>Use dialogue and descriptions to develop characters and advance the plot.</p>	<p>Establish and sustain a point of view for a narrator or character as storyteller.</p> <p>Develop characters and advance the plot through the use of setting, deeds, dialogue, and/or description (e.g., concrete words and phrases and sensory details to convey experiences or events).</p>
Introduction	<p>E.WI.m Writing an introduction of several sentences that sets the context and states a focus/controlling idea about a topic/subtopics (e.g., "Many sports can be played outside in winter.")</p> <p>E.WL.j Writing an introduction of several sentences/lines that sets the context/situation & 'hooks' readers (e.g., lead with action, dialogue).</p> <p>E.WP.k Writing an introduction (e.g., for a letter about a product; for a book talk) of</p>	Identify an introductory sentence for a text.	Create an introductory sentence for a text.	<p>Create an introduction of several sentences or lines that sets the context (e.g., introduce a narrator or characters) or situation.</p>	<p>Create an introduction of several sentences or lines that states a focus, opinion, or controlling idea about a topic.</p> <p>Create an introduction that sets the context or situation and hooks readers.</p>

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
	several sentences that sets the context (e.g., title/author of book) and states a focus (opinion)/controlling idea about a topic/text.				
Supporting Details	<p>E.WI.n Selecting relevant facts, details, or examples to support the controlling idea, including use of domain-specific vocabulary.</p> <p>E.WP.I Selecting relevant facts, details, or examples to support the controlling idea/opinion, including use of domain-specific vocabulary</p>	Identify related facts, details, or examples to support a controlling idea.	Identify key details or vocabulary that help develop a controlling idea.	<p>Select relevant facts, details, or examples to support a controlling idea or opinion.</p> <p>Identify domain-specific vocabulary appropriate to the controlling idea.</p>	<p>Select and use relevant facts, details, or examples to support and maintain a controlling idea or opinion.</p> <p>Select and use domain-specific vocabulary that supports the controlling idea or opinion.</p>
Organization and Structure	<p>E.WI.o Presenting factual information about subtopics of larger topics, grouping relevant details using several related and varied sentence types.</p> <p>E.WL.I Elaborating with precise language and concrete and sensory details; using varied sentence types and transitions.</p> <p>E.WP.m Stating reasons in a logical order, elaborating on each reason with relevant details and examples using several related sentences, and making connections using transitions (because, but, for example, etc.).</p>	Identify factual information about topics (e.g., relevant facts, definitions, concrete details, quotations, or examples to develop the topic).	Identify how to group relevant details (e.g., placing information into a graphic organizer).	<p>Identify the logical order to present information.</p> <p>Identify several related sentences and how they can be connected through transitions.</p>	<p>Present factual information that elaborates on subtopics of larger topics in a logical order.</p> <p>Utilize groups of relevant details that include related and varied sentence types and transitions to make connections and support opinions.</p> <p>Identify precise language (e.g., words and phrases to manage the sequence of events) that helps elaborate a topic.</p>
Write a Conclusion	<p>E.WI.q Writing a conclusion or concluding statement that links back to the focus.</p> <p>E.WL.m Writing a believable or satisfying conclusion or concluding statement that links back to a lesson learned.</p> <p>E.WP.n Writing a conclusion or concluding statement that links back to the focus (opinion) and helps to summarize key reasons.</p>	Identify an appropriate concluding sentence.	Create a conclusion that provides a sense of closure.	Create a conclusion that links back to the focus or lesson learned and provides a sense of closure.	Create a satisfying or believable conclusion that links back to the focus or lesson learned. and summarizes key reasons.

SECTION 4: LANGUAGE AND WRITING ACROSS ALL TYPES

*Reading at the Word Level standards are presented with Progress Indicators

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Word Meaning	<p>E.RWL.i Determining word meanings, multiple meanings, and shades of meaning based on word relationships (e.g., synonyms), context, or use of resources (e.g., glossary).</p> <p>E.RWL.k Distinguishing literal from figurative meanings of words and phrases used in different contexts</p>	Identify a word meaning based on word relationships or resources provided in the text.	<p>Identify word meanings, including multiple meaning words, based on word relationships or referencing resources.</p> <p>Distinguish literal phrases from figurative phrases.</p>	<p>Identify word meanings, multiple meanings, and shades of meaning based on word relationships.</p> <p>Identify the figurative meanings of phrases.</p>	<p>Determine word meanings, multiple meanings, and shades of meanings based on roots and affixes added to known words.</p> <p>Identify the meaning of words based on sentence level context.</p> <p>Identify literal from figurative meanings of words or phrases when used in different contexts.</p>
Word Use	E.RWL.j Integrating newly learned words (including domain-specific words) in conversations, writing, and in responses to texts read, heard, or viewed.	Identify a domain specific word as related to the topic	Identify a grade-appropriate domain-specific word that helps clarify a topic.	Integrate newly learned words (including domain-specific words) in writing and in responses to texts read.	Integrate newly learned words and domain-specific words effectively and accurately into writing and in responses to texts.

***Writing Across All Types standards are presented with Core Content Connectors**

Category	Core Content Connector	Below Basic	Basic	Proficient	Advanced
Grade Appropriate Vocabulary	4.WA.13 Use grade appropriate general academic and domain-specific vocabulary accurately within writing.	Identify academic and domain-specific words and phrases within writing.	Use below grade level general academic and domain-specific words and phrases within writing.	Use grade appropriate general academic and domain-specific words and phrases within writing.	Integrate grade appropriate general academic and domain-specific words and phrases accurately to improve writing.
Word Usage	<p>4.WA.5 Use relative pronouns and relative adverbs in writing.</p> <p>4.WA.6 Use prepositional phrases in writing.</p> <p>4.WA.12 Choose words and phrases for appropriate effect (e.g., to inform) within writing.</p>	Sort pronouns, adverbs, or prepositional phrases.	Identify a pronoun, adverb, or prepositional phrase within writing.	Identify and use proper pronouns, adverbs, and prepositional phrases to maintain consistent writing.	Identify and integrate pronouns, adverbs, and prepositional phrases in writing that are appropriate for style, effect, and consistency of writing.
Punctuation	<p>4.WA.9 Use correct capitalization in writing.</p> <p>4.WA.10 Use commas and quotation marks in writing.</p>	Identify capitalization, quotation marks,	Identify when capitalization, quotation marks,	Use capitalization, quotation marks, and commas	Edit or revise writing for use of correct capitalization, quotation marks.

Category	Core Content Connector	Below Basic	Basic	Proficient	Advanced
		and commas within writing.	or commas should be used in writing.	appropriately in writing.	
Spelling	4.WA.11 Spell words correctly in writing, consulting references as needed.	Identify high frequency words that are spelled correctly.	Identify multisyllabic words that are spelled correctly.	Spell on grade level words accurately in writing. Spell words accurately by using references (e.g., spell check).	Determine when incorrect spelling is used in writing.

Grade 5 ELA/Literacy Achievement Level Descriptors

SECTION 1: READING INFORMATIONAL TEXT

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Text Structure	M.RI.b Using text structures (e.g., cause-effect, proposition-support), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.	Identify a text structure or search tool in a text.	Use text structures, search tools, and signal words (e.g., knowing that "because" or "as a result of" may help link a cause to a result) to locate information.	Use text structures, search tools, and signal words to locate information and integrate information.	Interpret information from text structures, search tools, and genre features to analyze and integrate information.
Central Idea	M.RI.c Using background knowledge of topics to ask and refine questions and summarize central ideas using relevant details.	Identify the central idea.	Ask questions and summarize the central idea.	Ask questions and summarize central ideas using relevant details.	Use knowledge of topics to ask and refine questions and summarize central ideas using relevant details.
Drawing Inferences	M.RI.d Using supporting evidence to draw inferences or compare content presented within or across texts.	Identify the evidence that supports a conclusion about the text (e.g., how did you know?).	Draw an inference supported by the text.	Use supporting evidence to draw inferences presented within text or to make comparisons within a text (e.g., the relationships or interactions between two or more individuals, events, ideas, or concepts).	Use supporting evidence to draw inferences or compare content presented within or across texts (e.g., overall structure such as chronology, comparison, cause/effect, problem/solution).

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Author's Purpose	M.RI.e Identifying author's purpose, viewpoint, or potential bias and explaining its impact on the reader.	Identify the author's viewpoint in a text.	Identify the author's purpose or viewpoint.	Identify the author's purpose, viewpoint, or potential bias.	Identify the author's purpose, viewpoint, or potential bias and explain its impact on the reader. Compare and contrast how different authors present events or accounts.
Supporting Details	M.RI.f Determining relevance or comparability of concepts and supporting details from multiple sources and integrating them to research a topic.	Identify a supporting detail of a text.	Determine key details that support the same topic (e.g., what are the important things that you learned?).	Determine relevance or comparability of concepts and supporting details of a text.	Determine relevance or comparability of concepts and supporting details of a text and integrate within that text.
Author's Reasoning	M.RI.g Analyzing how an author develops ideas and supports a thesis or reasoning.	Identify the support an author uses for his or her idea.	Determine an author's ideas. Determine how an author supports his or her reasoning.	Describe how an author develops ideas and supports his or her reasoning.	Analyze how an author develops ideas and supports a thesis or reasoning.

SECTION 2: READING LITERACY TEXT

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Supporting Evidence	M.RL.b Using evidence from the text to support interpretations, inferences, or conclusions (e.g., character or plot development, point of view).	Identify evidence from the text that supports a conclusion.	Identify evidence from the text that supports an inference or a conclusion.	Use evidence from the text to support inferences or conclusions.	Cite evidence from the text to support interpretations, inferences, or conclusions.
Central Idea and Theme	M.RL.c Summarizing and interpreting purpose or central ideas to derive a theme.	Identify the theme of a text.	Summarize the central idea of a text. Determine the theme of a text.	Summarize the purpose or central ideas of a text. Determine the theme of a text.	Summarize and interpret the purpose or central ideas of a text to derive a theme.

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Literary Elements	M.RL.d Comparing literary elements (e.g., character, setting, plot/subplots) within or across text.	Identify a literary element (e.g., character, setting, plot/subplots) within a text.	Group literary elements within a text (e.g., main characters).	Compare literary elements within a text.	Compare and contrast literary elements within or across text.
Genre and Text Structure	M.RL.e Analyzing text according to text structure, genre features, or author's style.	Identify the genre of a text.	Determine the text structure or genre features of a text.	Explain the text structure, genre features, or author's style of a text.	Analyze a text according to text structure, genre features, or author's style.
Narrator's Point of View	M.RL.f Identifying and describing how the narrative point of view influences the reader's interpretation.	Identify the narrator of a text.	Determine the narrator's point of view of a text.	Determine and describe the narrator's point of view in a text.	Determine and describe how the narrative point of view influences the reader's interpretation.
Author's Craft	M.RL.g Applying aspects of author's craft (e.g., literary devices) when analyzing literary elements, style, or mood within or across text.	Identify the author's style or mood within a text.	Explain an aspect of an author's craft related to literary elements (e.g., metaphors and similes) or mood in a text.	Explain aspects of an author's craft when analyzing literary elements, style, or mood within a text.	Apply aspects of an author's craft when analyzing literary elements, style, or mood within or across a text.

SECTION 3: WRITING, INFORMATIONAL, LITERARY, AND PERSUASIVE

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Sources	M.WI.a Independently locating information from two or more reference sources (e.g., print and non-print) to obtain factual information on a topic; listing/citing sources using an established format. M.WP.b Using varied sources and locating evidence to obtain factual and contextual information on a topic or text to better understand possible perspectives/points of view.	Locate information from a reference source to obtain factual information on a topic or text. Identify sources.	Locate information from a reference source to obtain factual information on a topic or text. List sources.	Locate information from a reference source to obtain factual information or supporting evidence on a topic, text, or perspective. List or cite sources using an established format.	Locate information from two or more reference sources to obtain factual information on a topic or to better understand a point of view. List or cite sources using an established format.
Point of View	M.WL.b Setting the context and tone (e.g., opening lead to 'hook' readers) and establishing a point of view. M.WL.c Maintaining a point of view, style, and text structure appropriate to purpose and genre; using	Identify a point of view in the text.	Determine a perspective or point of view on a topic or text in order to introduce a	Set and maintain a point of view or perspective and text structure appropriate to genre and focus.	Establish and maintain a point of view, style, and text structure appropriate to the purpose, topic or genre.

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
	<p>transitions to connect episodes/scenes and control pacing.</p> <p>M.WP.c Establishing a perspective on a topic or text in order to introduce a focus (claim/thesis) and provide context (e.g., circumstance of the problem; historical time period) and plan a chain of logic to be presented.</p>		focus or to connect events.	Use transitions to connect context/ideas/events and control pacing and logical order within a text.	Use transitions to connect episodes/scenes/evidence to control pacing and logical order within a text.
Central Idea	<p>M.WI.c Establishing a central idea about a topic, investigation, issue, or event to introduce a focus/controlling idea (e.g., "Daily life in pioneer times was difficult in many ways.")</p>	Identify a central idea about a topic.	Determine a central idea about a topic to support an idea.	Determine a central idea about a topic, investigation, issue, or event to introduce a focus/controlling idea.	Establish and expand upon a central idea about a topic, investigation, issue, or event to introduce a focus/controlling idea.
Supporting Details	<p>M.WI.d Selecting relevant facts, details, specialized domain-specific vocabulary, examples, or quotations to support focus/controlling idea.</p> <p>M.WL.d Selecting concrete and sensory details, precise vocabulary, and dialogue to enhance imagery and tone (e.g., depict character traits, motivations, actions, and interactions).</p> <p>M.WP.d Selecting and organizing relevant facts, text evidence/quotes or examples to support focus (claim/thesis) and possible opposing claims of the potential audience.</p>	Select a relevant fact or reason to support a controlling idea.	Organize relevant facts, details, or evidence should be placed to support the controlling idea(s).	<p>Select and organize relevant facts, details, dialogue, vocabulary, examples, or quotations to support a focus.</p> <p>Select and organize relevant facts and details to support claims of a text.</p>	<p>Select, use, and organize relevant facts, details, dialogue, vocabulary, examples, or quotations to support and maintain a focus.</p> <p>Select and use precise words to enhance imagery and tone.</p> <p>Select, use, and organize relevant facts and details to support claims of a text.</p>
Organization and Structure	<p>M.WI.b Using organizational strategies (e.g., graphic organizers, outlining) to analyze information and show relationships (e.g., compare/contrast, cause/effect, problem/solution) related to topics/subtopics.</p> <p>M.WI.e Maintaining a (formal) style and text structure(s) of longer writing pieces appropriate to purpose and genre, including use of transitional words and phrases to connect ideas.</p> <p>M.WL.f Refining overall coherence through literary techniques (e.g., imagery, personification, description).</p> <p>M.WP.e Developing a chain of reasoning for the thesis using elaboration to explain logical reasons or rationale, meaningful transitions showing points and potential counterpoints, and techniques (e.g., language use,</p>	Use a graphic organizer to sort provided details.	Identify an appropriate organizational strategy.	<p>Maintain text structure(s) of longer writing pieces appropriate to purpose and genre.</p> <p>Determine appropriate transitional words and phrases to connect ideas and relationships, develop a chain of reasoning, or use of literary techniques.</p>	<p>Maintain a (formal) style and text structure(s) of longer writing pieces appropriate to purpose, genre, continuity, and reasoning.</p> <p>Determine meaningful transitional words and phrases to connect ideas, relationships, points, and imagery.</p> <p>Use a chain of reasoning to develop logical connections and explanations of the topic in order to impact the reader</p>

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
	emotional appeal, progression of ideas, propaganda strategies) which contribute to the impact on readers.				
Write a Conclusion	<p>M.WI.g Writing a conclusion that links back to the focus/central idea and provides a sense of closure.</p> <p>M.WL.g Writing a conclusion that ties elements together, supports the theme, and provides a sense of closure.</p> <p>M.WP.g Writing a conclusion that links back to the focus (claim/thesis), summarizes logic of reasoning, and provides a sense of closure for conclusions drawn.</p>	Choose an appropriate concluding sentence.	Identify a conclusion that provides a sense of closure.	Identify a conclusion that links back to the focus, central idea, or theme, and provides a sense of closure.	Identify a conclusion that links back to the focus and summarizes logic of reasoning, or calls on the central idea or theme, and provides a sense of closure.

SECTION 4: LANGUAGE AND WRITING ACROSS AL TYPES

*Reading at the Word Level standards are presented with Progress Indicators

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Word Meaning	<p>M.RWL.a Determining word meanings, multiple meanings, and nuanced meanings based on context or making connections between known and unknown words.</p> <p>M.RWL.b Analyzing morphemes (e.g., roots, affixes) to determine word meanings in and out of context.</p>	Identify a word meaning based on context.	Determine unknown word meanings by making connections to known words	Determine word meanings of unknown or multiple meaning words based on context, making connections, or through morphemes for unknown words.	Determine word meanings for unknown, multiple meaning words, and nuanced word meanings based on context, analyzing morphemes, and/or making connections between known and unknown words.
Word Use	<p>M.RWL.c Integrating grade-appropriate academic and domain-specific vocabulary in reading, writing, listening, and speaking.</p> <p>M.RWL.e Identifying and interpreting use of literal or figurative language in a variety of contexts/discourse styles (e.g., satire, humor).</p>	Identify grade-appropriate academic and domain-specific vocabulary.	<p>Identify the grade-appropriate academic and domain-specific vocabulary to use.</p> <p>Identify figurative language in reading and writing.</p>	<p>Integrate grade-appropriate academic and domain-specific vocabulary.</p> <p>Interpret use of literal or figurative language in reading and writing.</p>	<p>Integrate and interpret grade-appropriate academic and domain-specific vocabulary.</p> <p>Integrate and interpret use of literal or figurative language in reading and writing.</p>

*Writing Across All Types standards are presented with Core Content Connectors

Category	Core Content Connector	Below Basic	Basic	Proficient	Advanced
Grade Appropriate Vocabulary	5.WA.14 Use grade appropriate general academic and domain-specific words and phrases accurately within writing.	Identify below grade level words and phrases within writing.	Use below grade level general academic and domain-specific words and phrases within writing.	Use grade appropriate general academic and domain-specific words and phrases within writing.	Integrate grade appropriate general academic and domain-specific words and phrases accurately to improve writing.
Word Relationships	5.WA.13 Use the relationship between particular words (e.g., synonyms, antonyms, homographs) in writing to promote understanding of each of the words.	Identify words with the same or opposite meaning.	Identify related words within writing.	Choose words for writing that use the relationship between them, to promote understanding of each of the words.	Choose word pairings for effect in writing that use the relationship between the words to promote understanding of each of the words and topic.
Word Usage	5.WA.6 Recognize and correct inappropriate shifts in verb tense. 5.WA.7 Use appropriate verb tense to convey times, sequence, state, and condition. 5.WA.8 Identify and use conjunctions, prepositions, and interjections in writing.	Identify correct verb tense, conjunctions, prepositions, and interjections.	Use correct verb tense in writing.	Identify and use correct verb tense, conjunctions, prepositions, and interjections in writing.	Review writing for accurate use of verb tense, conjunctions, prepositions, and interjections.
Punctuation	5.WA.9 Use punctuation to separate items in a series. 5.WA.10 Use commas accurately in writing.	Identify commas.	Use commas in writing.	Use commas, colons, and/or semicolons appropriately in writing. Use commas to separate items in a series.	Review writing for accurate use of commas, colons, and/or semicolons.
Spelling	5.WA.11 Spell words correctly in writing, consulting references as needed.	Identify a short vowel pattern and long vowel pattern word that is spelled correctly.	Identify high frequency words and multisyllabic words that are spelled correctly.	Identify on grade level words that are spelled accurately in writing.	Determine when incorrect spelling is used in writing.

Grade 6 ELA/Literacy Achievement Level Descriptors

SECTION 1: READING INFORMATIONAL TEXT

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Text Structure	M.RI.b Using text structures (e.g., cause-effect, proposition-support), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.	Identify a text structure or search tool in a text.	Use text structures, search tools, and signal words (e.g., knowing that "because" or "as a result of" may help link a cause to a result) to locate information.	Use text structures, search tools, and signal words to locate information and integrate information.	Interpret information from text structures, search tools, and genre features to analyze (e.g., what is learned from different media or formats) and integrate information.
Central Idea	M.RI.c Using background knowledge of topics to ask and refine questions and summarize central ideas using relevant details.	Identify the central idea.	Ask questions and summarize the central idea.	Ask questions and summarize central ideas using relevant details.	Use knowledge of topics to ask and refine questions and summarize central ideas using relevant details.
Drawing Inferences	M.RI.d Using supporting evidence to draw inferences or compare content presented within or across texts.	Identify the evidence that supports a conclusion about the text.	Draw an inference supported by the text.	Use supporting evidence to draw inferences presented within text or to make comparisons within a text.	Use supporting evidence to draw inferences or compare content presented within or across texts (e.g., overall structure such as chronology, comparison, cause/effect, problem/solution).
Author's Purpose	M.RI.e Identifying author's purpose, viewpoint, or potential bias and explaining its impact on the reader.	Identify the author's viewpoint in a text.	Identify the author's purpose or viewpoint.	Identify the author's purpose, viewpoint, or potential bias.	Identify the author's purpose, viewpoint, or potential bias and explain its impact on the reader. Compare and contrast how different authors present events or accounts.
Supporting Details	M.RI.f Determining relevance or comparability of concepts and supporting details from multiple sources and integrating them to research a topic.	Identify a supporting detail of a text.	Determine key details that support the same topic (e.g., what are the important things that you learned?).	Determine relevance or comparability of concepts and supporting details of a text.	Determine relevance or comparability of concepts and supporting details of a text and integrate within that text.
Author's Reasoning	M.RI.g Analyzing how an author develops ideas and supports a thesis or reasoning.	Identify the support an author uses for his or her idea.	Determine an author's ideas. Determine how an author supports his or her reasoning (e.g., key individuals, events, or ideas in a text).	Describe how an author develops ideas and supports his or her reasoning (e.g., is support provided).	Analyze how an author develops ideas and supports a thesis or reasoning.

SECTION 2: READING LITERACY TEXT

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Supporting Evidence	M.RL.b Using evidence from the text to support interpretations, inferences, or conclusions (e.g., character or plot development, point of view).	Identify evidence (e.g., words, interactions, thoughts, motivations) from the text that supports a conclusion.	Identify evidence from the text that supports an inference or a conclusion.	Use evidence from the text to support inferences or conclusions.	Cite evidence from the text to support interpretations, inferences, or conclusions.
Central Idea and Theme	M.RL.c Summarizing and interpreting purpose or central ideas to derive a theme.	Identify the theme of a text.	Summarize the central idea of a text. Determine the theme of a text.	Summarize the purpose or central ideas of a text. Determine the theme of a text.	Summarize and interpret the purpose or central ideas of a text to derive a theme.
Literary Elements	M.RL.d Comparing literary elements (e.g., character, setting, plot/subplots) within or across texts.	Identify a literary element (e.g., character, setting, plot/subplots) within a text.	Group literary elements within a text (e.g., main characters).	Compare literary elements within a text.	Compare and contrast literary elements within or across text. Analyze how character interaction relates to the conflict and resolution of the text.
Genre and Text Structure	M.RL.e Analyzing text according to text structure, genre features, or author's style.	Identify the genre of a text.	Determine the text structure or genre features of a text.	Explain the text structure, genre features, or author's style of a text.	Analyze a text according to text structure, genre features, or author's style (e.g., how a particular sentence, chapter, scene, or stanza contributes to the development of the theme, setting, or plot).
Narrator's Point of View	M.RL.f Identifying and describing how the narrative point of view influences the reader's interpretation.	Identify the narrator of a text.	Determine the narrator's point of view of a text.	Determine and describe the narrator's point of view in a text.	Determine and describe how the narrative point of view influences the reader's interpretation.
Author's Craft	M.RL.g Applying aspects of author's craft (e.g., literary devices) when analyzing literary elements, style, or mood within or across text.	Identify the author's style or mood within a text.	Explain an aspect of an author's craft related to literary elements (e.g., personification) or mood in a text.	Explain aspects of an author's craft when analyzing literary elements, style, or mood within a text.	Apply aspects of an author's craft when analyzing literary elements, style, or mood within or across a text.

