

**OFFICE OF INSTRUCTIONAL PROGRAMS AND SERVICES**  
**Summary of State Board of Education Agenda Items**  
**August 20-21, 2009**

**Office of Student Assessment**

11. Approval to begin the Administrative Procedures Act Process: To approve the revised Student Performance Level Descriptors for the Mississippi Extended Curriculum Frameworks and the Mississippi Alternate Assessment of Extended Curriculum Frameworks for Language Arts, Mathematics, and Science

Under the requirements the *No Child Left Behind Act*, all states must develop descriptions of the knowledge and skills necessary for their students to achieve specific performance levels on their state assessments. The Mississippi Extended Curriculum Frameworks for Language Arts, Mathematics, and Science, which provide the learning standards for students with significant cognitive disabilities, are the basis on which the performance level descriptors and the Mississippi Alternate Assessment of Extended Curriculum Frameworks (MAAECF) are developed.

Based on feedback from the U.S. Department of Education Peer Review process and an independent alignment study of the extended curriculum frameworks and the general curriculum frameworks, the Mississippi Extended Curriculum Frameworks for Language Arts, Mathematics, and Science were revised during the 2008-09 school year. The State Board of Education approved these revised standards in February 2009. Consequently, the Performance Level Descriptors for the Extended Curriculum Frameworks and the MAAECF have been revised.

The Mississippi Department of Education through the Office of Student Assessment convened special and regular educators to revise the Extended Curriculum Frameworks Performance Level Descriptors in compliance with State Board Policy 7608. The goal was to align the Performance Level Descriptors with the standards specified in the Extended Curriculum Frameworks so that teachers, students, and parents understand the expected level of performance based on the extended curriculum standards. The descriptors also guide the standard-setting processes to maximize the alignment of cut scores with the expectations specified in the standards. The standard-setting participants also reviewed and provided input on the standard performance level descriptors.

Performance descriptors have been established for the Mississippi Extended Curriculum Frameworks and the Mississippi Alternate Assessment of Extended Curriculum Frameworks for Language Arts, Mathematics, and Science. The Office of Instructional Programs and Services is requesting approval to begin the Administrative Procedures Act process to receive public comment on the descriptors.

Recommendation: Approval

Back-up material attached

DESCRIPTOR TERM: <b>Setting Student-Level Standards for State Assessments</b>	CODE: <b>7608</b>
ADOPTION DATE: <b>July 20, 2001</b>	REVISION: <b>May 18, 2007</b>

## STATE BOARD POLICY

### Procedures for Setting Student-Level Standards for State Assessments

#### **STEP 1. Descriptor Development.**

General student performance level descriptors are relatively broad and are used across grade levels and subject areas. These descriptors answer questions such as, "What does it mean for a student to be advanced, proficient, basic, or minimal on the test?" General descriptors have been written for the following (see below):

- Performance levels for State Assessments :
  - Advanced
  - Proficient
  - Basic
  - Minimal
- Pass/Fail Scores for the SATP: Algebra I, Biology I, English II , U.S. History from 1877

A committee of practitioners will assist the Department of Education in developing performance level descriptors that are grade, subject, and course specific.

#### **STEP 2. Public Review of Descriptors.**

This process will ensure broad-based input from educators, parents, community leaders, and other stakeholders in the development of student-level standards. Public comment required by the Administrative Procedures Act will serve as the means for collecting broad-based input.

#### **STEP 3. Standard Setting for State Assessments.**

This process will establish points on the score scale that differentiate the performance levels.

#### **STEP 4. Technical Advisory Committee Review.**

The Technical Advisory Committee reviews the results of the standard setting process.

#### **STEP 5. Mississippi Board of Education Approval of Student-Level Standards.**

The Mississippi Board of Education approves the points on the score scale that differentiate the performance levels.

### General Performance Level Descriptors:

Performance Level	General Descriptor
Advanced	Students at the advanced level consistently perform in a manner clearly beyond that required to be successful <u>in the grade or course in the content area</u> . <u>These students are able to perform at a high level of difficulty, complexity, or fluency as specified by the content standards.</u>
Proficient <sup>1</sup>	Students at the proficient level demonstrate solid academic performance and mastery of the knowledge and skills required for success <u>in the grade or course in the content area</u> . <u>These students are able to perform at the level of difficulty, complexity, or fluency as specified by the content standards.</u> Students who perform at this level are prepared to begin work on even more challenging material that is required in the next grade or course in the content area
Basic	Students at the basic level demonstrate partial mastery of the knowledge and skills <u>in the grade or course in the content area and may experience difficulty in the next grade or course in the content area</u> . <u>These students are able to perform some of the content standards at a low level of difficulty, complexity, or fluency specified by the content standards.</u> Remediation <u>is recommended</u> for these students.
Minimal	Students at the minimal level <u>inconsistently demonstrate the knowledge or skills that define basic level performance</u> . These students require additional instruction and remediation in the <u>knowledge and skills that are necessary for success in the grade or course in the content area</u> .

<sup>1</sup> *The goal is for all students in Mississippi to perform at the proficient level or above.*

### General Descriptors: Student Pass/Fail Score on the Subject Area Tests

Pass	Students passing the test demonstrate partial or full mastery of the knowledge and skills in the course.
Fail	Students failing the test are below basic and do not demonstrate mastery of the knowledge and skills required for success in the course.

## Third Grade English Language Arts Performance Level Descriptors Mississippi Alternate Assessment for Students with Disabilities

### **Minimal**

A student performing at the minimal level inconsistently demonstrates the knowledge or skills that define basic level performance for third grade.

### **Basic**

A student performing at the basic level demonstrates inconsistent understanding of the specified English Language Arts concepts and skills for third grade. Inaccuracies may interfere with or limit the conceptual understanding. The student:

- Locates print and demonstrates directionality.
- Uses letter-sound relationships to sound out words and recognizes pairs of rhyming words.
- Recognizes basic sight words, comprehends safety words, and locates book titles in different texts.
- Classifies information as fact and identifies common objects by matching words or symbols.
- Identifies characters after reading a story or hearing it read aloud.
- Produces a purposeful drawing and uses words, pictures, gestures, or language to express basic wants and needs.
- Has partial mastery over spelling concepts relating to grade-appropriate words.
- Matches upper and lower case letters in the student's name and is beginning to identify end punctuation.

### **Proficient**

A student performing at the proficient level demonstrates an independent and accurate understanding and application of specified third-grade English Language Arts concepts and skills with occasional inaccuracies. The student:

- Locates print, interprets message/meaning, follows text, and demonstrates directionality.
- Uses letter-sound relationships to blend phonemes to make words and recognizes pairs of rhyming words.
- Recognizes basic sight words, comprehends safety words, uses pictures for context clues, and matches print words to objects.
- Differentiates between fact and opinion and locates text features in different texts.
- Identifies common school and community places or events by matching words or symbols.
- Identifies character, setting, and/or problem after reading a story or hearing it read aloud.
- Produces a purposeful drawing, describes a personal object, and retells a personal event.
- Uses appropriate language to achieve a specific purpose for a particular audience.
- Exhibits spelling mastery over grade-appropriate words.
- Matches upper and lower case letters and differentiates end punctuation marks from one another.

