APPENDIX B—ALTERNATE PERFORMANCE LEVEL DESCRIPTORS

Grade	ELA
3	Reading Standards for Literature, Reading Standards for Informational Text, Writing Standards, Speaking and Listening Standards, and Language Standards

Not Meeting Learning Standards	• Student's performance on the Common Core Learning Standard Extensions is emerging
	• Student's performance is rarely accurate
	• *Emerging performance of the standards is related to searching, organizing, and presenting information to make connections, and using conventions of standard English grammar and usage; such as:*
	  ➢ *Text connections (to self)*
	  ➢ *Text features (recognizing)*
	  ➢ *Information and detail of a topic*
	  ➢ *Parts of speech (noun)*

Partially Meeting Learning Standards	• Student's performance on the Common Core Learning Standard Extensions is developing
	• Student's performance is somewhat accurate
	• *Developing performance of the standards is related to searching, organizing, and presenting information to make connections, and using conventions of standard English grammar and usage; such as:*
	  ➢ *Text connections (to self or to text)*
	  ➢ *Text features (recognizing or indicating usage)*
	  ➢ *Information and detail of a topic*
	  ➢ *Parts of speech (noun or basic sentence)*

Meeting Learning Standards	• Student's performance on the Common Core Learning Standard Extensions is competent
	• Student's performance is often accurate
	• *Competent performance of the standards is related to searching, organizing, and presenting information to make connections, and using conventions of standard English grammar and usage; such as:*
	  ➢ *Text connections (to self, to text, to world)*
	  ➢ *Text features (recognizing or indicating usage or actually using)*
	  ➢ *Information organization and main idea and details of a topic*
	  ➢ *Parts of speech (simple sentence)*

Meeting Learning Standards with Distinction	• Student's performance on the Common Core Learning Standard Extensions is proficient
	• Student's performance is consistently accurate
	• *Consistently competent performance of the standards is related to searching, organizing, and presenting information to make connections, and using conventions of standard English grammar and usage; such as:*
	  ➢ *Text connections (to text, to world)*
	  ➢ *Text features (indicating usage or actually using)*
	  ➢ *Information organization and main idea and details of a topic*
	  ➢ *Parts of speech (simple sentence)*

Grade	ELA
4	Reading Standards for Literature, Writing Standards, Speaking and Listening Standards, and Language Standards
Not Meeting Learning Standards	- Student's performance on the Common Core Learning Standard Extensions is emerging - Student's performance is rarely accurate *Emerging performance of the standards is related to using details to connect text, defining vocabulary, and producing clear and coherent communications appropriate to the task; such as:* *Text-derived details related to story elements (identifying)* *Writing that states an opinion, informative, or narrative* *Beginning social skills* *Visual cue for word meaning*
Partially Meeting Learning Standards	- Student's performance on the Common Core Learning Standard Extensions is developing - Student's performance is somewhat accurate *Developing performance of the standards is related to using details to connect text, defining vocabulary, and producing clear and coherent communications appropriate to the task; such as:* *Text-derived details related to story elements (identifying or describing)* *Writing that states an opinion, is informative, or is narrative or writing purpose and audience* *Social skills* *Visual cue or context for word meaning*
Meeting Learning Standards	- Student's performance on the Common Core Learning Standard Extensions is competent - Student's performance is often accurate *Competent performance of the standards is related to using details to connect text, defining vocabulary, and producing clear and coherent communications appropriate to the task; such as:* *Text-derived details related to story elements (identifying or describing detail or using for inference)* *Writing for purpose and audience (indicating or producing)* *Social skills (salutation or conversation)* *Context for word meaning*
Meeting Learning Standards with Distinction	- Student's performance on the Common Core Learning Standard Extensions is proficient - Student's performance is consistently accurate *Consistently competent performance of the standards is related to using details to connect text, defining vocabulary, and producing clear and coherent communications appropriate to the task; such as:* *Text-derived details related to story elements (describing detail or using for inference)* *Writing for purpose and audience (indicating or producing)* *Social skills (salutation or conversation)* *Context for word meaning*

Grade	ELA
5	Reading Standards for Literature, Reading Standards for Informational Text, Writing Standards, Speaking and Listening Standards, and Language Standards

Not Meeting Learning Standards	• Student's performance on the Common Core Learning Standard Extensions is emerging
	• Student's performance is rarely accurate
	• *Emerging performance of the standards is related to using conventions and knowledge of language to analyze, reflect, and research in order to collect facts, answer questions, and provide evidence to support a point; such as:*
	  ➢ *Meanings of words and phrases, standard or non-standard dialect*
	  ➢ *Information details (single source)*
	  ➢ *Similarity or difference between story elements*
	  ➢ *Discussion understanding*

Partially Meeting Learning Standards	• Student's performance on the Common Core Learning Standard Extensions is developing
	• Student's performance is somewhat accurate
	• *Developing performance of the standards is related to using conventions and knowledge of language to analyze, reflect, and research in order to collect facts, answer questions, and provide evidence to support a point; such as:*
	  ➢ *Meanings of words and phrases, standard or non-standard dialect (explicit or connotative)*
	  ➢ *Information details (single or multiple sources)*
	  ➢ *Similarity and/or difference between story elements*
	  ➢ *Discussion understanding or appropriate discussion responses*

Meeting Learning Standards	• Student's performance on the Common Core Learning Standard Extensions is competent
	• Student's performance is often accurate
	• *Competent performance of the standards is related to using conventions and knowledge of language to analyze, reflect, and research in order to collect facts, answer questions, and provide evidence to support a point; such as:*
	  ➢ *Meanings of words and phrases, standard or non-standard dialect (connotative or figurative)*
	  ➢ *Information details expanded, reduced or paraphrased, including evidence (single or multiple sources)*
	  ➢ *Similarity and/or difference between story elements*
	  ➢ *Appropriate discussion responses or collaborate in discussion*