SECTION 3: WRITING, INFORMATIONAL, LITERARY, AND PERSUASIVE

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Sources	<p>M.WI.a Independently locating information from two or more reference sources to obtain factual information on a topic; listing/citing sources using an established format.</p> <p>M.WP.b Using varied sources and locating evidence to obtain factual and contextual information on a topic or text to better understand possible perspectives/points of view.</p>	<p>Locate information from a reference source to obtain factual information on a topic or text.</p> <p>Identify sources.</p>	<p>Locate information from a reference source to obtain factual information on a topic or text.</p> <p>List sources</p>	<p>Locate information from a reference source to obtain factual information or supporting evidence on a topic, text, or perspective.</p> <p>List or cite sources using an established format.</p>	<p>Locate information from two or more reference sources to obtain factual information on a topic or to better understand a point of view.</p> <p>List or cite sources using an established format.</p>
Point of View	<p>M.WL.b Setting the context and tone and establishing a point of view.</p> <p>M.WL.c Maintaining a point of view, style, and text structure appropriate to purpose and genre; using transitions to connect episodes/scenes and control pacing.</p> <p>M.WP.c Establishing a perspective on a topic or text in order to introduce a focus and provide context and plan a chain of logic to be presented.</p>	<p>Identify a point of view in the text.</p>	<p>Determine a perspective or point of view on a topic or text in order to introduce a focus or to connect events.</p>	<p>Set and maintain a point of view or perspective and text structure appropriate to genre and focus.</p> <p>Use transitions to connect context/ideas/events and control pacing and logical order within a text.</p>	<p>Establish and maintain a point of view, style, and text structure appropriate to the purpose, topic or genre.</p> <p>Use transitions to connect episodes/scenes/evidence to control pacing and logical order within a text.</p>
Central Idea	<p>M.WI.c Establishing a central idea about a topic, investigation, issue, or event to introduce a focus/controlling idea.</p>	<p>Identify a central idea about a topic.</p>	<p>Determine a central idea about a topic to support an idea.</p>	<p>Establish a central idea about a topic, investigation, issue, or event to introduce a focus/controlling idea.</p>	<p>Establish and expand upon a central idea about a topic, investigation, issue, or event to introduce a focus/controlling idea.</p>
Supporting Details	<p>M.WI.d Selecting relevant facts, details, specialized domain-specific vocabulary, examples, or quotations to support focus/controlling idea.</p> <p>M.WL.d Selecting concrete and sensory details, precise vocabulary, and dialogue to enhance imagery and tone.</p> <p>M.WP.d Selecting and organizing relevant facts, text evidence/quotes or examples to support focus and possible opposing claims of the potential audience.</p>	<p>Select a relevant fact or reason to support a controlling idea.</p>	<p>Organize relevant facts, details, or evidence should be placed to support the controlling idea(s).</p>	<p>Select and organize relevant facts, details, dialogue, vocabulary, examples, or quotations to support a focus.</p> <p>Select and organize relevant facts and details to support claims of a text.</p>	<p>Select, use, and organize relevant facts, details, dialogue, vocabulary, examples, or quotations to support and maintain a focus.</p> <p>Select and use precise words to enhance imagery and tone.</p> <p>Select, use, and organize relevant facts and details to support claims of a text.</p>

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Organization and Structure	<p>M.WI.b Using organizational strategies to analyze information and show relationships related to topics/subtopics.</p> <p>M.WI.e Maintaining a (formal) style and text structure(s) of longer writing pieces appropriate to purpose and genre, including use of transitional words and phrases to connect ideas.</p> <p>M.WL.f Refining overall coherence through literary techniques.</p> <p>M.WP.e Developing a chain of reasoning for the thesis using elaboration to explain logical reasons or rationale, meaningful transitions showing points and potential counterpoints, and techniques which contribute to the impact on readers.</p>	Use a graphic organizer to sort provided details.	Identify an appropriate organizational strategy.	<p>Maintain text structure(s) of longer writing pieces appropriate to purpose and genre.</p> <p>Determine appropriate transitional words and phrases to connect ideas and relationships, develop a chain of reasoning, or use of literary techniques.</p>	<p>Maintain a (formal) style and text structure(s) of longer writing pieces appropriate to purpose, genre, continuity, and reasoning.</p> <p>Determine meaningful transitional words and phrases to connect ideas, relationships, points, and imagery.</p> <p>Use a chain of reasoning to develop logical connections and explanations of the topic in order to impact the reader.</p>
Write a Conclusion	<p>M.WI.g Writing a conclusion that links back to the focus/central idea and provides a sense of closure.</p> <p>M.WL.g Write a conclusion that ties elements together, supports the theme, and provides a sense of closure.</p> <p>M.WP.g Writing a conclusion that links back to the focus, summarizes logic of reasoning, and provides a sense of closure for conclusions drawn.</p>	Choose an appropriate concluding sentence.	Identify a conclusion that provides a sense of closure.	Identify a conclusion that links back to the focus, central idea, or theme, and provides a sense of closure.	Identify a conclusion that links back to the focus and summarizes logic of reasoning, or calls on the central idea or theme, and provides a sense of closure.

SECTION 4: LANGUAGE AND WRITING ACROSS ALL TYPES

*Reading at the Word Level standards are presented with Progress Indicators

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Word Meaning	<p>M.RWL.a Determining word meanings, multiple meanings, and nuanced meanings based on context or making connections between known and unknown words.</p> <p>M.RWL.b Analyzing morphemes to determine word meanings in and out of context.</p>	Identify a word meaning based on context.	Determine unknown word meanings by making connections to known words.	Determine word meanings of unknown or multiple meaning words based on context, making connections, or through morphemes for unknown words.	Determine word meanings for unknown, multiple meaning words, and nuanced word meanings based on context, analyzing morphemes, and/or making connections between known and unknown words.
Grade Appropriate Vocabulary	<p>M.RWL.c Integrating grade-appropriate academic and domain-specific vocabulary in reading, writing, listening, and speaking.</p> <p>M.RWL.e Identifying and interpreting use of literal or figurative language in a variety of contexts/discourse styles.</p>	Identify grade-appropriate academic and domain-specific vocabulary.	Identify the grade-appropriate academic and domain-specific vocabulary to use. Identify figurative language in reading and writing.	Integrate grade-appropriate academic and domain-specific vocabulary. Interpret use of literal or figurative language in reading and writing.	Integrate and interpret grade-appropriate academic and domain-specific vocabulary. Integrate and interpret use of literal or figurative language in reading and writing.

*Writing Across All Types standards are presented with Core Content Connectors

Category	Core Content Connector	Below Basic	Basic	Proficient	Advanced
Word Relationships	6.WA.11 Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) in writing to promote understanding of each of the words.	Identify words with the same or opposite meaning.	Identify related words within writing.	Choose words for writing that use the relationship between them, to promote understanding of each of the words.	Choose word pairings for effect in writing that use the relationship between the words to promote understanding of each of the words and topic.
Grade Appropriate Vocabulary	6.WA.12 Use grade appropriate general academic and domain-specific words accurately within writing.	Identify below grade level words and phrases within writing.	Use below grade level general academic and domain-specific words and phrases within writing.	Use grade appropriate general academic and domain-specific words and phrases within writing.	Integrate grade appropriate general academic and domain-specific words and phrases accurately to improve writing.
Pronouns	6.WA.7 Identify and use pronouns accurately in writing.	Identify pronouns in writing.	Identify appropriate pronouns in writing.	Identify and use appropriate pronouns in writing.	Review writing for accurate use of pronouns in writing.

Category	Core Content Connector	Below Basic	Basic	Proficient	Advanced
Punctuation	6.WA.8 Use commas, parentheses, and/or dashes in writing to set off nonrestrictive/parenthetical elements.	Identify commas and/or parentheses.	Use commas and/or parentheses in writing.	Use commas in a series, parentheses, and/or dashes appropriately in writing.	Use commas, parentheses, and/or dashes in writing to set off nonrestrictive/parenthetical elements.
Spelling	6.WA.9 Spell words correctly in writing.	Identify a short vowel pattern and long vowel pattern word that is spelled correctly.	Identify high frequency words and multisyllabic words that are spelled correctly.	Identify on grade level words that are spelled accurately in writing.	Determine when incorrect spelling is used in writing.

Grade 7 ELA/Literacy Achievement Level Descriptors

SECTION 1: READING INFORMATIONAL TEXT

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Text Structure	M.RI.i Utilizing knowledge of text structures and genre features to locate, organize, or analyze important information.	Identify a text structure or genre feature in a text.	Use text structures and genre features to locate information.	Use text structures and genre features to locate, organize, or analyze information.	Use text structures and genre features to locate, organize, and analyze information (e.g., how ideas build upon one another).
Comprehension	M.RI.I Comparing or integrating information from multiple sources to develop deeper understanding of the concept/topic/subject, and resolving conflicting information.	Identify the concept, topic, or subject of a source.	Distinguish information that is different across sources.	Compare information from multiple sources to develop deeper understanding of the concept, topic, or subject (e.g., how two or more authors write or present about the same topic).	Compare or integrate information from multiple sources to develop deeper understanding of the concept, topic, or subject. Resolve conflicting information by comparing how different presentations of information emphasize different evidence or advance different interpretations of facts.

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Supporting Evidence	M.RI.j Using supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts	Identify supporting evidence of a text.	Identify supporting evidence that supports an inference drawn from the text.	Use supporting evidence to summarize central ideas and draw inferences from the text or analyze connections within texts.	Use supporting evidence to summarize central ideas, draw inferences, and analyze connections within or across texts
Author's Reasoning	M.RI.k Analyzing and explaining why and how authors: organize, develop, and present ideas; establish a point of view; or build supporting arguments to affect the text as a whole.	Identify the author's point of view or match an author's idea to his or her reasoning.	Identify the author's point of view or purpose. Identify how an author presents ideas, or how these ideas support his or her reasoning.	Describe how an author organizes, develops, or presents ideas or arguments. Describe how an author establishes a point of view or purpose. Describe how an author supports his or her reasoning. Describe how authors build supporting arguments	Analyze and explain why and how authors organize, develop, and present ideas or arguments. Analyze and explain why and how authors establish a point of view or purpose. Analyze and explain why and how authors build supporting arguments to affect the text as a whole (e.g., how the information in each section contribute to the whole or to the development of ideas).

SECTION 2: READING LITERACY TEXT

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Supporting Evidence	M.RL.i Using a range of textual evidence to support summaries and interpretations of text (e.g., purpose, plot/subplot, central idea, theme).	Identify evidence from the text that supports a summary of the text.	Select evidence from the text that supports summaries of text.	Use relevant evidence from the text to support summaries or interpretations of text.	Use a range of textual evidence to support summaries and interpretations of text.
Literary Elements	M.RL.j Identifying and analyzing how the use of literary elements and point of view influence development of plot, characters (motivation, interactions) or theme.	Identify a basic literary element within a text (plot, setting, or characters).	Describe changes in literary elements within a text (e.g., new motivations, interactions, lesson learned).	Explain how the use of literary elements and point of view influence development of plot, characters, or theme (e.g., cause/effects within the text).	Identify and analyze how the use of literary elements and point of view influence the development of plot, characters, or theme.

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Comprehension	M.RL.m Evaluating and responding to a range of literature using given criteria.	Identify a type of literature using given criteria.	Describe literature using given criteria (e.g., the points of view of different characters in the same text).	Compare a range of literature using a given criteria (e.g., a fictional portrayal of a time, place, or character and a historical account of the same period).	Evaluate and respond to a range of literature using given criteria (e.g., compare and contrast a story, drama, or poem when presented in two different mediums).
Author's Craft	M.RL.k Identifying use of literary techniques (e.g., flashback, foreshadowing) and narrative strategies (e.g., dialogue, sensory details) and explaining how they advance the plot or impact meaning.	Identify literary techniques or narrative strategies.	Identify how literary techniques and narrative strategies interact in stories.	Explain how literary techniques and narrative strategies advance the plot (e.g., how setting shapes the characters or plot).	Explain the purpose of literary techniques and narrative strategies and how they advance the plot or impact meaning.

SECTION 3: WRITING: INFORMATIONAL, LITERARY, AND PERSUASIVE

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Sources	M.WI.i Independently locating information from multiple reference sources (print and non-print) to obtain information on a topic; validating reliability of references, and listing them using an established format. M.WP.j Using varied (credible) sources and locating relevant evidence to analyze factual and contextual information on a topic or text to better understand possible perspectives/points of view.	List Internet search terms for a topic of study.	Locate information from a reference source to obtain factual information on a topic or text. Identify reliable sources.	Locate information from a reference source to obtain factual and relevant information on a topic or text to better understand a point of view. List reliable sources using an established format.	Locate information from multiple reference sources to obtain factual, relevant, and contextually appropriate information on a topic or text to better understand possible points of view and perspectives. Cite reliable sources using an established format.
Point of View	M.WL.j Setting the context and tone (e.g., an opening lead to 'hook' readers) and establishing a point of view and discourse style. M.WL.k Sustaining point of view, style, and text structure(s) appropriate to purpose and genre; using transitional devices to control pacing or add interest (e.g., flashback, foreshadowing). M.WP.k Establishing a perspective on a topic or text in order to introduce a focus (claim/thesis)	Establish a point of view in the text.	Describe a perspective or point of view on a topic or text in order to introduce a focus or to connect events.	Maintain a point of view or perspective and text structure appropriate to genre and focus. Use transitions to connect context/ideas/events and control pacing and logical order within a text.	Establish and sustain a point of view, style, and text structure appropriate to the purpose, topic, or genre. Use transitions to connect episodes/scenes/evidence to control pacing and logical order within a text.

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
	and provide context and possible counter claims, and plan a chain of logic to be presented.				
Central Idea	M.WI.j Analyzing information in order to establish a focus/controlling idea about a topic, investigation, problem, or issue.	Establish a focus or controlling idea about a topic	Establish an introduction supportive of the focus or controlling idea (e.g., introduce a topic clearly, previewing information to follow and summarizing stated focus).	Organize information (e.g., (using definition, classification, comparison/contrast, or cause/effect) in order to establish a focus or controlling idea about a topic, investigation, problem, or issue.	Present information in order to establish a focus or controlling idea about a topic, investigation, problem, or issue.
Supporting Details	M.WI.m Selecting relevant facts, details, examples, quotations, or text features to support/clarify the focus/controlling idea. M.WL.I Selecting details and precise or nuanced language to enhance tone and imagery, elaborate on ideas, or evoke an emotional response. M.WP.I Selecting and organizing relevant facts, text evidence/quotes, data, or examples to support focus (claim/thesis) and a response to opposing claims of the audience.	Choose a relevant fact or example to support a controlling idea or focus.	Determine where in the organization relevant facts, details, examples, or evidence should be placed to support the controlling idea(s) or focus.	Select and organize relevant facts, details, examples, quotations, or evidence to support a controlling idea or focus. Identify opposing claims related to the controlling idea or focus.	Select and organize relevant facts, details, examples, quotations, or evidence to support and maintain a controlling idea or focus. Select precise or nuanced language to evoke an emotional response. Respond to opposing claims of the audience.
Organization and Structure	M.WI.k Selecting text structure(s) and transitions appropriate to organizing and developing information to support the focus/controlling idea/thesis. M.WI.I Including precise language, specialized domain-specific vocabulary, and maintaining a knowledgeable stance and consistent (formal) style and voice. M.WL.n Refining overall coherence with literary techniques or realistic accuracy (e.g., historical, geographic, technical, etc.)	Identify an appropriate structure. Identify appropriate transitions.	Identify a text structure that develops information. Identify a formal style (e.g., third person for formal style). Identify domain-specific vocabulary appropriate to the topic.	Identify a text structure and transitions that organizes information in a way that supports the focus, controlling idea, or thesis. Include precise language and specialized domain-specific vocabulary. Maintain a knowledgeable stance and consistent voice (e.g., accurate and efficient word choice, sentence fluency,	Identify and maintain an appropriate text structure and transitions that organizes, develops, and supports the focus, controlling idea, or thesis. Incorporate precise language and specialized domain-specific vocabulary. Refine overall coherence by maintaining a knowledgeable stance and consistent (formal) style and voice.

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
				and voice should be active versus passive).	
Write a Conclusion	<p>M.WI.n Drawing and stating conclusions by synthesizing information and summarizing key points that link back to focus/thesis.</p> <p>M.WL.o Writing a conclusion that follows the flow of ideas, reflects back on the theme, and leaves readers with something to think about.</p> <p>M.WP.n Drawing and stating conclusions by synthesizing information, summarizing key points of reasoning chain that link back to focus/thesis, and reflecting a response to the opposition.</p>	Identify a conclusion that recalls the main idea or focus.	Identify an appropriate conclusion that recalls the focus or central idea and provides a sense of closure.	Identify an appropriate conclusion that summarizes key points, follows a flow of ideas, recalls the theme, or generates a reflection.	Identify effective conclusions that synthesize information, summarize key points that link back to the focus or thesis, and follow a flow of ideas that reflects a response to the opposition.

SECTION 4: LANGUAGE AND WRITING ACROSS ALL TYPES

*Reading at the Word Level standards are presented with Progress Indicators

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Word Meaning	<p>M.RWL.f Using connotations and denotations of words to extend and deepen definitional understanding.</p> <p>M.RWL.g Making conceptual connections between known and unknown words, using word structure, word relationships, or context.</p>	Identify word meanings using word structure, word relationships, or context for known words.	Identify denotative word meanings using word structure, word relationships, or context.	Distinguish between connotative and denotative word meanings (e.g., slim, skinny, scrawny, thin) based on word structure, word relationships, or context.	<p>Apply the connotations and denotations of words to extend and deepen definitional understanding.</p> <p>Make conceptual connections between known and unknown words using word structure, relationships (such as synonym/antonym), and context.</p>
Analyzing Words	<p>M.RWL.k Interpreting use of words/phrasing (e.g., figurative, symbolic, sensory).</p> <p>M.RWL.l Analyzing intent or impact of language used (e.g., what impact does this word/phrase have on the reader?)</p>	Identify the type of language used (e.g., allusion, personification, metaphor, simile, idiom, alliteration).	Identify the connotative and figurative meanings of a word or phrase.	Analyze the use of words and phrasing for their effect on the text or reader.	Analyze and interpret the use of figures of speech in context for their impact on the meaning of the text or effect on the reader.

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Academic Vocabulary	M.RWL.i Integrating grade-appropriate academic and domain-specific vocabulary in reading, writing, listening, and speaking.	Identify academic and domain-specific vocabulary.	Define grade-appropriate academic and domain-specific vocabulary.	Integrate grade-appropriate academic and domain-specific vocabulary.	Integrate and interpret grade-appropriate academic and domain-specific vocabulary accurately in reading and writing.

*Writing Across All Types standards are presented with Core Content Connectors

Category	Core Content Connector	Below Basic	Basic	Proficient	Advanced
Supporting Evidence	7.WA.2 Provide evidence from grade appropriate texts to support analysis, reflection, and research.	Select evidence from texts that relates to a research topic.	Identify evidence from grade appropriate texts that can be used to support research.	Identify evidence from grade appropriate texts that connects to the researcher's analysis and reflection on a research topic.	Support the analysis, reflection, and research of a topic through the selection of appropriate and relevant evidence from grade appropriate texts.
Grade Appropriate Vocabulary	7.WA.10 Use grade appropriate general academic and domain-specific words and phrases accurately within writing.	Identify general academic and domain-specific words and phrases within writing.	Use below grade level general academic and domain-specific words and phrases within writing.	Use grade appropriate general academic and domain-specific words and phrases within writing.	Integrate grade appropriate general academic and domain-specific words and phrases accurately to improve writing.
Writing Practices	7.WA.5 Use simple, compound, complex, and compound-complex sentences within writing when appropriate. 7.WA.6 Use phrases and clauses accurately within a sentence.	Distinguish between a phrase and clause.	Identify a sentence as simple, compound, complex, or compound-complex.	Use simple, compound, complex, and compound-complex sentences within writing to express an idea. Use phrases and clauses accurately within a sentence.	Revise writing to use phrases and clauses accurately within simple, compound, complex, and compound-complex sentences.
Punctuation	7.WA.7 Use commas to separate coordinate adjectives.	Identify commas in writing.	Use commas in writing.	Use commas appropriately in writing. Identify coordinate adjectives.	Use commas to separate coordinate adjectives.

Category	Core Content Connector	Below Basic	Basic	Proficient	Advanced
Spelling	7.WA.8 Spell words correctly in writing.	Identify high frequency words and multisyllabic words that are spelled correctly.	Identify grade appropriate words that are spelled accurately in writing.	Provide the correct spelling for grade appropriate words.	Determine the correct spelling for words that are incorrectly spelled within writing.

Grade 8 ELA/Literacy Achievement Level Descriptors

SECTION 1: READING INFORMATIONAL TEXT

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Text Structure	M.RI.i Utilizing knowledge of text structures and genre features to locate, organize, or analyze important information.	Identify a text structure or genre feature in a text.	Use text structures, and genre features in informational text.	Use text structures and genre features to locate, organize, or analyze information	Use text structures and genre features to locate, organize, and analyze information.
Supporting Evidence	M.RI.j Using supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts (e.g., events, people, ideas).	Identify supporting evidence of a text.	Identify supporting evidence that supports an inference drawn from the text.	Use supporting evidence to summarize central ideas and draw inferences from the text, or analyze connections within texts.	Use supporting evidence to summarize central ideas, draw inferences, and analyze connections within or across texts.
Author's Reasoning	M.RI.k Analyzing and explaining why and how authors: organize, develop, and present ideas; establish a point of view; or build supporting arguments to affect the text as a whole.	Identify the author's point of view or match an author's idea to his or her reasoning.	Identify the author's point of view or purpose. Identify how an author presents ideas, or how these ideas support his or her reasoning.	Describe how an author organizes, develops, or presents ideas or arguments. Describe how an author establishes a point of view or purpose. Describe how an author supports his or her reasoning. Describe how authors build supporting arguments	Analyze and explain why and how authors organize, develop, and present ideas or arguments. Analyze and explain why and how authors establish a point of view or purpose. Analyze and explain why and how authors build supporting arguments to affect the text as a whole (e.g., how the information in each section contribute to the whole or to the development of ideas).

SECTION 2: READING LITERACY TEXT

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Supporting Evidence	M.RL.i Using a range of textual evidence to support summaries and interpretations of text (e.g., purpose, plot/subplot, central idea, theme).	Identify evidence from the text that supports a summary of the text.	Select evidence from the text that supports summaries of text.	Use relevant evidence from the text to support summaries or interpretations of text.	Evaluate and use the strongest textual evidence to support summaries and interpretations of text.
Literary Elements	M.RL.j Identifying and analyzing how the use of literary elements and point of view influence development of plot, characters (motivation, interactions) or theme.	Identify a basic literary element within a text (plot, setting, or characters).	Describe changes in literary elements within a text (e.g., new motivations, interactions, lesson learned).	Explain how the use of literary elements and point of view influence development of plot, characters, or theme (e.g., relationship of characters, setting, or plot to the theme).	Identify and analyze how the use of literary elements and point of view influence development of plot, characters, or theme (e.g., how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character or provoke a decision).
Comprehension	M.RL.l Analyzing or comparing texts according to text structure, genre features, or author's style or tone. M.RL.m Evaluating and responding to a range of literature using given criteria.	Identify a text's structure or genre. Identify a type of literature using given criteria.	Identify a text's tone. Describe literature using given criteria (e.g. points of view of different characters in the same text).	Compare texts according to text structure, genre features, style, or tone. Compare a range of literature using a given criteria (e.g., how modern works of literature draw ideas from past texts).	Compare or analyze texts according to their text structure, genre features, or style, or tone (e.g., how language use contributes to meaning). Evaluate and respond to a range of literature using given criteria (e.g., how differences in points of view of the characters and the audience or reader creates suspense or humor.)
Author's Craft	M.RL.k Identifying use of literary techniques (e.g., flashback, foreshadowing) and narrative strategies (e.g., dialogue, sensory details) and explaining how they advance the plot or impact meaning.	Identify literary techniques or narrative strategies.	Identify how literary techniques and narrative strategies interact in stories.	Explain how literary techniques and narrative strategies advance the plot (e.g., reveal aspects of a character).	Explain the purpose of literary techniques and narrative strategies and how they advance the plot or impact meaning.

SECTION 3: WRITING: INFORMATIONAL, LITERARY, AND PERSUASIVE

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Sources	<p>M.WI.i Independently locating information from multiple reference sources (print and non-print) to obtain information on a topic; validating reliability of references, and listing them using an established format.</p> <p>M.WP.j Using varied (credible) sources and locating relevant evidence to analyze factual and contextual information on a topic or text to better understand possible perspectives/points of view.</p>	Locate information from a reference source on a topic or text.	Locate information from a reference source to obtain factual and relevant information on a topic or text. Identify reliable sources.	Locate information from a reference source to obtain factual, relevant, and contextually appropriate information on a topic or text to better understand a point of view. List reliable sources using an established format.	Locate information from multiple reference sources to obtain factual and contextual information on a topic or text to better understand possible points of view and perspectives. Cite reliable sources using an established format.
Point of View	<p>M.WL.j Setting the context and tone (e.g., an opening lead to 'hook' readers) and establishing a point of view and discourse style.</p> <p>M.WL.k Sustaining point of view, style, and text structure(s) appropriate to purpose and genre; using transitional devices to control pacing or add interest (e.g., flashback, foreshadowing).</p> <p>M.WP.k Establishing a perspective on a topic or text in order to introduce a focus (claim/thesis) and provide context and possible counter claims, and plan a chain of logic to be presented.</p>	Establish a point of view in the text.	Describe a perspective or point of view on a topic or text in order to introduce a focus or to connect events.	Maintain a point of view or perspective and text structure appropriate to genre and focus. Use transitions to connect context/ideas/events and control pacing and logical order within a text.	Establish and sustain a point of view, style, and text structure appropriate to the purpose, topic, or genre. Use transitions to connect episodes/scenes/evidence to control pacing and logical order within a text.
Central Idea	<p>M.WI.j Analyzing information in order to establish a focus/controlling idea about a topic, investigation, problem, or issue.</p>	Establish a focus or controlling idea about a topic	Establish an introduction supportive of the focus or controlling idea (e.g., provide a clear introduction that previews information to follow and summarizes the stated focus).	Organize information (e.g., cause/effect, compare/contrast, descriptions, and examples) in order to establish a focus or controlling idea about a topic, investigation, problem, or issue.	Present information in order to establish a focus or controlling idea about a topic, investigation, problem, or issue.
Supporting Details	<p>M.WI.m Selecting relevant facts, details, examples, quotations, or text features to support/clarify the focus/controlling idea.</p> <p>M.WL.l Selecting details and precise or nuanced language to enhance tone and imagery, elaborate on ideas, or evoke an emotional response.</p>	Choose a relevant fact or example to support a controlling idea or focus.	Determine where in the organization relevant facts, details, examples, or evidence should be placed to support the	Select and organize relevant facts, details, examples, quotations, or evidence to support a controlling idea or focus.	Select and organize relevant facts, details, examples, quotations, or evidence to support and maintain a controlling idea or focus.