## Third Grade English Language Arts Performance Level Descriptors Mississippi Alternate Assessment for Students with Disabilities (cont.)

### Advanced

A student performing at the advanced level exceeds the expectation for demonstrating an independent and accurate understanding of specified third-grade English Language Arts concepts and skills, while also applying and explaining concepts in authentic tasks. The student:

- Locates print and interprets the message/meaning, follows text, demonstrates directionality, and identifies dialogue in connected text.
- Uses letter-sound relationships to blend phonemes to make new words and recognizes pairs of rhyming words that include consonant blends and digraphs.
- Comprehends basic sight words and safety words, uses pictures for context clues, and matches print words to objects – in addition to reading some high frequency words in text.
- Distinguishes between fact and opinion and locates text features and parts of a book in different texts.
- Identifies common school, community places, or events by matching words or symbols and classifying the information.
- Identifies character, setting, and problem and/or makes a prediction after reading a story or hearing it read aloud.
- Produces a purposeful drawing, describes a personal object, and retells a personal event—putting thoughts on paper using words, pictures and/or sentences.
- Uses appropriate language to achieve a specific purpose for a particular audience and exhibits spelling mastery over grade-appropriate words.
- Recognizes and uses capital letters in names and first word of new sentences and uses end punctuation.

## Fourth Grade English Language Arts Performance Level Descriptors Mississippi Alternate Assessment for Students with Disabilities

### **Minimal**

A student performing at the minimal level inconsistently demonstrates the knowledge or skills that define basic level performance for fourth grade.

### **Basic**

A student performing at the basic level demonstrates inconsistent understanding of the specified English Language Arts concepts and skills for fourth grade. Inaccuracies may interfere with or limit the conceptual understanding. The student:

- Recognizes the key parts of a book.
- Understands words that depict emotions.
- Identifies text features, corrects sequence, and/or identifies main idea.
- Classifies information as a fact.
- Uses pictures, objects or words to compose notes to peers, parents, and others.
- Uses basic language to paraphrase or achieve a specific purpose to communicate an idea.
- Has partial mastery over spelling concepts relating to grade-appropriate words.
- Identifies end punctuation in a sentence.

### **Proficient**

A student performing at the proficient level demonstrates an independent and accurate understanding and application of specified fourth-grade English Language Arts concepts and skills with occasional inaccuracies. The student:

- Recognizes that sentences in print are made of separate words and identifies the key parts of a book.
- Understands positional words and shows comprehension of words that depict emotions.
- Makes basic inferences from a text using text features.
- Identifies correct sequence, identifies main idea, and answers who, what, and where question about a story or event.
- Differentiates between fact and opinion.
- Uses pictures, objects, or words to compose notes to peers, parents and others for a variety of purposes—selecting the appropriate words or phrases to add details to a report or story.
- Uses appropriate language to paraphrase an idea or achieve a specific purpose for a particular audience.
- Exhibits spelling mastery over grade-appropriate words.
- Identifies and correctly matches end punctuation with their meaning.

## Fourth Grade English Language Arts Performance Level Descriptors Mississippi Alternate Assessment for Students with Disabilities (cont.)

### Advanced

A student performing at the advanced level exceeds the expectation for demonstrating an independent and accurate understanding of specified fourth-grade English Language Arts concepts and skills, while also applying and explaining concepts in authentic tasks. The student:

- Recognizes the key parts of a book, that sentences in print are made of separate words, and that these sentences form a paragraph and story.
- Understands positional words, shows comprehension of words that depict emotions, and identifies or sorts words, pictures, and objects into categories.
- Creates basic inferences from a text using text features, making a prediction about informational text, and/or revises the prediction.
- Identifies correct sequence and main idea, answers who, what, and where questions, and makes a prediction about a story or an event.
- Distinguishes between fact and opinion and makes connections in the real world.
- Uses pictures, objects, or words to compose letters to peers, parents, and others for a variety of purposes—selecting the appropriate words or phrases to add details.
- Uses proper language to paraphrase an idea or achieve a specific purpose for a particular audience.
- Exhibits spelling mastery over grade-appropriate words, using these words in sentences.
- Matches end punctuation correctly with their meaning within a given text.

## **Fifth Grade English Language Arts Performance Level Descriptors Mississippi Alternate Assessment for Students with Disabilities**

### **Minimal**

A student performing at the minimal level inconsistently demonstrates the knowledge or skills that define basic level performance for fifth grade.

### **Basic**

A student performing at the basic level demonstrates inconsistent understanding of the specified English Language Arts concepts and skills for fifth grade. Inaccuracies may interfere with or limit the conceptual understanding. The student:

- Recognizes the use of affixes to affect word meanings and identifies frequently used words as they appear within sentences or in other contexts.
- Has a limited understanding of words as defined as nouns or verbs and the concept of synonyms and antonyms.
- Is beginning to read simple sentences with an emphasis on fluency and comprehension and to identify text features to answer questions.
- Exhibits a limited understanding of cause and effect.
- Demonstrates a rudimentary understanding of facts and opinions.
- Uses drawings, pictures, or words to plan, to produce, or to orally communicate effectively.
- Begins to utilize appropriate language to paraphrase and exhibits an understanding of basic sentence parts.
- Has partial mastery over spelling concepts relating to grade-appropriate words.
- Demonstrates limited ability to capitalize names or first words of sentences and struggles to use end punctuation correctly.

## **Fifth Grade English Language Arts Performance Level Descriptors Mississippi Alternate Assessment for Students with Disabilities (cont.)**

### **Proficient**

A student performing at the proficient level demonstrates an independent and accurate understanding and application of specified fifth-grade English Language Arts concepts and skills with occasional inaccuracies. The student:

- Understands words and word meanings through analysis of affixes and/or context.
- Classifies words as nouns or verbs and as synonymous or antonymous through examination of pictures or objects.
- Reads simple sentences with fluency and comprehension.
- Identifies and is beginning to use text features to answer questions.
- Recognizes cause and effect as it is used in familiar contexts.
- Differentiates between fact and opinion.
- Uses pictures, objects, or words to generate and organize ideas, to outline or tell a story and/or to describe a character from a story.
- Uses appropriate language to paraphrase, to compose a story for an audience, and to achieve a specific purpose.
- Exhibits spelling mastery over grade-appropriate words and composes simple sentences using objects, symbols, or pictures.
- Utilizes correct end punctuation and capitalization with words or phrases outside of context.

### **Advanced**

A student performing at the advanced level exceeds the expectation for demonstrating an independent and accurate understanding of specified fifth-grade English Language Arts concepts and skills, while also applying and explaining concepts in authentic tasks. The student:

- Understands word meanings through the analysis of the use of affixes and uses context to evaluate the meaning of unfamiliar words that have multiple possible meanings.
- Identifies words as nouns or verbs and as synonyms or antonyms as they are used in the context of writing.
- Reads simple stories with fluency and comprehension.
- Uses text features to answer questions and matches a cause with an effect from a text.
- Classifies informational text as fact or opinion.
- Uses pictures, objects, words, or an augmentative communication device to describe an event, a story character, or a personal situation in a sequential, cohesive essay.
- Correctly uses appropriate language to paraphrase or to write for the intended audience and demonstrates a clear purpose in his or her writing.
- Exhibits spelling mastery over grade-appropriate words.
- Composes sentences or short stories using correct capitalization and end punctuation.

