

Science Performance Level Descriptors for Students with Severe Disabilities

Grade 11 Level A

Emerging	Novice	Proficient
<p>An eleventh-grade student performing at the Emerging Level demonstrates disengagement to limited engagement with the tasks. The student may require extensive support to complete the given task through hand over hand guidance and frequent teacher cues to ensure the correct response. The support given will reduce the cognitive complexity of the skill and the student may have limited interactions with the array of objects/pictures. The student will have a limited understanding of the vocabulary necessary to complete the task and a limited vocabulary related to the precise science vocabulary within a task.</p>	<p>An eleventh-grade student performing at the Novice Level demonstrates engagement with the tasks, but requires moderate support to respond correctly. Support, such as modification of the task complexity through reduction of the array or assistance with task completion may reduce the cognitive complexity of the skill. The student may have a basic understanding of the vocabulary necessary to complete the task and a basic understanding of the precise science vocabulary within a task.</p> <p>A student performing at the Novice Level</p> <p>A. identifies the impact of changes in technology on society at large by selecting the newest innovation in technology; describes a solution to a problem within a simple man-made system by selecting what may be checked to identify a problem within a system; and describes and interprets patterns of change in natural, physical, and man-made systems by selecting points on a chart or matching graphs.</p> <p>B. identifies which type of organism would be supported in different environments by selecting the shelter used by an organism or the environment an organism needs to survive; describes how different plants or animals use structures to function in a given habitat by selecting the structure used similarly by two organisms named; sorts living things into hierarchical groups by selecting a member of a specific class named; and identifies/describes when food may be unsafe to eat by selecting</p>	<p>An eleventh-grade student performing at the Proficient Level independently performs the targeted skills. The student may receive some support, such as verbal prompting that does not reduce the cognitive complexity of the skill. The student will demonstrate an understanding of the vocabulary necessary to complete the task and an understanding of the precise science vocabulary within a task.</p> <p>A student performing at the Proficient Level</p> <p>A. identifies the impact of changes in technology on society at large by selecting the newest innovation in technology; describes a solution to a problem within a simple man-made system by selecting what may be checked to identify a problem within a system; and describes and interprets patterns of change in natural, physical, and man-made systems by selecting points on a chart or matching graphs.</p> <p>B. identifies which type of organism would be supported in different environments by selecting the shelter used by an organism or the environment an organism needs to survive; describes how different plants or animals use structures to function in a given habitat by selecting the structure used similarly by two organisms named; sorts living things into hierarchical groups by selecting a member of a specific class named; and identifies/describes when food may be unsafe to eat by selecting</p>

	<p>pictures of food that may or may not have visual signs of spoilage.</p> <p>C. identifies changes in physical properties of matter as a function of change in temperature by selecting the picture of an item that will show a change in its state of matter.</p> <p>D. identifies the steps of how products come from natural resources by selecting the source of a processed product.</p>	<p>pictures of food that may or may not have visual signs of spoilage.</p> <p>C. identifies changes in physical properties of matter as a function of change in temperature by selecting the picture of an item that will show a change in its state of matter; and categorizes objects based on four physical properties by matching two objects based on the physical properties named.</p> <p>D. identifies the steps of how products come from natural resources by selecting the source of a processed product.</p>
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**Science Performance Level Descriptors for Students with Severe Disabilities
Grade 11 Level B**