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
	M.WP.I Selecting and organizing relevant facts, text evidence/quotes, data, or examples to support focus (claim/thesis) and a response to opposing claims of the audience.		controlling idea(s) or focus.	Identify opposing claims related to the controlling idea or focus.	Select precise or nuanced language to evoke an emotional response. Respond to opposing claims of the audience.
Organization and Structure	M.WI.k Selecting text structure(s) and transitions appropriate to organizing and developing information to support the focus/controlling idea/thesis. M.WI.I Including precise language, specialized domain-specific vocabulary, and maintaining a knowledgeable stance and consistent (formal) style and voice. M.WL.n Refining overall coherence with literary techniques or realistic accuracy (historical, geographic, technical, etc.)	Identify an appropriate structure. Identify appropriate transitions.	Identify a text structure that develops information. Identify a formal style (e.g., third person for formal style). Identify domain-specific vocabulary appropriate to the topic.	Identify a text structure and transitions that organizes information in a way that supports the focus, controlling idea, or thesis. Include precise language and specialized domain-specific vocabulary. Maintain a knowledgeable stance and consistent voice (e.g., accurate and efficient word choice, sentence fluency, and voice should be active versus passive).	Identify and maintain an appropriate text structure and transitions that organizes, develops, and supports the focus, controlling idea, or thesis. Incorporate precise language and specialized domain-specific vocabulary. Refine overall coherence by maintaining a knowledgeable stance and consistent (formal) style and voice.
Write a Conclusion	M.WI.n Drawing and stating conclusions by synthesizing information and summarizing key points that link back to focus/thesis. M.WL.o Writing a conclusion that follows the flow of ideas, reflects back on the theme, and leaves readers with something to think about. M.WP.n Drawing and stating conclusions by synthesizing information, summarizing key points of reasoning chain that link back to focus/thesis, and reflecting a response to the opposition.	Identify a conclusion that recalls the main idea or focus.	Identify an appropriate conclusion that recalls the focus or central idea, and provides a sense of closure.	Identify an appropriate conclusion that summarizes key points, follows a flow of ideas, recalls the theme, or generates a reflection.	Identify effective conclusions that synthesize information, summarize key points that link back to the focus or thesis, and follow a flow of ideas that reflects a response to the opposition.

SECTION 4: LANGUAGE AND WRITING ACROSS ALL TYPES

*Reading at the Word Level standards are presented with Progress Indicators

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Word Meaning	<p>M.RWL.f Using connotations and denotations of words to extend and deepen definitional understanding.</p> <p>M.RWL.g Making conceptual connections between known and unknown words, using word structure, word relationships, or context.</p>	Identify word meanings using word structure, word relationships, or context for known words.	Identify denotative word meanings using word structure, word relationships, or context.	Distinguish between connotative and denotative word meanings (e.g., bullheaded, willful, firm, persistent, resolute) based on word structure, word relationships, or context.	<p>Apply the connotations and denotations of words to extend and deepen definitional understanding.</p> <p>Make conceptual connections between known and unknown words using word structure, relationships (such as synonym/antonym), and context.</p>
Analyzing Words	<p>M.RWL.k Interpreting use of words/phrasing (e.g., figurative, symbolic, sensory).</p> <p>M.RWL.l Analyzing intent or impact of language used (e.g., what impact does this word/phrase have on the reader?).</p>	Identify the type of language used (e.g., irony, pun, allusion, analogy, metaphor, simile, idiom).	Identify the connotative and figurative meanings of a word or phrase.	Analyze the use of words and phrasing for their effect on the text or reader.	Analyze and interpret the use of words and phrasing for their impact on the text (e.g., how the use of figurative, connotative or technical terms affects the meaning or tone of text) or reader.
Academic Vocabulary	M.RWL.i Integrating grade-appropriate academic and domain-specific vocabulary in reading, writing, listening, and speaking.	Identify academic and domain-specific vocabulary.	Define grade-appropriate academic and domain-specific vocabulary	Integrate grade-appropriate academic and domain-specific vocabulary.	Integrate and interpret grade-appropriate academic and domain-specific vocabulary accurately in reading and writing.

*Writing Across All Types standards are presented with Core Content Connectors

Category	Core Content Connector	Below Basic	Basic	Proficient	Advanced
Supporting Evidence	8.WA.2 Provide evidence from grade texts to support analysis, reflection, and research.	Select evidence from texts that relates to a research topic.	Identify evidence from grade appropriate texts that can be used to support research.	Identify evidence from grade appropriate texts that connects to the researcher's analysis and reflection on a research topic.	Support the analysis, reflection, and research of a topic through the selection of appropriate and relevant evidence from grade appropriate texts.
Grade Appropriate Vocabulary	8.WA.10 Use grade appropriate general academic and domain-specific words and phrases accurately within writing.	Identify general academic and domain-specific words and phrases within writing.	Use below grade level general academic and domain-specific words and phrases within writing.	Use grade appropriate general academic and domain-specific words and phrases within writing.	Integrate grade appropriate general academic and domain-specific words and phrases accurately to improve writing.

Category	Core Content Connector	Below Basic	Basic	Proficient	Advanced
Writing Practices	<p>8.WA.4 Use active and passive verbs in writing.</p> <p>8.WA.5 Use verbs in indicative, imperative, interrogative, conditional, and/or subjunctive mood in writing.</p> <p>8.WA.8 Use active and passive voice in writing to achieve particular effect.</p> <p>8.WA.9 Use verbs in the conditional and subjunctive mood to achieve particular effect.</p>	Identify the proper verb form to use in a sentence.	Identify verbs as indicative, imperative, interrogative, conditional, and/or subjunctive mood.	<p>Identify appropriate verbs to establish active or passive voice within writing.</p> <p>Identify appropriate verb forms to maintain a consistent and appropriate writing conventions.</p>	Integrate and use active and passive verbs, verbs in indicative, imperative, interrogative, conditional, and/or subjunctive mood, and active and passive voice to achieve a particular effect in writing.
Punctuation	8.WA.6 Use punctuation (e.g., comma, ellipsis, dash) to indicate a pause or break.	Identify commas, ellipsis, or dashes in writing.	Identify punctuation that is appropriately used in writing	Use commas, ellipses, or dashes to indicate a pause or break in writing.	Review and revise writing to appropriately use commas, ellipses, or dashes to indicate a pause or break.
Spelling	8.WA.7 Spell words correctly in writing.	Identify high frequency words and multisyllabic words that are spelled correctly.	Identify grade appropriate words that are spelled accurately in writing.	Provide the correct spelling for grade appropriate words.	Determine the correct spelling for words that are incorrectly spelled within writing.

Grade 10 ELA/Literacy Achievement Level Descriptors

SECTION 1: READING INFORMATIONAL TEXT

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Text Structure	H.RI.c Analyzing the author's use of organizational patterns, idea development, or persuasive and propaganda techniques to convey information and advance a point of view.	<p>Identify the organizational pattern used by the author.</p> <p>Identify the author's point of view or purpose in a text.</p>	<p>Identify idea development (e.g., the connections between key points)</p> <p>Identify where persuasive or propaganda techniques are used (e.g., key sentences or</p>	<p>Explain the author's use of organizational patterns (e.g., how key points throughout a text determine the organizational pattern).</p> <p>Explain how the author develops ideas and advances a point of view or purpose.</p>	Analyze the author's use of organizational patterns, idea development, or persuasive and propaganda techniques to convey information and advance a point of view (e.g., how an author's ideas or claims are developed).

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
			paragraphs that support claims).	Identify the language or words that help advance an author's point.	
Supporting Evidence	H.RI.b Using supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts (e.g., concepts, events, issues, or problems explored).	Identify supporting evidence of a text.	Determine which piece(s) of evidence provide the strongest support for an inference within a text.	Use supporting evidence to summarize central ideas or draw inferences within a text.	Use supporting evidence to summarize central ideas, draw inferences, and analyze connections within or across texts (e.g., how the central idea develops).
Comprehension	H.RI.e Synthesizing complex information across multiple sources to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept/author's message).	Identify the key information and central idea(s) within a source (e.g., a seminal U.S. document, a person's life story) that are developed.	Compare information across sources to identify shared ideas or conflicting information (e.g., which details are emphasized in each account).	Analyze how multiple sources address similar ideas or central ideas or utilize information differently to develop ideas.	Synthesize information across multiple sources to develop an interpretation that goes beyond explicit text information.
Author's Reasoning	H.RI.d Describing an author's approach to a topic and evaluating the effectiveness and credibility of arguments presented (e.g., identifying unstated assumptions/subtexts, faulty reasoning, inaccurate information). H.RI.f Evaluating points of view/perspectives from two or more texts on related topics and justifying the more cogent viewpoint (e.g., different accounts of the same event/issue, use of different media or formats).	Identify an author's approach, point of view, or perspective on a topic or topics in a text.	Identify claims and arguments made by the author. Identify the evidence an author uses to support claims, arguments, point of view, or perspective on a topic or topics in a text.	Trace the author's argument and specific claims and determine if an author's statements are true or false. Compare the argument and specific claims in two or more texts on related topics.	Evaluate authors' approaches, point of view, or perspectives on a topic or topics in two or more texts for effectiveness and credibility of arguments. Justify the more cogent viewpoint between multiple texts.

SECTION 2: READING LITERACY TEXT

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Supporting Evidence	H.RL.b Using a range of textual evidence to support summaries and interpretations of text (e.g., purpose, plot/subplot, central idea, theme).	Identify evidence from the text that supports the central idea of the text.	Determine evidence from the text that supports summaries of text.	Use evidence from the text to support summaries or interpretations of text.	Evaluate and use the strongest textual evidence to support summaries and interpretations of text.
Literary Elements	H.RL.c Identifying and analyzing how interrelationships of literary elements and point of view influence development of plot and subplots, complex characters (motivations, interactions, archetypes) or universal themes.	Identify the theme or central idea of a text. Identify a character with multiple or conflicting motivations.	Identify key details or literary elements that develop the theme. Identify how a character's point of view influences the plot.	Identify how literary elements and point of view interact to influence and develop the plot and subplots of a text. Identify how a complex character develops and changes in order to advance the plot and develop the theme.	Analyze how interrelationships of literary elements and point of view influence development of plot and subplots, complex characters or universal themes (e.g., how a complex character develops over the course of a text, interacts with other characters, and advances the plot to develop the theme).
Comprehension	H.RL.f Analyzing and critiquing a range of literature using given criteria (e.g., use of source material or medium, authenticity of time/place).	Identify a type of literature using given criteria (e.g., historical fiction, interpretation).	Identify where a text alludes to another piece of literature or draws on historical events.	Analyze how an author draws on source material in a specific work.	Analyze and critique a range of literature based on how it incorporates source material, a historical time or place, or based on other criteria of evaluation.
Author's Craft	H.RL.d Recognizing and interpreting how use of literary language, literary devices (e.g., hyperbole, paradox, analogies, allusion), genre structures, or discourse style (e.g., sarcasm, satire, humor, irony) advance the plot or affect the tone or pacing of the work.	Recognize literary language, literary devices, structure, or style in a text.	Identify where literary language, literary devices, structure, or style advance the plot.	Identify and evaluate how literary language, literary devices, genre structures, or discourse style advance the plot, or affect the tone or pacing of a work.	Interpret how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

SECTION 3: WRITING, INFORMATIONAL, LITERARY, AND PERSUASIVE

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Sources	<p>H.WI.a Using advanced searches to locate relevant information from multiple (print/non-print and digital) sources, including research studies, documentaries, and historical and primary sources, to establish a central question or focus/thesis for a topic, problem, concept, or issue.</p> <p>H.WP.a Using advanced searches and analyses to better understand genres and techniques associated with argument and critique and their intended audiences (e.g., discuss reasoning and rebuttals; analyze mentor texts- political commentaries, literary critiques, media messages, editorials, seminal historical and scientific documents).</p>	<p>Identify search terms to locate relevant information.</p> <p>Identify a source, including historical and primary sources, to support understanding of a topic.</p>	<p>Identify relevant information from a source to establish a central question, focus, or thesis for a topic or issue.</p> <p>Identify when information is exaggerated or false.</p>	<p>Locate relevant information from multiple sources, including research studies, documentaries, and historical and primary sources that help establish a central question, focus, or thesis for a topic, problem, concept, or issue.</p> <p>Locate information in a source that provides a point of view or reasoning appropriate for the topic.</p>	<p>Evaluate a source to determine the argument within the text uses valid, accurate, and sufficient reasoning.</p> <p>Integrate information presented by others into a writing product while avoiding plagiarism.</p>
Point of View	<p>H.WL.b Setting the context and tone (e.g., an opening lead to 'hook' readers) and establishing point of view and discourse style (e.g., satire, humor, dramatic irony).</p> <p>H.WL.c Sustaining point of view, style, and text structure(s) appropriate to purpose and genre; using transitional devices to control pacing or add interest or surprise (e.g., flashback flash forward, subtle /implicit foreshadowing).</p>	<p>Identify a point of view in the text.</p>	<p>Determine a perspective or point of view on a topic or text in order to introduce a focus or to connect events.</p>	<p>Maintain a point of view or perspective and text structure appropriate to genre and focus.</p> <p>Use transitions to connect context/ideas/events and control pacing and logical order within a text.</p>	<p>Establish and sustain a point of view, style, and text structure appropriate to the purpose, topic, or genre.</p> <p>Use transitions to connect episodes/scenes/evidence to control pacing and logical order within a text.</p>
Central Idea	<p>H.WI.b Organizing, analyzing, and selectively integrating varied and complex information (e.g., facts, principles, examples, quotations, data, etc.) and text features, determining the significance to subtopics in order to establish and support a focus/controlling idea/thesis.</p>	<p>Identify a plan for writing (e.g., the topic, the central idea, the purpose, the audience).</p>	<p>Identify an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples), to support the controlling idea and paragraph focus.</p>	<p>Identify a clear introduction that previews the information to follow and summarizes the stated focus.</p> <p>Identify relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate for the audience.</p>	<p>Organize, analyze, and selectively integrate varied and complex information and text features to determine the significance to subtopics in order to establish and support a focus/controlling idea/thesis.</p>
Supporting Details	<p>H.WL.d Selecting details and precise or nuanced language to enhance tone, mood, or imagery; elaborate on ideas; build to climax; or evoke an emotional response (e.g., suspense, shock, empathy).</p>	<p>Identify details or evidence that support a</p>	<p>Identify words, phrases, and clauses to create cohesion within writing.</p>	<p>Identify words, phrases, and clauses to clarify the relationship among claims,</p>	<p>Evoke an emotional response by using precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences,</p>

Category					Advanced
		<p>coherent stance on a topic.</p> <p>Identify a clear claim(s) with specific evidence for a topic or text.</p>	<p>Identify details and evidence that link the focus with the claims.</p>	<p>counterclaims, reasons, and evidence.</p> <p>Identify details and nuanced language to support the tone or mood.</p>	<p>events, setting, and/or characters.</p> <p>Establish a critical stance by selecting details that link the focus or thesis with the major claims- counter claims as appropriate to intended audience.</p>
Organization and Structure		<p>Identify an appropriate organization for information.</p> <p>Identify an appropriate text structure to link the focus/controlling idea/thesis with support.</p>	<p>Identify where in the organization information should be added to maintain coherence.</p> <p>Identify evidence that can support or refute claim(s) and counterclaim(s) related to the topic or thesis.</p>	<p>Develop a writing organizational structure (e.g., introduce claims, distinguish supporting and opposing claims and relevant evidence for each, provide conclusion) developing relationships among claims, reasons, and evidence.</p> <p>Identify transitional words, phrases, and clauses that connect ideas and create cohesion within writing.</p>	<p>Organize, analyze, and develop coherence by selectively integrating varied and complex information among ideas and subtopics.</p> <p>Maintain appropriate text structure(s), using nuanced transitions, and varied syntax to link the focus/controlling idea/thesis with the major sections of text.</p> <p>Analyze the significance of evidence to potential lines of reasoning (claims- counter claims) either to support or refute the focus/thesis.</p>
Write a Conclusion		<p>Identify a conclusion that provides a sense of closure.</p>	<p>Identify a conclusion that states the significance of the topic, position, or thesis.</p> <p>Identify a conclusion that expresses implications or leaves readers with something to think about.</p>	<p>Identify a conclusion that follows the flow of ideas, reflects back on the theme, states the significance of the topic, position, or thesis.</p> <p>Identify a conclusion that presents a compelling call to action while reflecting sensitivity to the audience.</p>	<p>Identify a conclusion that synthesizes information, summarizes key points that link back to the topic, position, or thesis, and flows from ideas presented beyond a single source.</p>

SECTION 4: LANGUAGE AND WRITING ACROSS ALL TYPES

*Reading at the Word Level standards are presented with Progress Indicators

Category	Progress Indicator	Below Basic	Basic	Proficient	Advanced
Word Meaning	<p>H.RWL.b Demonstrating contextual understanding of academic, domain-specific, and technical vocabulary in reading, writing, listening, and speaking.</p> <p>H.RWL.d Interpreting or comparing meaning and intent of language use (e.g., figurative or abstract language, potential bias-laden phrasing) in a variety of texts or contexts.</p>	Identify the meaning of a word or phrase by using context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue.	Identify the connotative and figurative meanings of a word or phrase (e.g., metaphors, similes, idioms, oxymoron).	Interpret the intent of language use in a variety of texts based on the contextual meaning of words and phrases as they are used.	<p>Incorporate newly acquired domain-specific words and phrases accurately into writing.</p> <p>Interpret or compare the meaning and intent of language use in a variety of texts or contexts.</p>
Analyzing Words	H.RWL.c Making conceptual connections between known and unknown words/phrases and analyzing nuances of word/phrase meanings (multiple meanings, similar denotations, precise intended meaning) used in different contexts (e.g., literary, historical, cultural, political, social, mathematical).	Identify the connotative and figurative meanings of a word or phrase.	Identify the differences or changes in meaning of words with similar denotations.	Identify the conceptual connections between known and unknown words or phrases by analyzing the nuances in the meanings used in different contexts.	Analyze and explain how specific word choices within a text have an impact and are used in different contexts.
Academic Vocabulary	H.RWL.b Demonstrating contextual understanding of academic, domain-specific, and technical vocabulary in reading, writing, listening, and speaking.	Identify academic, domain-specific, and technical vocabulary.	Identify the academic, domain-specific, or technical vocabulary to use for a topic.	Use contextual understanding of academic, domain-specific, and technical vocabulary to provide meaning.	Use contextual understanding of academic, domain-specific, and technical vocabulary to integrate effective word choices in writing.

*Writing Across All Types standards are presented with Core Content Connectors

Category	Core Content Connector	Below Basic	Basic	Proficient	Advanced
Supporting Evidence	1112.WA.2 Provide evidence from literary or informational texts to support analysis, reflection, and research.	Identify evidence from literary or informational texts that relates to a research topic.	Identify evidence from literary or informational texts that can be used to support research.	Identify evidence from literary or informational texts that connects to the researcher's analysis and reflection on a research topic.	Support the analysis, reflection, and research of a topic through the selection of appropriate and relevant evidence from literary or informational texts.

Category	Core Content Connector	Below Basic	Basic	Proficient	Advanced
Grade Appropriate Vocabulary	1112.WA.8 Use grade appropriate general academic and domain-specific words and phrases accurately within writing.	Identify general academic and domain-specific words and phrases within writing.	Use below grade level general academic and domain-specific words and phrases within writing.	Use grade appropriate general academic and domain-specific words and phrases within writing.	Integrate grade appropriate general academic and domain-specific words and phrases accurately to improve writing.
Writing Practices	1112.WA.6 Vary syntax within writing for effect.	Identify subjects and verbs in sentences.	Identify when sentences do or do not have a varied syntax.	Identify words that can be used to vary the syntax within writing.	Identify revisions that can be made to support a more varied syntax within writing for effect.
Punctuation	1112.WA.4 Use hyphenation conventions.	Identify hyphens in writing.	Identify when a hyphen is used appropriately in writing	Identify where to appropriately place a hyphen in order to follow hyphenation conventions.	Review and revise writing to appropriately use hyphenation conventions.
Spelling	1112.WA.5 Spell correctly in writing.	Identify high frequency words.	Identify multisyllabic words that are spelled correctly.	Provide the correct spelling for grade level words.	Determine the correct spelling for words that are incorrectly spelled within writing.

RANGE ACHIEVEMENT LEVEL DESCRIPTORS (ALDS)

IDA A Mathematics ALDs



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IDAA MATHEMATICS ACHIEVEMENT LEVEL DESCRIPTORS

Grade 3 Mathematics Achievement Level Descriptors

CATEGORY 1: DATA ANALYSIS, PROBABILITY, AND STATISTICS

Core Content Connector	Below Basic	Basic	Proficient	Advanced
<p>3.DPS.1g1 Collect data, organize into picture or bar graph.</p> <p>3.DPS.1g2 Organize measurement data into a line plot.</p> <p>3.DPS.1i1 Select the appropriate statement that describes the data representations based on a given graph.</p>	<p>Identify a picture graph or bar graph.</p> <p>Identify the title of a given graph.</p>	<p>Identify a line plot.</p> <p>Match a given picture graph or bar graph to the correct data set of up to three data points.</p> <p>Identify repeated values in a data set.</p> <p>Identify the categories/labels used in a given graph.</p>	<p>Match a given picture graph or bar graph to the correct data set of up to five data points.</p> <p>Identify a missing value in a picture graph or bar graph, given a data set of up to three data points.</p> <p>Identify the largest and smallest values in a data set.</p>	<p>Match a given line plot to the correct data set of up to five data points.</p> <p>Identify whether categories/labels used in a given graph are in the correct location.</p> <p>Identify a statement describing data given in a graph.</p>

CATEGORY 2: MEASUREMENT

Core Content Connector	Below Basic	Basic	Proficient	Advanced
<p>3.ME.1a1 Tell time to the nearest 5 minutes using a digital clock.</p> <p>3.ME.1a2 Solve word problems involving the addition and subtraction of time intervals of whole hours or within an hour.</p> <p>3.ME.1d1 Use tiling and addition to determine area.</p> <p>3.ME.1d2 Measure area of rectilinear figures by counting squares.</p> <p>3.ME.1f1 Select appropriate units for measurement (liquid volume, area, time, money).</p>	<p>Identify whether a rectilinear figure is divided into two parts accurately.</p> <p>Identify the larger of two similar shapes.</p> <p>Given pictures of measurement tools, identify a ruler or a digital clock.</p> <p>Given two whole-number measurements in inches on a number line, determine which measurement is larger.</p> <p>Distinguish between the inside and outside of a shape.</p>	<p>Identify the digital clock that represents a given time.</p> <p>Identify a shape covered in equally sized tiles.</p> <p>Identify a rectilinear figure.</p> <p>Match a given tool with what it measures. Limit to time, length, and weight.</p> <p>Measure whole-number inches on a ruler.</p> <p>Identify a rectangle with given dimensions.</p>	<p>Tell time to the nearest 5 or 15 minutes using a digital clock.</p> <p>Define area as the number of equally sized tiles covering a shape.</p> <p>Find the area of a rectangle covered in unit squares.</p> <p>Match a given tool with what it measures.</p> <p>Identify appropriate units for measures of money, length, and weight.</p>	<p>Tell time to the nearest hour or half hour using a digital clock.</p> <p>Find the area of a rectilinear figure covered in unit squares.</p> <p>Identify how many more squares are needed to cover the area of a rectangle. Limit to areas of 10 square units or less.</p> <p>Identify appropriate units for measurement.</p> <p>Determine how much longer the side length of one square is compared to another square.</p>

