Science Performance Level Descriptors for Students with Severe Disabilities
Grade 8 Level A

Emerging	Novice	Proficient
An eighth-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.	An eighth-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. A student performing at the Novice Level A. identifies parts of a simple man made system by selecting a specific part of the system based on function. B. identifies environments in which an animal or plant can survive by selecting where various organisms may live; and sorts living things into exclusive groups based on common characteristics by selecting examples of a specific kingdom named. C. identifies and predicts the change in the state of matter as a function of a change in temperature by selecting items that are in a specific state of matter named. D. identifies clothing to wear related to extreme temperature conditions by selecting clothing worn in a temperature named; and compares and contrasts weather conditions using observation or verbal description by selecting a weather	An eighth-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. A student performing at the Proficient Level A. identifies parts of a simple man made system by selecting a specific part of the system based on function; and identifies possible advantages and disadvantages of technologies by selecting the tool with the advantage or disadvantage named. B. identifies environments in which an animal or plant can survive by selecting where various organisms may live; sorts living things into exclusive groups based on common characteristics by selecting examples of a specific kingdom named; identifies how multiple structures of a plant or animal work together to perform a function for the survival of the organism in a given habitat by selecting a the body part used to complete a specific function; and identifies and/or describes safe food handling, preparation, and storage practices by selecting foods that may or may not need refrigeration.

	symbol named.	C. identifies and predicts the change in the state of matter as a function of a change in temperature by selecting items that are in a specific state of matter named; and categorizes objects according to two physical properties by matching objects based on the physical properties named. D. identifies clothing to wear related to extreme temperature conditions by selecting clothing worn in a temperature named; compares and contrasts weather conditions using observation or verbal description by selecting a weather symbol named; identifies natural resources used to manufacture processed food/products by selecting the source of processed foods/products; and categorizes recyclable objects by identifying the group in which items belong.

Science Performance Level Descriptors for Students with Severe Disabilities
Grade 8 Level B

Emerging	Novice	Proficient
An eighth-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.	An eighth-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.	An eighth-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.
A student performing at the Emerging Level	A student performing at the Novice Level	A student performing at the Proficient Level
	A. identifies parts of a simple man-made system based on function by selecting a picture of the part serving a function named.	A. identifies parts of a simple man-made system based on function by selecting a picture of the part serving a function named; and identifies possible advantages/disadvantages of technologies by naming an advantage or disadvantage of a new technology.
B. identifies the environment in which the animal or plant can survive by selecting the environment an animal needs to survive; identifies how multiple structures of a plant or animal work together to perform a function for the survival of the organism in a given habitat by naming two body parts needed to complete an action shown in a picture; describes life cycles of plants and animals including both vertebrates and invertebrates by selecting the next stage of a cycle; and sorts living things into exclusive groups based on common characteristics by sorting two kingdoms using a graphic organizer.	B. identifies the environment in which the animal or plant can survive by selecting the environment an animal needs to survive; identifies how multiple structures of a plant or animal work together to perform a function for the survival of the organism in a given habitat by naming two body parts needed to complete an action shown in a picture; describes life cycles of plants and animals including both vertebrates and invertebrates by selecting the next stage of a cycle; sorts living things into exclusive groups based on common characteristics by sorting two kingdoms using a graphic organizer; identifies effects of seasons on human behavior and activities by selecting activities that may be done in any season; and	B. identifies the environment in which the animal or plant can survive by selecting the environment an animal needs to survive; identifies how multiple structures of a plant or animal work together to perform a function for the survival of the organism in a given habitat by naming two body parts needed to complete an action shown in a picture; describes life cycles of plants and animals including both vertebrates and invertebrates by selecting the next stage of a cycle; sorts living things into exclusive groups based on common characteristics by sorting two kingdoms using a
C. categorizes objects according to two physical		

