

## English Language Arts Descriptions of Achievement Levels

| Performance Level | ELA Achievement Level Definitions   | Grades 3–5   | Grades 6–8   | Grade 10   |
|-------------------|---|--|--|--|
| 1                 | <p>Students performing at level 1 demonstrate emerging academic skills and competencies in reading, writing, and communication.</p>     | <p>Students performing at level 1 should be able to</p> <ul style="list-style-type: none"> <li>• listen (as evidenced by facial expressions, gestures, or sounds) to a variety of text read aloud;</li> <li>• point or eye gaze to objects, pictures, or letters to complete a writing activity;</li> <li>• engage (using facial expressions, gestures, or sounds) in conversations focused on objects in the immediate surroundings;</li> <li>• listen (as evidenced by facial expressions gestures or sounds) to a speaker.</li> </ul>   | <p>Students performing at level 1 should be able to</p> <ul style="list-style-type: none"> <li>• point or eye gaze to objects or pictures related to a variety of grade appropriate or adapted text focused on concrete concepts, read aloud;</li> <li>• point or eye gaze to objects, pictures, or letters to create a simple composition;</li> <li>• engage in conversations focused on events in the immediate surroundings as evidenced by facial expressions, gestures, or sounds;</li> <li>• listen to a speaker as evidenced by facial expressions, gestures, without interrupting.</li> </ul>  | <p>Students performing at level 1 should be able to</p> <ul style="list-style-type: none"> <li>• listen to a variety of grade appropriate/adapted texts read aloud as evidenced by facial expressions, gestures, or sounds;</li> <li>• point or eye gaze to objects, pictures, or letters to complete more complex written products;</li> <li>• engage in conversations focused on objects or events outside the immediate surroundings as evidenced by facial expressions, gestures, or sounds;</li> <li>• listen and respond to a speaker.</li> </ul>  |
| 2                 | <p>Students performing at level 2 demonstrate foundational academic skills and competencies in reading, writing, and communication.</p> | <p>Students performing at level 2 should be able to</p> <ul style="list-style-type: none"> <li>• tell or show what a grade appropriate or adapted text, which contains high frequency words, is about;</li> <li>• identify individual words/picture symbols;</li> <li>• identify story elements (e.g., main idea, events, setting, and characters);</li> <li>• use oral and written language to describe;</li> <li>• select from a list of topics to generate ideas for written communication;</li> <li>• listen to a speaker without interrupting;</li> <li>• respond appropriately in conversations .</li> </ul> | <p>Students performing at level 2 should be able to</p> <ul style="list-style-type: none"> <li>• tell or show what text that requires only literal interpretation is about (using objects, pictures, or words);</li> <li>• read a variety of grade appropriate/adapted texts (e.g., recipes or advertisements);</li> <li>• identify story elements (e.g., main idea, events, setting, characters, and conflict);</li> <li>• make connections within and between texts;</li> <li>• use oral and written language to explain;</li> <li>• select from a list of topics to generate multiple ideas for written communication;</li> <li>• focus attention on a speaker and listen without interrupting;</li> <li>• engage in conversations by answering direct questions about familiar situations;</li> <li>• follow oral and/or written one-step directions.</li> </ul> | <p>Students performing at level 2 should be able to</p> <ul style="list-style-type: none"> <li>• tell or show what a grade-appropriate or adapted text that requires simple inferences is about</li> <li>• read a variety of texts (e.g. recipes, advertisements, schedules, and newspapers)</li> <li>• identify story elements (e.g., main idea, events, setting, characters, conflict, and plot);</li> <li>• gather meaning from graphic representations;</li> <li>• use oral and written language to explain, inform, and describe;</li> <li>• generate ideas for written communication;</li> <li>• edit own writing;</li> <li>• engage in conversations by answering direct questions about the immediate environment or other familiar surroundings.</li> </ul> |