Core Content Connector	Below Basic	Basic	Proficient	Advanced
<p>3.ME.1f2 Add to solve 1 step word problems.</p> <p>3.ME.1g1 Identify a figure as getting larger or smaller when the dimensions of the figure change.</p> <p>3.ME.2e1 Select appropriate tool for measurement: liquid volume, area, time, money.</p> <p>3.ME.2e2 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch.</p> <p>3.ME.2e3 Measure to solve problems using number lines and ruler to 1 inch, $\frac{1}{2}$ inch, or $\frac{1}{4}$ of an inch.</p> <p>3.ME.2h1 Use addition to find the perimeter of a rectangle.</p> <p>3.ME.2i1 Estimate liquid volume.</p>			<p>Measure halves of an inch on a ruler.</p> <p>Solve one-step measurement problems including increments of $\frac{1}{2}$ inch.</p> <p>Distinguish between definitions of area and perimeter.</p> <p>Find the perimeter of a rectangle given all whole number side lengths.</p>	<p>Measure fourths of an inch on a ruler.</p> <p>Solve one-step measurement problems including increments of $\frac{1}{4}$ inch.</p> <p>Given the perimeter of a rectangle and three whole-number side lengths, find the missing side length.</p>

CATEGORY 3: NUMBERS AND OPERATIONS

Core Content Connector	Below Basic	Basic	Proficient	Advanced
<p>3.NO.1e1 Skip count by 100s.</p> <p>3.NO.1e2 Mentally add or subtract 100 from a given set from the 100s family.</p> <p>3.NO.1h1 Compare 3-digit numbers using representations and numbers.</p> <p>3.NO.1j1 Build representations of numbers using hundreds, tens and ones.</p> <p>3.NO.1j2 Write or select the expanded form for up to 3-digit number.</p> <p>3.NO.1j3 Use place value to round to the nearest 10 or 100.</p> <p>3.NO.1j4 Use rounding to solve word problems.</p> <p>3.NO.1i1 Identify the number of highlighted parts (numerator) of a given representation.</p>	<p>Identify multiples of 100 given visual representations.</p> <p>Identify the smaller or larger of two numbers using models.</p> <p>Recognize that hundreds are greater than tens and tens are greater than ones given visual representations.</p>	<p>Add or subtract 100 from a given set from the 100s family using visual representations.</p> <p>Identify the smaller or larger of two three-digit numbers.</p> <p>Identify the number of hundreds, tens, and ones in a three-digit number.</p>	<p>Mentally add or subtract 100 from a given set from the 100s family.</p> <p>Compare two three-digit numbers.</p> <p>Represent the expanded form of a three-digit number.</p> <p>Round to the nearest 10 or 100.</p> <p>Match a fraction (halves, thirds, fourth, or eighths) with its representation.</p>	<p>Use the fact that a hundred is the same as a bundle of ten tens and that a ten is the same as a bundle of ten ones to build representations or numbers.</p> <p>Identify numbers that round to a given value when rounded to the nearest 10 or 100.</p> <p>Write a fraction from its representation.</p>

Core Content Connector	Below Basic	Basic	Proficient	Advanced
<p>3.NO.1I2 Identify the total number of parts (denominator) of a given representation.</p> <p>3.NO.1I3 Identify the fraction that matches the representation (rectangles and circles; halves, fourths, thirds, eighths).</p> <p>3.NO.1I4 Identify that a part of a rectangle can be represented as a fraction that has a value between 0 and 1.</p> <p>3.NO.1I5 Locate given common unit fractions on a number line or ruler.</p> <p>3.NO.2b1 Use the relationships between addition and subtraction to solve problems.</p> <p>3.NO.2c1 Solve multi-step addition and subtraction problems up to 100.</p> <p>3.NO.2d1 Find the total number of objects when given the number of identical groups and the number of objects in each group with neither number larger than 5.</p> <p>3.NO.2d2 Find the total number inside an array with neither number in the columns or rows larger than 5.</p> <p>3.NO.2d3 Solve multiplication problems with neither number greater than 5.</p> <p>3.NO.2d4 Determine how many objects go into each group when given the total number of objects and the number of groups where the number in each group or number of groups is not greater than 5.</p> <p>3.NO.2d5 Determine the number of groups given the total number of objects and the number of objects in each group where the number in each group and the number of groups is not greater than 5.</p> <p>3.NO.2e1 Solve or solve and check one or two step word problems requiring addition, subtraction or multiplication with answers up to 100.</p>		<p>Identify the expanded form of a three-digit number.</p> <p>Round a two-digit number to the nearest ten and a three-digit number with 0 in the ones place to the nearest 100.</p> <p>Identify the number of shaded parts in a representation as the numerator and the total number of parts as the denominator.</p> <p>Solve one-step addition and subtraction problems up to 100.</p> <p>Solve products within 5×5 using visual representations.</p>	<p>Solve multi-step addition and subtraction problems up to 100 without regrouping.</p> <p>Solve one-step word problems requiring addition and subtraction or multiplication within 10.</p> <p>Find the total number of objects in an array with rows and columns less than or equal to 5.</p>	<p>Use the relationship between addition and subtraction to solve for a missing value in addition and subtraction problems other than the sum or difference.</p> <p>Solve two-step word problems requiring addition, subtraction, and multiplication within 100.</p> <p>Solve products within 5×5.</p>

CATEGORY 4: PATTERNS, RELATIONS, AND FUNCTIONS

Core Content Connector	Below Basic	Basic	Proficient	Advanced
<p>3.PRF.1d1 Use objects to model multiplication and division situations involving up to 5 groups with up to 5 objects in each group and interpret the results.</p> <p>3.PRF.1e1 Describe the rule for a numerical pattern.</p> <p>3.PRF.1e2 Select or name the 3 next terms in a numerical pattern where numbers increase by 2, 5 or 10.</p> <p>3.PRF.1f1 Determine the equivalence between number of minutes and the fraction of the hour.</p> <p>3.PRF.1f2 Determine the equivalence between the number of minutes and the number of hours.</p> <p>3.PRF.2d1 Identify multiplication patterns in a real-world setting.</p> <p>3.PRF.2d2 Apply properties of operations as strategies to multiply and divide.</p>	<p>Determine which set is increasing or decreasing in amount.</p> <p>Determine which set of numbers is increasing by 1.</p> <p>Recognize that an hour is made up of smaller units called minutes and that there are 60 minutes in 1 hour.</p>	<p>Match multiplication and division problems within 5×5 with their visual representations.</p> <p>Identify the value of the rule for a numerical pattern when given the operation for the rule.</p> <p>Identify the number of minutes in a given number of hours including a fraction of an hour.</p>	<p>Represent multiplication and division problems within 5×5 using objects and groups.</p> <p>Determine the rule for a numerical pattern.</p> <p>Identify the 3 next terms in a numerical pattern where numbers increase by 2, 5, or 10.</p> <p>Identify the number of hours or fraction of an hour in a given number of minutes.</p> <p>Use the associative or commutative property to multiply.</p>	<p>Explain the parts of a multiplication or division model.</p> <p>Identify the next terms in a numerical pattern with the rule is not explicitly given where numbers increase by 2, 5, or 10.</p> <p>Identify multiplication patterns in a real-world setting.</p> <p>Use the distributive property to multiply or divide.</p>

CATEGORY 5: SYMBOLIC EXPRESSION

Core Content Connector	Below Basic	Basic	Proficient	Advanced
<p>3.SE.1g1 Use =, <, or > to compare 2 fractions with the same numerator or denominator.</p>	<p>Identify the lesser or greater of two fractions with the same denominator.</p>	<p>Use <, =, > to compare two fractions with the same denominator.</p>	<p>Use <, =, > to compare two fractions with the same numerator.</p>	<p>Solve a word problem that involves comparing two fractions that either have the same numerator or same denominator.</p>

Grade 4 Mathematics Achievement Level Descriptors

CATEGORY 1: DATA ANALYSIS, PROBABILITY, AND STATISTICS

Core Content Connector	Below Basic	Basic	Proficient	Advanced
<p>4.DPS.1g3 Collect data, organize in graph (e.g., picture graph, line plot, bar graph).</p> <p>4.DPS.1i1 Select the appropriate statement that describes the data representations based on given data (picture, bar, line plots).</p> <p>4.DSP.1j1 Select an appropriate statement that describes the most frequent or the least frequent data point using a line plot, picture graph, or bar graph.</p> <p>4.DPS.1k2 Apply results of data to a real-world situation.</p>	<p>Distinguish among picture graphs, bar graphs, and line plots.</p> <p>Identify a graph with the title and labels placed correctly for a given real-world data set.</p> <p>Given a whole-value data set, identify the most common value.</p>	<p>Match a given picture graph to the correct data set of up to 5 whole-number data points.</p> <p>Given a whole-number data set, identify the least common value.</p> <p>Identify a missing value in a picture graph or bar graph, given a data set of up to three data points.</p>	<p>Match a given bar graph to the correct data set of up to 5 data points, including halves.</p> <p>Identify the greatest or least common data point, given a picture graph or bar graph.</p> <p>Identify a correct, direct statement describing data given in a picture graph or bar graph.</p>	<p>Organize a graph from a data set of up to 7 whole-number data points or up to 5 data points including fourths.</p> <p>Identify the greatest or least common data point, given a line plot.</p> <p>Identify a correct, direct statement describing data in a line plot.</p> <p>Answer a one-step question applying real-world data presented in a graph.</p>

CATEGORY 2: GEOMETRY

Core Content Connector	Below Basic	Basic	Proficient	Advanced
<p>4.GM.1h2 Classify two-dimensional shapes based on attributes (# of angles).</p> <p>4.GM.1j1 Recognize a point, line and line segment, rays in two-dimensional figures.</p> <p>4.GM.1j2 Recognize perpendicular and parallel lines in two-dimensional figures.</p> <p>4.GM.1j3 Recognize an angle in two-dimensional figures.</p> <p>4.GM.1j4 Categorize angles as right, acute, or obtuse.</p> <p>4.GM.1k1 Recognize a line of symmetry in a figure.</p>	<p>Count the number of sides in a regular polygon.</p> <p>Identify a point and a line.</p> <p>Identify pairs of lines that do or do not touch.</p> <p>Identify the right-angle symbol.</p>	<p>Count the number of angles in a regular polygon.</p> <p>Distinguish between lines and line segments.</p> <p>Identify sides in regular polygons that do or do not touch.</p> <p>Identify an angle.</p> <p>Compare two angles and identify which is larger or smaller.</p> <p>Identify a common shape with one line of symmetry using strategies, including folding.</p>	<p>Identify a shape with more or fewer sides than a given shape.</p> <p>Identify a ray.</p> <p>Distinguish between parallel and perpendicular lines.</p> <p>Define an angle as containing two rays.</p> <p>Count the angles in irregular shapes.</p> <p>Distinguish between right, acute, and obtuse angles.</p> <p>Identify right angles in a shape.</p> <p>Identify a correct line of symmetry in a shape.</p>	<p>Sort shapes by the number of sides or angles.</p> <p>Recognize shapes as being made of line segments.</p> <p>Identify common shapes using descriptions of parallel and perpendicular line segments (sides).</p> <p>Given a shape with labeled vertices, identify the letters to name an angle.</p> <p>Categorize angles in common shapes as right, acute, or obtuse.</p> <p>Identify more than one correct line of symmetry in shapes.</p>

CATEGORY 3: MEASUREMENT

Core Content Connector	Below Basic	Basic	Proficient	Advanced
<p>4.ME.1d3 Use tiling and multiplication to determine area.</p> <p>4.ME.1g2 Solve word problems using perimeter and area where changes occur to the dimensions of a rectilinear figure.</p> <p>4.ME.2e4 Select appropriate tool for measurement: mass, length, angles.</p> <p>4.ME.2e5 Construct a given angle.</p> <p>4.ME.2e6 Measure right angles using a tool (e.g., angle ruler, protractor).</p> <p>4.ME.2f1 Complete a conversion table for length and mass within a single system.</p> <p>4.ME.2g1 Determine whether a situation calls for a precise measurement or an estimation (distance, volume, mass, time, money).</p> <p>4.ME.2h1 Apply the formulas for area and perimeter to solve real world problems.</p>	<p>Identify a rectangle covered in equally sized squares.</p> <p>Identify side lengths of two rectangles as being longer or shorter.</p> <p>Given two similar rectilinear figures, identify which is larger/smaller.</p> <p>Given pictures, identify measurement tools used for length vs. mass.</p> <p>Identify the right-angle symbol.</p> <p>Identify whether a real-world situation is about time or money.</p>	<p>Find the area of a rectangle by counting unit squares.</p> <p>Find the perimeter of a rectangle with whole-number side lengths up to 5.</p> <p>Identify whether the area or perimeter of a given rectangle is a larger value.</p> <p>Identify a protractor as a tool to measure angles.</p> <p>Identify a right angle from a group of up to three angles.</p> <p>Identify two measures of length within a single system.</p> <p>Identify a real-world situation about distance.</p>	<p>Given a rectangle with a whole-number length and width up to 5, find the area.</p> <p>Given the perimeter of a rectangle and three whole-number side lengths, find the missing side length.</p> <p>Identify the area of a rectangle as getting larger/smaller if both side lengths are lengthened/shortened.</p> <p>Distinguish among measurement tools for length.</p> <p>Correctly place a protractor to measure a right angle.</p> <p>Identify two measures of mass within a single system.</p> <p>Recognize a correct conversion for length within one system.</p> <p>Identify a real-world situation about mass.</p> <p>Identify time to the nearest hour.</p>	<p>Identify a multiplication expression that represents the area of a given rectangle.</p> <p>Solve mathematical and real-world, one-step problems involving area and perimeter of rectangles.</p> <p>Create a correct conversion table for mass or length within one system.</p> <p>Estimate solutions to real-world situations involving distance, volume, mass, time, and money.</p>

CATEGORY 4: NUMBERS AND OPERATIONS

Core Content Connector	Below Basic	Basic	Proficient	Advanced
<p>4.NO.1j5 Use place value to round to any place (i.e., ones, tens, hundreds, thousands).</p> <p>4.NO.1j6 Compare multi-digit numbers using representations and numbers.</p> <p>4.NO.1j7 Write or select the expanded form for a multi-digit number.</p> <p>4.NO.1k1 Compare the value of a number when it is represented in different place values of two 3-digit numbers.</p> <p>4.NO.1l6 Locate fractions on a number line.</p>	<p>Identify the ones, tens, hundreds, and thousands place values.</p> <p>Identify the smaller or larger of two numbers</p>	<p>Round a number to the nearest one or ten.</p> <p>Identify the smaller or larger of two amounts.</p> <p>Compare the values of a digit in different</p>	<p>Round a number to the nearest one, ten, hundred or thousand.</p> <p>Compare multi-digits numbers.</p>	<p>Represent a multi-digit number given its expanded form.</p> <p>Order fractions on a number line.</p> <p>Create the model of a fraction.</p>

Core Content Connector	Below Basic	Basic	Proficient	Advanced
<p>4.NO.1i7 Order fractions on a number line.</p> <p>4.NO.1m1 Determine equivalent fractions.</p> <p>4.NO.1n1 Select a model of a given fraction (halves, thirds, fourths, sixths, eighths).</p> <p>4.NO.1n2 Compare up to 2 given fractions that have different denominators.</p> <p>4.NO.1o1 Match a fraction with a denominator of 10 or 100 as a decimal ($5/10 = 0.5$).</p> <p>4.NO.1o2 Find the equivalent decimal for a given fraction.</p> <p>4.NO.1p1 Read, write or select decimals to the tenths place.</p> <p>4.NO.1p2 Read, write or select decimals to the hundredths place.</p> <p>4.NO.1q1 Compare two decimals to the tenths place with a value of less than 1.</p> <p>4.NO.1q2 Compare two decimals to the hundredths place with a value of less than 1.</p> <p>4.NO.2c2 Solve multi digit addition and subtraction problems up to 1000.</p> <p>4.NO.2d6 Find total number inside an array with neither number in the columns or rows larger than 10.</p> <p>4.NO.2d7 Determine how many objects go into each group when given the total number of objects and the number of groups where the number in each group or number of groups is not greater than 10.</p> <p>4.NO.2d8 Match an accurate addition and multiplication equation to a representation.</p> <p>4.NO.2e2 Solve or solve and check one or two step word problems requiring addition, subtraction or multiplication with answers up to 100.</p> <p>4.NO.2f1 Identify multiples for a whole number (e.g., $2 = 2, 4, 6, 8, 10$).</p> <p>4.NO.2f2 Solve multiplication problems up to two digits by one digit.</p> <p>4.NO.2g1 Using a representation, decompose a fraction into multiple copies of a unit fraction (e.g., $\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$).</p> <p>4.NO.2h1 Add and subtract fractions with like denominators of (2, 3, 4, or 8).</p> <p>4.NO.2h2 Add and subtract fractions with like denominators (2, 3, 4, or 8) using representations.</p> <p>4.NO.2h3 Solve word problems involving addition and subtraction of fractions with like denominators (2, 3, 4, or 8).</p>	<p>given visual representations.</p> <p>Identify that hundreds are greater than tens and tens are greater than ones given visual representations.</p> <p>Identify that tenths are greater than hundredths given visual representations.</p> <p>Identify the lesser or greater of two decimals to the tenths that are less than 1 given visual representations.</p> <p>Differentiate between addition and multiplication expressions.</p>	<p>places values in two numbers when one number is 10 or 100 times the other.</p> <p>Locate a unit fraction on a number line.</p> <p>Compare two fractions that have denominators where one is a multiple of the other.</p> <p>Identify that $1/10$ is 0.1 and $1/100$ is 0.01.</p> <p>Compare two decimals less than 1 to the tenths place or to the hundredths place if both have the same tenths digit.</p> <p>Add or subtract two numbers with given strategies.</p> <p>Calculate product within 10×10 using visual representations.</p> <p>Identify the decomposed form of a fraction.</p>	<p>Identify the expanded form of a multi-digit number.</p> <p>Compare the values of a digit in different places values in two three-digit numbers.</p> <p>Locate a fraction on a number line that has a numerator other than 1 and a denominator less than or equal to 12.</p> <p>Identify the model of a given non-unit fraction.</p> <p>Compare two fractions that have different denominators.</p> <p>Match a fraction with a denominator of 10 or 100 to its decimal.</p> <p>Compare two decimals to the hundredths.</p> <p>Add or subtract numbers up to 1000, without regrouping.</p> <p>Solve one-step word problems requiring addition, subtraction, or multiplication within 20.</p> <p>Add and subtract fractions with like denominators.</p> <p>Decompose a fraction into multiple copies of a unit fraction (e.g., $\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$).</p>	<p>Generate a visual representation of an equivalent fraction.</p> <p>Convert a fraction with a denominator of 10 or 100 to a decimal.</p> <p>Solve multi-digit addition and subtraction problems up to 1,000, with regrouping.</p> <p>Solve multiplication problems within 10×10 using a variety of strategies.</p> <p>Solve two-step word problems requiring addition, subtraction, or multiplication within 100.</p> <p>Solve word problems involving addition and subtraction of fractions with like denominators.</p>

CATEGORY 5: PATTERNS, RELATIONS, AND FUNCTIONS

Core Content Connector	Below Basic	Basic	Proficient	Advanced
<p>4.PRF.1d2 Use objects to model multiplication and division situations involving up to 10 groups with up to 5 objects in each group and interpret the results.</p> <p>4.PRF.1e3 Solve multiplicative comparisons with an unknown using up to 2-digit numbers with information presented in a graph or word problem (e.g., an orange hat cost \$3. A purple hat cost 2 times as much. How much does the purple hat cost? [$3 \times 2 = p$]).</p> <p>4.PRF.1f3 Apply the distributive property to solve problems with models.</p> <p>4.PRF.1f4 Solve a 2-digit by 1-digit multiplication problem using 2 different strategies.</p> <p>4.PRF.2d3 Generate a pattern when given a rule and word problem (I run 3 miles every day, how many miles have I run in 3 days).</p> <p>4.PRF.2e1 Extend a numerical pattern when the rule is provided.</p>	<p>Identify the next term in a numerical pattern when given a rule and visual representation.</p>	<p>Identify a particular term in a pattern given a rule.</p>	<p>Model multiplication and division situations involving up to 10 groups with up to 5 objects in each group.</p> <p>Solve multiplicative comparisons with an unknown using up to 2-digit numbers with information presented in a graph.</p> <p>Generate a pattern when given a rule in a mathematical problem.</p>	<p>Solve multiplicative comparison word problems using up to 2-digit numbers.</p> <p>Generate a pattern when given a rule in a real-world problem.</p> <p>Model and interpret multiplication and division problems.</p> <p>Apply the distributive property.</p>

CATEGORY 6: SYMBOLIC EXPRESSION

Core Content Connector	Below Basic	Basic	Proficient	Advanced
<p>4.SE.1g2 Use =, <, or > to compare 2 fractions (fractions with a denominator of 10 or less).</p> <p>4.SE.1g3 Use =, <, or > to compare 2 decimals (decimals in multiples of 0.10).</p> <p>4.SE.1h1 Express whole numbers as fractions.</p> <p>4.SE.1h2 Identify the equivalent decimal for a fraction.</p>	<p>Use visual models to compare fractions with a denominator of 10 or less to a benchmark fraction.</p> <p>Use visual models to compare two decimals to the tenths with the same ones digits.</p>	<p>Compare two fractions with denominators of less than 10 using visual models.</p> <p>Compare decimals to the tenths using visual models.</p> <p>Recognize that the number 1 can be written as a fraction.</p>	<p>Use =, <, > to compare two fractions with denominators of less than 10 and decimals to the tenths.</p> <p>Match a decimal to its equivalent fraction.</p> <p>Express whole numbers as fractions (e.g. visual model, numeric representation, etc.).</p>	<p>Represent the decimal equivalent of a fraction.</p>

Grade 5 Mathematics Achievement Level Descriptors

CATEGORY 1: DATA ANALYSIS, PROBABILITY, AND STATISTICS

Core Content Connector	Below Basic	Basic	Proficient	Advanced
<p>5.DPS.1c1 Collect and graph data.</p> <p>5.DPS.1d1 Select an appropriate statement about the range of the data up to 10 points.</p> <p>5.DPS.1e1 Use measures of central tendency to interpret data including overall patterns in the data.</p>	<p>Match a given graph to the correct data set of up to 3 whole-number data points.</p> <p>Identify a graph with title and labels placed correctly for a real-world data set.</p> <p>Identify the smallest value in an ordered set of data limited to three values.</p> <p>Identify repeated values in a data set.</p> <p>Count the number of values in a data set.</p>	<p>Match a given graph to the correct data set of up to 5 data points, including halves.</p> <p>Identify the smallest and largest values in an ordered set of data up to four values.</p> <p>Identify the median in an ordered set of data with five values.</p>	<p>Match a given graph to the correct data set of up to 5 data points, including fourths.</p> <p>Identify the smallest and largest values in an unordered data set up to four values.</p> <p>Order a whole-number data set of up to 10 data points from least to greatest.</p>	<p>Place the title and categories correctly for the bar graph representing a real-world situation. Limit to two categories.</p> <p>Solve for and interpret the range of a data set.</p> <p>Add the values in a whole-number data set of three values.</p> <p>Interpret the mean and median of a data set.</p>

CATEGORY 2: GEOMETRY

Core Content Connector	Below Basic	Basic	Proficient	Advanced
<p>5.GM.1j1 Recognize parallel and perpendicular lines within the context of two-dimensional figures.</p> <p>5.GM.1a1 Recognize properties of simple plane figures.</p> <p>5.GM.1b1 Distinguish plane figures by their properties.</p> <p>5.GM.1c1 Locate the x and y axis on a graph.</p> <p>5.GM.1c2 Locate points on a graph.</p> <p>5.GM.1c3 Use order pairs to graph given points.</p>	<p>Visually identify sides in regular polygons that do or do not touch.</p> <p>Count the number of angles in a regular polygon of up to six sides.</p> <p>Identify a horizontal or vertical number line with 4 values listed in order.</p> <p>Identify the x- or y-axis on a blank grid, where both axes are labeled.</p>	<p>Distinguish between parallel and perpendicular lines.</p> <p>Identify a plane figure with the same number of sides as a given plane figure.</p> <p>Count angles in irregular shapes.</p> <p>Identify the x- or y-axis on a blank grid, with neither axis labeled.</p> <p>Identify a point on either the x- or y-axis, where both axes are labeled.</p>	<p>Identify common shapes using descriptions of parallel and perpendicular line segments (sides).</p> <p>Identify a plane figure with more or fewer sides or angles than a given plane figure.</p> <p>Identify a specific point given two coordinates that may contain the same value.</p>	<p>Identify parallel and perpendicular sides in irregular or uncommon shapes.</p> <p>Identify common shapes by a defining attribute, such as a rectangle having four right angles or a square having all equal side lengths.</p> <p>Identify the x-axis as horizontal/right and the y-axis as vertical/up.</p> <p>Identify a specific point, given two coordinates that do not contain any of the same values.</p>