## Sixth Grade English Language Arts Performance Level Descriptors Mississippi Alternate Assessment for Students with Disabilities

### **Minimal**

A student performing at the minimal level inconsistently demonstrates the knowledge or skills that define basic level performance for sixth grade.

### **Basic**

A student performing at the basic level demonstrates inconsistent understanding of the specified English Language Arts concepts and skills for sixth grade. Inaccuracies may interfere with or limit the conceptual understanding. The student:

- Recognizes symbols, signs, base words, roots, and affixes.
- Understands the concept of synonyms/antonyms and homonyms and reads basic sight words.
- Identifies characters or settings of stories, text features in various types of texts, as well as cause/effect and problem/solution in literary texts.
- Attempts to answer basic comprehension questions from literary texts.
- Makes predictions about familiar daily events.
- Differentiates between facts and opinions with limited success.
- Begins to recognize different reference materials.
- Uses pictures, objects, or words to communicate an idea and forms general ideas for the basis of composition.
- Is beginning to share personal interest or knowledge through communication.
- Has partial mastery over spelling concepts relating to grade-appropriate words and recognizes simple sentences, the rules for capitalization for proper nouns or the initial words of sentences, and contractions in isolation.

## **Sixth Grade English Language Arts Performance Level Descriptors Mississippi Alternate Assessment for Students with Disabilities (cont.)**

### **Proficient**

A student performing at the proficient level demonstrates an independent and accurate understanding and application of specified sixth-grade English Language Arts concepts and skills with occasional inaccuracies. The student:

- Matches symbols and signs to their meanings and reads basic sight words and simple sentences.
- Determines word meaning through analysis of base words, roots, affixes, or context and identifies synonyms, antonyms, and homonyms in text.
- Identifies and uses text features for identifying key ideas in text or general meaning.
- Recognizes cause/effect, problem/solution, character, setting, and main idea within a text.
- Answers basic comprehension questions from literary texts and makes predictions about events in a story.
- Classifies information from an informational text as fact or opinion.
- Identifies reference materials.
- Creates text or shares personal interest or knowledge through pictures, objects, or words.
- Forms specific ideas for the basis of composition.
- Spells grade-appropriate words, composes simple sentences, recognizes the rules for capitalization for proper nouns and initial words of sentences, and recognizes contractions in context.

### **Advanced**

A student performing at the advanced level exceeds the expectation for demonstrating an independent and accurate understanding of specified sixth-grade English Language Arts concepts and skills, while also applying and explaining concepts in authentic tasks. The student:

- Uses signs and symbols to represent meaning and reads grade-appropriate sight words and simple sentences with fluency.
- Creates new words by mixing base words and affixes or by changing the context of a word and uses synonyms/ antonyms and homonyms in composition or other forms of communication.
- Uses text features to support key ideas in text or general meaning.
- Uses cause/effect, problem/solution, character, setting, main idea, or fact or opinion to complete a task or organize information.
- Answers grade-appropriate comprehension questions from literary or informational texts and makes and supports predictions with evidence from the text.
- Identifies and uses grade-appropriate reference materials and words to create a text.
- Forms specific ideas and organizes them for composition.
- Uses writing in multiple settings to share personal interest or knowledge.
- Exhibits mastery of spelling grade-appropriate words and composes simple sentences for a specific purpose, recognizes mistakes in capitalization of proper nouns and initial words of sentences, and creates contractions from separate words.

## **Seventh Grade English Language Arts Performance Level Descriptors Mississippi Alternate Assessment for Students with Disabilities**

### **Minimal**

A student performing at the minimal level inconsistently demonstrates the knowledge or skills that define basic level performance for seventh grade.

### **Basic**

A student performing at the basic level demonstrates inconsistent understanding of the specified English Language Arts concepts and skills for seventh grade. Inaccuracies may interfere with or limit the conceptual understanding. The student:

- Begins to use synonyms, antonyms, and homonyms, read basic sight words and simple sentences, and discern the meanings of new words as they appear in context.
- Shows a limited ability to recognize and to use text features to answer questions from an informational text.
- Identifies cause/effect, characters, setting, and main idea and makes predictions based on the text.
- Is beginning to distinguish between fact and opinion in informational texts and to identify the problem and possible solutions in a literary text.
- Identifies reference sources and presents information using pictures, text, or other media.
- Identifies different methods for outlining ideas, gathers information on a topic of interest, and uses writing to share personal information.
- Has partial mastery over spelling concepts relating to grade-appropriate words.
- Creates simple sentences and recognizes compound sentences, identifies the basic rules of capitalization for proper nouns and initial words of sentences, uses end marks correctly, and recognizes contractions.

## **Seventh Grade English Language Arts Performance Level Descriptors Mississippi Alternate Assessment for Students with Disabilities (cont.)**

### **Proficient**

A student performing at the proficient level demonstrates an independent and accurate understanding and application of specified seventh-grade English Language Arts concepts and skills with occasional inaccuracies. The student:

- Uses synonyms, antonyms, and homonyms and reads basic sight words and simple sentences.
- Interprets new words through examination of context clues or restatement and uses text features of an informational text to answer questions.
- Identifies cause/effect, problem/solution, characters, plot, setting, main idea, and supporting details and makes and confirms predictions with evidence from the text.
- Distinguishes between fact and opinion in given text.
- Identifies and uses reference sources and presents personal information or knowledge using pictures, text, or other media.
- Outlines ideas for composition, gathers and organizes information on a topic of interest, and uses writing to share personal interest or knowledge.
- Spells grade-appropriate words and uses a composing process to create simple or compound sentences.
- Recognizes mistakes in capitalization of proper nouns and initial words of sentences and uses end marks, contractions, and abbreviations.

### **Advanced**

A student performing at the advanced level exceeds the expectation for demonstrating an independent and accurate understanding of specified seventh-grade English Language Arts concepts and skills, while also applying and explaining concepts in authentic tasks. The student:

- Uses synonyms, antonyms, and homonyms and reads grade-appropriate sight words and simple sentences with fluency.
- Interprets new words through examination of context clues and uses text features of a variety of texts.
- Analyzes character, plot, setting, main idea or supporting details, cause/effect, or problem/solution and makes predictions using evidence from the text.
- Distinguishes between fact and opinion using a variety of media sources.
- Uses grade-appropriate reference sources for a specific purpose and presents information using pictures, text, or other media on researched topics.
- Gathers and organizes information on a topic using a variety of sources and uses writing to share personal interest or knowledge including supporting details.
- Exhibits mastery of spelling grade-appropriate words and combines simple sentences to create compound sentences.
- Corrects mistakes in capitalization of proper nouns and initial words of sentences and uses end marks, quotation marks, contractions, and abbreviations.

## **Eighth Grade English Language Arts Performance Level Descriptors Mississippi Alternate Assessment for Students with Disabilities**

### **Minimal**

A student performing at the minimal level inconsistently demonstrates the knowledge or skills that define basic level performance for eighth grade.

### **Basic**

A student performing at the basic level demonstrates inconsistent understanding of the specified English Language Arts concepts and skills for eighth grade. Inaccuracies may interfere with or limit the conceptual understanding. The student:

- Begins to recognize pictures, objects, or words as having parts or meanings that allow them to be classified.
- Shows basic understanding that similar words or words with the same spelling may have different meanings.
- Identifies and sequences main parts of a story.
- Demonstrates a limited knowledge of author's purpose and identifies emotions of characters in a story.
- Has a limited understanding of idiomatic expressions and types of propaganda.
- Distinguishes between fact and opinion in informational texts.
- Develops a simple message using grade-appropriate reference materials to create a text that uses appropriate language based on audience and purpose.
- Has partial mastery over spelling concepts relating to grade-appropriate words.
- Identifies the steps of the composing process.
- Recognizes mistakes in capitalization, punctuation, grammar, and/or spelling.

## **Eighth Grade English Language Arts Performance Level Descriptors Mississippi Alternate Assessment for Students with Disabilities (cont.)**

### **Proficient**

A student performing at the proficient level demonstrates an independent and accurate understanding and application of specified eighth-grade English Language Arts concepts and skills with occasional inaccuracies. The student:

- Categorizes grade-appropriate words by function or meaning and recognizes the connotative effect of words with shades of meaning.
- Recognizes and identifies transition cues and key words to sequence main parts of a story.
- Identifies character's emotions and motivations and recognizes author's purpose in a familiar text.
- Recognizes the use and meaning of idioms and propaganda in context.
- Distinguishes between fact and opinion using a variety of media sources.
- Uses grade-appropriate reference materials to include new words in the composing process in order to develop an idea, or present information to communicate for a variety of purposes (to inform, to request, to entertain, or to persuade).
- Exhibits spelling mastery over grade-appropriate words.
- Uses the composing process to create simple or compound sentences on given topics.
- Utilizes editing to achieve correct capitalization, punctuation, grammar, and/or spelling.

### **Advanced**

A student performing at the advanced level exceeds the expectation for demonstrating an independent and accurate understanding of specified eighth-grade English Language Arts concepts and skills, while also applying and explaining concepts in authentic tasks. The student:

- Discerns between different words with similar meanings or spellings as they are used in context and to understand new words that are explained by their contexts.
- Sequences main parts of a story using transition cues and key words.
- Identifies author's purpose in a variety of texts, and describes the emotions and motivations of characters in a story.
- Identifies the figurative and literal meaning of idioms in context, and interprets print and non-print media to determine the types and meanings of propaganda being used.
- Uses fact and opinion to compose for a variety of purposes.
- Uses grade-appropriate reference materials to include new words in the composing process in order to develop an idea or present information with a clear beginning, middle, or end – and to communicate for a variety of purposes (to inform, to request, to entertain, or to persuade).
- Edits and revises her or his composition to improve the quality of writing.
- Uses correctly spelled grade-appropriate words to compose more effectively.
- Corrects or combines sentences to improve composition and clarity, and self-edits to correct mistakes in capitalization, punctuation, grammar, and/or spelling.

## High School English Language Arts Performance Level Descriptors Mississippi Alternate Assessment for Students with Disabilities

### Minimal

A student performing at the minimal level inconsistently demonstrates the knowledge or skills that define basic level performance for high school.

### Basic

A student performing at the basic level demonstrates inconsistent understanding of the specified high school English Language Arts concepts and skills. Inaccuracies may interfere with or limit the conceptual understanding. The student:

- Recognizes basic content related words, simple analogies, and that similar words have different degrees of meaning.
- Displays limited understanding of grade-level appropriate vocabulary and the relationship between word construction and meaning.
- Identifies text features, cause/effect, and signal words and makes simple inferences based on pictures or symbols associated with a text.
- Identifies basic literary genres, simple stylistic devices, and simple figurative language and creates a basic summary or paraphrase of a text.
- Reads texts to make comparisons between characters or people.
- Completes a graphic organizer using information from personal experience.
- Identifies and gathers information and is learning to research and present information about a topic.
- Is beginning to classify and use written communication to inform, entertain, and persuade.
- Identifies bias inconsistently.
- Recognizes and sorts simple and some compound sentences.
- Has difficulty revising and editing written work to improve clarity, coherence, tone, and transitions using correct capitalization, punctuation, grammar, and/or spelling.

## **High School English Language Arts Performance Level Descriptors Mississippi Alternate Assessment for Students with Disabilities (cont.)**

### **Proficient**

A student performing at the proficient level demonstrates an independent and accurate understanding and application of specified high school English Language Arts concepts and skills with occasional inaccuracies. The student:

- Recognizes content related words, uses grade-level appropriate vocabulary, and completes simple analogies.
- Interprets and organizes words with shades of meaning and applies knowledge of word construction to determine word meaning.
- Uses text features to obtain information, recognizes signal words or phrases for order, sequencing, and cause/effect, and infers meaning from pictures or symbols.
- Identifies various text genres, text features, and stylistic devices and summarizes or paraphrases a text using key ideas and supporting details.
- Makes comparisons within informational texts and between two literary texts.
- Links information in a text to a personal experience.
- Identifies, gathers, organizes, researches and presents information about a topic.
- Recognizes and uses types of written communication to inform, entertain, and persuade.
- Identifies bias in different media.
- Creates simple, compound, and complex sentences.
- Revises and edits written work to improve clarity, coherence, tone, and transitions using correct capitalization, punctuation, grammar, and/or spelling.

### **Advanced**

A student performing at the advanced level exceeds the expectation for demonstrating an independent and accurate understanding of specified high school English Language Arts concepts and skills, while also applying and explaining concepts in authentic tasks. The student:

- Completes analogies and uses content related words and grade-level appropriate vocabulary.
- Interprets, organizes, and uses words with shades of meaning and uses knowledge of word construction to determine meaning of unfamiliar words as used in context.
- Creates text features and uses signal words or phrases for order, sequencing, and cause/effect.
- Infers meaning and makes predictions from pictures or symbols.
- Makes comparisons within and across informational and literary texts.
- Uses various genres, stylistic devices and figurative language and summarizes from or paraphrases multiple texts using key ideas and supporting details.
- Composes text to describe or explain a personal experience.
- Gathers, organizes, researches, interviews people, and presents information about a topic.
- Classifies and composes types of written communication to inform, entertain, and persuade.
- Corrects bias in different media.
- Uses and creates compound and complex sentences.
- Revises and edits written work to improve clarity, coherence, tone, and transitions using correct capitalization, punctuation, grammar, and/or spelling.

## **Third Grade Mathematics Performance Level Descriptors Mississippi Alternate Assessment for with Disabilities**

### **Minimal**

A student performing at the minimal level inconsistently demonstrates the knowledge or skills that define basic level performance for third grade.