| Performance Level | ELA Achievement Level Definitions  | Grades 3–5  | Grades 6–8   | Grade 10  |
|-------------------|--|---|--|---|
| 3                 | Students performing at level 3 demonstrate increasing academic skills and competencies in reading, writing, and communication. | <p>Students performing at level 3 should be able to</p> <ul style="list-style-type: none"> <li>identify story elements in text (e.g., characters, settings, events, cause and effect, and problem solution);</li> <li>read words and simple sentences;</li> <li>generate an idea and use words, pictures, or oral language to write;</li> <li>follow one-step oral or signed directions;</li> <li>communicate agreement or disagreement appropriately.</li> </ul>                       | <p>Students performing at level 3 should be able to</p> <ul style="list-style-type: none"> <li>identify and recall details in text including main idea and characters;</li> <li>draw conclusions and make simple predictions and inferences about the text;</li> <li>determine meaning of unfamiliar words;</li> <li>generate multiple ideas by selecting from a list and use words, pictures, or oral language to write;</li> <li>initiate conversation about immediate surroundings.</li> </ul>  | <p>Students performing at level 3 should be able to</p> <ul style="list-style-type: none"> <li>make connections with text (plot, characters, setting);</li> <li>make inferences about events in text;</li> <li>understand multiple meanings of words;</li> <li>compare and contrast story elements from different stories;</li> <li>discriminate fact from fiction;</li> <li>generate an idea and use words, pictures, or oral language to write;</li> <li>follow directions to complete a task;</li> <li>initiate conversations about immediate surroundings or other familiar topics.</li> </ul>  |
| 4                 | Students performing at level 4 demonstrate and apply academic skills and competencies in reading, writing, and communication.  | <p>Students performing at level 4 should be able to</p> <ul style="list-style-type: none"> <li>identify story elements such as the main idea and cause and effect;</li> <li>draw conclusions and make predictions about text;</li> <li>read and understand the main idea of a simple paragraph;</li> <li>create and edit personal written products;</li> <li>follow two-step oral or signed directions;</li> <li>take turns appropriately during conversation or discussion.</li> </ul> | <p>Students performing at level 4 should be able to</p> <ul style="list-style-type: none"> <li>recognize and recall details in text, including the main idea, plot, characters, and setting;</li> <li>draw conclusions and make predictions and inferences about the text;</li> <li>read and understand the main idea of a simple paragraph;</li> <li>explain word meanings;</li> <li>create and edit personal written products;</li> <li>follow oral/signed or written directions;</li> <li>initiate and retell conversations.</li> </ul> | <p>Students performing at level 4 should be able to</p> <ul style="list-style-type: none"> <li>recognize and recall details in text, including the main idea, plot, characters, and setting;</li> <li>draw conclusions, and make predictions and inferences about the text;</li> <li>read and understand the main idea of a short story;</li> <li>use context clues to understand the meaning of unknown words;</li> <li>make connections within and between texts and to prior knowledge, other texts, and the world;</li> <li>create and edit personal written products;</li> <li>use graphic representations as sources of information.</li> </ul> |

## Mathematics Descriptions of Achievement Levels

| Performance Level | Mathematics Achievement Level Definitions  | Grades 3–5  | Grades 6–8   | Grade 10   |
|-------------------|--|---|--|--|
| 1                 | Students performing at level 1 demonstrate emerging academic skills and competencies in mathematics.     | <p>Students performing at level 1 should be able to</p> <ul style="list-style-type: none"> <li>• manipulate one concrete object;</li> <li>• observe that two geometric figures have the same attributes;</li> <li>• recognize attributes of objects, such as length and weight.</li> </ul>  | <p>Students performing at level 1 should be able to</p> <ul style="list-style-type: none"> <li>• recognize the concept of one in counting objects;</li> <li>• recognize that two geometric figures have the same attributes;</li> <li>• recognize attributes of objects, such as length, weight, and size/volume.</li> </ul>   | <p>Students performing at level 1 should be able to</p> <ul style="list-style-type: none"> <li>• recognize the concept of one more in counting objects;</li> <li>• match geometric figures that have the same attributes;</li> <li>• respond to positional concepts such as on top of or under, off-on, above and below;</li> <li>• match objects by one attribute such as length, weight, and size/volume.</li> </ul>                       |
| 2                 | Students performing at level 2 demonstrate foundational academic skills and competencies in mathematics. | <p>Students performing at level 2 should be able to</p> <ul style="list-style-type: none"> <li>• count objects in a set;</li> <li>• identify objects by one attribute (color, size, shape);</li> <li>• classify two - and three-dimensional concrete objects according to one attribute;</li> <li>• recognize positional concepts (on/off);</li> <li>• identify measurement tools, including graphs.</li> </ul> | <p>Students performing at level 2 should be able to</p> <ul style="list-style-type: none"> <li>• add and subtract using concrete objects;</li> <li>• sort objects by one attribute (color, size, shape);</li> <li>• recognize and demonstrate understanding of positional concepts (on/off, below/above);</li> <li>• use nonstandard units to measure;</li> <li>• match the correct tool to a specific task (i.e. measure length, weight, time);</li> <li>• identify parts of a chart, graph, or table.</li> </ul> | <p>Students performing at level 2 should be able to</p> <ul style="list-style-type: none"> <li>• solve addition and subtraction problems;</li> <li>• Identify operations (+ or -);</li> <li>• tell which has more in a set;</li> <li>• identify a repeating relationship (pattern);</li> <li>• sort and classify objects by one attribute, (length, height, weight, volume);</li> <li>• use a graph or chart to gain information.</li> </ul> |

| <b>Performance Level</b> | <b>Mathematics Achievement Level Definitions</b>   | <b>Grades 3–5</b>   | <b>Grades 6–8</b>  | <b>Grade 10</b>   |
|--------------------------|--|---|--|---|
| 3                        | Students performing at level 3 demonstrate increasing academic skills and competencies in mathematics. | <p>Students performing at level 3 should be able to</p> <ul style="list-style-type: none"> <li>• demonstrate addition and subtraction concretely or symbolically;</li> <li>• count and compare objects in a set;</li> <li>• sort and classify objects by attribute (shape, size);</li> <li>• identify three-dimensional shapes (cube, sphere, cylinder);</li> <li>• use nonstandard units to measure;</li> <li>• find answers to questions in a graph.</li> </ul> | <p>Students performing at level 3 should be able to</p> <ul style="list-style-type: none"> <li>• identify the answer to one-digit addition and subtraction problems;</li> <li>• identify a set as having more, fewer, or the same number as another set;</li> <li>• extend a repeating pattern;</li> <li>• compare objects by attribute;</li> <li>• interpret information displayed in a table.</li> </ul> | <p>Students performing at level 3 should be able to</p> <ul style="list-style-type: none"> <li>• identify the process for solving an addition or a subtraction problem;</li> <li>• identify and use operational symbols correctly;</li> <li>• estimate the number of objects in a set;</li> <li>• add to find value of a set of coins;</li> <li>• describe, create, and complete a repeating pattern;</li> <li>• use and organize data to create charts, graphs, and tables.</li> </ul>   |
| 4                        | Students performing at level 4 demonstrate and apply academic skills and competencies in mathematics.  | <p>Students performing at level 4 should be able to</p> <ul style="list-style-type: none"> <li>• demonstrate understanding of addition and subtraction;</li> <li>• generate a pattern using three-dimensional shapes (cube, sphere, cylinder);</li> <li>• compare objects by attribute (length, size);</li> <li>• interpret information displayed in a graph.</li> </ul>  | <p>Students performing at level 4 should be able to</p> <ul style="list-style-type: none"> <li>• solve addition and subtraction facts without regrouping;</li> <li>• describe and extend a repeating pattern;</li> <li>• interpret information displayed in a graph;</li> <li>• use data to create tables.</li> </ul>  | <p>Students performing at level 4 should be able to</p> <ul style="list-style-type: none"> <li>• identify, compare, and construct numbers;</li> <li>• use operation symbols (more than, less than, and equal to) to solve problems;</li> <li>• add to find the value of a set of two or more coins;</li> <li>• identify, describe, create, extend, and complete a repeating pattern;</li> <li>• describe events as more likely or less likely to occur;</li> <li>• use and organize data to create and interpret graphs.</li> </ul> |