CATEGORY 3: MEASUREMENT

Core Content Connector	Below Basic	Basic	Proficient	Advanced
<p>5.ME.1a1 Identify the appropriate units of measurement for different purposes in a real-life context.</p> <p>5.ME.1b1 Convert standard measurements of time.</p> <p>5.ME.1b2 Convert standard measurements of length.</p> <p>5.ME.1b3 Convert standard measurements of mass.</p> <p>5.ME.2a1 Solve problems involving conversions of standard measurement units.</p> <p>5.ME.2b1 Use filling and multiplication to determine volume.</p> <p>5.ME.2b2 Apply formula to solve one step problems involving volume.</p>	<p>Distinguish between measurement units of length and mass.</p> <p>Identify basic conversions of time or money (Example: 1 hour equals 60 minutes, or 4 quarters equal 1 dollar).</p> <p>Identify a right rectangular prism that is filled with equally sized cubes. Limit volume to 10 cubic units.</p>	<p>Distinguish among measurement units for length, mass, and area.</p> <p>Convert whole number measurements within a measurement system (Example: 2 hours is 120 minutes, and 2 feet is 24 inches).</p> <p>Find the volume of a right rectangular prism by counting unit cubes. Limit volume to 20 cubic units.</p>	<p>Distinguish between units for area and volume.</p> <p>Perform a simple conversion of length, time, or mass.</p> <p>Identify a correct conversion table for time, length, or mass within one system with all whole numbers.</p> <p>Given a right rectangular prism with whole-number dimensions up to 5 and an expression, find the volume.</p>	<p>Convert numbers within measurement units for time, length, or mass in a mathematical or real-world context.</p> <p>Find a missing number in a conversion table within one measurement system with all whole numbers.</p> <p>Identify a multiplication expression that represents the volume of a prism or shapes composed of prisms.</p> <p>Solve one-step problems involving volume, including where a missing edge length must be found. Limit all values to whole numbers up to 25 (including volume).</p>

CATEGORY 4: NUMBERS AND OPERATIONS

Core Content Connector	Below Basic	Basic	Proficient	Advanced
<p>5.NO.1a1 Compare the value of a number when it is represented in different place values of two 3-digit numbers.</p> <p>5.NO.1b1 Read, write, or select a decimal to the hundredths place.</p> <p>5.NO.1b2 Read, write, or select a decimal to the thousandths place.</p> <p>5.NO.1b3 Compare two decimals to the thousandths place with a value of less than 1.</p> <p>5.NO.1b4 Round decimals to the next whole number.</p> <p>5.NO.1b5 Round decimals to the tenths place.</p> <p>5.NO.1b6 Round decimals to the hundredths place.</p> <p>5.NO.1c1 Rewrite a fraction as a decimal.</p> <p>5.NO.1c2 Rewrite a decimal as a fraction.</p>	<p>Know that tenths are greater than hundredths and hundredths are greater than thousandths.</p> <p>Identify the tenths, hundredths, and thousandths place values.</p> <p>Separate a group of objects into equal sets.</p> <p>Identify the product of a unit fraction by a</p>	<p>Select a decimal to the hundredths or thousandths.</p> <p>Identify the lesser or greater of two decimals less than 1 that have the same number of digits to the thousandths.</p> <p>Round a decimal to the nearest whole number.</p> <p>Identify the decimal equivalent of a fraction with a denominator of 10 or 100 or vice versa.</p>	<p>Write a decimal to the hundredths or thousandths.</p> <p>Compare using symbols two decimals less than 1 to the thousandths.</p> <p>Round to the nearest whole number, tenth, and hundredth.</p> <p>Write the decimal equivalent of a fraction with a denominator of 10 or 100 or vice versa.</p> <p>Solve mathematical problems using up to</p>	<p>Generate a decimal that is less than or greater than a given decimal.</p> <p>Identify decimals that round to a given value when rounded to the nearest one through hundredths.</p> <p>Solve multi-step word problems using up to three-digit numbers and any of the four operations.</p> <p>Find whole-number quotients of up to four-digit dividends and two-</p>

Core Content Connector	Below Basic	Basic	Proficient	Advanced
<p>5.NO.2a1 Solve problems or word problems using up to three-digit numbers and addition or subtraction or multiplication.</p> <p>5.NO.2a2 Separate a group of objects into equal sets when given the number of sets to find the total in each set with the total number less than 50.</p> <p>5.NO.2a3 Find whole number quotients up to two dividends and two divisors.</p> <p>5.NO.2a4 Find whole number quotients up to four dividends and two divisors.</p> <p>5.NO.2a5 Solve word problems that require multiplication or division.</p> <p>5.NO.2b1 Add and subtract fractions with unlike denominators by replacing fractions with equivalent fractions.</p> <p>5.NO.2b2 Add or subtract fractions with unlike denominators.</p> <p>5.NO.2b3 Multiply a fraction by a whole or mixed number.</p> <p>5.NO.2b4 Divide unit fractions by whole numbers and whole numbers by unit fractions.</p> <p>5.NO.2c1 Solve 1 step problems using decimals.</p> <p>5.NO.2c2 Solve word problems involving the addition, subtraction, multiplication or division of fractions.</p>	<p>whole number using visual models.</p> <p>Identify a whole number multiplication or division problem.</p>	<p>Solve mathematical problems using up to three-digit numbers and addition or subtraction.</p> <p>Find whole number quotients of up to four-digit dividends and one-digit divisors with no remainders.</p> <p>Add or subtract fractions with unlike denominators with one denominator that is a multiple of the other.</p> <p>Multiply a fraction by a whole number.</p> <p>Evaluate mathematical expressions involving the addition and subtraction with fractions or decimals.</p>	<p>three-digit numbers and addition, subtraction, or multiplication.</p> <p>Find whole-number quotients of up to four-digit dividends and two-digit divisors with no remainders.</p> <p>Add or subtract fractions with unlike denominators.</p> <p>Multiply a fraction by a fraction or mixed number.</p> <p>Solve real-world problems involving addition and subtraction with fractions or decimals.</p>	<p>digit divisors with remainders.</p> <p>Divide a whole number by a unit fraction or divide a unit fraction by a whole number.</p> <p>Solve real-world problems involving the four operations with fractions or decimals.</p>

CATEGORY 5: PATTERNS, RELATIONS, AND FUNCTIONS

Core Content Connector	Below Basic	Basic	Proficient	Advanced
<p>5.PRF.1a1 Determine whether the product will increase or decrease based on the multiplier.</p> <p>5.PRF.1b1 Given 2 patterns involving the same context determine the 1st 5 terms and compare the values.</p> <p>5.PRF.1b2 When given a line graph representing two arithmetic patterns, identify the relationship between the two.</p> <p>5.PRF.2a1 Generate a pattern that follows the provided rule.</p> <p>5.PRF.2b1 Generate or select a comparison between two graphs from a similar situation.</p>	<p>Identify whether a pattern follows a specified addition rule.</p>	<p>Identify multipliers that will increase or decrease a product.</p> <p>Determine the first 5 terms of a pattern.</p>	<p>Determine whether a given multiplier will increase or decrease the product.</p> <p>Identify the values of two patterns.</p> <p>Identify the relationship between line graphs representing two arithmetic patterns.</p>	<p>Given two patterns, compare the values of the patterns.</p> <p>Identify the relationship between line graphs representing two arithmetic patterns with a real-world context.</p>

CATEGORY 6: SYMBOLIC EXPRESSION

Core Content Connector	Below Basic	Basic	Proficient	Advanced
<p>5.SE.1a1 Given a real-world problem, write an expression using 1 set of parentheses.</p>	Identify parentheses.	Match an expression that uses 1 set of parentheses given a visual model.	Create an expression described in words using 1 set of parentheses.	Create an expression using 1 set of parentheses for a real-world context.

Grade 6 Mathematics Achievement Level Descriptors

CATEGORY 1: DATA ANALYSIS, PROBABILITY, AND STATISTICS

Core Content Connector	Below Basic	Basic	Proficient	Advanced
<p>6.DPS.1a2 Identify statistical questions and make a plan for data collection.</p> <p>6.DPS.1c2 Collect and graph data: bar graph, line plots, dot plots, histograms.</p> <p>6.DPS.1d2 Solve for mean of a given data set.</p> <p>6.DPS.1d3 Select statement that matches mean, mode, and spread of data for 1 measure of central tendency for a given data set.</p> <p>6.DPS.1d4 Find the range of a given data set.</p> <p>6.DPS.1d5 Explain or identify what the mean represents in a set of data.</p> <p>6.DPS.1d6 Explain or identify what the mode represents in a set of data.</p> <p>6.DPS.1d7 Explain or identify what the median represents in a set of data.</p> <p>6.DPS.1e2 Use measures of central tendency to interpret data including overall patterns in the data.</p>	<p>Identify a bar graph, line plot, dot plot, and histogram.</p> <p>Identify the mode of a data set.</p> <p>Identify how many data points are in a data set.</p> <p>Identify the largest and smallest numbers in a data set.</p> <p>Determine whether a data point is in a data set.</p>	<p>Match a given graph to the correct data set</p> <p>Identify range of a data set.</p> <p>Explain what the mode represents in a set of data.</p> <p>Identify clusters or gaps in a visual data set (graph).</p> <p>Order a data set of up to 5 numbers from least to greatest.</p>	<p>Identify a statistical question given a context.</p> <p>Identify missing data from a graph.</p> <p>Solve for the mean of a data set with up to 5 whole numbers (mean should be a whole number).</p> <p>Identify the median of an ordered data set up to 5 numbers (median is in the data set).</p> <p>Explain what the median represents in a data set.</p>	<p>Identify a statistical question appropriate for a given data set.</p> <p>Compare data from two graphs.</p> <p>Solve for the mean of a data set up to 5 whole numbers (mean can include 0.5).</p> <p>Solve for the median of an ordered data set (median can include 0.5).</p> <p>Use statements or words to describe measures of center/spread.</p>

CATEGORY 2: GEOMETRY

Core Content Connector	Below Basic	Basic	Proficient	Advanced
<p>6.GM.1c4 Locate points on a graph.</p> <p>6.GM.1c5 Use order pairs to graph given points.</p> <p>6.GM.1c6 Find coordinate values of points in the context of a situation.</p> <p>6.GM.1c7 Use coordinate points to draw polygons.</p> <p>6.GM.1c8 Use coordinate points to find the side lengths of polygons that are horizontal or vertical.</p> <p>6.GM.1d1 Find area of quadrilaterals.</p> <p>6.GM.1d2 Find area of triangles.</p>	<p>Identify the x- or y-axis.</p> <p>Identify the x- and y-coordinate of a given ordered pair.</p> <p>Given the three vertices in the first quadrant, connect the points to form a triangle.</p> <p>Find the area of a rectangle with whole number, single-digit “friendly” (such as multiples of 2 or 5) side lengths given the formula.</p>	<p>Identify the origin.</p> <p>Find a missing x- or y-coordinate, given one coordinate and visual representation of the point in the first quadrant.</p> <p>Identify visually up to two units up or down from a given point in the first quadrant.</p> <p>Identify visually the missing vertex of a right triangle with each leg parallel to an axis or of a rectangle in the first quadrant.</p> <p>Find the area of a rectangle with whole number side lengths up to 10 (not including 2 or 5) given a formula.</p>	<p>Locate points in the first quadrant (not on an axis); whole numbers only.</p> <p>Graph points in the first quadrant (not on an axis); whole numbers only.</p> <p>Find a missing x- or y-coordinate of a point in context.</p> <p>Find the length of a missing side of a rectangle on the coordinate plane.</p> <p>Find the area of a rectangle with whole number side lengths without a given formula.</p> <p>Find the area of triangles given a graphic, the formula, and “friendly” numbers (with at least one leg being an even length) for calculation.</p>	<p>Locate points in the first quadrant (could be on an axis/contain .5).</p> <p>Graph points in the first quadrant (could be on an axis/contain .5).</p> <p>Find the coordinate value of a point in context.</p> <p>Identify the ordered pair of a missing vertex for a rectangle or a right triangle with legs parallel to axes.</p> <p>Find the area of a trapezoid by decomposing into a triangle and a rectangle with whole numbers given the formula for a rectangle and a triangle using “friendly” numbers.</p>

CATEGORY 3: MEASUREMENT

Core Content Connector	Below Basic	Basic	Proficient	Advanced
<p>6.ME.1a2 Identify the appropriate formula to use when measuring for different purposes in a real-life context.</p> <p>6.ME.1b4 Complete a conversion table for length, mass, time, volume.</p> <p>6.ME.1b5 Analyze table to answer questions.</p> <p>6.ME.1c1 Find the area of a 2-dimensional figure and the volume of a 3-dimensional figure.</p> <p>6.ME.2a2 Solve one-step real-world measurement problems involving unit rates with ratios of whole numbers when given the unit rate.</p>	<p>Given real-life context, identify perimeter or volume as the measurement to be used. (Rectangles/rectangular prisms only.)</p> <p>Identify a correctly completed conversion table, given at least 2 conversions.</p> <p>Identify a table that correctly represents a given ratio (given ratio present in table).</p>	<p>Distinguish among formulas for perimeter, area, and volume. (Rectangles/rectangular prisms only.)</p> <p>Multiply to identify a missing value in a conversion table (larger unit of measure to smaller unit of measure, like feet to inches).</p> <p>Find the area of a rectangle with whole number side</p>	<p>Identify a correct equation showing a unit rate and equivalent ratio.</p> <p>Divide to identify a missing value in a conversion table (division by 2 or 5) (smaller unit of measure to larger unit of measure, like inches to feet).</p> <p>Answer a one-step problem involving ratios given in a table.</p>	<p>Given real-life context, identify the appropriate formula to use when measuring.</p> <p>Answer a question involving extending the ratio given in a table.</p> <p>Identify correctly labeled expressions for area or determine</p>

Core Content Connector	Below Basic	Basic	Proficient	Advanced
<p>6.ME.2a3 Apply the formula to find the area of triangles.</p> <p>6.ME.2b3 Decompose complex shapes (polygon, trapezoid, pentagon) into simple shapes (rectangles, squares, triangles) to measure area.</p> <p>6.ME.2b4 Decompose complex 3-dimensional shapes into simple 3-dimensional shapes to measure volume.</p>	<p>Find the area of a rectangle with whole number, single-digit friendly (such as multiples of 2 or 5) side lengths given the formula.</p> <p>Identify a unit rate.</p> <p>Distinguish between the formulas for the area of a rectangle and the area of a triangle.</p> <p>Decompose a shape made of two rectangles.</p>	<p>lengths up to 10 (not including 2 or 5) given a formula.</p> <p>Identify a correct formula to represent the volume of a given rectangular prism.</p> <p>Identify a correct formula for the area of a triangle, given a graphic.</p> <p>Decompose a shape made of one rectangle and one triangle.</p> <p>Given a complex 3-dimensional shape made of two rectangular prisms, identify the two rectangular prisms it could be decomposed into.</p>	<p>Find the area of a rectangle with whole number side lengths without a given formula.</p> <p>Find the area of triangles given a graphic, the formula, and friendly numbers (with at least one leg being an even length) for calculation. Find the volume of rectangular prisms (use 2, 3, 5, or 10 as side lengths).</p> <p>Identify a correct decomposition of a complex figure with up to four parts (more than two rectangles or one rectangle and one triangle).</p> <p>Identify a correct decomposition of a complex 3-dimensional shape with up to three parts.</p>	<p>the area of a complex figure.</p> <p>Determine the volume of a 3-dimensional shape composed of 2 or more simple 3-dimensional shapes.</p>

CATEGORY 4: NUMBERS AND OPERATIONS

Core Content Connector	Below Basic	Basic	Proficient	Advanced
<p>6.NO.1d1 Identify numbers as positive or negative.</p> <p>6.NO.1d2 Locate positive and negative numbers on a number line.</p> <p>6.NO.1d3 Plot positive and negative numbers on a number line.</p> <p>6.NO.1d4 Select the appropriate meaning of a negative number in a real-world situation.</p> <p>6.NO.1d5 Find given points between -10 and 10 on both axes of a coordinate plane.</p> <p>6.NO.1d6 Label points between -10 and 10 on both axes of a coordinate plane.</p> <p>6.NO.1e1 Determine the meaning of absolute value.</p> <p>6.NO.1f1 Find a percent of a quantity as rate per 100.</p> <p>6.NO.1f2 Write or select a ratio to match a given statement and representation.</p>	<p>Identify numbers as positive or negative.</p> <p>Identify which number is greater on a number line.</p> <p>Identify the unit rate in a problem given as a quantity per unit.</p> <p>Identify the exponent in a numerical expression.</p> <p>Solve one-step mathematical problems involving the addition, subtraction, or</p>	<p>Locate positive and negative numbers on a number line.</p> <p>Write a ratio that matches a given statement and representation.</p> <p>Identify the unit rate in a problem involving two whole numbers where the numerator is a multiple of the denominator and the denominator is prime, or the numerator</p>	<p>Find and label points between -10 and 10 on both axes of a coordinate plane.</p> <p>Find the percent of a quantity as a rate per 100.</p> <p>Solve unit rate problems involving whole numbers that are multiples of each other and the denominator is not prime and the numerator does not</p>	<p>Select the meaning of a negative number in a real-world situation.</p> <p>Interpret negative numbers within a context in a mathematical or real-world context.</p> <p>Determine the meaning of absolute value.</p> <p>Interpret a statement that matches a given ratio.</p>

Core Content Connector	Below Basic	Basic	Proficient	Advanced
<p>6.NO.1f3 Select or make a statement to interpret a given ratio.</p> <p>6.NO.1f4 Find a missing value for a given ratio.</p> <p>6.NO.1f5 Solve unit rate problems involving unit pricing.</p> <p>6.NO.1i1 Identify what an exponent represents.</p> <p>6.NO.1i2 Solve numerical expressions involving whole number exponents.</p> <p>6.NO.2a6 Solve problems or word problems using up to three-digit numbers and any of the four operations.</p> <p>6.NO.2c3 Solve one-step, addition, subtraction, multiplication, or division problems with fractions or decimals.</p> <p>6.NO.2c4 Solve word problems involving the addition, subtraction, multiplication, or division of fractions.</p> <p>6.NO.2c5 Divide multi-digit whole numbers.</p> <p>6.NO.2e1 Determine the difference between two integers using a number line.</p> <p>6.NO.2e2 Compare two numbers on a number line.</p>	<p>multiplication of whole numbers.</p>	<p>equals the denominator.</p> <p>Solve mathematical problems involving any of the four operations on whole numbers.</p> <p>Solve one-step mathematical problems involving the addition and subtraction of decimals.</p>	<p>equal the denominator.</p> <p>Evaluate numerical expressions with whole number exponents up to 5 and whole number bases up to 10.</p> <p>Solve mathematical problems involving any of the four operations on fractions or decimals.</p> <p>Solve one-step word problems involving any of the four operations of whole numbers.</p>	<p>Solve unit rate problems with decimals to the hundredths.</p> <p>Solve mathematical or word problems involving any of the four operations with a mixture of whole numbers, fractions, and decimals.</p>

CATEGORY 5: PATTERNS, RELATIONS, AND FUNCTIONS

Core Content Connector	Below Basic	Basic	Proficient	Advanced
<p>6.PRF.1a2 Determine whether or not the quotient will increase or decrease based on the divisor.</p> <p>6.PRF.1c1 Describe the ratio relationship between two quantities for a given situation.</p> <p>6.PRF.1c2 Represent proportional relationships on a line graph.</p> <p>6.PRF.1d1 Solve real-world single-step linear equations.</p> <p>6.PRF.2a2 Use variables to represent numbers and write expressions when solving real-world problems.</p> <p>6.PRF.2a3 Use variables to represent two quantities in a real-world problem that change in relationship to one another.</p>	<p>Identify the dependent and independent variables for a relationship given a graph or table.</p> <p>Identify the unit rate of a mathematical relationship given as a table or graph that shows the point (1, r).</p> <p>Identify the variable in a mathematical or real-world problem given the expression.</p>	<p>Identify the ratio relationship between two quantities for a given situation.</p> <p>Represent proportional relationships on a line graph where the constant of proportionality is a whole number.</p> <p>Determine the unit rate given an equation.</p> <p>Solve mathematical one-step linear equations.</p>	<p>Describe the ratio relationship between two quantities for a given situation.</p> <p>Represent proportional relationships on a line graph where the constant of proportionality can be a fraction.</p> <p>Determine how a fraction increases or decreases based on changing the denominator.</p> <p>Solve real-world one-step linear equations.</p>	<p>Solve real-world ratio problems given an equation.</p> <p>Complete a statement that describes a ratio relationship.</p> <p>Create the expression given a real-world context involving one or two variables.</p> <p>Compare a graph with independent and dependent variables to a table or equation.</p>

Core Content Connector	Below Basic	Basic	Proficient	Advanced
<p>6.PRF.2a4 Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.</p> <p>6.PRF.2b3 Complete a statement that describes the ratio relationship between two quantities.</p> <p>6.PRF.2b4 Determine the unit rate in a variety of contextual situations.</p> <p>6.PRF.2b5 Use ratios and reasoning to solve real-world mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations).</p>		<p>Solve mathematical ratio problems given a table or graph showing equivalent ratios.</p> <p>Represent a real-world problem with a single variable and a single number.</p>	<p>Solve real-world ratio problems given a table or graph showing equivalent ratios and mathematical problems given an equation.</p> <p>Determine a statement that describes a ratio relationship.</p> <p>Represent a real-world context involving one variable and multiple numbers or two variables and one number.</p>	

CATEGORY 6: SYMBOLIC EXPRESSION

Core Content Connector	Below Basic	Basic	Proficient	Advanced
<p>6.SE.1a2 Given a real-world problem, write an expression using 1 set of parentheses.</p> <p>6.SE.1a4 Given a real-world problem, write an inequality.</p> <p>6.SE.1b1 Evaluate whether or not both sides of an equation are equal.</p> <p>6.SE.1b2 Use properties to produce equivalent expressions.</p>	<p>Given a mathematical problem, identify an expression using 1 set of parentheses.</p> <p>Given a mathematical problem, identify an inequality.</p> <p>Use the reflective/identity property to identify an equivalent expression.</p>	<p>Given a real-world problem, identify an expression using 1 set of parentheses.</p> <p>Given a real-world problem, identify an inequality.</p> <p>Use the commutative property to identify an equivalent expression</p>	<p>Given a mathematical problem, create an expression using 1 set of parentheses.</p> <p>Given a mathematical problem, create an inequality.</p> <p>Use the associative and commutative properties to create an equivalent expression.</p>	<p>Given a real-world problem, create an expression using 1 set of parentheses.</p> <p>Given a real-world problem, create an inequality.</p> <p>Use the distributive property to create an equivalent expression.</p>

Grade 7 Mathematics Achievement Level Descriptors

CATEGORY 1: DATA ANALYSIS, PROBABILITY, AND STATISTICS

Core Content Connector	Below Basic	Basic	Proficient	Advanced
<p>7.DPS.1b1 Determine sample size to answer a given question.</p> <p>7.DPS.1g1 Graph continuous data using line graphs, histograms, or dot plots.</p> <p>7.DPS.1i1 Solve for the median of a given data set.</p> <p>7.DPS.1i2 Identify the range, median, mean, or mode of a given data set.</p> <p>7.DPS.1j1 Make or select a statement to compare the distribution of 2 data sets.</p> <p>7.DPS.1k1 Analyze graphs to determine or select appropriate comparative inferences about two samples or populations.</p> <p>7.DPS.2d1 Describe the probability of events as being certain or impossible, likely, less likely or equally likely.</p> <p>7.DPS.2d2 State the theoretical probability of events occurring in terms of ratios.</p> <p>7.DPS.2d4 Make a prediction regarding the probability of an event occurring; conduct simple probability experiments.</p> <p>7.DPS.2d5 Compare actual results of simple experiment with theoretical probabilities.</p> <p>7.DPS.2e1 Determine the theoretical probability of multistage probability experiments.</p> <p>7.DPS.2e2 Collect data from multistage probability experiments.</p> <p>7.DPS.2e3 Compare actual results of multistage experiment with theoretical probabilities.</p>	<p>Given a sample of data, count to determine the number of values in the sample.</p> <p>Distinguish a line graph from a line plot.</p> <p>Identify the mode and range of a data set.</p> <p>Given three sets of data, identify the two that are the same.</p> <p>Answer a simple question about data from a histogram.</p> <p>Determine whether an event from an experiment is possible.</p>	<p>Given a sample of data, identify the sample size.</p> <p>Identify a graph that matches a given context or set of data, with all graphs being the same.</p> <p>Solve for the mean of a data set with up to 5 whole numbers (mean should be a whole number).</p> <p>Identify the median of an ordered data set with up to 5 numbers (median is in the data set).</p> <p>Answer simple questions comparing 2 data sets, i.e., "Which data set has more values?"</p> <p>When presented with a visual of a certain event, determine the probability to be 100% or certain.</p>	<p>Identify a sample size as being larger or smaller than another.</p> <p>Identify a graph that matches a given context or set of data, with different graphs to choose from.</p> <p>Solve for the median of an ordered data set and explain what it means.</p> <p>Solve for the mean of a data set with up to 5 whole numbers (mean does not need to be a whole number).</p> <p>Compare data from two graphs.</p> <p>Identify certain or impossible events.</p> <p>Identify likely or unlikely events.</p> <p>Determine the experimental probability of an event occurring from a data set.</p> <p>Determine a simple theoretical probability.</p> <p>Compare actual results of simple experiment with theoretical probabilities.</p> <p>Collect data from multistage probability</p>	<p>Create a histogram for a data set.</p> <p>Identify a missing data point in a given graph.</p> <p>Solve for the median of an unordered data set.</p> <p>Calculate the mean of a data set.</p> <p>Make an inference about data from two graphs.</p> <p>Determine the probability of a repeated experiment.</p> <p>Compare actual results of multistage experiment with theoretical probabilities.</p>