Meeting Learning Standards with Distinction	• Student's performance on the Common Core Learning Standard Extensions is proficient
	•
	• Student's performance is consistently accurate
	• *Consistently competent performance of the standards is related to using conventions and knowledge of language to analyze, reflect, and research in order to collect facts, answer questions, and provide evidence to support a point; such as:*
	  ➢ *Meanings of words and phrases, standard or non-standard dialect (connotative or figurative)*
	  ➢ *Information details expanded, reduced or paraphrased, including evidence (single or multiple sources)*
	  ➢ *Writing that uses evidence*
	  ➢ *Appropriate discussion responses or collaborate in discussion*

Grade	ELA
6	Reading Standards for Literature, Reading Standards for Informational Text, Writing Standards, Speaking and Listening Standards, and Language Standards

Not Meeting Learning Standards	• Student's performance on the Common Core Learning Standard Extensions is emerging
	• Student's performance is rarely accurate
	• *Emerging performance of the standards is related to using information from fiction/non-fiction to convey relevant information, key ideas, and details, using standard English grammar; such as:*
	  ➢ *Story changes (events sequencing)*
	  ➢ *Main idea identification*
	  ➢ *Information that is a concrete detail or quotation (identifying)*
	  ➢ *Parts of speech (pronoun: recognition)*

Partially Meeting Learning Standards	• Student's performance on the Common Core Learning Standard Extensions is developing
	• Student's performance is somewhat accurate
	• *Developing performance of the standards is related to using information from fiction/non-fiction to convey relevant information, key ideas and details using standard English grammar; such as:*
	  ➢ *Story changes (events sequencing or character change)*
	  ➢ *Main idea and/or supporting detail identification*
	  ➢ *Information that is a concrete detail or quotation (identifying or organizing)*
	  ➢ *Parts of speech (pronoun: recognition or correct use)*

Meeting Learning Standards	• Student's performance on the Common Core Learning Standard Extensions is competent
	• Student's performance is often accurate
	• *Competent performance of the standards is related to using information from fiction/non-fiction to convey relevant information, key ideas and details using standard English grammar; such as:*
	  ➢ *Story changes (events sequencing and/or character change)*
	  ➢ *Main idea and/or supporting detail identification or summarizing*
	  ➢ *Information that is a concrete detail or quotation (organizing or presenting)*
	  ➢ *Parts of speech (pronoun: recognizing, correct use, or demonstration)*

Meeting Learning Standards with Distinction	• Student's performance on the Common Core Learning Standard Extensions is proficient
	• Student's performance is consistently accurate
	• *Consistently competent performance of the standards is related to using information from fiction/non-fiction to convey relevant information, key ideas and details using standard English grammar; such as:*
	  ➢ *Story changes (events sequencing and/or character change)*
	  ➢ *Main idea and/or supporting detail identification or summarization*
	  ➢ *Information that is a concrete detail or quotation (organizing or presenting)*
	  ➢ *Parts of speech (pronoun: correct use or demonstration)*

Grade	ELA
7	Reading Standards for Literature, Reading Standards for Informational Text, Writing Standards, Speaking and Listening Standards, and Language Standards

Not Meeting Learning Standards	• Student's performance on the Common Core Learning Standard Extensions is emerging
	• Student's performance is rarely accurate
	• *Emerging performance of the standards is related to exploring and evaluating information from a variety of media to promote and support comprehension; and producing text appropriate to purpose, task, and audience; such as:*
	  ➢ *Literary elements in text (recognizing)*
	  ➢ *Text argument and/or claim and personal point of view (recognizing)*
	  ➢ *Main idea in diverse media and formats*
	  ➢ *Vocabulary (synonym and/or antonym)*

Partially Meeting Learning Standards	• Student's performance on the Common Core Learning Standard Extensions is developing
	• Student's performance is somewhat accurate
	• *Developing performance of the standards is related to exploring and evaluating information from a variety of media to promote and support comprehension; and producing text appropriate to purpose, task, and audience; such as:*
	  ➢ *Literary elements in text (comparing fictional to true account)*
	  ➢ *Text with an argument or claim and text with a point of view (recognizing, identifying, and/or producing)*
	  ➢ *Main idea and/or detail in diverse media and formats*
	  ➢ *Vocabulary (synonym and/or antonym or inferred meaning)*

Meeting Learning Standards	• Student's performance on the Common Core Learning Standard Extensions is competent
	• Student's performance is often accurate
	• *Competent performance of the standards is related to exploring and evaluating information from a variety of media to promote and support comprehension; and producing text appropriate to purpose, task, and audience; such as:*
	  ➢ *Literary elements in text (comparing and/or contrasting fictional to true account)*
	  ➢ *Text with an argument or claim and text with a point(s) of view (identifying and/or producing)*
	  ➢ *Main idea and/or detail in diverse media and formats*
	  ➢ *Vocabulary (synonym and/or antonym inferred meaning or figurative language)*

Meeting Learning Standards with Distinction	• Student's performance on the Common Core Learning Standard Extensions is proficient
	• Student's performance is consistently accurate
	• *Consistently competent performance of the standards is related to exploring and evaluating information from a variety of media to promote and support comprehension; and producing text appropriate to purpose, task, and audience; such as:*
	  ➢ *Literary elements in text (comparing and/or contrasting fictional to true account)*
	  ➢ *Text with an argument or claim and text with a point(s) of view (identifying, evaluating, and/or producing)*
	  ➢ *Main idea and detail in diverse media and formats*
	  ➢ *Vocabulary (inferred meaning or figurative language)*