Emerging	Novice	Proficient
<p>An eleventh-grade student performing at the Emerging Level requires extensive support to complete the given task through hand over hand guidance and frequent teacher cues to ensure the correct response. The support given will reduce the cognitive complexity of the skill and the student may have limited interactions with the array of objects/pictures. The student will have a limited understanding of the vocabulary necessary to complete the task and a limited vocabulary related to the precise science vocabulary within a task.</p> <p>A student performing at the Emerging Level</p>	<p>An eleventh-grade student performing at the Novice Level requires moderate support to respond correctly. Support, such as modification of the task complexity through reduction of the array or assistance with task completion may reduce the cognitive complexity of the skill. The student may have a basic understanding of the vocabulary necessary to complete the task and a basic understanding of the precise science vocabulary within a task.</p> <p>A student performing at the Novice Level</p> <p>A. identifies the impact of changes in technology on society at large by naming a consequence of a new technology; describes a solution to a problem within a simple man-made system by naming one solution to the problem described in the scenario; and describes and interprets patterns of change in natural, physical, and man-made systems by selecting values on bar charts and line graphs.</p> <p>B. describes how different plants or animals use structures to function in a given habitat by naming the structure used to accomplish a task pictured and how the structure will be used to complete the task; sorts living things into hierarchical groups by identifying the classes of various pictures included on a graphic organizer; identifies/describes human impact on the environment by naming the affects of pollution on living things in a scenario described; and</p>	<p>An eleventh-grade student performing at the Proficient Level independently performs the targeted skills. The student may receive some support, such as verbal prompting that does not reduce the cognitive complexity of the skill. The student will demonstrate an understanding of the vocabulary necessary to complete the task and an understanding of the precise science vocabulary within a task.</p> <p>A student performing at the Proficient Level</p> <p>A. identifies the impact of changes in technology on society at large by naming a consequence of a new technology; describes a solution to a problem within a simple man-made system by naming one solution to the problem described in the scenario; describes and interprets patterns of change in natural, physical, and man-made systems by selecting values on bar charts and line graphs; and selects values on bar charts and line graphs by selecting different values presented on a line graph.</p> <p>B. describes how different plants or animals use structures to function in a given habitat by naming the structure used to accomplish a task pictured and how the structure will be used to complete the task; sorts living things into hierarchical groups by identifying the classes of various pictures included on a graphic organizer; identifies/describes human impact on the</p>

<p>C. identifies the final product when items are combined resulting in a physical change, change in appearance, and a chemical change by selecting the product made when combining four ingredients.</p> <p>D. compares and contrasts weather conditions using weather forecasts by selecting the most appropriate day for the activity named based on weather symbols in a forecast.</p>	<p>identifies/describes when food may be unsafe to eat by selecting the food that is safe to eat based on expiration dates.</p> <p>C. identifies the final product when items are combined resulting in a physical change, change in appearance, and a chemical change by selecting the product made when combining four ingredients; makes predictions and identifies changes in physical properties of matter as a function of change in temperature by sequencing pictures demonstrating changes in a state of matter of an object based on change in temperature; compares objects of different masses, surfaces, and inclines and the force needed to move them by describing a possible solution to a problem described when an attempt was made to move an object; and determines the speed, distance, or time an object travels by selecting a choice from a table.</p> <p>D. compares and contrasts weather conditions using weather forecasts by selecting the most appropriate day for the activity named based on weather symbols in a forecast; identifies the steps of how products come from natural resources by selecting the location of the primary ingredient in a product; identifies affects of temperature on peoples' choice of clothing by matching temperatures to the choice of clothing people wear; and identifies extreme weather conditions and describes appropriate weather precautions by selecting a picture representing an appropriate action to take in an extreme weather condition described.</p>	<p>environment by naming the affects of pollution on living things in a scenario described; identifies/describes when food may be unsafe to eat by selecting the food that is safe to eat based on expiration dates; identifies which type of organism would be supported in different environments by naming the advantages of one environment over another environment for the survival of an organism; and identifies/describes when food may be unsafe to eat by naming two unsafe food handling practices that occurred in a scenario described.</p> <p>C. identifies the final product when items are combined resulting in a physical change, change in appearance, and a chemical change by selecting the product made when combining four ingredients; makes predictions and identifies changes in physical properties of matter as a function of change in temperature by sequencing pictures demonstrating changes in a state of matter of an object based on change in temperature; compares objects of different masses, surfaces, and inclines and the force needed to move them by describing a possible solution to a problem described when an attempt was made to move an object; determines the speed, distance, or time an object travels by selecting a choice from a table; and categorizes objects based on four physical properties by selecting an object based on three physical properties named.</p> <p>D. compares and contrasts weather conditions using weather forecasts by selecting the most appropriate day for the activity named based on weather symbols in a forecast; identifies the steps of how products come from natural resources by selecting the location of the primary ingredient in a product; identifies affects of temperature on peoples' choice of</p>
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**Science Performance Level Descriptors for Students with Severe Disabilities
Grade 11 Level C**