### **Basic**

A student performing at the basic level demonstrates inconsistent understanding of the specified mathematics concepts and skills for third grade. Inaccuracies may interfere with or limit the conceptual understanding. The student:

- Identifies, counts, compares, and orders whole numbers.
- Identifies symbols and vocabulary to represent/models addition, subtraction, and multiplication, and uses these operations for computation of single digit numbers.
- Identifies fractions and monetary values.
- Extends a numerical or symbolic pattern.
- Identifies basic 2-dimensional shapes.
- Is learning about basic calendar use and how to tell time.
- Identifies appropriate forms and units of measurement.
- Is beginning to compare data in a graph, table, or chart, and make simple predictions about data.

### **Proficient**

A student performing at the proficient level demonstrates an independent and accurate understanding and application of specified third-grade mathematics concepts and skills with occasional inaccuracies. The student:

- Identifies, counts, compares, orders, rounds, composes and decomposes whole numbers.
- Is beginning to use symbols and vocabulary to represent/models addition, subtraction, and multiplication, and uses these operations for computation of single digit numbers, while also modeling the inverse relationships of addition and subtraction.
- Identifies and models fractions through pictorial representations.
- Identifies, uses, and computes monetary values.
- Creates and extends a numerical or symbolic pattern.
- Identifies and sorts basic 2-dimensional shapes based on similar characteristics (sides/angles).
- Understands basic calendar use and how to tell time.
- Identifies and uses appropriate forms and units of measurement.
- Compares and makes prediction about data in a graph, table, or chart.

**Third Grade Mathematics Performance Level Descriptors**  
**Mississippi Alternate Assessment for with Disabilities (cont.)**

**Advanced**

A student performing at the advanced level exceeds the expectation for demonstrating an independent and accurate understanding of specified third-grade mathematics concepts and skills, while also applying and explaining concepts in authentic tasks. The student:

- Consistently counts, compares, orders, rounds, compose and decompose whole numbers.
- Uses symbols and vocabulary to represent addition, subtraction, and multiplication, and uses these operations for computation of single digit numbers, while also modeling the inverse relationships of addition and subtraction.
- Models and explains fractions through pictorial representations.
- Accurately uses and computes monetary values.
- Creates and explains a numerical or symbolic pattern.
- Sorts 2-dimensional shapes based on similar characteristics.
- Understands calendar use and how to tell time.
- Uses appropriate forms and units of measurement.
- Consistently compares and makes predictions about data in a graph, table, or chart.

## Fourth Grade Mathematics Performance Level Descriptors Mississippi Alternate Assessment for with Disabilities

### **Minimal**

A student performing at the minimal level inconsistently demonstrates the knowledge or skills that define basic level performance for fourth grade.

### **Basic**

A student performing at the basic level demonstrates inconsistent understanding of the specified mathematics concepts and skills for fourth grade. Inaccuracies may interfere with or limit the conceptual understanding. The student:

- Is beginning to identify, count, compare, order, and round whole numbers.
- Is learning to recognize vocabulary of addition and subtraction and use these to compute single digit numbers.
- Identifies fractions and decimals.
- Identifies and computes monetary values.
- Creates and extends numerical symbolic patterns.
- Identifies and uses appropriate forms and units of measurement.
- Creates and beginning to make prediction about data in a graph, table, or chart.
- Is beginning to recognize/identifies positional words.

### **Proficient**

A student performing at the proficient level demonstrates an independent and accurate understanding and application of specified fourth-grade mathematics concepts and skills with occasional inaccuracies. The student:

- Identifies, counts, compares, orders, rounds, composes and decomposes whole numbers.
- Uses symbols and vocabulary to represent addition, subtraction, and multiplication, and uses these operations for computation of single digit numbers, while also modeling the inverse relationships of addition and subtraction.
- Identifies and models fractions and decimals through pictorial representation.
- Identifies, uses, and computes monetary values.
- Creates sorts, applies, and extends numerical symbolic patterns.
- Identifies, compares, and uses appropriate forms and units of measurement.
- Creates, compares, and makes predictions about data in a graph, table or chart.
- Uses positional words to describe the location of an object on a map.

**Fourth Grade Mathematics Performance Level Descriptors**  
**Mississippi Alternate Assessment for with Disabilities (cont.)**

**Advanced**

A student performing at the advanced level exceeds the expectation for demonstrating an independent and accurate understanding of specified fourth-grade mathematics concepts and skills, while also applying and explaining concepts in authentic tasks. The student:

- Compares, orders, rounds, composes and decomposes whole numbers.
- Uses symbols and vocabulary to represent addition, subtraction, and multiplication, and uses these operations for computation and estimation of single and double digit numbers, while also modeling and demonstrating the inverse relationships of addition and subtraction.
- Models, and explains fractions and decimals through representations.
- Uses and computes monetary values.
- Matches, sorts, apply, extend, and explain numerical and symbolic patterns.
- Compares, uses, and explains the appropriate forms and units of measurement.
- Creates, compares, interprets, and makes predictions about data in a graph, table or chart.
- Consistently uses positional words to describe the location of an object on a map.

## **Fifth Grade Mathematics Performance Level Descriptors Mississippi Alternate Assessment for with Disabilities**

### **Minimal**

A student performing at the minimal level inconsistently demonstrates the knowledge or skills that define basic level performance for fifth grade.

### **Basic**

A student performing at the basic level demonstrates inconsistent understanding of the specified mathematics concepts and skills for fifth grade. Inaccuracies may interfere with or limit the conceptual understanding. The student:

- Identifies, counts, compares, orders, represents, and rounds, but does not yet compose or decompose whole numbers.
- Uses symbols and vocabulary to represent addition and subtraction, and uses these operations for computation of single digit numbers, while beginning to understand their inverse relationships.
- May identify fractions and represent a half as a fraction and decimal through pictorial representation.
- Identifies and computes simple monetary values.
- Matches, sorts, and begins to apply and extend basic numerical and symbolic patterns.
- Identifies types of angles and lines in everyday objects, letters, or symbols.
- Inaccurately identifies, sorts, compares, classifies, and uses appropriate forms and units of measurement.
- Has difficulty creating, interpreting, and comparing data in a graph, table, or chart, or explaining frequency of events in probability.

## **Fifth Grade Mathematics Performance Level Descriptors Mississippi Alternate Assessment for with Disabilities (cont.)**

### **Proficient**

A student performing at the proficient level demonstrates an independent and accurate understanding and application of specified fifth-grade mathematics concepts and skills with occasional inaccuracies. The student:

- Identifies, counts, compares, orders, represents, rounds, composes and decomposes whole numbers.
- Uses symbols and vocabulary to represent addition and subtraction, and uses these operations for computation and estimation of single and double digit numbers, while also modeling and demonstrating their inverse relationships.
- Identifies and models fractions and represent a half as a fraction and decimal through pictorial representation.
- Identifies, uses, and computes monetary values.
- Matches, sorts, apply, extend, and explain numerical and symbolic patterns.
- Identifies and sorts types of angles and lines in everyday objects, letters or symbols.
- Identifies sorts, compares, classifies, and uses appropriate forms and units of measurement.
- Creates, interprets, and compares data in a graph, table, or chart, and explains frequency of events in probability.