Grade	ELA
8	Reading Standards for Informational Text, Writing Standards, Speaking and Listening Standards, and Language Standards

Not Meeting Learning Standards	• Student's performance on the Common Core Learning Standard Extensions is emerging
	• Student's performance is rarely accurate
	• *Emerging performance of the standards is related to researching, gathering, and integrating information from multiple sources for communicating knowledge and ideas in a variety of venues and social contexts; such as:*
	  ➢ *Informational text similarity and author's purpose (recognizing)*
	  ➢ *Sequence of events in literature or claims in informational text (recognizing)*
	  ➢ *Appropriate response to request or conversation*
	  ➢ *Parts of speech (verb recognition)*

Partially Meeting Learning Standards	• Student's performance on the Common Core Learning Standard Extensions is developing
	• Student's performance is somewhat accurate
	• *Developing performance of the standards is related to researching, gathering, and integrating information from multiple sources for communicating knowledge and ideas in a variety of venues and social contexts; such as:*
	  ➢ *Informational text similarity and/or difference and author's purpose or point of view (recognizing or identifying)*
	  ➢ *Sequence of events, theme, or character type in literature or claims in informational text (recognizing or identifying)*
	  ➢ *Appropriate response to request or maintain conversation*
	  ➢ *Parts of speech (verb recognition, possibly including active or passive)*

Meeting Learning Standards	• Student's performance on the Common Core Learning Standard Extensions is competent
	• Student's performance is often accurate
	• *Competent performance of the standards is related to researching, gathering, and integrating information from multiple sources for communicating knowledge and ideas in a variety of venues and social contexts; such as:*
	  ➢ *Informational text difference and author's point of view (identifying or analyzing)*
	  ➢ *Sequence of events, theme or character type in literature or claims in informational text (identifying or producing)*
	  ➢ *Maintain and/or initiate, then maintain, conversation*
	  ➢ *Parts of speech (active or passive verb recognition and/or indicative, imperative, or subjunctive recognition)*

Meeting Learning Standards with Distinction	• Student's performance on the Common Core Learning Standard Extensions is proficient
	• Student's performance is consistently accurate
	• *Consistently competent performance of the standards is related to researching, gathering, and integrating information from multiple sources for communicating knowledge and ideas in a variety of venues and social contexts; such as:*
	  ➢ *Informational text difference and author's point of view (identifying or analyzing)*
	  ➢ *Theme or character type in literature or claims in informational text (identifying or producing)*
	  ➢ *Maintain and/or initiate, then maintain, conversation*
	  ➢ *Parts of speech (active or passive verb recognition and/or indicative, imperative, or subjunctive recognition)*

Grade	ELA
HS	Reading Standards for Literature, Reading Standards for Informational Text, Writing Standards, Speaking and Listening Standards, and Language Standards
Not Meeting Learning Standards	• Student's performance on the Common Core Learning Standard Extensions is emerging • Student's performance is rarely accurate • *Emerging performance of the standards is related to using evidence from source(s) to support summaries, arguments, points of view; and demonstrating standard English conventions in a presentation; such as:* ➢ *Central idea in literature (recognizing)* ➢ *Emotion or qualifier in informational text (identifying)* ➢ *Relevant idea and cogent information on a topic (recognizing or delivering)* ➢ *Conventions of standard English (punctuation, capitalization, and/or spelling recognition)*
Partially Meeting Learning Standards	• Student's performance on the Common Core Learning Standard Extensions is developing • Student's performance is somewhat accurate • *Developing performance of the standards is related to using evidence from source(s) to support summaries, arguments, points of view; and demonstrating standard English conventions in a presentation; such as:* ➢ *Central idea and/or sequence of events in literature (recognizing or identifying)* ➢ *Emotion or qualifier and/or explicit or inferred claim in informational text (identifying)* ➢ *Relevant idea, possibly including source and clear or organized information on a topic (recognizing or delivering)* ➢ *Conventions of standard English (punctuation, capitalization, and/or spelling recognition or editing)*
Meeting Learning Standards	• Student's performance on the Common Core Learning Standard Extensions is competent • Student's performance is often accurate • *Competent performance of the standards is related to using evidence from source(s) to support summaries, arguments, points of view; and demonstrating standard English conventions in a presentation; such as:* ➢ *Central idea and/or sequence of events or objective summary in literature (recognizing, identifying or creating)* ➢ *Emotion or qualifier and/or explicit or inferred claim or fact and inference in informational text (recognizing or citing)* ➢ *Relevant idea, including source and organized information with argument or point(s) of view (gathering, composing or delivering)* ➢ *Conventions of standard English (punctuation, capitalization, and/or spelling editing or composing accurately)*
Meeting Learning Standards with Distinction	• Student's performance on the Common Core Learning Standard Extensions is proficient • Student's performance is consistently accurate • *Consistently competent performance of the standards is related to using evidence from source(s) to support summaries, arguments, points of view; and demonstrating standard English conventions in a presentation; such as:* ➢ *Central idea and sequence of events or objective summary in literature (identifying or creating)* ➢ *Explicit or inferred claim or fact and inference in informational text (recognizing or citing)* ➢ *Relevant idea, including source and organized information with argument or point(s) of view (gathering, composing or delivering)* ➢ *Conventions of standard English (punctuation, capitalization, and/or spelling editing or composing accurately)*

Grade	Mathematics
3	Operations & Algebraic Thinking, Number & Operations in Base Ten, Number & Operations - Fractions, Measurement & Data, Geometry

