

Personalized Alternate Assessment Portfolio (PAAP) Achievement Level Definitions for Science ~ High School

Science achievement level definitions describe the *quality* of a student's responses on state-level alternate assessments in *relation* to the alternate science standards. These definitions serve as the *foundation* for achievement level definitions for the alternate grade level expectations in science.

Skills associated with these achievement level definitions may include some of the following:

- sorting objects into groups using physical properties
- describing physical properties of objects and materials
- using observable characteristics to describe physical changes
- identifying chemical and physical changes
- identifying organisms that are similar and different based on external features
- describing how plants and/or animals look
- describing ways in which the needs of a plant and/or animal are met by its environment
- sorting living things based on external features
- matching organisms to the environment in which they live
- identifying organisms that once lived on Earth but no longer exist
- identifying examples of fossils and/or explaining how fossils are used to help us understand the past

Appropriate performance at the high school level is clarified by the level of complexity within the standard.

Proficient with Distinction

The student's performance demonstrates an understanding of essential concepts in science, including the ability to make connections among central ideas. The student's response demonstrates the ability to utilize information and solve problems and explain central concepts with clarity and accuracy.

Proficient

The student's performance demonstrates a general understanding of essential concepts in science and connections among central ideas. The student's response demonstrates the ability to utilize information and solve problems and explain central concepts. Student work may contain minor errors.

Partially Proficient

The student's performance demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's response demonstrates some ability to utilize information and solve problem. The quality of the responses is inconsistent. Explanation of concepts may be incomplete or unclear.

Substantially Below Proficient

The student's performance demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies.