**Grade 5 Science**

**Students demonstrate science concepts and skills aligned to modified Next Generation Science Standards. The performance level descriptors are organized in a manner that assumes students demonstrating higher levels of command have mastered the concepts and skills within the lower levels. For example, a student who is At Target has also mastered the concepts and skills included in the Approaching Target performance level.**

**With appropriate support, Advanced students can typically:**

* Demonstrate that the weight of a mixture is the same before and after separation
* Distinguish between healthy choices and unhealthy choices for the human body
* Compare and contrast characteristics between groups of plants and groups of animals
* Sort animals by observable characteristics
* Identify ways to conserve resources
* Identify landforms that are created by Earth's forces
* Identify forms of precipitation by physical characteristics

**With appropriate support, At Target students can typically:**

* Determine the weight of an individual component of a mixture after separation
* Identify the function of the internal organs of the human body
* Recognize a relationship between healthy choices and a healthy body
* Understand how plants and animals get the food they need to survive
* Compare the physical characteristics of plants to plants and animals to animals
* Distinguish between renewable and nonrenewable resources
* Identify forces that create common landforms
* Use weather condition symbols to recognize different types of weather based on observable characteristics

**With appropriate support, Approaching Target students can typically:**

* Identify physical properties of matter
* Select appropriate tools to separate simple mixtures based on physical properties
* Separate simple mixtures based on physical properties
* Identify the functions of the sensory organs, stomach, lungs and heart
* List ways to maintain a healthy body
* List observable characteristics of animals
* Match animals to animals and plants to plants based on similar physical characteristics
* List basic survival needs for plants and animals
* List Earth’s resources
* Identify a source of energy as renewable or nonrenewable
* Label basic landforms of Earth
* Compare forms of precipitation

**With appropriate support, Emerging students can typically:**

* Recognize physical properties of matter
* Identify observable parts of the human body
* Recognize basic survival needs for plants and animals
* Identify basic Earth resources
* Recognize basic landforms of Earth
* Identify common forms of precipitation (e.g., rain and snow)
* Recognize sources of daily/weekly weather information

**An Inconclusive designation is given to students who did not respond to any items on the assessment.**

**Grade 8 Science**

**Students demonstrate science concepts and skills aligned to modified Next Generation Science Standards. The performance level descriptors are organized in a manner that assumes students demonstrating higher levels of command have mastered the concepts and skills within the lower levels. For example, a student who is At Target has also mastered the concepts and skills included in the Approaching Target performance level.**

**With appropriate support, Advanced students can typically:**

* Match an object to itself before and after a physical or chemical change
* Compare and contrast different water or sound waves using wave characteristics
* Determine if different materials can absorb, reflect, or refract light
* Predict the effect of a human activity on a local ecosystem
* Identify why the appearances of the Sun and the moon change in the sky, including phases of the moon and eclipses

**With appropriate support, At Target students can typically:**

* Determine an object's directionality and compare the speeds of moving objects
* Determine sources for light and heat
* Determine if an object has undergone a physical or chemical change
* Identify sources of waves
* Identify human activities that have an effect on local ecosystems
* Identify traits that are passed down from parent to child
* Compare safe and unsafe practices during severe weather conditions
* Use models and simulations to explore the motions of Earth, the moon, and the Sun

**With appropriate support, Approaching Target students can typically:**

* Recognize that the speed and direction of a force can change moving objects
* Compare different forms of energy
* Label chemical and physical changes
* Label different types of waves
* Recognize the effect of human activity on the local ecosystem
* Identify similarities and differences in parents and children
* Identify severe weather conditions and follow a simple action plan for severe weather
* Recognize facts and fiction in regards to space exploration

**With appropriate support, Emerging students can typically:**

* Identify objects changing speed while moving
* Recognize that heat, light, and electricity are forms of energy
* Identify different types of waves
* Recognize stages of human aging
* Recognize different weather conditions
* Identify different climates
* Identify scientific tools related to weather and space exploration
* Acknowledge that celestial objects have patterns of movement

**An Inconclusive designation is given to students who did not respond to any items on the assessment.**

**Grade 11 Science**

**Students demonstrate science concepts and skills aligned to modified Next Generation Science Standards. The performance level descriptors are organized in a manner that assumes students demonstrating higher levels of command have mastered the concepts and skills within the lower levels. For example, a student who is At Target has also mastered the concepts and skills included in the Approaching Target performance level.**

**With appropriate support, Advanced students can typically:**

* Predict the direction or relative speed of an object as a result of an unbalanced force
* Group items based on physical properties
* Identify products in a chemical reaction
* Determine types of energy associated with common objects
* Compare characteristics of different types of animals
* Recognize how cells group together and how body systems work together
* Recognize how organism populations have adapted to change
* Identify the factors that affect climate

**With appropriate support, At Target students can typically:**

* Compare objects and the forces required to move them
* Identify item characteristics as physical or chemical
* Compare elements and compounds
* Identify the chemical reaction in an object that causes an observable change
* Identify an element present in a compound
* Distinguish between different types of energy transformations
* Compare positive and negative effects of human activities on ecosystems
* Compare healthy and unhealthy lifestyle choices
* Distinguish between inherited traits and learned behaviors
* Recognize how the earth has changed over time

**With appropriate support, Approaching Target students can typically:**

* Identify the fastest object in a group
* Use ratios to determine a type of physical change in a mixture
* Identify chemical reactions in household items and common organisms
* Identify sources of energy
* Identify similarities and differences in parents and children
* List basic needs for space travel
* Identify severe weather conditions and follow a simple action plan for severe weather

**With appropriate support, Emerging students can typically:**

* Understand that force is required to move
* Identify the result of a chemical reaction
* Identify parts of plant and animal cells
* Recognize how ecosystems are affected by human activities
* Identify different climates
* Match scientific tools to their use in weather and space exploration

**An Inconclusive designation is given to students who did not respond to any items on the assessment.**