Not Meeting Learning Standards	• Student's performance on the Common Core Learning Standard Extensions is emerging
	• Student's performance is rarely accurate
	• *Emerging performance of the standards is related to identifying and solving problems with numbers by understanding place value and fractions and applying that knowledge to various mathematical operations; such as:*
	  ➢ *Multiplication and division (symbol recognition)*
	  ➢ *Number recognition*
	  ➢ *Parts and whole relationships (recognizing)*
	  ➢ *Bar graph or pictograph information (recognizing)*
	  ➢ *Geometric shapes (recognizing)*

Partially Meeting Learning Standards	• Student's performance on the Common Core Learning Standard Extensions is developing
	• Student's performance is somewhat accurate
	• *Developing performance of the standards is related to identifying and solving problems with numbers by understanding place value and fractions and applying that knowledge to various mathematical operations; such as:*
	  ➢ *Multiplication and division (symbol or usage recognition)*
	  ➢ *Number recognition or add, subtract and/or multiply numbers*
	  ➢ *Parts and whole relationships (recognizing or comparing)*
	  ➢ *Bar graph or pictograph information (recognizing or interpreting)*
	  ➢ *Geometric shapes (recognizing or sorting)*

Meeting Learning Standards	• Student's performance on the Common Core Learning Standard Extensions is competent
	• Student's performance is often accurate
	• *Competent performance of the standards is related to identifying and solving problems with numbers by understanding place value and fractions and applying that knowledge to various mathematical operations; such as:*
	  ➢ *Multiplication and division (symbol or usage recognition or solving)*
	  ➢ *Add, subtract and/or multiply numbers or recognizing the value of a digit*
	  ➢ *Parts and whole relationships (recognizing or comparing fractions or generating equivalent fraction)*
	  ➢ *Bar graph or pictograph information (recognizing, interpreting or creating)*
	  ➢ *Geometric shapes (sorting or partitioning into equal areas)*

Meeting Learning Standards with Distinction	• Student's performance on the Common Core Learning Standard Extensions is proficient
	• Student's performance is consistently accurate
	• *Consistently competent performance of the standards is related to identifying and solving problems with numbers by understanding place value and fractions and applying that knowledge to various mathematical operations; such as:*
	  ➢ *Multiplication and division (usage recognition or solving)*
	  ➢ *Add, subtract and/or multiply numbers or recognizing the value of a digit*
	  ➢ *Parts and whole relationships (comparing fractions or generating equivalent fraction)*
	  ➢ *Bar graph or pictograph information (interpreting or creating)*
	  ➢ *Geometric shapes (sorting or partitioning into equal areas)*

Grade	Mathematics
4	Operations & Algebraic Thinking, Number & Operations in Base Ten, Number & Operations - Fractions, Measurement & Data, Geometry
Not Meeting Learning Standards	- Student's performance on the Common Core Learning Standard Extensions is emerging - Student's performance is rarely accurate *Emerging performance of the standards is related to identifying, classifying and sorting patterns, lines and shapes, and using mathematical operations with various numbers, fractions and unit measurement; such as:* *Patterns based on a rule (extending)* *Place value of a multi-digit number (identifying)* *Unit fractions (recognizing)* *Measurement (identifying tool)* *Geometric figure (sorting)*
Partially Meeting Learning Standards	- Student's performance on the Common Core Learning Standard Extensions is developing - Student's performance is somewhat accurate *Developing performance of the standards is related to identifying, classifying and sorting patterns, lines and shapes, and using mathematical operations with various numbers, fractions and unit measurement; such as:* *Patterns based on a rule (extending or generating)* *Place value of a multi-digit number (identifying or rounding to any place)* *Unit fractions (recognizing or adding and/or subtracting)* *Measurement (identifying tool or unit)* *Geometric figure (sorting or identifying and/or creating figure)*
Meeting Learning Standards	- Student's performance on the Common Core Learning Standard Extensions is competent - Student's performance is often accurate *Competent performance of the standards is related to identifying, classifying and sorting patterns, lines and shapes, and using mathematical operations with various numbers, fractions and unit measurement; such as:* *Patterns based on a rule (generating or determining a rule)* *Place value of a multi-digit number (identifying, rounding to any place, or comparing)* *Unit fractions (recognizing or adding, subtracting, and/or multiplying)* *Measurement (identifying unit or comparing according to attribute)* *Geometric figure (identifying and/or creating figure or a symmetrical part of a figure)*
Meeting Learning Standards with Distinction	- Student's performance on the Common Core Learning Standard Extensions is proficient - Student's performance is consistently accurate *Consistently competent performance of the standards is related to identifying, classifying and sorting patterns, lines and shapes, and using mathematical operations with various numbers, fractions and unit measurement; such as:* *Patterns based on a rule (generating or determining a rule)* *Place value of a multi-digit number (rounding to any place or comparing)* *Unit fractions (adding, subtracting, and/or multiplying)* *Measurement (identifying unit or comparing according to attribute)* *Geometric figure (identifying and/or creating figure or a symmetrical part of a figure)*

Grade	Mathematics
5	Operations & Algebraic Thinking, Number & Operations in Base Ten, Number & Operations - Fractions, Measurement & Data, Geometry
Not Meeting Learning Standards	- Student's performance on the Common Core Learning Standard Extensions is emerging - Student's performance is rarely accurate *Emerging performance of the standards is related to understanding and using mathematical operations to create numerical expressions that use whole numbers, decimals, and fractions; such as:* ➢ *Numerical expressions (identifying)* ➢ *Whole numbers (adding, subtracting, multiplying, and/or dividing)* ➢ *Fractions (represented as a division problem)* ➢ *Volume (identifying objects having volume)* ➢ *Two-dimensional shapes (identifying)*
Partially Meeting Learning Standards	- Student's performance on the Common Core Learning Standard Extensions is developing - Student's performance is somewhat accurate *Developing performance of the standards is related to understanding and using mathematical operations to create numerical expressions that use whole numbers, decimals, and fractions; such as:* ➢ *Numerical expressions (identifying or creating)* ➢ *Whole numbers or decimals (adding, subtracting, multiplying, and/or dividing)* ➢ *Fractions (represented as a division problem or multiplying fraction with a whole number)* ➢ *Volume (identifying objects having volume or recognizing volume in unit cubes)* ➢ *Two-dimensional shapes (identifying or sorting)*
Meeting Learning Standards	- Student's performance on the Common Core Learning Standard Extensions is competent - Student's performance is often accurate *Competent performance of the standards is related to understanding and using mathematical operations to create numerical expressions that use whole numbers, decimals, and fractions; such as:* ➢ *Numerical expressions (creating or evaluating)* ➢ *Whole numbers and/or decimals (adding, subtracting, multiplying, and/or dividing)* ➢ *Fractions (represented as a division problem or multiplying or dividing fraction with a whole number)* ➢ *Volume (recognizing volume in unit cubes or determining volume)* ➢ *Two-dimensional shapes (sorting or comparing similarity and difference)*
Meeting Learning Standards with Distinction	- Student's performance on the Common Core Learning Standard Extensions is proficient - Student's performance is consistently accurate *Consistently competent performance of the standards is related to understanding and using mathematical operations to create numerical expressions that use whole numbers, decimals, and fractions; such as:* ➢ *Numerical expressions (creating or evaluating)* ➢ *Whole numbers and decimals (adding, subtracting, multiplying, and/or dividing)* ➢ *Fractions (multiplying or dividing fraction by a whole number)* ➢ *Volume (recognizing volume in unit cubes or determining volume)* ➢ *Two-dimensional shapes (sorting or comparing similarity and difference)*

Grade	Mathematics
6	Geometry, Ratios & Proportional Relationships, The Number System, Expressions & Equations
Not Meeting Learning Standards	- Student's performance on the Common Core Learning Standard Extensions is emerging - Student's performance is rarely accurate *Emerging performance of the standards is related to using real-world mathematical problems to read, write, and solve algebraic expressions, equations, and inequalities; such as:* ➢ *Geometric figures (identifying congruent figures)* ➢ *Ratios (identifying meaning)* ➢ *Integers on a number line diagram (plotting and/or identifying)* ➢ *Number, mathematical symbol, and/or numeric expression (identifying)* ➢ *Numeric equation and/or inequality (solving)*
Partially Meeting Learning Standards	- Student's performance on the Common Core Learning Standard Extensions is developing - Student's performance is somewhat accurate *Developing performance of the standards is related to using real-world mathematical problems to read, write, and solve algebraic expressions, equations, and inequalities; such as:* ➢ *Geometric figures (identifying congruent figures or determining the area and/or volume)* ➢ *Ratios (identifying meaning or generating statement)* ➢ *Integers on a number line diagram or point on a coordinate grid (plotting and/or identifying)* ➢ *Number, mathematical symbol, and/or numeric expression or algebraic expression (identifying or evaluating)* ➢ *Numeric or algebraic equation and/or inequality (solving or translating)*
Meeting Learning Standards	- Student's performance on the Common Core Learning Standard Extensions is competent - Student's performance is often accurate *Competent performance of the standards is related to using real-world mathematical problems to read, write, and solve algebraic expressions, equations, and inequalities; such as:* ➢ *Geometric figures (determining area and/or volume or identifying figures with the same area and/or volume)* ➢ *Ratios (identifying meaning, generating statement, or solving problem involving ratio)* ➢ *Integers as a quantity and/or point on a coordinate grid (plotting and/or identifying or solving real-world problem)* ➢ *Numeric expression or algebraic expression (identifying, evaluating or translating)* ➢ *Numeric or algebraic equation and/or inequality (solving or translating)*
Meeting Learning Standards with Distinction	- Student's performance on the Common Core Learning Standard Extensions is proficient - Student's performance is consistently accurate *Consistently competent performance of the standards is related to using real-world mathematical problems to read, write, and solve algebraic expressions, equations, and inequalities; such as:* ➢ *Geometric figures (determining area and/or volume or identifying figures with the same area and/or volume)* ➢ *Ratios (generating statement, or solving problem involving ratio)* ➢ *Integers as a quantity and/or point on a coordinate grid (plotting and/or identifying or solving real-world problem)* ➢ *Numeric expression or algebraic expression (evaluating or translating)* ➢ *Algebraic equation and/or inequality (solving or translating)*

Grade	Mathematics
7	Geometry, Ratios & Proportional Relationships, The Number System, Expressions & Equations, Statistics and Probability

Not Meeting Learning Standards	• Student's performance on the Common Core Learning Standard Extensions is emerging
	• Student's performance is rarely accurate
	• *Emerging performance of the standards is related to solving real-world problems related to geometry, probability, proportionality, using mathematical operations; such as:*
	  ➢ *Geometric principles and relationships (producing a geometric shape)*
	  ➢ *Unit rates (identifying proportionality)*
	  ➢ *Fractions, decimals, or percentages (adding and/or subtracting within)*
	  ➢ *Numeric expression and/or equation (identifying)*
	  ➢ *Probability concepts (identifying basic probability 0 or 1)*