properties by creating a group of objects based on the physical properties named; identifies a final product when items are combined resulting in a physical change and change in appearance by selecting an ingredient in a food that has changed in appearance; identifies the relationship between the force needed to move an object and the mass, surface, and incline by describing why items could not be moved; and identifies the speed, distance, or time an object travels by selecting a choice from a table. D. compares and contrasts weather conditions by selecting the weather symbol based on the changes in the weather described.	identifies direct effects of pollution on the environment by describing result of pollution within an environment pictured. C. categorizes objects according to two physical properties by creating a group of objects based on the physical properties named; identifies a final product when items are combined resulting in a physical change and change in appearance by selecting an ingredient in a food that has changed in appearance; identifies the relationship between the force needed to move an object and the mass, surface, and incline by describing why items could not be moved; and identifies the speed, distance, or time an object travels by selecting a choice from a table; and identifies and predicts the change in the state of matter as a function of a change in temperature by describing why items need to be kept at a specific temperature to maintain their state. D. compares and contrasts weather conditions by selecting the weather symbol based on the changes in the weather described; describes how to conserve natural resources by naming a way to conserve natural resources after being told one way to conserve; and identifies clothing to wear in extreme temperature conditions by selecting a picture of a person dressed for a specific temperature.	graphic organizer; identifies effects of seasons on human behavior and activities by selecting activities that may be done in any season; identifies direct effects of pollution on the environment by describing result of pollution within an environment pictured; and identifies and/or describes safe food handling, preparation, and storage practices by describing possible result of unsafe food handling. C. categorizes objects according to two physical properties by creating a group of objects based on the physical properties named; identifies a final product when items are combined resulting in a physical change and change in appearance by selecting an ingredient in a food that has changed in appearance; identifies the relationship between the force needed to move an object and the mass, surface, and incline by describing why items could not be moved; and identifies the speed, distance, or time an object travels by selecting a choice from a table; and identifies and predicts the change in the state of matter as a function of a change in temperature by describing why items need to be kept at a specific temperature to maintain their state. D. compares and contrasts weather conditions by selecting the weather symbol based on the changes in the weather described; describes how to conserve natural resources by naming a way to conserve natural resources after being told one way to conserve; and identifies clothing to wear in extreme temperature conditions by selecting a picture of a person dressed for a specific temperature; identifies natural resources used to manufacture processed food/products by matching processed products with their source; categorizes recyclable objects by selecting items from a picture that will be recycled; and describes appropriate precautions in extreme

		weather conditions by selecting the safest/most dangerous location in a weather condition named.

Science Performance Level Descriptors for Students with Severe Disabilities Grade 8 Level C			
Emerging	**Novice**	**Proficient**	**Advanced**
An eighth-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.	An eighth-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. .	An eighth-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.	An eighth-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.
A student performing at the Emerging Level	A student performing at the Novice Level	A student performing at the Proficient Level	A student performing at the Advanced Level
A. identifies possible advantages/disadvantages of technologies by describing an advantage or disadvantage of a new technology; and identifies the parts of a simple man-made system based on function by describing the function of a specific part in the system.	A. identifies possible advantages/disadvantages of technologies by describing an advantage or disadvantage of a new technology; and identifies the parts of a simple man-made system based on function by describing the function of a specific part in the system.	A. identifies possible advantages/disadvantages of technologies by describing an advantage or disadvantage of a new technology; and identifies the parts of a simple man-made system based on function by describing the function of a specific part in the system.	A. identifies possible advantages/disadvantages of technologies by describing an advantage or disadvantage of a new technology; and identifies the parts of a simple man-made system based on function by describing the function of a specific part in the system.
B. identifies the environment in which the animal or plant can survive by describing how habitat	B. identifies the environment in which the animal or plant can survive by describing how habitat	B. identifies the environment in which the animal or plant can survive by describing how habitat	B. identifies the environment in which the animal or plant can survive by describing how habitat