Emerging	Novice	Proficient	Advanced
<p>An eleventh-grade student performing at the Emerging Level requires extensive support to complete the given task through hand over hand guidance and frequent teacher cues to ensure the correct response. The support given will reduce the cognitive complexity of the skill and the student may have limited interactions with the array of objects/pictures. The student will have a limited understanding of the vocabulary necessary to complete the task and a limited vocabulary related to the precise science vocabulary within a task.</p>	<p>An eleventh-grade student performing at the Novice Level requires moderate support to respond correctly. Support, such as modification of the task complexity through reduction of the array or assistance with task completion may reduce the cognitive complexity of the skill. The student may have a basic understanding of the vocabulary necessary to complete the task and a basic understanding of the precise science vocabulary within a task.</p>	<p>An eleventh-grade student performing at the Proficient Level independently performs the targeted skills. The student may receive some support, such as verbal prompting that does not reduce the cognitive complexity of the skill. The student will demonstrate an understanding of the vocabulary necessary to complete the task and an understanding of the precise science vocabulary within a task.</p>	<p>An eleventh-grade student performing at the Advanced Level occasionally may require minimal support like prompts to elicit the correct answer. The support needed to complete the skills will not alter the cognitive complexity of the skills. The student will demonstrate an understanding of the vocabulary necessary to complete the task and an understanding of the precise science vocabulary within a task.</p>
<p>A student performing at the Emerging Level</p>	<p>A student performing at the Novice Level</p>	<p>A student performing at the Proficient Level</p>	<p>A student performing at the Advanced Level</p>
<p>A. describes and interprets patterns of change in natural, physical, and man-made systems by describing the trendline on a line graph and making a prediction of the continuation of data by selecting a number from an array.</p>	<p>A. describes and interprets patterns of change in natural, physical, and man-made systems by describing the trendline on a line graph and making a prediction of the continuation of data by selecting a number from an array; identifies the impact of changes in technology on society at large by naming a consequence of a new technology; describes and interprets patterns of change in natural, physical, and man-made systems by selecting data points</p>	<p>A. describes and interprets patterns of change in natural, physical, and man-made systems by describing the trendline on a line graph and making a prediction of the continuation of data by selecting a number from an array; identifies the impact of changes in technology on society at large by naming a consequence of a new technology; describes and interprets patterns of change in natural, physical, and man-made systems by selecting data points</p>	<p>A. describes and interprets patterns of change in natural, physical, and man-made systems by describing the trendline on a line graph and making a prediction of the continuation of data by selecting a number from an array; identifies the impact of changes in technology on society at large by naming a consequence of a new technology; describes and interprets patterns of change in natural, physical, and man-made systems by selecting data points</p>