Partially Meeting Learning Standards	• Student's performance on the Common Core Learning Standard Extensions is developing
	• Student's performance is somewhat accurate
	• *Developing performance of the standards is related to solving real-world problems related to geometry, probability, proportionality, using mathematical operations; such as:*
	  ➢ *Geometric principles and relationships (producing a geometric shape or identifying and/or describing a relationship)*
	  ➢ *Unit rates (identifying proportionality or using to make a comparison)*
	  ➢ *Fractions, decimals, or percentages (adding and/or subtracting within or between)*
	  ➢ *Numeric or algebraic expression and/or equation (identifying or generating)*
	  ➢ *Probability concepts (identifying basic probability 0 or 1 or likelihood)*

Meeting Learning Standards	• Student's performance on the Common Core Learning Standard Extensions is competent
	• Student's performance is often accurate
	• *Competent performance of the standards is related to solving real-world problems related to geometry, probability, proportionality, using mathematical operations; such as:*
	  ➢ *Geometric principles and relationships (identifying and/or describing a relationship or figure resulting from slicing)*
	  ➢ *Unit rates (identifying proportionality, using to make a comparison, or solving proportional relationship)*
	  ➢ *Fractions, decimals, or percentages (adding, subtracting, multiplying and/or dividing between)*
	  ➢ *Algebraic expression and/or equation (generating or solving)*
	  ➢ *Probability concepts (identifying basic probability 0 or 1 or likelihood or collecting data and making a prediction)*

Meeting Learning Standards with Distinction	• Student's performance on the Common Core Learning Standard Extensions is proficient
	• Student's performance is consistently accurate
	• *Consistently competent performance of the standards is related to solving real-world problems related to geometry, probability, proportionality, using mathematical operations; such as:*
	  ➢ *Geometric principles and relationships (identifying and/or describing a relationship or figure resulting from slicing)*
	  ➢ *Unit rates (using to make a comparison, or solving proportional relationship)*
	  ➢ *Fractions, decimals, or percentages (adding, subtracting, multiplying and/or dividing between)*
	  ➢ *Algebraic expression and/or equation (generating or solving)*
	  ➢ *Probability concepts (identifying basic probability likelihood or collecting data and making a prediction)*

Grade	Mathematics
8	Geometry, Expressions & Equations, Functions, Statistics & Probability

Not Meeting Learning Standards	• Student's performance on the Common Core Learning Standard Extensions is emerging
	• Student's performance is rarely accurate
	• *Emerging performance of the standards is related to gathering, interpreting, and applying data, using knowledge of geometry, statistics, equations/expressions and mathematical relationships; such as:*
	  ➢ *Figures, congruence (identifying)*
	  ➢ *Linear equation graph (recognizing graph representation)*
	  ➢ *Linear equation (solving)*
	  ➢ *Functions (identifying and/or creating numeric pattern)*
	  ➢ *Data relationships (collecting sets of data)*

Partially Meeting Learning Standards	• Student's performance on the Common Core Learning Standard Extensions is developing
	• Student's performance is somewhat accurate
	• *Developing performance of the standards is related to gathering, interpreting, and applying data, using knowledge of geometry, statistics, equations/expressions and mathematical relationships; such as:*
	  ➢ *Figures, congruence and/or transformations (identifying)*
	  ➢ *Linear equation graph (recognizing graph representation or graphing a line)*
	  ➢ *Linear equation (solving or comparing)*
	  ➢ *Functions (identifying and/or creating numeric pattern or completing a function table)*
	  ➢ *Data relationships (collecting or collecting and displaying sets of data)*

Meeting Learning Standards	• Student's performance on the Common Core Learning Standard Extensions is competent
	• Student's performance is often accurate
	• *Competent performance of the standards is related to gathering, interpreting, and applying data, using knowledge of geometry, statistics, equations/expressions and mathematical relationships; such as:*
	  ➢ *Figures, transformations (identifying or demonstrating the effect)*
	  ➢ *Linear equation graph (recognizing graph representation or graphing a line or comparing)*
	  ➢ *Linear equation (solving or comparing or graphing and identifying the intersection)*
	  ➢ *Functions (identifying and/or creating numeric pattern or completing a function table or identifying or solving a function)*
	  ➢ *Data relationships (collecting and displaying sets of data or generating a relationship statement)*

Meeting Learning Standards with Distinction	• Student's performance on the Common Core Learning Standard Extensions is proficient
	• Student's performance is consistently accurate
	• *Consistently competent performance of the standards is related to gathering, interpreting, and applying data, using knowledge of geometry, statistics, equations/expressions and mathematical relationships; such as:*
	  ➢ *Figures, transformations (identifying or demonstrating the effect)*
	  ➢ *Linear equation graph (graphing a line or comparing)*
	  ➢ *Linear equation (comparing or graphing and identifying the intersection)*
	  ➢ *Functions (completing a function table or identifying or solving a function)*
	  ➢ *Data relationships (collecting and displaying sets of data or generating a relationship statement)*

Grade	Mathematics
HS	Quantities, Creating Equations, Interpreting Functions, Expressing Geometric Properties with Equations, Interpreting Categorical and Quantitative Data

Not Meeting Learning Standards	• Student's performance on the Common Core Learning Standard Extensions is emerging
	• Student's performance is rarely accurate
	• *Emerging performance of the standards is related to interpreting and solving real world mathematical problems incorporating units, data, geometry, measurement, and mathematical relationships; such as:*
	  ➤ *Measurement for real-world (identifying tool)*
	  ➤ *Equation and/or inequality (creating)*
	  ➤ *Functions (completing function table)*
	  ➤ *Geometric properties (identifying a shape on a coordinate grid)*
	  ➤ *Data information (identifying data on a graph)*