CATEGORY 2: GEOMETRY

Core Content Connector	Below Basic	Basic	Proficient	Advanced
<p>7.GM.1e1 Construct or draw plane figures using properties.</p> <p>7.GM.1h1 Add the area of each face of a prism to find surface area of three-dimensional objects.</p> <p>7.GM.1h2 Find the surface area of three-dimensional figures using nets of rectangles or triangles.</p> <p>7.GM.1h3 Find area of plane figures and surface area of solid figures (quadrilaterals).</p> <p>7.GM.1h4 Find area of an equilateral, isosceles, and scalene triangle.</p> <p>7.GM.1h5 Describe the two-dimensional figures that result from a decomposed three-dimensional figure.</p>	<p>Draw or create a plane figure with a given number of sides.</p> <p>Find the area of a rectangle with whole-number side lengths up to 10 given the formula.</p> <p>Visually distinguish between equilateral triangles and scalene triangles.</p> <p>Given the net of a triangular prism, identify the triangles and the rectangles.</p>	<p>Draw or create a plane figure with a given number of angles.</p> <p>Find the area of one part in a net of a right rectangular prism.</p> <p>Given the net of a rectangular prism, identify the faces that have the same dimensions.</p> <p>Given a triangular prism, identify the number of triangular and rectangular faces.</p> <p>Find the area of triangles given a graphic, the formula, and friendly numbers for calculation.</p> <p>Visually distinguish between isosceles and scalene triangles.</p> <p>Draw a height line for a given equilateral, isosceles, or scalene triangle.</p>	<p>Draw or create common plane figures, such as a square, rectangle, triangle, and circle, using properties.</p> <p>Given the net of a right prism with the areas of each face given, find the surface area.</p> <p>Given a rectangular prism, identify the faces that have the same dimensions.</p> <p>Identify an expression to represent the surface area of a right rectangular prism given the edge lengths.</p> <p>Find the area of a trapezoid or parallelogram when given outlines of the decomposed rectangles and triangles, given the formulas for area of a rectangle and triangle.</p>	<p>Create pentagons, hexagons, and octagons using properties.</p> <p>Find the surface area of any three-dimensional shape given a net that can be decomposed into triangles and rectangles.</p> <p>Identify an expression to represent the surface area of a triangular prism, given the edge lengths and the formulas for area of a rectangle and triangle.</p> <p>Find the area of a trapezoid or parallelogram by decomposing into rectangles and triangles, where the height is known.</p>

CATEGORY 3: MEASUREMENT

Core Content Connector	Below Basic	Basic	Proficient	Advanced
<p>7.ME.1d1 Solve problems that use proportional reasoning with ratios of length and area.</p> <p>7.ME.2c1 Solve one step real world measurement problems involving area, volume, or surface area of two- and three-dimensional objects.</p> <p>7.ME.2d1 Apply formula to measure area and circumference of circles.</p>	<p>Multiply to find a missing value in a table of length or area proportions.</p> <p>Solve one-step, real-world problems involving area of a rectangle, given a visual, labeled side lengths, and the formula.</p> <p>Refer to common objects of different approximate</p>	<p>Divide to find a missing value in a table of length or area proportions.</p> <p>Identify the correct formula for the area or circumference of a circle, given a graphic.</p> <p>Given an equilateral triangle with side lengths labeled, identify a triangle whose side</p>	<p>Answer a question involving proportional reasoning presented in a table.</p> <p>Solve one-step problems involving area and volume.</p> <p>Find the area and circumference of circles given an image and the formula.</p> <p>Given a rectangle with side lengths labeled, identify a</p>	<p>Solve real-world problems involving area, volume, or surface area.</p> <p>Find the area and circumference of circles.</p> <p>Given a rectangle or triangle, identify the scale used to create the scaled rectangle or triangle.</p>

Core Content Connector	Below Basic	Basic	Proficient	Advanced
<p>7.ME.2e1 Solve one step real world problems related to scaling.</p> <p>7.ME.2e2 Solve one step problems involving unit rates associated with ratios of fractions.</p>	<p>scale sizes using “twice as large” or “twice as small” language.</p> <p>Identify a table that correctly represents a unit rate associated with ratios of fractions.</p>	<p>lengths are two, three, or four times as large.</p> <p>Identify a correct equation showing a unit rate and equivalent ratios associated with fractions.</p> <p>Identify a missing value to complete a table of equivalent ratios of fractions.</p>	<p>rectangle with an area that is two, three, or four times as large.</p> <p>Answer a question about information provided in a table involving unit rates associated with ratios of fractions.</p> <p>Multiply or divide to find missing values in a table of length or area proportions.</p>	<p>Solve one-step, real-world or mathematical problems related to scaling.</p> <p>Find the volume of a shape that can be decomposed into prisms.</p> <p>Determine how changes in length of a figure impact the change in the area of a figure.</p>

CATEGORY 4: NUMBERS AND OPERATIONS

Core Content Connector	Below Basic	Basic	Proficient	Advanced
<p>7.NO.1g1 Identify the additive inverse of a number.</p> <p>7.NO.1g2 Identify the difference between two given numbers on a number line using absolute value.</p> <p>7.NO.1h1 Identify an equivalent fraction, decimal and percent when given one of the three numbers.</p> <p>7.NO.2f1 Identify the proportional relationship between two quantities.</p> <p>7.NO.2f2 Determine if two quantities are in a proportional relationship using a table of equivalent ratios or points graphed on a coordinate plane.</p> <p>7.NO.2f3 Find unit rates given a ratio.</p> <p>7.NO.2f4 Use a rate of change or proportional relationship to determine the points on a coordinate plane.</p> <p>7.NO.2f5 Use proportions to solve ratio problems.</p> <p>7.NO.2f6 Solve word problems involving ratios.</p> <p>7.NO.2h1 Find percentages in real world contexts.</p> <p>7.NO.2h2 Solve one step percentage increase and decrease problems.</p> <p>7.NO.2i1 Solve multiplication problems with positive/negative numbers.</p> <p>7.NO.2i2 Solve word problems involving the addition, subtraction, multiplication or division of fractions.</p>	<p>Differentiate between positive and negative numbers.</p> <p>Find unit rates given a ratio.</p> <p>Determine two points on a coordinate plane.</p>	<p>Identify the additive inverse of a positive number.</p> <p>Identify the difference between two positive numbers on a number line.</p> <p>Determine whether two quantities are in a proportional relationship using points graphed on a coordinate plane or a table.</p> <p>Match a rate of change or proportional relationship with points on a coordinate plane.</p> <p>Find percentages in mathematical contexts.</p>	<p>Identify the additive inverse of a negative number.</p> <p>Identify the difference between two numbers (positive or negative) on a number line using absolute value.</p> <p>Solve mathematical problems involving addition, subtraction, multiplication, or division of fractions.</p> <p>Determine the proportional relationship using a table.</p> <p>Use proportions to solve ratio problems.</p> <p>Find percentages in real-world contexts.</p>	<p>Solve real-world problems involving addition, subtraction, multiplication, or division of fractions and negative numbers.</p> <p>Convert between fractions percentages and decimals with fluency.</p> <p>Solve word problems involving ratios and percentages including percent increase and percent decrease problems.</p> <p>Find a whole when given a percent.</p>

CATEGORY 5: PATTERNS, RELATIONS, AND FUNCTIONS

Core Content Connector	Below Basic	Basic	Proficient	Advanced
<p>7.PRF.1e1 Determine unit rates associated with ratios of lengths, areas, and other quantities measured in like units.</p> <p>7.PRF.1e2 Represent proportional relationships on a line graph.</p> <p>7.PRF.1f1 Use proportional relationships to solve multistep percent problems in real world situations.</p> <p>7.PRF.1g1 Solve real world multi step problems using whole numbers.</p> <p>7.PRF.1g2 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p> <p>7.PRF.2a5 Use variables to represent two quantities in a real-world problem that change in relationship to one another.</p> <p>7.PRF.2d1 Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers.</p>	<p>Know the relative sizes of different units of measure for length, area, and other quantities (i.e., feet are larger than inches).</p> <p>Identify the unit rate of a proportional relationship.</p> <p>Identify variables in an equation.</p>	<p>Determine unit rates associated with ratios of familiar units such as inches and feet.</p> <p>Identify the unit rate from the graph of a proportional relationship.</p> <p>Use proportional relationships to solve one-step percent problems in mathematical situations.</p> <p>Define the quantities variables represent in equations.</p> <p>Solve real world one-step problems using whole numbers</p>	<p>Determine unit rates associated with ratios of lengths, areas, and other quantities measured in like units.</p> <p>Identify the graph of a proportional relationship.</p> <p>Use proportional relationships to solve one- or two-step percent problems.</p> <p>Identify equations and inequalities using variables.</p> <p>Solve equations with a variable.</p> <p>Solve real world multi step problems using whole numbers.</p>	<p>Create a line graph of a proportional relationship.</p> <p>Use proportional relationships to solve multistep percent problems in real-world situations.</p> <p>Construct and solve equations and inequalities using variables.</p> <p>Solve and create real-world inequality problems.</p>

CATEGORY 6: SYMBOLIC EXPRESSION

Core Content Connector	Below Basic	Basic	Proficient	Advanced
<p>7.SE.1f1 Set up equations with 1 variable based on real world problems.</p> <p>7.SE.1f2 Solve equations with 1 variable based on real world problems.</p> <p>7.SE.1f3 Add and subtract linear expressions.</p> <p>7.SE.1f4 Factor and expand linear expressions.</p>	<p>Add or subtract two linear terms with whole-number coefficients.</p>	<p>Identify an equation with 1 variable based on a mathematical problem.</p> <p>Add and subtract linear expressions.</p>	<p>Identify an equation with 1 variable based on a real-world problem.</p> <p>Expand linear expressions.</p>	<p>Create an equation with 1 variable based on a real-world problem and use it to solve problems.</p> <p>Factor linear expression.</p>

Grade 8 Mathematics Achievement Level Descriptors

CATEGORY 1: DATA ANALYSIS, PROBABILITY, AND STATISTICS

Core Content Connector	Below Basic	Basic	Proficient	Advanced
<p>8.DPS.1f3 Construct a two-way table summarizing data on two categorical variables collected from the same subjects; identify possible association between the two variables.</p> <p>8.DPS.1g2 Graph continuous data using line graphs, histograms, or box plots.</p> <p>8.DPS.1h1 Graph bivariate data using scatter plots and identify possible associations between the variables.</p> <p>8.DPS.1i3 Using box plots and scatter plots, identify data points that appear to be outliers.</p> <p>8.DPS.1i4 Identify outliers, range, mean, median, and mode.</p> <p>8.DPS.1j2 Make or select an appropriate statement based upon two unequal data sets using measure of central tendency and shape.</p> <p>8.DPS.1k2 Analyze displays of bivariate data to develop or select appropriate claims about those data.</p> <p>8.DPS.2e4 Determine the theoretical probability of multistage probability experiments.</p> <p>8.DPS.2e5 Collect data from multistage probability experiments.</p> <p>8.DPS.2e6 Compare actual results of multistage experiment with theoretical probabilities.</p> <p>8.DPS.2g1 Distinguish between a linear and non-linear association when analyzing bivariate data on a scatter plot.</p> <p>8.DPS.2g2 Interpret the slope and the y-intercept of a line in the context of a problem.</p>	<p>Identify a two-way table with no missing information.</p> <p>Identify a box plot.</p> <p>Identify whether a graph of data is increasing or decreasing.</p> <p>Reorder data points so they are either increasing or decreasing.</p> <p>Identify the median of an ordered data set of 3 whole-number values.</p> <p>Answer simple questions comparing two data sets, i.e., “Which data set has more values?”</p> <p>Point to where a graphed line crosses the y-axis.</p>	<p>Match a two-way table to a given description.</p> <p>Identify a line graph or histogram that matches a given context or a set of data.</p> <p>Match data points in a set to a scatter plot.</p> <p>Solve for the mean of a data set containing up to 10 data points.</p> <p>Identify scatter plots where the data tend to follow in the direction of a straight line.</p> <p>Identify a very obvious outlier in an ordered data set.</p> <p>Identify the range of a data set.</p> <p>Describe the shape or trends of two different data sets.</p> <p>When presented with a visual of a certain event, determine the probability to be 100% or certain.</p> <p>Identify certain or impossible events.</p> <p>Identify the coordinates of the y-intercept of a graphed line.</p>	<p>Construct a two-way table from data.</p> <p>Identify a missing data point from a histogram, line graph, or scatter plot.</p> <p>Use words such as “line” and “up/down” to describe a linear association of data in a scatter plot.</p> <p>Identify an outlier in a scatter plot.</p> <p>Calculate and compare the mean, median, and mode of an ordered data set.</p> <p>Compare the median of two data sets.</p> <p>Describe the shape of two different data sets each presented numerically.</p> <p>Make an inference about data from two graphs.</p> <p>Describe probability as a ratio.</p> <p>Identify the slope and y-intercept of a graphed line.</p> <p>Use “linear” and “nonlinear” to describe the association of data on a scatter plot.</p>	<p>Describe an association between two categories by analyzing data in a two-way table.</p> <p>Answer questions about the minimum, maximum, or median of a data set.</p> <p>Identify and explain the meaning of an outlier in a data set represented in any way.</p> <p>Compare the mean of two data sets.</p> <p>Compare the range, mean, median, and mode of two data sets.</p> <p>Explain what range, mean, median, and mode represent in an ordered data set.</p> <p>Compare two different data sets based on shape and measure of center.</p> <p>Determine and interpret the probability of a repeated experiment.</p> <p>Interpret the meaning of the slope and y-intercept of a line in context.</p>

CATEGORY 2: GEOMETRY

Core Content Connector	Below Basic	Basic	Proficient	Advanced
<p>8.GM.1f1 Recognize a rotation, reflection, or translation of a figure.</p> <p>8.GM.1f2 Identify a rotation, reflection, or translation of a plane figure when given coordinates.</p> <p>8.GM.1g1 Recognize congruent and similar figures.</p> <p>8.GM.1i1 Identify supplementary angles.</p> <p>8.GM.1i2 Identify complimentary angles.</p> <p>8.GM.1i3 Identify adjacent angles.</p> <p>8.GM.1i4 Use angle relationships to find the value of a missing angle.</p> <p>8.GM.1j1 Find the hypotenuse of a two-dimensional right triangle.</p> <p>8.GM.1j2 Find the missing side lengths of a two-dimensional right triangle.</p>	<p>Visually identify the direction in which a figure is translated, with or without a coordinate plane.</p> <p>Identify the coordinate that changed, given two sets of ordered pairs that represent a transformation, i.e., (2, 3) and (2, 5).</p> <p>Identify congruent common shapes.</p> <p>Identify 90- and 180-degree angles.</p> <p>Identify the common ray in a pair of adjacent angles.</p> <p>Identify the longest side of a right triangle.</p>	<p>Visually identify the number of whole units a point is horizontally or vertically translated on a coordinate plane.</p> <p>Distinguish between translations and rotations of common objects.</p> <p>Define “congruent.”</p> <p>Identify congruent uncommon shapes.</p> <p>Identify whether a pair of two adjacent angles forms a 90- or 180-degree angle.</p> <p>Identify the longest side of two or more different right triangles.</p>	<p>Distinguish between rotations and reflections of common objects with easily identifiable features.</p> <p>Determine how a coordinate changed, given two sets of ordered pairs that represents a translation.</p> <p>Identify that an opposite sign of a coordinate indicates a reflection on the coordinate plane.</p> <p>Identify similar common and uncommon shapes.</p> <p>Define “supplementary” and “complementary” and refer to pairs of adjacent angles as such.</p> <p>Define “hypotenuse” and identify it by labeled side lengths in a right triangle.</p> <p>Identify a correctly substituted Pythagorean Theorem formula, given a visual with labeled side lengths.</p> <p>Given a set of three whole-number values, identify which value could represent the hypotenuse of a right triangle.</p>	<p>Distinguish among translations, rotations, and reflections of plane figures.</p> <p>Identify over which axis a figure is reflected on the coordinate plane, given two sets of ordered pairs that represent a reflection.</p> <p>Recognize similar figures through a formal definition (sides in proportion, angles equal).</p> <p>Determine the missing angle measure in supplementary or complementary angles, or with transversals and parallel lines.</p> <p>Given the Pythagorean Theorem, solve for the hypotenuse or missing side of a triangle.</p>

CATEGORY 3: MEASUREMENT

Core Content Connector	Below Basic	Basic	Proficient	Advanced
<p>8.ME.1e1 Describe the changes in surface area, area, and volume when the figure is changed in some way.</p> <p>8.ME.1e2 Compare area and volume of similar figures.</p> <p>8.ME.2d2 Apply the formula to find the volume of 3-dimensional shapes.</p> <p>8.ME.2f1 Apply the Pythagorean Theorem to determine lengths/distances in real-world situations.</p>	<p>Distinguish among representations of surface area, area, and volume.</p> <p>Determine the line segment representing the shortest distance between two points.</p>	<p>Identify figures that have a larger or smaller surface area, area, or volume than a given figure.</p> <p>Match a labeled rectangular prism with its substituted formula for volume.</p>	<p>Describe the change in a surface area, area, or volume when a side/edge length is increased or decreased.</p> <p>Distinguish between the formulas for volume of a rectangular prism and volume of a triangular prism.</p> <p>Given the formula, find the volume of a labeled rectangular prism with side lengths up to 10.</p>	<p>Analyze and calculate the area and volume of similar figures when changes to the dimensions are made.</p> <p>Solve for a missing edge length in a rectangular prism when given volume.</p>

Core Content Connector	Below Basic	Basic	Proficient	Advanced
		Identify a picture that represents a given real-world situation involving right triangles.	Match a labeled triangular prism to its correctly substituted formula for volume. Identify a correctly substituted Pythagorean Theorem formula for a real-world situation.	Given the formula, find the volume of a labeled triangular prism with side lengths up to 10. Given the formula, find the hypotenuse of a right triangle in a real-world situation.

CATEGORY 4: NUMBERS AND OPERATIONS

Core Content Connector	Below Basic	Basic	Proficient	Advanced
<p>8.NO.1i1 Convert a number expressed in scientific notation up to 10,000.</p> <p>8.NO.1j1 Perform operations with numbers expressed in scientific notation.</p> <p>8.NO.1k1 Identify π as an irrational number.</p> <p>8.NO.1k2 Round irrational numbers to the hundredths place.</p> <p>8.NO.1k3 Use approximations of irrational numbers to locate them on a number line.</p> <p>8.NO.2i3 Solve one step addition, subtraction, multiplication, division problems with fractions, decimals, and positive/negative numbers.</p> <p>8.NO.2i4 Solve two step addition, subtraction, multiplication, and division problems with fractions, decimals, or positive/negative numbers.</p>	<p>Identify π as irrational.</p> <p>Solve one-step addition or subtraction problems with decimals or positive/negative numbers.</p>	<p>Convert a number expressed in scientific notation with a whole number factor to standard number form.</p> <p>Add and subtract numbers expressed in scientific notation.</p> <p>Identify decimal approximations to the hundredths of irrational numbers.</p> <p>Use approximations of irrational numbers to locate them on a number line.</p> <p>Solve one-step multiplication or division problems with decimals or positive/negative numbers.</p>	<p>Convert a number up to 10,000 expressed in scientific notation.</p> <p>Multiply and divide numbers expressed in scientific notation.</p> <p>Solve two-step addition, subtraction, multiplication, and division problems with fractions, decimals, or positive/negative numbers.</p>	<p>Solve real-world problems with numbers expressed in scientific notation.</p> <p>Solve two-step, real-world addition, subtraction, multiplication, and division problems with at least two fractions, decimals, or negative numbers.</p>

CATEGORY 5: PATTERNS, RELATIONS, AND FUNCTIONS

Core Content Connector	Below Basic	Basic	Proficient	Advanced
<p>8.PRF.1e2 Represent proportional relationships on a line graph.</p> <p>8.PRF.1f2 Describe or select the relationship between the two quantities given a line graph of a situation.</p> <p>8.PRF.1g3 Solve linear equations with 1 variable.</p> <p>8.PRF.1g4 Solve systems of two linear equations in two variables and graph the results.</p> <p>8.PRF.1g5 Solve real world and mathematical problems leading to two linear equations in two variables.</p> <p>8.PRF.2c1 Given two graphs, describe the function as linear and not linear.</p> <p>8.PRF.2e2 Identify the rate of change (slope) and initial value (y-intercept) from graphs.</p> <p>8.PRF.2e3 Given a verbal description of a situation, create or identify a graph to model the situation.</p> <p>8.PRF.2e4 Given a graph of a situation, generate a description of the situation.</p> <p>8.PRF.2e5 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).</p>	<p>Distinguish the graphs of linear and nonlinear or increasing and decreasing relationships.</p> <p>Identify whether a value is a solution to a one-variable equation.</p> <p>Identify the initial value (y-intercept) from a graph.</p> <p>Compare the y-intercept of two functions represented graphically and numerically in a table when $(0, y)$ is given.</p>	<p>Graph a proportional relationship that has a given unit rate or from a table.</p> <p>Select the relationship between two quantities given a line graph of a situation.</p> <p>Solve linear equations with one variable.</p> <p>Identify the rate of change from a graph.</p> <p>Given a verbal description of a situation, identify a graph to model the situation.</p> <p>Compare properties of two functions represented graphically and numerically in a table.</p>	<p>Graph a proportional relationship given the equation or verbal description.</p> <p>Solve mathematical problems given two linear equations in two variables.</p> <p>Given a verbal description of a situation, create a graph to model the situation.</p> <p>Compare properties of two functions each represented graphically, numerically in a table, and/or algebraically or verbally.</p>	<p>Solve real-world problems leading to two linear equations in two variables.</p> <p>Given a graph of a situation, generate a description of the situation.</p>

CATEGORY 6: SYMBOLIC EXPRESSION

Core Content Connector	Below Basic	Basic	Proficient	Advanced
<p>8.SE.1f5 Use properties of integer exponents to produce equivalent expressions.</p>	<p>Write an exponent on a single number in a different form.</p>	<p>Multiply or divide exponential terms with integer exponents and the same base.</p> <p>Add or subtract exponential terms with integer exponents.</p>	<p>Apply the properties of integer exponents to identify equivalent expressions.</p>	<p>Apply the properties of integer exponents to produce equivalent expressions.</p>

Grade 10 Mathematics Achievement Level Descriptors

CATEGORY 1: DATA ANALYSIS, PROBABILITY, AND STATISTICS

Core Content Connector	Below Basic	Basic	Proficient	Advanced
<p>H.DPS.1a1 Design study using categorical and continuous data, including creating a question, identifying a sample, and making a plan for data collection.</p> <p>H.DPS.1b1 Complete a graph given the data, using dot plots, histograms, or box plots.</p> <p>H.DPS.1c1 Use descriptive stats; range, median, mode, mean, outliers/gaps to describe the data set.</p> <p>H.DPS.1c2 Compare means, median, and range of 2 sets of data.</p> <p>H.DPS.1c3 Determine what inferences can be made from statistics.</p> <p>H.DPS.1d1 Represent data on a scatter plot to describe and predict.</p> <p>H.DPS.1d2 Select an appropriate statement that describes the relationship between variables.</p> <p>H.DPS.1d3 Make or select an appropriate statement about findings.</p> <p>H.DPS.1d4 Apply the results of the data to a real-world situation.</p> <p>H.DPS.2b1 Identify and describe the degree to which something is rated "good" or "bad"/desirable or undesirable based on numerical information.</p> <p>H.DPS.2c1 Determine the theoretical probability of multistage probability experiments.</p> <p>H.DPS.2c2 Collect data from multistage probability experiments.</p> <p>H.DPS.2c3 Compare actual results of multistage experiment with theoretical probabilities.</p> <p>H.DPS.2d1 Select or make an appropriate statement based on a two-way frequency table.</p> <p>H.DPS.2e1 Select or make an appropriate statement based on real world examples of conditional probability.</p>	<p>Identify an obvious outlier in an ordered data set.</p> <p>Determine the shape of two different data sets.</p> <p>Identify the mode of data.</p> <p>Match a data set of up to 4 values to the correct scatter plot.</p> <p>Identify scatter plots where the data tend to follow in the direction of a straight line.</p> <p>Identify certain or impossible events.</p> <p>Order any set of whole-number data from least to greatest.</p> <p>Match a graph to given data.</p>	<p>Identify a step in a data collection process.</p> <p>Identify a missing maximum or minimum data point from a graphical or numerical presentation.</p> <p>Visually identify gaps in data.</p> <p>Explain what range, mean, median, and mode represent in a data set.</p> <p>Identify an outlier in a scatter plot and in a real-world or mathematical context.</p> <p>Use words such as "line" and "up/down" to describe a linear association of data in a scatter plot.</p> <p>Make ratio statements about information presented visually.</p> <p>Distinguish a simple experiment from a multistage experiment.</p> <p>Order any set of data, including fractions or decimals, from least to greatest.</p> <p>Calculate a simple probability.</p> <p>Create a graph given the data when the type of graph is specified.</p>	<p>Identify a question that could have been asked to generate data for a given graph.</p> <p>Answer questions about the minimum, maximum, or median of a data set represented in a box plot.</p> <p>Identify an obvious outlier in a box plot.</p> <p>Answer simple questions comparing the range, mean, median, and mode of two data sets.</p> <p>Compare the probabilities of two different experiments.</p> <p>Select a statement that correctly describes an association from data in a two-way table.</p> <p>Complete a graph for real-world data.</p>	<p>Create a plan for a statistical investigation (e.g., Identify steps needed for data collection).</p> <p>Make inferences based on means, medians, and ranges of 2 sets of data.</p> <p>Make an inference about data from different presentations.</p> <p>Interpret data and data findings in a real-world context.</p> <p>Analyze and interpret differences between theoretical and experimental probability.</p> <p>Calculate probabilities from repeated experiments.</p> <p>Interpret conditional probability.</p> <p>Choose the appropriate graph to display data.</p>