## Science Descriptions of Achievement Levels

| Performance Level | Science Achievement Level Definitions  | Grades 3–5  | Grades 6–8   | Grade 10<br>See Biology DALs |
|-------------------|--|---|--|------------------------------|
| 1                 | Students performing at level 1 demonstrate emerging academic skills and competencies in science.     | <p>Students performing at level 1 should be able to use their senses to</p> <ul style="list-style-type: none"> <li>• observe the outcome of a simple science investigation;</li> <li>• sequence growth patterns;</li> <li>• observe and record daily weather conditions;</li> <li>• recognize the sun and moon and relate them to day and night;</li> <li>• recognize that objects move when force is applied.</li> </ul>   | <p>Students performing at level 1 should be able to use their senses to</p> <ul style="list-style-type: none"> <li>• chose a question (how) (what if) to conduct a scientific investigation;</li> <li>• identify major body parts of animals;</li> <li>• identify the sun and moon;</li> <li>• recognize that objects move when force is applied and recognize speed (fast and slow);</li> <li>• sort by one attribute.</li> </ul>   |                              |
| 2                 | Students performing at level 2 demonstrate foundational academic skills and competencies in science. | <p>Students performing at level 2 should be able to</p> <ul style="list-style-type: none"> <li>• generate a question to conduct a simple scientific investigation;</li> <li>• sort organisms by physical characteristics;</li> <li>• identify daily weather conditions;</li> <li>• recognize the pattern of day and night;</li> <li>• identify the position of objects such as above/below, inside, or on top;</li> <li>• sort materials by observable properties.</li> </ul>                     | <p>Students performing at level 2 should be able to</p> <ul style="list-style-type: none"> <li>• carry out a simple scientific investigation to answer a question;</li> <li>• sort and describe materials by observable properties;</li> <li>• sort and identify organisms by physical characteristics;</li> <li>• identify patterns of day and night;</li> <li>• recognize that an object at rest moves when force is applied.</li> </ul>   |                              |
| 3                 | Students performing at level 3 demonstrate increasing academic skills and competencies in science.   | <p>Students performing at level 3 should be able to</p> <ul style="list-style-type: none"> <li>• select appropriate tool for gathering data;</li> <li>• carry out a simple scientific investigation;</li> <li>• classify events in sequential order;</li> <li>• distinguish between living and nonliving things;</li> <li>• identify major organs of animals;</li> <li>• use a graph to compare daily changes in weather conditions.</li> </ul>   | <p>Students performing at level 3 should be able to</p> <ul style="list-style-type: none"> <li>• conduct and analyze the results of a simple scientific investigation;</li> <li>• use graphs, tables, and charts to record data and report on the results of an investigation;</li> <li>• compare the characteristics of living and nonliving things;</li> <li>• identify what plants need to grow;</li> <li>• use a graph or chart to compare weather conditions for each season;</li> <li>• classify organisms into major groups.</li> </ul> |                              |
| 4                 | Students performing at level 4 demonstrate and apply academic skills and competencies in science.    | <p>Students performing at level 4 should</p> <ul style="list-style-type: none"> <li>• gain meaning from graphs and tables;</li> <li>• conduct and analyze the results of a scientific investigation;</li> <li>• identify major organs of animals and their functions;</li> <li>• identify living and nonliving things in terms of a food web;</li> <li>• identify natural resources as renewable or nonrenewable;</li> <li>• identify how heat and light change from season to season.</li> </ul> | <p>Students performing at level 4 should be able to</p> <ul style="list-style-type: none"> <li>• plan, conduct, and carry out a simple scientific investigation;</li> <li>• communicate simple conclusions using tables and graphs;</li> <li>• identify simple machines (incline plane, lever, pulley);</li> <li>• compare data on temperature changes over time using a graph;</li> <li>• use a graph to show how heat and light change from season to season;</li> <li>• identify sources of light.</li> </ul>                               |                              |

## Social Studies Descriptions of Achievement Levels

| Performance Level | Social Studies Achievement Level Definitions   | Grades 3–5   | Grades 6–8  |
|-------------------|--|--|---|
| 1                 | Students performing at level 1 demonstrate emerging academic skills and competencies in social studies.  | <p>Students performing at level 1 should be able to</p> <ul style="list-style-type: none"> <li>• identify self from others;</li> <li>• respond to a person in authority in the home or school;</li> <li>• follow class rules;</li> <li>• engage in turn-taking;</li> <li>• listen to information about South Carolina history.</li> </ul>  | <p>Students performing at level 1 should be able to</p> <ul style="list-style-type: none"> <li>• identify self from others;</li> <li>• respond to familiar authority figures;</li> <li>• follow class rules;</li> <li>• engage in turn-taking and sharing;</li> <li>• listen to information presented about significant and historical events in South Carolina.</li> </ul>   |
| 2                 | Students performing at level 2 demonstrate foundational skills and competencies in social studies.       | <p>Students performing at level 2 should be able to</p> <ul style="list-style-type: none"> <li>• identify characteristics such as gender that help identify self in relation to others;</li> <li>• match workers to different jobs in the community;</li> <li>• recognize people in authority and follow class rules;</li> <li>• match the people we honor on some national holidays (e.g., George Washington, Martin Luther King, Jr.) with the holidays;</li> <li>• distinguish between past and present (match jobs of the past with jobs of the present);</li> <li>• match significant historical figures such as Thomas Edison to their accomplishments.</li> </ul>   | <p>Students performing at level 2 should be able to</p> <ul style="list-style-type: none"> <li>• identify surroundings (e.g., classroom, school);</li> <li>• match different people to their jobs in the community;</li> <li>• identify people in authority and follow class rules;</li> <li>• demonstrate understanding of rules;</li> <li>• identify the people we honor on some national holidays (e.g., George Washington, Martin Luther King, Jr.);</li> <li>• identify the purpose of money;</li> <li>• match changes over time to the past and present such as communication.</li> </ul>   |
| 3                 | Students performing at level 3 demonstrate increasing skills and competencies in social studies.         | <p>Students performing at level 3 should be able to</p> <ul style="list-style-type: none"> <li>• understand the concept of past and present;</li> <li>• demonstrate respect for people in authority;</li> <li>• identify major symbols of the United States;</li> <li>• identify why we celebrate the national holidays;</li> <li>• recognize that when we work we earn money to buy things;</li> <li>• identify features on a map of South Carolina (river, mountain, ocean);</li> <li>• answer questions about significant events related to the Civil War;</li> <li>• identify historical figures such as Thomas Edison, Alexander Graham Bell, etc. to their accomplishments.</li> </ul>   | <p>Students performing at level 3 should be able to</p> <ul style="list-style-type: none"> <li>• identify members of the larger community (e.g., police officers, fire-fighters, doctors);</li> <li>• demonstrate understanding of consequences of not following the rules;</li> <li>• identify examples of good citizenship such as honesty, courage, etc.;</li> <li>• identify symbols of the United States (e.g., the flag, bald eagle);</li> <li>• demonstrate an understanding that we work to earn money and use money to buy things;</li> <li>• identify changes over time such as in travel, farming, etc.;</li> <li>• gain information from maps, charts, and graphs;</li> <li>• answer questions about key historical figures and significant historical events including the civil rights movement.</li> </ul> |
| 4                 | Students performing at level 4 demonstrate and apply academic skills and competencies in social studies. | <p>Students performing at level 4 should be able to</p> <ul style="list-style-type: none"> <li>• place personal history on a time line;</li> <li>• identify the roles of leaders and officials in local government (e.g., principal, mayor, governor);</li> <li>• identify individuals who embody qualities of good citizenship;</li> <li>• identify examples of respect and fair treatment;</li> <li>• recognize that we exchange money for goods and services;</li> <li>• use a key to locate geographic features on a map of South Carolina;</li> <li>• answer questions about key concepts related to the Civil War;</li> <li>• answer questions about the accomplishments of key historical figures such as Thomas Edison, Alexander Graham Bell, etc.</li> </ul> | <p>Students performing at level 4 should be able to</p> <ul style="list-style-type: none"> <li>• place personal and family history on a time line;</li> <li>• identify roles of leaders and officials in local government (e.g., principal, mayor, governor);</li> <li>• identify examples of the qualities of courage and patriotism;</li> <li>• identify examples of respect and fair treatment and their opposites;</li> <li>• recognize how the amount of money available determines what we can buy;</li> <li>• gain information from maps and charts;</li> <li>• identify the accomplishments of Civil Rights leaders including Rosa Parks.</li> </ul>  |