Partially Meeting Learning Standards	• Student's performance on the Common Core Learning Standard Extensions is developing
	• Student's performance is somewhat accurate
	• *Developing performance of the standards is related to interpreting and solving real world mathematical problems incorporating units, data, geometry, measurement, and mathematical relationships; such as:*
	  ➤ *Measurement for real-world (identifying a tool or a measurement unit)*
	  ➤ *Equation and/or inequality (creating or solving)*
	  ➤ *Functions (completing a function table or identifying a feature of a linear graph)*
	  ➤ *Geometric properties (identifying a shape on a coordinate grid or determining characteristics of a shape on a coordinate grid)*
	  ➤ *Data information (identifying data on a graph or creating histogram, dot plot, or box plot)*

Meeting Learning Standards	• Student's performance on the Common Core Learning Standard Extensions is competent
	• Student's performance is often accurate
	• *Competent performance of the standards is related to interpreting and solving real world mathematical problems incorporating units, data, geometry, measurement, and mathematical relationships; such as:*
	  ➤ *Measurement for real-world (identifying a measurement unit or solving involving conversion of a unit)*
	  ➤ *Equation and/or inequality (solving or interpreting a solution)*
	  ➤ *Functions (completing a function table or identifying feature of a linear graph or identifying function as positive or negative)*
	  ➤ *Geometric properties (determining characteristics of a shape on a coordinate grid or computing the perimeter and/or area)*
	  ➤ *Data information (identifying data on a graph or creating or interpreting data on a histogram, dot plot, or box plot)*

Meeting Learning Standards with Distinction	• Student's performance on the Common Core Learning Standard Extensions is proficient
	• Student's performance is consistently accurate
	• *Consistently competent performance of the standards is related to interpreting and solving real world mathematical problems incorporating units, data, geometry, measurement, and mathematical relationships; such as:*
	  ➤ *Measurement for real-world (identifying a measurement unit or solving involving conversion of a unit)*
	  ➤ *Equation and/or inequality (solving or interpreting solution)*
	  ➤ *Functions (identifying a feature of a linear graph or identifying a function as positive or negative)*
	  ➤ *Geometric properties (determining characteristics of a shape on a coordinate grid or computing perimeter and/or area)*
	  ➤ *Data information (identifying data on a graph or creating or interpreting data on a histogram, dot plot, or box plot)*

Grade	Science
4	Analysis, Inquiry, and Design (Scientific Inquiry), and the Living Environment

Not Meeting Learning Standards	• Student's performance on the Learning Standard Alternate Grade Level Indicators (AGLIs) is emerging
	• Student's performance is rarely accurate
	• *Emerging performance of the standards is related to planning for, identifying materials needed, implementing steps, and/or reporting observations of a scientific investigation, and understanding essential structures and/or adaptations of animals and plants; such as:*
	  ➢ *Scientific tool or general outcome (recognizing)*
	  ➢ *Single step of a scientific investigation (attending or completing)*
	  ➢ *Plant and animal basic structure or environment (identifying)*
	  ➢ *Distinguish between plant and animal*

Partially Meeting Learning Standards	• Student's performance on the Learning Standard Alternate Grade Level Indicators (AGLIs) is developing
	• Student's performance is somewhat accurate
	• *Developing performance of the standards is related to planning for, identifying materials needed, implementing steps, and/or reporting observations of a scientific investigation, and understanding essential structures and/or adaptations of animals and plants; such as:*
	  ➢ *Scientific tool (recognizing or identifying purpose) or general outcome (recognizing)*
	  ➢ *Step(s) of a scientific investigation (completing or sequencing)*
	  ➢ *Plant and animal structure (function) or environment (identifying)*
	  ➢ *Distinguish between plant and animal*

Meeting Learning Standards	• Student's performance on the Learning Standard Alternate Grade Level Indicators (AGLIs) is competent
	• Student's performance is often accurate
	• *Competent performance of the standards is related to planning for, identifying materials needed, implementing steps, and/or reporting observations of a scientific investigation, and understanding essential structures and/or adaptations of animals and plants; such as:*
	  ➢ *Scientific tool (identifying purpose) or quantitative or specific results (identifying or reporting)*
	  ➢ *Step(s) of a scientific investigation (planning, completing or sequencing)*
	  ➢ *Plant and animal structure (function), including purpose*
	  ➢ *Plant and animal parts (identifying) or adaptations to environment (recognizing)*

Meeting Learning Standards with Distinction	• Student's performance on the Learning Standard Alternate Grade Level Indicators (AGLIs) is proficient
	• Student's performance is consistently accurate
	• *Consistently competent performance of the standards is related to planning for, identifying materials needed, implementing steps, and/or reporting observations of a scientific investigation, and understanding essential structures and/or adaptations of animals and plants; such as:*
	  ➢ *Scientific tool (identifying purpose or gathering) or quantitative or specific results (identifying or reporting)*
	  ➢ *Step(s) of a scientific investigation (planning or completing)*
	  ➢ *Plant and animal structure (function), including purpose*
	  ➢ *Plant and animal adaptations to environment (recognizing)*

Grade	Science
8	Analysis, Inquiry, and Design (Scientific Inquiry), and the Physical Setting/Earth Science

Not Meeting Learning Standards	• Student's performance on the Learning Standard Alternate Grade Level Indicators (AGLIs) is emerging
	• Student's performance is rarely accurate
	• *Emerging performance of the standards is related to reporting results of a scientific investigation by using a graph, diagram, table, or model, and/or understanding events including relationships or predictions, and understanding various forms of matter and/or physical or chemical changes; such as:*
	  ➢ *Result of a scientific investigation by using graph, diagram, table, model (recognizing)*
	  ➢ *Event cause or possibility*
	  ➢ *Beginning matter recognition (recognizing or identifying)*
	  ➢ *Object characteristic (warm or cool, solid or liquid)*