### **Advanced**

A student performing at the advanced level exceeds the expectation for demonstrating an independent and accurate understanding of specified fifth-grade mathematics concepts and skills, while also applying and explaining concepts in authentic tasks. The student:

- Compares, orders, rounds, composes and decomposes whole numbers with high accuracy.
- Easily interchanges symbols and vocabulary to represent addition and subtraction, and uses these operations for computation and estimation of double digit numbers, while also modeling and demonstrating their inverse relationships.
- Models fractions and represents a half as a fraction and decimal.
- Uses and computes monetary values in real-life contexts.
- Applies, extends, and explains simple and complex numerical and symbolic patterns.
- Classifies and sorts types of angles and lines in everyday objects, letters or symbols.
- Compares, classifies, and uses appropriate forms and units of measurement.
- Consistently creates, interprets, and compares data in a graph, table, or chart, and explains frequency of events in probability.

## Sixth Grade Mathematics Performance Level Descriptors Mississippi Alternate Assessment for with Disabilities

### **Minimal**

A student performing at the minimal level inconsistently demonstrates the knowledge or skills that define basic level performance for sixth grade.

### **Basic**

A student performing at the basic level demonstrates inconsistent understanding of the specified mathematics concepts and skills for sixth grade. Inaccuracies may interfere with or limit the conceptual understanding. The student:

- Composes whole numbers up to 100.
- Uses vocabulary to represent addition and subtraction, and uses these operations for computation of double digit numbers.
- Identifies fractions in various pictorial representations.
- Illustrates coin and currency values through pictorial representations up to \$1.00.
- Recognizes numerical and symbolic patterns.
- Locates angles in everyday objects.
- Recognizes units for measuring length, weight and capacity.
- Determines how data could be organized.

### **Proficient**

A student performing at the proficient level demonstrates an independent and accurate understanding and application of specified sixth-grade mathematics concepts and skills with occasional inaccuracies. The student:

- Decomposes whole numbers up to 100.
- Uses symbols and vocabulary to represent addition, subtraction, and multiplication, and uses these operations for computation and estimation of double digit numbers, while also modeling and demonstrating the inverse relationships of multiplication and division.
- Models the relationship between decimals and percents.
- Illustrates monetary values up to \$5.00.
- Extends numerical and symbolic patterns.
- Identifies and sorts types of angles and lines in everyday objects, letters or symbols.
- Uses appropriate forms and units of measurement for length, weight and capacity.
- Organizes and interprets data in a graph, table or chart.

**Sixth Grade Mathematics Performance Level Descriptors**  
**Mississippi Alternate Assessment for with Disabilities (cont.)**

**Advanced**

A student performing at the advanced level exceeds the expectation for demonstrating an independent and accurate understanding of specified sixth-grade mathematics concepts and skills, while also applying and explaining concepts in authentic tasks. The student:

- Composes and decomposes whole numbers with high accuracy.
- Easily interchanges symbols and vocabulary to represent addition, subtraction, and multiplication, and uses these operations for computation and estimation of double digit numbers, while also modeling and demonstrating their inverse relationships.
- Explains the relationship between fractions, decimals, and percents.
- Uses and computes monetary values in real-life contexts.
- Creates numerical and symbolic patterns.
- Consistently classifies and sorts types of angles and lines in everyday objects, letters or symbols.
- Compares appropriate forms and units of measurement for length, weight and capacity.
- Compares data in a graph, table or chart, and predicts trends.

## **Seventh Grade Mathematics Performance Level Descriptors Mississippi Alternate Assessment for with Disabilities**

### **Minimal**

A student performing at the minimal level inconsistently demonstrates the knowledge or skills that define basic level performance for seventh grade.

### **Basic**

A student performing at the basic level demonstrates inconsistent understanding of the specified mathematics concepts and skills for seventh grade. Inaccuracies may interfere with or limit the conceptual understanding. The student:

- Lists the order in which to simplify expressions and converts percents to decimals.
- Sorts and gives values to grouped coins.
- Completes number sentences for addition and subtraction and using the commutative and associative properties of addition and multiplication
- Identifies some parts of a circle, x-axis, y-axis, and point of origin on the coordinate plane.
- Lists events of the day and demonstrates knowledge of types of measurement.
- Determines data to be collected and median of organized data.
- Extends a growing pattern with symbols.
- Recognizes an input/output table.
- Identifies two dimensional shapes and lines of symmetry for two dimensional shapes.

## **Seventh Grade Mathematics Performance Level Descriptors Mississippi Alternate Assessment for with Disabilities (cont.)**

### **Proficient**

A student performing at the proficient level demonstrates an independent and accurate understanding and application of specified seventh-grade mathematics concepts and skills with occasional inaccuracies. The student:

- Uses the order of operations to simplify and solve problems.
- Identifies equivalencies among fractions, decimals, and percents and uses mixed coins and currency values.
- Completes and creates number sentences for addition and subtraction.
- Identifies the commutative and associative properties of addition and multiplication in solving problems.
- Identifies the parts of a circle, which includes diameter and radius, quadrants on the coordinate plane, and right angles in everyday objects.
- Orders a sequence of events in everyday activities.
- Identifies tools used for length, weight, capacity and temperature and recognizes units for measuring temperature.
- Collects and organizes data into tables, and determines median and range.
- Extends a growing pattern with symbols and numbers.
- Identifies two and three dimensional shapes and illustrates lines of symmetry for two dimensional shapes.

### **Advanced**

A student performing at the advanced level exceeds the expectation for demonstrating an independent and accurate understanding of specified seventh-grade mathematics concepts and skills, while also applying and explaining concepts in authentic tasks. The student:

- Uses the order of operations consistently to simplify and solve problems.
- Illustrates fraction, decimal, and percent equivalencies and uses mixed coins and currency values to solve real-world problems.
- Applies addition and subtraction and the concepts of the commutative and associative properties of addition and multiplication to real-life situations.
- Illustrates a circle and its parts, identifies locations on the coordinate grid, and creates right angles using a ruler.
- Uses a schedule to sequence events of the day.
- Selects the appropriate tools used for length, weight, capacity and temperature.
- Organizes data to construct a frequency table, identifies the outlier of given data and recognizes the general effect it has on the data set.
- Creates a pattern using symbols and/or numbers and an input/output table.
- Distinguishes between two and three dimensional shapes and determines lines of symmetry of everyday objects.

## Eighth Grade Mathematics Performance Level Descriptors Mississippi Alternate Assessment for with Disabilities

### **Minimal**

A student performing at the minimal level inconsistently demonstrates the knowledge or skills that define basic level performance for eighth grade

### **Basic**

A student performing at the basic level demonstrates inconsistent understanding of the specified mathematics concepts and skills for eighth grade. Inaccuracies may interfere with or limit the conceptual understanding. The student:

- Is beginning to perform basic operations (*addition, subtraction, multiplication, division*) with 1-2 digit whole numbers.
- May have a limited understanding of identifying and using models to represent improper fractions, mixed numbers, and percents, as well as identifying equivalent fractions and percents.
- Is learning to perform basic money operations to solve problems.
- Completes multiplication and division number sentences.
- Identifies, but does not yet apply the commutative and associative properties of addition and multiplication.
- Is beginning to identify the parts of a circle, the components of the coordinate plane, and types of angles and lines.
- Identifies tools for measurement.
- Organizes data to construct graphs, tables or charts.
- Is beginning to recognize mean, mode, median and range, and understand basic probability.
- Predicts the number of combinations of two or more objects.