<p>C. identifies the final product when items are combined resulting in a physical change, change in appearance, and a chemical change by selecting the picture of the food that doesn't contain an ingredient named.</p> <p>D. identifies the steps of how products come from natural resources by sequencing pictures of the stages of production of a product; identifies the effects of temperature on peoples' choice of clothing by naming an article of clothing worn in one temperature but not in another temperature; compares and contrasts weather conditions using weather forecasts by selecting the most appropriate day for activity named based on the percentage chance of specific</p>	<p>on a chart; calculates the difference of two values on a graph; and selects the missing value based on information provided on a graph.</p> <p>B. identifies which type of organism would be supported in different environments by sorting organisms into environments needed for their survival; sorts living things into hierarchical groups by using a graphic organizer to categorize organisms into kingdom, class, and species; and identifies/describes when food may be unsafe to eat by describing the function of an expiration date.</p> <p>C. identifies the final product when items are combined resulting in a physical change, change in appearance, and a chemical change by selecting the picture of the food that doesn't contain an ingredient named; makes predictions and identifies changes in physical properties of matter as a function of change in temperature by selecting the picture of an item heated/cooled the longest/shortest; and compares objects of different masses, surfaces, and inclines and the force needed to move them by describing a possible solution to a problem described when two attempts were made to move an object.</p> <p>D. identifies the steps of how products come from natural</p>	<p>on a chart; calculates the difference of two values on a graph; selects the missing value based on information provided on a graph; and describes a solution to a problem within a simple man-made system by naming two problems with a system based on scenario described.</p> <p>B. identifies which type of organism would be supported in different environments by sorting organisms into environments needed for their survival; sorts living things into hierarchical groups by using a graphic organizer to categorize organisms into kingdom, class, and species; identifies/describes when food may be unsafe to eat by describing the function of an expiration date; and describes how different plants or animals use structures to function in a given habitat by describing the similarity in function between the structures of two different species.</p> <p>C. identifies the final product when items are combined resulting in a physical change, change in appearance, and a chemical change by selecting the picture of the food that doesn't contain an ingredient named; makes predictions and identifies changes in physical properties of matter as a function of change in temperature by selecting the picture of an item heated/cooled the longest/shortest;</p>	<p>on a chart; calculates the difference of two values on a graph; selects the missing value based on information provided on a graph; and describes a solution to a problem within a simple man-made system by naming two problems with a system based on scenario described.</p> <p>B. identifies which type of organism would be supported in different environments by sorting organisms into environments needed for their survival; sorts living things into hierarchical groups by using a graphic organizer to categorize organisms into kingdom, class, and species; identifies/describes when food may be unsafe to eat by describing the function of an expiration date; and describes how different plants or animals use structures to function in a given habitat by describing the similarity in function between the structures of two different species; and identifies/describes human impact on the environment by describing two effects of human activity on the environment.</p> <p>C. identifies the final product when items are combined resulting in a physical change, change in appearance, and a chemical change by selecting the picture of the food that doesn't contain an ingredient named; makes predictions and identifies changes in physical</p>
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<p>weather occurring on a specific day; and identifies extreme weather conditions and describes appropriate precautions to take by selecting the word describing the extreme weather condition and the precautions that would be taken.</p>	<p>resources by sequencing pictures of the stages of production of a product; identifies the effects of temperature on peoples' choice of clothing by naming an article of clothing worn in one temperature but not in another temperature; compares and contrasts weather conditions using weather forecasts by selecting the most appropriate day for activity named based on the percentage chance of specific weather occurring on a specific day; and identifies extreme weather conditions and describes appropriate precautions to take by selecting the word describing the extreme weather condition and the precautions that would be taken.</p>	<p>compares objects of different masses, surfaces, and inclines and the force needed to move them by describing a possible solution to a problem described when two attempts were made to move an object; and determines the speed, distance, or time an object travels by calculating the missing value from a table.</p> <p>D. identifies the steps of how products come from natural resources by sequencing pictures of the stages of production of a product; identifies the effects of temperature on peoples' choice of clothing by naming an article of clothing worn in one temperature but not in another temperature; compares and contrasts weather conditions using weather forecasts by selecting the most appropriate day for activity named based on the percentage chance of specific weather occurring on a specific day; and identifies extreme weather conditions and describes appropriate precautions to take by selecting the word describing the extreme weather condition and the precautions that would be taken; and describes how people may conserve natural resources by describing how participating in one event instead of another may affect the environment.</p>	<p>properties of matter as a function of change in temperature by selecting the picture of an item heated/cooled the longest/shortest; compares objects of different masses, surfaces, and inclines and the force needed to move them by describing a possible solution to a problem described when two attempts were made to move an object; determines the speed, distance, or time an object travels by calculating the missing value from a table; and categorizes objects based on four physical properties by sorting based on an attribute different from that displayed by the test administer.</p> <p>D. identifies the steps of how products come from natural resources by sequencing pictures of the stages of production of a product; identifies the effects of temperature on peoples' choice of clothing by naming an article of clothing worn in one temperature but not in another temperature; compares and contrasts weather conditions using weather forecasts by selecting the most appropriate day for activity named based on the percentage chance of specific weather occurring on a specific day; and identifies extreme weather conditions and describes appropriate precautions to take by selecting the word describing the extreme weather condition and the precautions that would be taken; and describes how people may</p>
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