CATEGORY 2: GEOMETRY

Core Content Connector	Below Basic	Basic	Proficient	Advanced
<p>H.GM.1a1 Find the hypotenuse of a two-dimensional right triangle.</p> <p>H.GM.1a2 Find the missing side lengths of a two-dimensional right triangle.</p> <p>H.GM.1a3 Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.</p> <p>H.GM.1b1 Use definitions to demonstrate congruency and similarity in figures.</p> <p>H.GM.1c1 Construct, draw or recognize a figure after its rotation, reflection, or translation.</p> <p>H.GM.1d1 Use the reflections, rotations, or translations in the coordinate plane to solve problems with right angles.</p> <p>H.GM.1e1 Make formal geometric constructions with a variety of tools and methods.</p>	<p>Identify the longest side of two or more different right triangles.</p> <p>Identify the variable that corresponds to the hypotenuse in the Pythagorean Theorem.</p> <p>Recognize congruent shapes.</p> <p>Identify the number of whole units a point is translated horizontally or vertically on a coordinate plane.</p> <p>Distinguish between translations and rotations of shapes.</p> <p>Draw a triangle.</p> <p>Correctly line up a protractor on a given angle.</p> <p>Identify a right angle on the coordinate plane or in an image.</p>	<p>Determine whether three given sides will make a right triangle.</p> <p>Identify similar common and uncommon shapes.</p> <p>Distinguish between rotations and reflections of shapes.</p> <p>Identify that an opposite sign of a coordinate indicates a reflection on the coordinate plane.</p> <p>Draw or create equilateral, isosceles, and scalene triangles.</p> <p>Measure a given angle using a protractor.</p>	<p>Given the formula and an image, solve for the hypotenuse of a right triangle.</p> <p>Identify a correctly substituted formula needed to solve for the missing side length of a right triangle.</p> <p>Distinguish among translations, rotations, and reflections of plane figures.</p> <p>Calculate a scale factor given two similar shapes.</p> <p>Draw or create quadrilaterals given a description of properties.</p>	<p>Calculate the hypotenuse of a right triangle.</p> <p>Use a simple ratio to explain similarity.</p> <p>Draw a translated point or line on a coordinate plane, given verbal directions.</p> <p>Solve real-world problems involving right angles on the coordinate plane.</p> <p>Identify which coordinates could form a right angle.</p> <p>Draw or construct a plane figure with given attributes.</p> <p>Understand how figures can be congruent from transformations or demonstrate congruence of triangles using theorems (e.g., SAS, ASA).</p> <p>Understand similarity from definitions based on transformations and angle and side formulas.</p> <p>Find the distance between two points.</p>

CATEGORY 3: MEASUREMENT

Core Content Connector	Below Basic	Basic	Proficient	Advanced
<p>H.ME.1a1 Determine the necessary unit to use to solve real world problems.</p> <p>H.ME.1a2 Solve real world problems involving units of measurement.</p> <p>H.ME.1b1 Describe the relationship between the attributes of a figure and the changes in the area or volume when 1 attribute is changed.</p>	<p>Identify the unit given in a real-world problem.</p> <p>Identify figures that have a larger or smaller area or volume than a given figure.</p> <p>Identify a missing attribute needed to calculate the area, surface area, or volume of a shape.</p>	<p>Given a choice between two units within the same measurement system, identify which unit would best represent the solution to a real-world problem.</p> <p>Identify an increase or decrease in the side/edge length of a figure as resulting in an increase or</p>	<p>Solve real-world problems involving choosing appropriate units of measurement to ensure accurate reporting.</p> <p>Compare respective area and volume of similar figures.</p> <p>Determine how a change in one attribute affects the area or volume.</p>	<p>Solve real-world problems involving converting units of measurement when needed in formulas (e.g., inches to feet).</p> <p>Identify figures that have different dimensions but the same volume or area.</p> <p>Identify a reason for two figures being similar.</p>

Core Content Connector	Below Basic	Basic	Proficient	Advanced
<p>H.ME.1b2 Solve a linear equation to find a missing attribute given the area, surface area, or volume and the other attribute.</p> <p>H.ME.2a1 Describe the accuracy of measurement when reporting quantity.</p> <p>H.ME.2b1 Determine the dimensions of a figure after dilation.</p> <p>H.ME.2b2 Determine if 2 figures are similar.</p> <p>H.ME.2b3 Describe or select why two figures are or are not similar.</p> <p>H.ME.2b4 Apply the formula to the area of a sector.</p> <p>H.ME.2b5 Apply the formula of geometric figures to solve design problems.</p>	<p>Identify a shape that is two times bigger than a given shape with labeled side lengths.</p> <p>Identify the formula for the volume of a shape.</p>	<p>decrease in the figure's area or volume.</p> <p>Solve for the missing side length in a shape when given the area.</p> <p>Identify a common shape that is half as big as a given common shape with labeled side lengths.</p> <p>Identify similar shapes from a given set.</p> <p>Identify a correctly substituted formula for volume given the general formula.</p>	<p>Solve for the missing edge length in a rectangular prism when given a visual and the volume formula.</p> <p>Identify a correctly substituted formula for the area of a circle sector, given the formula.</p> <p>Identify the scale factor needed to show two 2-dimensional or 3-dimensional shapes are similar.</p> <p>Identify the dimensions of a figure, given a scale for dilation.</p> <p>Find the volume of 3-dimensional shapes.</p> <p>Solve mathematical problems involving geometric figures.</p>	<p>Calculate the area of a circle sector.</p> <p>Create and solve equations with one missing dimension in area, surface area, or volume problems.</p> <p>Compare volumes of cylinders and rectangular prisms.</p> <p>Solve real-world problems involving geometric figures and designs.</p>

CATEGORY 4: NUMBERS AND OPERATIONS

Core Content Connector	Below Basic	Basic	Proficient	Advanced
<p>H.NO.1a1 Represent quantities and expressions that use exponents.</p> <p>H.NO.1a2 Explain the influence of an exponent on the location of a decimal point in a given number.</p> <p>H.NO.1a3 Convert a number expressed in scientific notation.</p> <p>H.NO.2a1 Solve simple equations using rational numbers with one or more variables.</p> <p>H.NO.2a2 Understand the definition of a polynomial.</p> <p>H.NO.2a3 Understand the concepts of combining like terms and closure.</p> <p>H.NO.2a4 Add, subtract, and multiply polynomials and understand how closure applies under these operations.</p> <p>H.NO.2a5 Understand and apply the Remainder Theorem.</p>	<p>Evaluate numerical expressions with whole-number exponents.</p> <p>Identify a polynomial.</p> <p>Add and subtract monomials.</p>	<p>Identify whether the digits of a number shift left or right relative to the decimal point based on whether the exponent is positive or negative.</p> <p>Add and subtract binomials and multiply monomials.</p> <p>Balance the equation and then find the zeros of polynomials given in factored form in which factors are in the form $(x \pm a)$.</p> <p>Identify whether the sum or product of rational and</p>	<p>Convert a number expressed in scientific notation.</p> <p>Add, subtract, and multiply polynomials.</p> <p>Apply the remainder theorem.</p> <p>Find the zeros of polynomials given in factored form.</p> <p>Explain why a sum or product of rational and irrational numbers is rational or irrational.</p>	<p>Explain the influence of an exponent on the location of the digits in a number relative to the decimal point.</p> <p>Understand how closure applies when adding, subtracting, and multiplying polynomials.</p> <p>Explain the pattern for the sum or product of rational and irrational numbers.</p> <p>Explain an error in logic based on provided data.</p>

Core Content Connector	Below Basic	Basic	Proficient	Advanced
<p>H.NO.2a6 Find the zeros of a polynomial when the polynomial is factored.</p> <p>H.NO.2b1 Explain the pattern for the sum or product for combinations of rational and irrational numbers.</p> <p>H.NO.2c1 Simplify expressions that include exponents.</p> <p>H.NO.2c2 Rewrite expressions that include rational exponents.</p> <p>H.NO.3a1 Verify data displays are interpreted accurately within a response.</p> <p>H.NO.3a2 Rewrite mathematical statements in multiple forms.</p> <p>H.NO.3a3 Identify an appropriate argument based upon provided data.</p> <p>H.NO.3a4 Compare the steps using different strategies to solve a problem (compare two strategies to decide best way to solve problem).</p> <p>H.NO.3a5 Evaluate provided arguments or logic based upon provided data.</p>		<p>irrational numbers is rational or irrational.</p> <p>Identify equivalent expressions that include whole-number or rational exponents.</p>	<p>Rewrite and simplify expressions that include whole number or rational exponents.</p> <p>Identify errors in data displays.</p> <p>Determine the most efficient method when solving equations.</p> <p>Identify errors in claims based on provided data.</p>	

CATEGORY 5: PATTERNS, RELATIONS, AND FUNCTIONS

Core Content Connector	Below Basic	Basic	Proficient	Advanced
<p>H.PRF.1a1 Interpret the rate of change using graphical representations.</p> <p>H.PRF.1b1 In a linear situation using graphs or numbers, predicts the change in rate based on a given change in one variable.</p> <p>H.PRF.1c1 Select the appropriate graphical representation of a linear model based on real world events.</p> <p>H.PRF.2a1 Translate an algebraic expression into a word problem.</p> <p>H.PRF.2a2 Factor a quadratic expression.</p> <p>H.PRF.2a3 Given a quadratic expression, explain the meaning of the zeros graphically. That is for an expression $(x - a)(x - c)$, a and c correspond to the x-intercepts (if a and c are real).</p>	<p>Know the rate of change as the vertical change over the horizontal change.</p> <p>Differentiate using graphs between positive and negative rates of change.</p> <p>Identify the zeros as the x-intercepts of the graph of a quadratic expression.</p> <p>Identify the solutions to quadratic</p>	<p>Identify the rate of change in a graphical representation.</p> <p>Understand that the farther from 0 the rate of change is, the steeper the slope, and the closer to 0, the shallower the slope.</p> <p>Factor a quadratic expression with integer zeros.</p>	<p>Interpret the meaning of the rate of change using graphical representations.</p> <p>Predict the change in rate based on a given change in one variable.</p> <p>Factor a quadratic expression.</p> <p>Explain the meaning of the zeros graphically.</p>	<p>Use the quadratic formula to solve real-world problems or make predictions about solutions.</p> <p>Rewrite rational expressions $(a(x))/(b(x))$ in the form $q(x)+r(x)/(b(x))$ by using factoring, long division, or synthetic division.</p> <p>Write and solve a system of equations and/or</p>

Core Content Connector	Below Basic	Basic	Proficient	Advanced
<p>H.PRF.2a4 Use the formula to solve real world problems such as calculating the height of a tree after n years given the initial height of the tree and the rate the tree grows each year.</p> <p>H.PRF.2a5 Rewrite rational expressions, $a(x)/b(x)$, in the form $q(x) + r(x)/b(x)$ by using factoring, long division, or synthetic division.</p> <p>H.PRF.2a6 Write and use a system of equations and/or inequalities to solve a real-world problem.</p> <p>H.PRF.2b1 Translate a real-world problem into a one variable equation.</p> <p>H.PRF.2b2 Solve equations with one or two variables using equations or graphs.</p> <p>H.PRF.2b3 Transform a quadratic equation written in standard form to an equation in vertex form $(x - p) = q^2$ by completing the square.</p> <p>H.PRF.2b4 Derive the quadratic formula by completing the square on the standard form of a quadratic equation.</p> <p>H.PRF.2b5 Solve quadratic equations in one variable by simple inspection, taking the square root, factoring, and completing the square.</p> <p>H.PRF.2b6 Solve systems of equations using the elimination method.</p> <p>H.PRF.2b7 Solve a system of equations by substitution.</p> <p>H.PRF.2b8 Solve systems of equations using graphs.</p> <p>H.PRF.2b9 Solve a system containing a linear equation and a quadratic equation in two variables graphically and symbolically.</p> <p>H.PRF.2b10 Understand that all solutions to an equation in two variables are contained on the graph of that equation.</p> <p>H.PRF.2b11 Graph the solutions to a linear inequality in two variables as a half-plane, excluding the boundary for non-inclusive inequalities.</p> <p>H.PRF.2b12 Graph the solution set to a system of linear inequalities in two variables as the intersection of their corresponding half-planes.</p> <p>H.PRF.2c1 Make predictions based on a given model.</p> <p>H.PRF.2d1 Explain why the intersection of $y = f(x)$ and $y = g(x)$ is the solution of $f(x) = g(x)$ for any combination of linear or exponential. Find the solution(s) by: Using technology to graph the equations and determine their point of intersection, using tables of values, or using successive approximations that become closer and closer to the actual value.</p>	<p>equations in one variable by simple inspection.</p> <p>Identify the solution to a system of linear equations graphically.</p> <p>Identify the graph of the solution set of a linear inequality in two variables.</p>	<p>Identify equivalent rational expressions rewritten from $(a(x))/(b(x))$ in the form $q(x)+r(x)/(b(x))$ by using factoring.</p> <p>Identify a one-variable equation that matches a word problem.</p> <p>Identify the solution to a one- or two-variable equations using a graph.</p> <p>Identify the solutions to quadratic equations in one variable.</p> <p>Solve a system of linear equations by substitution.</p> <p>Identify the graph of the solution set of a system of linear inequalities.</p>	<p>Use the quadratic formula to solve for the zeros of a quadratic expression.</p> <p>Identify equivalent rational expressions rewritten from $(a(x))/(b(x))$ in the form $q(x)+r(x)/(b(x))$ by using factoring, long division, or synthetic division.</p> <p>Solve a system of equations and/or inequalities in a mathematical context.</p> <p>Match an algebraic expression with a word problem.</p> <p>Write a one-variable equation for a real-world problem.</p> <p>Identify the solution to a one- or two-variable equations.</p> <p>Solve quadratic equations in one variable by taking the square root or factoring.</p> <p>Solve a system of linear equations using the elimination method.</p> <p>Solve a system that consists of a quadratic and a linear equation graphically.</p> <p>Find the solution(s) of $f(x) = g(x)$, for any combination of linear and exponential equations, $y=f(x)$ and $y=g(x)$, using at least two methods.</p>	<p>inequalities to solve a real-world problem.</p> <p>Transform a quadratic equation written in standard form to an equation in vertex form $(x-p)^2=q^2$ by completing the square.</p> <p>Solve equations in one variable by completing the square.</p> <p>Solve a system that consists of a quadratic and a linear equation symbolically.</p> <p>Understand that all solutions to an equation in two variables are contained in the graph of that equation.</p> <p>Derive the quadratic formula by completing the square.</p> <p>Explain why the intersection of $y = f(x)$ and $y = g(x)$ is the solution of $f(x) = g(x)$ for any combination of linear or exponential.</p> <p>Find the solution(s) of a combination of linear and exponential equations, $y=f(x)$ and $y=g(x)$ using a variety of methods.</p>

RANGE ACHIEVEMENT LEVEL DESCRIPTORS (ALDS)

IDAA Science ALDs



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IDAA SCIENCE ACHIEVEMENT LEVEL DESCRIPTORS

Elementary School Science Achievement Level Descriptors

Assessed in Grade 5

SECTION 1: PHYSICAL SCIENCE

Category	Core Content Connector	Below Basic	Basic	Proficient	Advanced
Matter and Its Interactions	<p>CCC-PS1-5-1 Use a model to explain that matter is still present even when it is too small to be seen.</p> <p>CCC-PS1-5-2 Identify total weight data that show the total weight of matter before and after heating, cooling, or mixing materials.</p> <p>CCC-PS1-5-3 Make observations and match the materials based on their properties.</p> <p>CCC-PS1-5-4 Use observations to determine if the mixing of two or more substances results in a new substance.</p>	<p>Identify states of matter (gas, liquid, and solids) and properties of matter (e.g., color, hardness, flexibility, texture, luster, weight*).</p> <p>*For ALT, weight is appropriate instead of mass.</p>	<p>Recognize that matter does not change when broken into smaller pieces, has specific properties, and that weights of matter remain the same before and after heating, cooling, or mixing.</p>	<p>Use a model or data to show that matter is still present even when it is too small to be seen and that the total weight of matter remains the same before and after heating, cooling, or mixing.</p> <p>Use observations to match materials with their properties and determine if a new substance forms when multiple substances are mixed.</p>	<p>Identify a model that proves matter is present even though it is too small to be seen and determine missing weight data when a change occurs.</p> <p>Differentiate substances based on their physical properties, including comparing two original substances with the new substance formed after mixing.</p>
Motion and Stability: Forces and Interactions	<p>CCC-PS1-3-1 Identify forces as the cause of an object's movement.</p> <p>CCC-PS1-3-2 Predict the cycle of motion for an object moving in a pattern.</p> <p>CCC-PS1-3-3 Describe how magnets interact with metal objects when they are not in contact with each other.</p> <p>CCC-PS2-5-1 Use observations to determine that objects, regardless of weight, fall toward Earth due to its gravitational force.</p>	<p>Recognize objects that are stationary or moving.</p> <p>Recognize objects that are affected by magnetic forces.</p>	<p>Recognize the forces (push, pull, magnetic, gravity) acting on objects.</p> <p>Identify motion that follows a pattern.</p>	<p>Use observations to identify and/or describe the forces (push, pull, magnetic, gravity) causing an object's motion.</p> <p>Predict the cycle of motion for an object moving in a pattern.</p>	<p>Use data and/or a model to predict or describe the motion of an object.</p> <p>Identify a testable question to investigate the interactions of magnets with metal and non-metal objects.</p>

Category	Core Content Connector	Below Basic	Basic	Proficient	Advanced
Energy	<p>CCC-PS1-4-1 Recognize that if two identical objects are moving at different speeds, then the one moving faster has more energy.</p> <p>CCC-PS1-4-2 Identify examples of energy transferring from place to place.</p> <p>CCC-PS1-4-3 Predict the motion of a stationary object when a moving object collides with it.</p> <p>CCC-PS1-4-4 Given a situation, identify the device that is used to convert energy from one form to another.</p> <p>CCC-PS3-5-1 Trace the source of an animal's energy through a food chain back to the sun.</p>	<p>Identify that objects can move at different speeds and collide with one another.</p> <p>Recognize forms of energy (motion, sound, light, electricity, heat).</p> <p>Identify that animals need food.</p>	<p>Identify that energy is required for motion.</p> <p>Identify the types of energy and energy transfer, including collisions, in a given situation.</p> <p>Complete a model to show an animal's source of energy.</p>	<p>Recognize that the energy of moving objects varies with their speed and predict the motion of a stationary object following a collision.</p> <p>Identify examples of energy transferring, including devices used to convert forms of energy.</p> <p>Trace the source of an animal's energy through a food chain back to the sun.</p>	<p>Use data to identify when moving objects have the greatest or least energy and how the energy transfer between objects relates to the strength of the collision.</p> <p>Identify the path energy takes or sequence the steps needed to build a device that converts one form of energy to another.</p> <p>Use a model to show how the sun is the original energy source for every organism.</p>
Waves and Their Applications in Technologies for Information Transfer	<p>CCC-PS2-4-1 Identify how wave patterns (amplitude and wavelength) can cause objects to move.</p> <p>CCC-PS2-4-2 Identify the correct path light follows between a light source, the object, and the eye.</p> <p>CCC-PS2-4-3 Describe how different sound patterns can convey different meanings.</p>	<p>Identify that waves are created when an object falls into water.</p> <p>Identify the sources of light and sound.</p>	<p>Identify that waves can have different heights and space between them.</p> <p>Identify that light is needed to see objects.</p> <p>Identify how sound patterns are different (e.g., loud and soft).</p>	<p>Identify how wave patterns can cause objects to move.</p> <p>Identify the correct path light follows that allows an object to be seen.</p> <p>Describe how different sound patterns can convey different meanings (e.g., through different pitches or patterns).</p>	<p>Use data to compare/contrast the relationship between the height of a wave and the size of object that produces it.</p> <p>Sequence the steps needed to see an object.</p> <p>Use data to determine how quickly and how far sound patterns can travel.</p>

SECTION 2: LIFE SCIENCE

Category	Core Content Connector	Below Basic	Basic	Proficient	Advanced
From Molecules to Organisms: Structures and Processes	<p>CCC-LS1-4-1 Identify the functions of various plant and animal structures.</p> <p>CCC-LS1-4-2 Identify an animal’s response to a given environmental stimuli.</p> <p>CCC-LS1-5-1 Use data from investigations to identify that air and water are the main sources of growth materials for plants.</p>	Identify plant and animal structures, plant needs, and the senses animals use to receive stimuli.	<p>Distinguish between internal and external structures of plants and animals and</p> <p>Match animal senses and plant growth to environmental stimuli.</p>	<p>Identify the functions of various plant and animal structures and animal responses to stimuli.</p> <p>Use data to identify that air and water provide the source material for plants to grow.</p>	<p>Compare/contrast how the structures from different plants or animals that serve the same function meet the organisms’ needs and describe how a response to stimuli helps animals.</p> <p>Use data as evidence to explain how plants get material for their growth.</p>
Ecosystems: Interactions, Energy, and Dynamics	<p>CCC-LS1-3-1 Determine how the group behavior helps the animals.</p> <p>CCC-LS2-4-1 Sequence the producers, consumers, and decomposers in a food web.</p>	Identify plants, animals, and group behaviors among animals.	Identify the benefit of an animal group’s behavior and the components of a food web (producer, consumer, decomposer).	Determine how group behavior helps the animals and sequence the components of a food web.	Gather evidence from a passage to determine how a group behavior helps predator/prey and show how matter flows through a food web.
Hereditary: Inheritance and Variation of Traits	<p>CCC-LS2-3-1 Use evidence from graphics to identify similarities and differences between parents and their offspring.</p> <p>CCC-LS2-3-2 Identify evidence that shows how the environment has influenced traits in plants and animals.</p>	Identify traits and needs of plants or animals.	<p>Identify similarities in the traits of different species.</p> <p>Distinguish between an organism with its needs met and one without (e.g., a plant with sufficient light and water vs a plant without).</p>	Use evidence to identify similarities and differences between parents and their offspring and how the environment influences traits in organisms.	<p>Use evidence to identify variations in inherited traits.</p> <p>Given a set of specific traits, determine the environment where an organism would live.</p>
Biological Evolution: Unity and Diversity	<p>CCC-LS2-5-1 Identify the environment in which the fossil animal or plant lived.</p> <p>CCC-LS2-5-2 Determine which variation of the characteristic is most helpful to the animal in its current environment.</p> <p>CCC-LS2-5-3 Determine the needs of organisms that can survive in a habitat and/or needs of organisms that cannot survive in a habitat.</p>	Identify: a fossil, characteristics of an individual organism, features of a habitat, and a change in the environment.	<p>Identify if a fossil is a plant or animal and that the characteristics within a species that can vary.</p> <p>Identify organisms living in a habitat.</p> <p>Identify organisms affected by an environmental change.</p>	<p>Identify the environment in which a fossil organism lived.</p> <p>Determine which variation of a characteristic is most helpful to an organism.</p> <p>Determine the needs of organisms that</p>	<p>Use images to identify the relative age of fossils.</p> <p>Classify variations in a trait as an advantage or disadvantage.</p> <p>Use data to provide evidence that organisms whose needs are met will survive well.</p>

	Core Content Connector	Below Basic	Basic	Proficient	Advanced
	CCC-LS2-5-4 Determine how the environment may need to change after a natural or manmade event in order for the organisms found there to survive.			can/cannot survive in a specific habitat. Determine how an environment may need to change after an event in order for organisms found there to survive.	Determine if a human solution to an environmental change will be helpful or harmful to an organism's survival.