## **Eighth Grade Mathematics Performance Level Descriptors Mississippi Alternate Assessment for with Disabilities (cont.)**

### **Proficient**

A student performing at the proficient level demonstrates an independent and accurate understanding and application of specified eighth-grade mathematics concepts and skills with occasional inaccuracies. The student:

- Performs basic operations (*addition, subtraction, multiplication, division*) with 2 digit whole numbers and use them in real-life situations.
- Identifies and uses models to represent improper fractions, mixed numbers, and percents, and identifies equivalent fractions and percents.
- Performs money operations to solve problems in real-life situations.
- Completes and creates number sentences for multiplication and division and applies the commutative and associative properties of addition and multiplication to solve problems.
- Identifies the parts of a circle and types of angles and lines in everyday objects.
- Identifies and locates points on a number line or coordinate plane.
- Identifies and uses appropriate tools to measure and compares units of measurement in customary and metric systems.
- Uses data to construct, interpret, and label a graph, table or chart.
- Determines mean, mode, median, and range of given data and uses basic probability to predict outcomes in everyday activities.
- Predicts and models the number of combinations of two or more objects.

### **Advanced**

A student performing at the advanced level exceeds the expectation for demonstrating an independent and accurate understanding of specified eighth-grade mathematics concepts and skills, while also applying and explaining concepts in authentic tasks. The student:

- Fluently uses basic operations (*addition, subtraction, and multiplication, division*) and performs money operations to solve real-life situations.
- Creates models to represent improper fractions, mixed numbers, and percents, and consistently identifies equivalent fractions and percents.
- Creates and solves multiplication and division number sentences and applies the commutative and associative properties of addition and multiplication to solve problems.
- Computes the circumference, diameter and/or radius of a circle and plots ordered pairs on the coordinate plane.
- Consistently identifies types of angles and lines in everyday objects.
- Uses appropriate tools to measure and compare units of measurement in customary and metric systems.
- Explains data represented on graphs, tables or charts and consistently determines mean, mode, median, and range of given data.
- Uses probability to predict outcomes in everyday activities as well as predicts and models the number of combinations of two or more objects.

## High School Mathematics Performance Level Descriptors Mississippi Alternate Assessment for with Disabilities

### Minimal

A student performing at the minimal level inconsistently demonstrates the knowledge or skills that define basic level performance for high school.

### Basic

A student performing at the basic level demonstrates inconsistent understanding of the specified high school mathematics concepts and skills. Inaccuracies may interfere with or limit the conceptual understanding. The student:

- Identifies the order of operations, parts of a matrix, and begins to recall the commutative and associative properties of addition and multiplication.
- Recognizes the need to compute total cost and identify the components of a specified formula.
- Identifies and matches numerical and geometric patterns.
- Identifies and recognizes the parts of a circle, and parallel and intersecting lines.
- Plots points on a coordinate plane, labels the scale of the x-axis and y-axis, and plots the points of a line given a simple linear equation or a completed t-chart.
- Identifies like terms in simple algebraic expressions and is beginning to solve simple linear equations.
- Is learning to distinguish between greater than and less than signs in inequalities.
- Begins to determine perimeter and area of polygons and circles, surface area of three-dimensional figures, and volume of a rectangular prism.
- Is beginning to explain and define basic probability and plots order pairs of a scatter plot.

## High School Mathematics Performance Level Descriptors Mississippi Alternate Assessment for with Disabilities (cont.)

### **Proficient**

A student performing at the proficient level demonstrates an independent and accurate understanding and application of specified high school mathematics concepts and skills with occasional inaccuracies. The student:

- Simplifies expressions using order of operations, adds whole number matrices, and uses the commutative and associative properties of addition and multiplication.
- Computes total cost, including the tip and/or sales tax on a given item and identifies the components of a specified formula
- Identifies and extends numerical and geometric patterns.
- Locates points on maps and grids, identifies where a line crosses the x-axis and y-axis, identifies parallel and intersecting lines by comparing slopes of equations, and graphs lines given a simple linear equation or a completed t-chart.
- Simplifies and evaluates algebraic expressions and solves linear equations using whole numbers, fractions, and decimals.
- Distinguishes between concepts of more or less than when graphing an inequality.
- Computes perimeter and area of polygons and circles, surface area of three-dimensional figures, and volume of a rectangular prism using a formula or rule.
- Explains and uses basic probability to predict outcomes and interprets and creates scatterplots in relation to a given correlation shown or given data.

### **Advanced**

A student performing at the advanced level exceeds the expectation for demonstrating an independent and accurate understanding of specified high school mathematics concepts and skills, while also applying and explaining concepts in authentic tasks. The student:

- Simplifies expressions using order of operations, adds whole number matrices, and uses the commutative and associative properties of addition and multiplication.
- Accurately computes total cost, including the tip and/or sales tax on a given item and uses the components of a specified formula.
- Extends and creates a generalized rule/description for numerical and geometric patterns.
- Describes points on maps and grids, identifies where a line crosses the x-axis and y-axis, identifies parallel and intersecting lines by comparing slopes of equations, and creates a t-chart and linear equation to graph simple linear equations.
- Simplifies and evaluates simple algebraic expressions and solves simple linear equations using whole numbers, fractions, and decimals.
- Distinguishes between concepts of more or less as it relates to graphing an inequality.
- Computes the perimeter and area of polygons and circles, the surface area of three-dimensional figures, and the volume of a rectangular prism.
- Explains, predicts, and draws conclusions using probability and interprets scatterplots in relation to a given correlation shown or given data.

## Fifth Grade Science Performance Level Descriptors Mississippi Alternate Assessment for Students with Disabilities

### **Minimal**

A student performing at the minimal level inconsistently demonstrates the knowledge or skills that define basic level performance.

### **Basic**

A student performing at the basic level demonstrates inconsistent understanding of the specified science concepts and skills for fifth grade. Inaccuracies may interfere with or limit the conceptual understanding. The student:

- Identifies safety rules for science experiments and/or laboratory procedures.
- Identifies and describes different types of precipitation with inconsistent accuracy.
- Recognizes some tools and instruments used for simple experiments.
- Is beginning to recognize features of the earth and other objects in space.
- Identifies and classifies animals and plants with some consistency.
- Matches the five senses with the appropriate body part.
- Identifies the three states of matter.
- Identifies simple machines in their environment.
- Begins to identify the forms, types or changes of energy.

### **Proficient**

A student performing at the proficient level demonstrates an independent and accurate understanding and application of specified fifth-grade science concepts and skills with occasional inaccuracies. The student:

- Demonstrates specific safety rules for science experiments and/or laboratory procedures.
- Identifies and describes different types of precipitation then compares precipitation data from Mississippi to other states.
- Uses tools and instruments to plan, conduct, and evaluate simple experiments.
- Collects and displays data identifying features of the earth and other objects in space.
- Identifies and classifies animals, plants, and their parts, or identifies relationships of animals and plants with the environment.
- Identifies the five senses and matches the organs to the appropriate body system.
- Describes matter and classifies objects and materials as gases, solids or liquids.
- Classifies and describes activities using force to push or pull objects and identifies simple machines in their environment.
- Identifies and describes the forms, types and changes of energy.