destruction will affect animals' ability to survive; and identifies how multiple structures of a plant or animal work together to perform a function for the survival of the organism in a given habitat by describing how structures may work together to complete a task. C. identifies and predicts the change in the state of matter as a function of a change in temperature by describing why an item remains in a state of matter due to the temperature. D. identifies clothing to wear in extreme temperature conditions by naming an article of clothing worn at a specific temperature.	destruction will affect animals' ability to survive; identifies how multiple structures of a plant or animal work together to perform a function for the survival of the organism in a given habitat by describing how structures may work together to complete a task; sorts living things into exclusive groups based on common characteristics by sorting five classes using a graphic organizer; identifies direct affects of pollution on the environment by naming how organisms may be affected by the pollution described in a scenario; and identifies and/or describes safe food handling, preparation, and storage practices by describing an unsafe handling procedure from a scenario described. C. identifies and predicts the change in the state of matter as a function of a change in temperature by describing why an item remains in a state of matter due to the temperature; identifies the final product when items are combined resulting in a physical change and change in appearance by naming what can be made using the ingredients pictured; and identifies the speed, distance, or time an object travels by selecting a choice from a table. D. identifies clothing to wear in extreme temperature conditions by naming an article of clothing worn	destruction will affect animals' ability to survive; identifies how multiple structures of a plant or animal work together to perform a function for the survival of the organism in a given habitat by describing how structures may work together to complete a task; sorts living things into exclusive groups based on common characteristics by sorting five classes using a graphic organizer; identifies direct affects of pollution on the environment by naming how organisms may be affected by the pollution described in a scenario; identifies and/or describes safe food handling, preparation, and storage practices by describing an unsafe handling procedure from a scenario described; describes life cycles of plants and animals including both vertebrates and invertebrates by sequencing the life cycle of an organism; and identifies affects of seasons on human behavior and activities by naming two weather conditions needed in a season to complete an activity. C. identifies and predicts the change in the state of matter as a function of a change in temperature by describing why an item remains in a state of matter due to the temperature; identifies the final product when items are combined resulting in a physical change and change in appearance by naming what can be made using the	destruction will affect animals' ability to survive; identifies how multiple structures of a plant or animal work together to perform a function for the survival of the organism in a given habitat by describing how structures may work together to complete a task; sorts living things into exclusive groups based on common characteristics by sorting five classes using a graphic organizer; identifies direct affects of pollution on the environment by naming how organisms may be affected by the pollution described in a scenario; identifies and/or describes safe food handling, preparation, and storage practices by describing an unsafe handling procedure from a scenario described; describes life cycles of plants and animals including both vertebrates and invertebrates by sequencing the life cycle of an organism; and identifies affects of seasons on human behavior and activities by naming two weather conditions needed in a season to complete an activity. C. identifies and predicts the change in the state of matter as a function of a change in temperature by describing why an item remains in a state of matter due to the temperature; identifies the final product when items are combined resulting in a physical change and change in appearance by naming what can be made using the

	at a specific temperature; describes how to conserve natural resources by selecting a picture of a person using the least amount of natural resource named; and describes appropriate precautions in extreme weather conditions by naming two precautions to take in a weather condition named.	ingredients pictured; and identifies the speed, distance, or time an object travels by selecting a choice from a table. D. identifies clothing to wear in extreme temperature conditions by naming an article of clothing worn at a specific temperature; describes how to conserve natural resources by selecting a picture of a person using the least amount of natural resource named; describes appropriate precautions in extreme weather conditions by naming two precautions to take in a weather condition named; identifies natural resources used to manufacture processed food/products by naming the main ingredient in a processed food; categorizes recyclable objects by sorting pictures of items into one of four categories of recyclables or trash; and compares weather conditions at different locations on a weather map by using a map legend to select an area on a weather map.	ingredients pictured; identifies the speed, distance, or time an object travels by selecting a choice from a table; categorizes objects according to two physical properties by sorting items into groups based on the physical properties named; and identifies the relationship between the force needed to move an object and the mass, surface, and incline by describing the difference in force needed to move an object based on the scenario pictured. D. identifies clothing to wear in extreme temperature conditions by naming an article of clothing worn at a specific temperature; describes how to conserve natural resources by selecting a picture of a person using the least amount of natural resource named; describes appropriate precautions in extreme weather conditions by naming two precautions to take in a weather condition named; identifies natural resources used to manufacture processed food/products by naming the main ingredient in a processed food; categorizes recyclable objects by sorting pictures of items into one of four categories of recyclables or trash; and compares weather conditions at different locations on a weather map by using a map legend to select an area on a weather map.