SECTION 3: EARTH SCIENCE

Category	Core Content Connector	Below Basic	Basic	Proficient	Advanced
Earth's Place in the Universe	<p>CCC-ESS1-4-1 Describe how fossils in rock layers reveal changes in the landscape over time.</p> <p>CCC-ESS1-5-1 Identify that the sun is the closest star to Earth.</p> <p>CCC-ESS1-5-2 Use data and/or images to show that shadows can change in length and direction depending on the time of day in a predictable pattern. Use a graphical display to sequence up to four basic phases of the moon. Given a model, name the seasons.</p>	<p>Identify a fossil.</p> <p>Identify the sun, moon, shadows, and seasons.</p>	<p>Identify that rock layers show changes in landscape over time.</p> <p>Classify the sun as a star.</p> <p>Identify that Earth rotates and revolves around the sun.</p> <p>Identify the four basic phases of the moon and that a shadow requires a source of light.</p>	<p>Describe how fossils reveal changes in the landscape over time.</p> <p>Identify that the sun is the closest star to Earth.</p> <p>Use data/images to show that shadows change length and direction in a predictable pattern.</p> <p>Sequence the four basic phases of the moon and identify the season in a model.</p>	<p>Using fossils, describe how an environment changed over time.</p> <p>Using apparent brightness, determine which star is closest to Earth.</p> <p>Use models to identify patterns in the size and position of shadows, the phases of the moon, and Earth's motion to cause seasons.</p>
Earth's Systems	<p>CCC-ESS1-3-1 Describe typical weather conditions expected during a particular season.</p> <p>CCC-ESS1-3-2 Describe the climate of a region of the world.</p> <p>CCC-ESS2-4-1 Use evidence (e.g., pictures, measurements, data) to show how erosion and/or weathering changes the landscape.</p>	<p>Identify a season, weather conditions, erosion, weathering, fresh water, and salt water.</p> <p>Identify the components, both living and non-living, of</p>	<p>Identify climates and weather conditions for a specific season and sources of erosion and weathering that change the landscapes.</p>	<p>Describe the climate and typical weather conditions expected for a region of the world during a particular season.</p> <p>Use evidence to show how erosion and/or</p>	<p>Use data to predict the typical weather for a given location and time, identify differences between two climates, and describe the cause and effects of weathering and erosion on a landscape.</p>

Category	Core Content Connector	Below Basic	Basic	Proficient	Advanced
	<p>CCC-ESS2-4-2 Use map symbols to describe Earth’s features.</p> <p>CCC-ESS2-5-1 Use a model to describe how an organism interacts with the land, water, or air in its environment.</p> <p>CCC-ESS2-5-2 Using a model, identify where fresh water and salt water are found.</p>	<p>a specific environment.</p> <p>Match map symbols to Earth’s features.</p>	<p>Locate Earth’s features on a map using map symbols.</p> <p>Identify sources of fresh water and salt water.</p> <p>Recognize that an organism relies on its environment to survive (ex. land, water, and/or air.)</p>	<p>weathering changes the landscape.</p> <p>Use map symbols to describe Earth’s features and a model to identify where fresh water and salt water are found.</p> <p>Use a model to describe how an organism interacts with its environment.</p>	<p>Use a map to answer questions about Earth’s features and</p> <p>Use data to compare the amount of salt water and fresh water on Earth.</p> <p>Use a model to determine how a change to the environment would affect the organisms living there.</p>
Earth and Human Activity	<p>CCC-ESS2-3-1 Match the preventative measure to the related weather hazard.</p> <p>CCC-ESS3-4-1 Describe an energy source’s effect on the environment.</p> <p>CCC-ESS3-4-2 Choose a design that would lessen the impact of a natural hazard on an environment.</p> <p>CCC-ESS3-5-1 Describe ways to protect Earth’s resources and clean up the environment.</p>	<p>Identify weather and natural hazards.</p> <p>Identify energy sources used by people.</p> <p>Distinguish between the terms “clean” and “polluted.”</p>	<p>Identify the potential impact of natural hazards and ways to stay safe during them.</p> <p>Classify energy sources as renewable or nonrenewable and determine sources of pollution.</p>	<p>Choose a safety measure or design that would lessen the impact of weather and natural hazards.</p> <p>Identify an energy source’s effect on the environment and</p> <p>Identify ways to protect the environment.</p>	<p>Describe how human actions and/or design solutions can reduce the impact of weather and natural hazards.</p> <p>Describe an advantage and/or a disadvantage to an energy source’s effect on the environment.</p> <p>Describe the best solution to help protect the environment.</p>

Middle School Science Achievement Level Descriptors

Assessed in Grade 8

SECTION 1: PHYSICAL SCIENCE

Category	Core Content Connector	Below Basic	Basic	Proficient	Advanced
Matter and Its Interactions	<p>CCC-PS1-MS-1 Use models to distinguish molecules as either simple molecules (such as oxygen) or extended structures (such as carbon dioxide).</p> <p>CCC-PS1-MS-2 Recognize that chemical changes involve changes in the molecules (atoms are rearranged), leading to a new material with properties that are different from the properties of the original substances.</p> <p>CCC-PS1-MS-3 Gather information to identify the natural resources used to make a synthetic product (e.g., petroleum into plastics, aluminum into cans).</p> <p>CCC-PS1-MS-4 Use a model to identify that the particles that make up an object move fast or slowly, depending on the temperature of the object.</p> <p>CCC-PS1-MS-6 Use presented evidence to determine if a reaction has released or absorbed thermal energy (e.g., fireworks).</p>	Identify the physical and/or chemical properties of materials.	Recognize that changes in physical and/or chemical properties can occur during the heating or cooling of materials and chemical reactions.	Use models to identify different types of molecules and their behavior during chemical reactions and changes in physical conditions (e.g., temperature).	Use data and/or models to predict changes in molecules during chemical reactions and/or changes in physical conditions.
Motion and Stability: Forces and Interactions	<p>CCC-PS2-MS-1 Use models to predict how the motion of objects of the same size with different speeds will be affected when the objects collide.</p> <p>CCC-PS2-MS-2 Predict how the motion of objects with different masses will change when acted on by forces.</p> <p>CCC-PS2-MS-3 Use data to make statements about the effect of distance on the interactions between magnets.</p> <p>CCC-PS2-MS-4 Predict how the motion of objects with different masses will change when acted on by forces.</p> <p>CCC-PS2-MS-5 Relate the orientation of magnets and the distance between them to the behavior of the magnets.</p>	Recognize that forces can cause motion and are needed to cause a change in motion.	Relate changes in motion (speed, and/or direction) to push/pull forces, collisions, attractive/repulsive non-contact forces, and/or gravity.	Use models to describe and predict changes in the relationships between mass, force, and motion (speed and direction). For non-contact forces (e.g., gravitational, magnetic, electric) also include relationship with distance.	Use data from an investigation to show how two different objects respond to a series of contact or non-contact forces.
Energy	<p>CCC-PS3-MS-1 Use mass and speed data to determine the object with the greatest kinetic energy.</p> <p>CCC-PS3-MS-3 Describe situations where thermal energy is transferred (e.g., if ice is added to a cup of water or if water in a pot is heated on a stove).</p>	Identify an object in motion has energy from its motion.	Identify changes and/or relative amounts of kinetic energy (speed) or thermal energy (temperature) in objects.	Use data to describe the amount and/or transfer of kinetic or thermal energy in a given scenario.	Use data from an experiment to explain changes to and/or transfer of kinetic or thermal energy in a given scenario.

Category	Core Content Connector	Below Basic	Basic	Proficient	Advanced
	<p>CCC-PS3-MS-4 Use temperature data to determine the changes of objects of the same material but different masses when heat is applied for a certain period of time.</p> <p>CCC-PS3-MS-5 Identify the motion energy transfer in presented examples (e.g., a ball that was moving begins to slow down, so this means that energy was transferred from the object).</p>				
Waves and Their Applications in Technologies for Information Transfer	<p>CCC-PS4-MS-1 Compare wave diagrams to identify differences in wavelength and amplitude.</p> <p>CCC-PS4-MS-2 Use models to recognize that light can be reflected, absorbed, or transmitted (light passes through the object).</p> <p>CCC-PS4-MS-3 Identify advantages or disadvantages of various means of communication.</p>	<p>Identify a wave and the mediums they can travel through.</p> <p>Identify different means of communicating.</p>	<p>Identify properties of a wave (e.g., frequency, amplitude, wavelength).</p> <p>Describe a method of using technology to communicate.</p>	<p>Use models or diagrams to describe the characteristics and behavior of waves.</p> <p>Identify advantages or disadvantages of various means of communication.</p>	<p>Use models and/or data to describe how waves behave when they strike other objects.</p> <p>Use data to explain why one means of communication may be better than another.</p>

SECTION 2: LIFE SCIENCE

Category	Core Content Connector	Below Basic	Basic	Proficient	Advanced
From Molecules to Organisms: Structures and Processes	<p>CCC-LS1-MS-1 Use evidence to show that all living things are made up of one or more cells, which are the smallest units that can be said to be alive.</p> <p>CCC-LS1-MS-2 Describe the function of one or more of the following cell parts: nucleus, chloroplast, mitochondria, cell membrane, and cell wall.</p> <p>CCC-LS1-MS-3 Use evidence to support a claim that groups of cells form tissues. Tissues come together to form organs, and multiple organs form organ systems.</p> <p>CCC-LS1-MS-4 Use evidence to describe how living things share characteristics (e.g., response to the environment, reproduction, energy use, growth and development, life cycles, made of cells).</p> <p>CCC-LS1-MS-5 Use a model or diagram to show that during photosynthesis, sunlight is used to combine carbon dioxide and water into food molecules, which can be used or stored by the plant and oxygen is given off.</p> <p>CCC-LS1-MS-6 Describe how food must be broken down so that the nutrients can be absorbed by the organism.</p>	<p>Identify cells as the basic component of all living things.</p>	<p>Identify/recognize organelles (e.g., nucleus, mitochondria, chloroplast) and organs (e.g., heart, lungs, stomach) that have specialized functions.</p>	<p>Use evidence to describe the organization and functions within living organisms from cellular organelles (e.g., nucleus, chloroplast, mitochondria) to cells organizing into tissues, organs, and organ systems in multicellular life.</p>	<p>Use a model and/or evidence to describe how organelles and/or organs function together as a system within an organism.</p>

Category					Advanced
Ecosystems: Interactions, Energy, and Dynamics		Identify an interaction or relationship of an organism within its ecosystem.	Identify factors, interactions, or relationships among organisms within an ecosystem that impact the health and functioning of the ecosystem.	Describe interactions and relationships among organisms across ecosystems and how they might respond to changes in the environment.	Describe how changes in interactions and/or availability of resources impact the health and functioning of the ecosystem.
Hereditary: Inheritance and Variation of Traits		Identify that all living things reproduce. Identify that during reproduction, a physical mutation can occur in genes.	Identify and differentiate between asexual and sexual reproduction.	Describe how changes to gene structures during asexual or sexual reproduction can cause new traits in the offspring that may be helpful or harmful.	Explain that trait variation in offspring is the result of sexual reproduction but new traits (i.e., changes in structure and/or function) are the result of a genetic mutation.
Biological Evolution: Unity and Diversity		Identify a similar inherited trait among different species (e.g., 4 legs for cats and dogs).	Identify and classify differences in traits in terms of helping the organism survive and reproduce (i.e., desired and undesired traits).	Compare the similarities and differences among related organisms (ancient and/or present-day) to identify changes and/or traits that would help the organism to adapt and survive in a specific environment.	Explain how changes or a specific trait in related organisms (ancient and /or present day) help an organism survive and reproduce in a specific environment.

SECTION 3: EARTH SCIENCE

Category	Core Content Connector	Below Basic	Basic	Proficient	Advanced
Earth's Place in the Universe	<p>CCC-ESS1-MS-1 Use a model to identify Earth's seasons and relate them to Earth's tilt and revolution around the sun.</p> <p>CCC-ESS1-MS-2 Describe the motions of all objects in the solar system that occur due to the gravitational force of the sun. Our solar system is within the Milky Way galaxy which is one of many galaxies.</p> <p>CCC-ESS1-MS-3 Use data to order the planets based on their size or distance from the sun.</p> <p>CCC-ESS1-MS-4 Identify the relative age of fossils based on their location in a column of rock layers.</p>	<p>Identify the sun, planets, and moons in a model or diagram of the solar system.</p> <p>Recognize that some rock layers contain fossils.</p>	<p>Identify day, night, the four seasons, and orbits/gravity using a model or diagram.</p> <p>Identify the youngest and oldest rock layers based upon their position in a column.</p>	<p>Use models and/or data to describe Earth's place in the solar system, the motions of Earth and other solar system bodies and the results of those motions (e.g., seasons).</p> <p>Identify the relative age of fossils based on their location in a column of rock layers.</p>	<p>Use a model to explain motions within the solar system that result in changes in an object's orbit, day/night, and/or seasons.</p> <p>Use data to estimate the age of a fossil in a rock layer.</p>
Earth's Systems	<p>CCC-ESS2-MS-1 Describe how heat from Earth's core powers the rock cycle. Describe how the water cycle impacts the rock cycle (weathering and erosion).</p> <p>CCC-ESS2-MS-2 Given a scenario, describe which process (weathering, erosion, deposition) contributed to the change of Earth's surface.</p> <p>CCC-ESS2-MS-3 Use maps to show how the shapes of continents fit together as evidence of plate motions.</p> <p>CCC-ESS2-MS-4 Describe the parts of the water cycle.</p> <p>CCC-ESS2-MS-5 Describe weather conditions to predict local weather patterns.</p> <p>CCC-ESS2-MS-6 Describe how climate is determined in an area based on location, shape of land, and distance from water.</p>	<p>Identify materials and features of Earth's surface (e.g., tectonic plates, volcanoes, valleys, bodies of water, rocks, soils).</p> <p>Identify different surface conditions across Earth (e.g., climate, weather patterns, weather conditions).</p>	<p>Identify a process within one of the major cycles (e.g., tectonic, rock, water, climate) impacting Earth's surface.</p>	<p>Describe the major cycles impacting Earth's surface (e.g., tectonic cycle, rock cycle, water cycle, climate), the processes involved in these cycles, and their consequences.</p>	<p>Use a model and/or observational data to explain how the major cycles and surface processes continually modify Earth's features.</p>
Earth and Human Activity	<p>CCC-ESS3-MS-1 Use data to explain why specific resources are limited.</p> <p>CCC-ESS3-MS-2 Classify natural hazards as "predictable" or "not yet predictable."</p> <p>CCC-ESS3-MS-3 Match human activities with their effect on Earth.</p> <p>CCC-ESS3-MS-4 Link population increases to a greater need for consumption of resources.</p> <p>CCC-ESS3-MS-5 Use data (numerical, graphical, or pictorial) as evidence of rising temperatures over the last 100 years.</p>	<p>Identify natural resources and resources that people need to survive.</p> <p>Identify natural hazards.</p> <p>Identify ways that people can benefit their environment.</p>	<p>Identify where natural resources are located on Earth.</p> <p>Identify locally relevant natural hazards.</p> <p>Identify ways in which human activities use</p>	<p>Use data to explain why specific resources are limited and link population increases to greater consumption of resources.</p> <p>Classify natural hazards as</p>	<p>Associate a technology or safety measure with mitigation of a given natural hazard.</p> <p>Describe how human activities and consumption of natural resources, including nonrenewable resources, have both</p>

Category	Core Content Connector	Below Basic	Basic	Proficient	Advanced
		Identify an activity that uses gasoline.	natural resources and affect Earth.	<p>“predictable” or “not yet predictable.”</p> <p>Match human activities with their effect on Earth.</p> <p>Use data as evidence of rising temperatures over the last 100 years.</p>	<p>positive and negative effects on Earth.</p> <p>Describe ways in which rising temperatures could impact the biosphere.</p>

High School Science Achievement Level Descriptors

Assessed in Grade 11

SECTION 1: PHYSICAL SCIENCE

Category	Core Content Connector	Below Basic	Basic	Proficient	Advanced
Matter and Its Interactions	<p>CCC-PSC1-HS-1 Use a model to show how atoms combine to form simple molecules (O₂) or complex molecules (NaCl or CO₂).</p> <p>CCC-PSC2-HS-3 Identify increasing the amount of reactants or increasing the temperature as ways to speed up a chemical reaction.</p> <p>CCC-PSC2-HS-4 Recognize that when chemicals change, new material is formed after the reaction with equivalent mass/atoms before and after.</p>	Identify atoms or molecules as reactants in a chemical reaction.	Identify the elements in molecules that undergo changes during a chemical reaction and understand that the rate of reaction can vary as factors change.	Use a model to show how atoms combine during chemical reactions and show how changing factors cause the reaction rate to vary.	Use models, data, and/or evidence from an investigation to explain how atoms combine, reaction rates can vary, and mass is conserved during a chemical reaction.
Motion and Stability: Forces and Interactions	CCC-PSP1-HS-3 Use models to predict how impact is minimized when protective components are included.	Identify a collision.	Identify ways to minimize the force in a collision.	Use models to predict how impact is minimized when protective components are included.	Use data to describe the best device that will reduce impact in a collision.

Category	Core Content Connector	Below Basic	Basic	Proficient	Advanced
Energy	CCC-PSP2-HS-5 Model magnetic behavior based on force.	Recognize that like poles repel each other and unlike poles attract each other.	Relate the orientation of magnets and the distance between them to the behavior of the magnets.	Model magnetic behavior based on force.	Explain the effect of one magnet on the behavior of another magnet when distance or force is changed in an investigation.
Waves and Their Applications in Technologies for Information Transfer	CCC-PSP3-HS-1 Compare wave diagrams to identify differences in frequency, wavelength, and amplitude through media. CCC-PSP3-HS-2 Identify an advantage or disadvantage of a specific digital information technology.	Identify the different media waves travel through. Identify different types of digital resources.	Identify a property of a wave. Identify safety practices when using digital communication.	Compare wave diagrams to identify differences in wave properties. Identify an advantage or disadvantage of a specific digital information technology.	Use data to show the impact of waves. Compare advantages or disadvantages of multiple digital information.

SECTION 2: LIFE SCIENCE

Category	Core Content Connector	Below Basic	Basic	Proficient	Advanced
From Molecules to Organisms: Structures and Processes	CCC-LS1-HS-1 Explain that the DNA in a cell's nucleus is the genetic code that creates proteins that determine a cell's function. CCC-LS1-HS-2 Use a model to explain the function of a body system and identify the major organ in the system. CCC-LS1-HS-3 Sequence the steps in an investigation to show how an organism reacts to stimuli. CCC-LS1-HS-4 Use a model to explain what happens during cell division. CCC-LS1-HS-5 Use a model to identify the inputs that go into the plant (e.g., sunlight, water) and the outputs from the plant (e.g., food, oxygen) during photosynthesis. CCC-LS1-HS-6 Use a model to identify that the elements that make up sugar molecules can be used to form other molecules. CCC-LS1-HS-7 Use a model of cellular respiration to explain the input and output of the process.	Identify that all living things are made up of cells, that can divide and combine to form organs in bodies. Identify the needs of plants and animals necessary for survival and stimuli that living organisms respond to.	Recognize that DNA in the nucleus of a cell as the control center of the organism controlling all processes such as cellular division, photosynthesis, metabolism, and responses to stimuli to maintain homeostasis.	Explain that DNA is the code for proteins that determine a cell's function. Use a model to explain the function of a body system, how an organism reacts to stimuli, or how cell division occurs. Use a model to demonstrate the inputs and outputs of photosynthesis, cellular respiration, and/or biosynthesis.	Describe how tissues are systems of specialized cells working together as part of body systems that also work together. Use a model to explain/describe photosynthesis, digestion, cellular respiration, biosynthesis, or the role of cellular division in growth and repair.

Category					Advanced
Ecosystems: Interactions, Energy, and Dynamics		<p>Identify the organisms and non-living environmental factors belonging to a specific ecosystem and the potential threats to the organisms.</p> <p>Identify that matter and energy are transferred among organisms in a food web beginning with the inputs and outputs of photosynthesis.</p>	<p>Recognize the interdependence of organisms in an ecosystem and the factors that could change the dynamics in the ecosystem.</p> <p>Follow matter through a food web and identify the processes of photosynthesis and cellular respiration.</p>	<p>Use data or graphical representation to describe the carrying capacity of an ecosystem and identify the natural and human-initiated changes that can impact it.</p> <p>Create a food web/model that shows the movement of carbon and energy through an ecosystem.</p>	<p>Use data/graphical representation to predict or explain changes in ecosystem dynamics.</p> <p>Explain how carbon moves through an ecosystem requiring more producers than consumers.</p>
Hereditary: Inheritance and Variation of Traits		<p>Identify that the traits of an organism are determined by its genes.</p>	<p>Recognize that chromosomes, which are made up of DNA, can exchange material, be mutated, or replicate with errors determining different traits for closely related individuals.</p>	<p>Use a model to explain how genes and new genetic combinations are passed from one generation to the next.</p>	<p>Describe/explain how changes in DNA can result in changed traits while reproduction may or may not result in offspring with different traits.</p>
Biological Evolution: Unity and Diversity		<p>Identify a trait that is shared by two different species.</p> <p>Identify evolution as process that results in new species and that the needs and survival of an organism are</p>	<p>Identify similar anatomical structures in a fossil organism and a living organism.</p> <p>Identify an advantageous inheritable trait that would increase an organism's chance of survival.</p>	<p>Determine the sequential pattern of development from a fossil to living organism.</p> <p>Determine which environmental change drove a specific adaptation within a species.</p>	<p>Relate past and present organisms using fossil evidence or DNA data.</p> <p>Use data or evidence to explain that populations become better adapted over time.</p> <p>Use data to predict how a species will</p>

Category					
		<p>specific to their environment.</p> <p>Identify human activity that negatively impacts a species.</p>	<p>Identify a change factor in a specific environment and species that have been impacted by human activity.</p>	<p>Use evidence to predict which organisms will survive based on their beneficial traits and determine if a strategy to protect a species is effective.</p>	<p>respond to environmental change and how human activity can continue without impacting species.</p>

SECTION 3: EARTH SCIENCE

Category	Core Content Connector	Below Basic	Basic	Proficient	Advanced
Earth's Place in the Universe	<p>CCC-ESS1-HS-1 Use a model to explain that the energy released from the sun's core warms the Earth and provides the surface of the Earth with light.</p> <p>CCC-ESS1-HS-2 Use evidence to explain that the motion of distant galaxies is one way we know that the universe is expanding from its origin.</p> <p>CCC-ESS1-HS-3 Use a model to explain that stars produce elements (including hydrogen, helium, and iron) during their life cycles.</p> <p>CCC-ESS1-HS-4 Use data to predict the motion of an object with a consistent orbit.</p> <p>CCC-ESS1-HS-5 Explain that the youngest rocks are formed as tectonic plates move apart.</p>	<p>Differentiate celestial bodies recognizing that stars provide energy to planetary systems and smaller celestial bodies orbit around larger celestial bodies.</p> <p>Identify a tectonic plate as part of Earth's crust.</p>	<p>Identify that a star goes through changes (life cycle) and that the universe is expanding.</p> <p>Recognize that the moon orbits Earth, Earth orbits the sun, and energy from the sun reaches Earth.</p> <p>Recognize that the tectonic plates making up Earth's crust move.</p>	<p>Use a model to explain how the sun's energy warms Earth's surface and that stars produce elements during their life cycles.</p> <p>Use the motion of distant galaxies to explain that the universe is expanding and use data to predict the orbital motion of celestial bodies.</p> <p>Explain that the youngest rocks form at tectonic spreading centers.</p>	<p>Use a model to describe how Earth's motions produce the seasons and to explain that a star produces larger elements as it goes through its life cycle.</p> <p>Use data to explain the expansion of the universe and to compare orbits in our solar system.</p> <p>Use evidence to show how the age of crustal rocks changes with distance from spreading center.</p>
Earth's Systems	<p>CCC-ESS2-HS-1 Use models to demonstrate the results of surface and internal processes (e.g., mountains, valleys, sea mounts, volcanoes).</p> <p>CCC-ESS2-HS-5 Use a model to explain how water changes Earth's materials and surface processes through erosion.</p> <p>CCC-ESS2-HS-7 Explain how life on Earth changes as Earth's systems change (Note: limit to</p>	<p>Identify surface processes within Earth's systems that change surface features.</p>	<p>Identify how internal processes, water, and life can change Earth's features, materials, and systems.</p>	<p>Use models to demonstrate/explain how internal processes, surface processes, water, and life can change Earth's surface and materials.</p>	<p>Predict how the biosphere and/or water will change Earth's systems or surface processes.</p> <p>Use a model to determine which surface or internal process formed a specific feature.</p>

Category	Core Content Connector	Below Basic	Basic	Proficient	Advanced
	common occurrences and simple cause/effect relationships).				
Earth and Human Activity	<p>CCC-ESS3-HS-1 Evaluate how the availability of natural resources and/or the occurrence of natural hazards influence human activity.</p> <p>CCC-ESS3-HS-4 Predict how given technologies (e.g., recycling plants, devices to reduce emissions, etc.) will reduce the effect of human activities on natural systems based on a scenario.</p> <p>CCC-ESS3-HS-5 Predict environmental change based on current climate data.</p> <p>CCC-ESS3-HS-6 Use a model to explain the influence of two or more human activities on Earth's systems.</p>	<p>Identify natural resources.</p> <p>Identify environmental changes and human actions that impact Earth's systems.</p>	<p>Recognize patterns between natural resource availability and human activity and identify technologies that can reduce human impact on the environment.</p> <p>Recognize patterns in Earth's climate and how human activities can influence Earth's system over time.</p>	<p>Evaluate how natural resources and hazards influence human activity, how human activities influence Earth's systems, and predict how technologies can reduce the impact of these activities.</p> <p>Predict environmental change based on current climate data.</p>	<p>Predict human activity based on natural resource availability and/or the occurrence of natural hazards.</p> <p>Use a model or data to explain/predict future rates of change in Earth's systems and how human activity, including technology, might influence these changes.</p>