**Fifth Grade Science Performance Level Descriptors**  
**Mississippi Alternate Assessment for Students with Disabilities (cont.)**

**Advanced**

A student performing at the advanced level exceeds the expectation for demonstrating an independent and accurate understanding of specified fifth-grade science concepts and skills, while also applying and explaining concepts in authentic tasks. The student:

- Conducts science experiments and/or laboratory procedures using safety rules.
- Justifies different types of precipitation data from multiple states using charts and/or graphs.
- Classifies various uses of tools depending on the experiment.
- Completes a model of the earth and other objects in space for visual representation.
- Demonstrates, using cited evidence, the relationships of animals and plants in the environment.
- Classifies the organs to the appropriate body system and recognizes functions of the body system.
- Demonstrates chemical and/or physical changes in matter with high accuracy.
- Demonstrates activities using force to push or pull objects and provides a description of simple machines within everyday objects.
- Categorizes and justifies objects by forms, types and changes of energy.

## **Eighth Grade Science Performance Level Descriptors**

### **Mississippi Alternate Assessment for Students with Disabilities**

#### **Minimal**

A student performing at the minimal level inconsistently demonstrates the knowledge or skills that define basic level performance.

#### **Basic**

A student performing at the basic level demonstrates inconsistent understanding of the specified science concepts and skills for eighth grade. Inaccuracies may interfere with or limit the conceptual understanding. The student:

- Identifies specific safety rules for science experiments and/or laboratory procedures.
- Identifies and describes weather patterns from Mississippi to other states with general consistency.
- Matches tools to perform simple experiments.
- Describes features of the earth and other objects in space by similarities and differences.
- Inconsistently compares and/or contrasts plant and animal cells, parts and ecosystems.
- Identifies body systems and good health habits.
- Identifies activities by chemical and/or physical changes.
- Explores objects by actions and forces.
- Identifies the forms, types, and changes of energy.

#### **Proficient**

A student performing at the proficient level demonstrates an independent and accurate understanding and application of specified eighth-grade science concepts and skills with occasional inaccuracies. The student:

- Demonstrates specific safety rules for science experiments and/or laboratory procedures.
- Identifies, describes and compares weather patterns from Mississippi to other states.
- Performs simple experiments using the correct tools.
- Classifies features of the earth and other objects in space by similarities and differences.
- Compares and contrasts plant and animal cells, parts and ecosystems.
- Labels body systems, identifies good health habits, and recognizes diseases and illnesses.
- Classifies activities by chemical or physical changes.
- Explores, measures, and records objects by actions and forces.
- Investigates and describes the forms, types, and changes of energy.

**Eighth Grade Science Performance Level Descriptors**  
**Mississippi Alternate Assessment for Students with Disabilities (cont.)**

**Advanced**

A student performing at the advanced level exceeds the expectation for demonstrating an independent and accurate understanding of specified eighth-grade science concepts and skills, while also applying and explaining concepts in authentic tasks. The student:

- Demonstrates and explains specific safety rules for science experiments and/or laboratory procedures.
- Consistently compares records and predicts weather patterns from Mississippi to other states.
- Performs and evaluates simple experiments using the correct tools.
- Illustrates, creates, or designs the features of the earth and other objects in space by similarities and differences.
- Correctly describes functions of plant and animal cells, parts and ecosystems.
- Predicts outcomes of poor health habits that lead to diseases and illnesses.
- Conducts activities that produce chemical and/or physical changes.
- Measures, records, and explains actions and forces of objects.
- Interprets data concerning the forms, types, and changes of energy.

## High School Science Performance Level Descriptors Mississippi Alternate Assessment for Students with Disabilities

### **Minimal**

A student performing at the minimal level inconsistently demonstrates the knowledge or skills that define basic level performance.

### **Basic**

A student performing at the basic level demonstrates inconsistent understanding of the specified high school science concepts and skills. Inaccuracies may interfere with or limit the conceptual understanding. The student:

- Demonstrates specific safety rules for science experiments using the scientific method and laboratory equipment.
- Conducts simple experiments using the correct tools to draw conclusions.
- Compares and contrasts plant and animal cells, adaptations, and ecosystems.
- Matches scientific vocabulary to visual representation, to describe and explain the results of a simple scientific investigation.
- Begins to describe the basic process used by plants to make their own food, and describes how organisms release energy from food.
- Describes and demonstrates plant and animal relationships in aquatic and land-based ecosystems.
- Identifies plants and animals based upon inherited and learned traits.
- Begins to make simple predictions concerning offspring of plants and animals using models.

### **Proficient**

A student performing at the proficient level demonstrates an independent and accurate understanding and application of specified high school science concepts and skills with occasional inaccuracies. The student:

- Demonstrates and explains specific safety rules for science experiments using the scientific method and laboratory equipment.
- Conducts and evaluates simple experiments using the correct tools to draw conclusions.
- Compares, contrasts, and classifies plant and animal cells, adaptations, and ecosystems.
- Displays scientific vocabulary using visual representation to describe and explain the results of a simple scientific investigation.
- Describes the basic process used by plants to make their own food, and describes how organisms release energy from food.
- Describes, demonstrates, and explains plant and animal relationships in aquatic and land-based ecosystems.
- Recognizes similarities and differences in plants and animals based upon inherited and learned traits.
- Makes simple predictions concerning offspring of plants and animals using models.

**High School Science Performance Level Descriptors**  
**Mississippi Alternate Assessment for Students with Disabilities (cont.)**

**Advanced**

A student performing at the advanced level exceeds the expectation for demonstrating an independent and accurate understanding of specified high school science concepts and skills, while also applying and explaining concepts in authentic tasks. The student:

- Independently exhibits specific safety rules for science experiments using the scientific method and laboratory equipment consistently.
- Independently conducts simple experiments using the correct tools to draw conclusions.
- Correctly classifies and explains plant and animal cells, adaptations, and ecosystems.
- Develops a model using scientific vocabulary and visual representation to describe and explain the results of a simple scientific investigation.
- Models the basic process used by plants to make their own food, and describes how organisms release energy from food.
- Demonstrates understanding of plant and animal relationships in aquatic and land-based ecosystems using a model.
- Compares/contrasts plants and animals based upon inherited and learned traits.
- Justifies simple predictions concerning offspring of plants and animals using models.

**MAAECF PLD Committee  
June 17-18**

**Participant**

Anderson, Sandra  
Dew, Rebecca  
Frazier, Jason  
Freeman, Claudia  
Goolsby, Twilia  
Hall, Cherri  
Harkins, Jan  
Honnoll, Courtney  
Johns, Brad  
Malone, Doris  
Martin, Rod  
Masters, Lynne  
Simpson, Naudia  
Smith, Jenny  
Young, Suzanne

**School District**

Scott County  
Yazoo County  
Lincoln County  
Gulfport  
South Tippah  
Jefferson Davis  
Rankin County  
Lowndes County  
Rankin County  
Natchez-Adams  
Copiah County  
Tunica County  
Canton Public  
Pearl Public  
Union County