Partially Meeting Learning Standards	• Student's performance on the Learning Standard Alternate Grade Level Indicators (AGLIs) is developing
	• Student's performance is somewhat accurate
	• *Developing performance of the standards is related to reporting results of a scientific investigation by using a graph, diagram, table, or model, and/or understanding events including relationships or predictions, and understanding various forms of matter and/or physical or chemical changes; such as:*
	  ➢ *Result of a scientific investigation by using graph, diagram, table, model (recognizing or recording)*
	  ➢ *Event cause, possibility, or conclusion*
	  ➢ *Beginning matter recognition (recognizing or identifying)*
	  ➢ *Object characteristic (warm or cool, solid or liquid)*

Meeting Learning Standards	• Student's performance on the Learning Standard Alternate Grade Level Indicators (AGLIs) is competent
	• Student's performance is often accurate
	• *Competent performance of the standards is related to reporting results of a scientific investigation by using a graph, diagram, table, or model, and/or understanding events including relationships or predictions, and understanding various forms of matter and/or physical or chemical changes; such as:*
	  ➢ *Result of a scientific investigation by using graph, diagram, table, model (recording or comparing) or trend of results (identifying)*
	  ➢ *Event cause-and-effect or conclusion*
	  ➢ *Matter characteristics (identifying or comparing)*
	  ➢ *Object characteristic (solid, liquid or gas, physical change, chemical change)*

Meeting Learning Standards with Distinction	• Student's performance on the Learning Standard Alternate Grade Level Indicators (AGLIs) is proficient
	• Student's performance is consistently accurate
	• *Consistently competent performance of the standards is related to reporting results of a scientific investigation by using a graph, diagram, table, or model, and/or understanding events including relationships or predictions, and understanding various forms of matter and/or physical or chemical changes; such as:*
	  ➢ *Result of a scientific investigation by using graph, diagram, table, model (comparing) or trend of results (identifying)*
	  ➢ *Event cause-and-effect or prediction of a future event*
	  ➢ *Matter characteristics (identifying or comparing)*
	  ➢ *Object characteristic, including performing an investigation (solid, liquid and gas, physical change, chemical change)*

Grade	Science
HS	The Living Environment, and the Physical Setting/Earth Science

Not Meeting Learning Standards	• Student's performance on the Learning Standard Alternate Grade Level Indicators (AGLIs) is emerging
	• Student's performance is rarely accurate
	• *Emerging performance of the standards is related to understanding living and non-living things, equilibrium of the ecosystem and/or complex or simple organisms' systems that work to maintain homeostasis, and recognizing Earth's external and internal forces and/or understanding how weather and climate are affected; such as:*
	  ➢ *Living or non-living (identifying) and/or dependency (recognizing)*
	  ➢ *Five senses and associated body parts (recognizing) or single-celled organism (identifying)*
	  ➢ *Basic weather conditions or sunlight versus shade (identifying or recognizing)*
	  ➢ *Mountain, valley, and/or erosion activity (recognizing)*

Partially Meeting Learning Standards	• Student's performance on the Learning Standard Alternate Grade Level Indicators (AGLIs) is developing
	• Student's performance is somewhat accurate
	• *Developing performance of the standards is related to understanding living and non-living things, equilibrium of the ecosystem and/or complex or simple organisms' systems that work to maintain homeostasis, and recognizing Earth's external and internal forces and/or understanding how weather and climate are affected; such as:*
	  ➢ *Living or non-living and/or dependency or relationship within an ecosystem (recognizing or identifying)*
	  ➢ *Five senses and associated body parts, organ systems, or single-celled organism (identifying)*
	  ➢ *Basic weather conditions, heat change for seasons, or sunlight presence effects (identifying)*
	  ➢ *Mountain, valley, and/or erosion activity (recognizing)*

Meeting Learning Standards	• Student's performance on the Learning Standard Alternate Grade Level Indicators (AGLIs) is competent
	• Student's performance is often accurate
	• *Competent performance of the standards is related to understanding living and non-living things, equilibrium of the ecosystem and/or complex or simple organisms' systems that work to maintain homeostasis, and recognizing Earth's external and internal forces and/or understanding how weather and climate are affected; such as:*
	  ➢ *Relationship within an ecosystem dependencies or disruptions (recognizing or identifying)*
	  ➢ *Organ systems (identifying, describing how or purpose), cell types and structures, or single-celled organism, including structures*
	  ➢ *Weather conditions, including tools (identifying or using), heat change for seasons, or sunlight presence effects or relationships (identifying or describing)*
	  ➢ *Force changes that create a mountain and/or valley, Earth's internal heat, or weathering and/or erosion activity (identifying)*

Meeting Learning Standards with Distinction	• Student's performance on the Learning Standard Alternate Grade Level Indicators (AGLIs) is proficient • Student's performance is consistently accurate • *Consistently competent performance of the standards is related to understanding living and non-living things, equilibrium of the ecosystem and/or complex or simple organisms' systems that work to maintain homeostasis, and recognizing Earth's external and internal forces and/or understanding how weather and climate are affected; such as:*

	➢ *Relationship within an ecosystem dependencies or disruptions (recognizing or identifying)* ➢ *Organ systems (identifying, describing how or purpose), cell types and structures, or single-celled organism, including structures* ➢ *Weather conditions, including tools (identifying or using), heat change for seasons, or sunlight presence effects or relationships (identifying or describing)* ➢ *Force changes that create a mountain and/or valley, Earth's internal heat, or weathering and/or erosion activity (identifying)*

Grade	Social Studies
HS	US and NY History, and World History

Not Meeting Learning Standards	• Student's performance on the Learning Standard Alternate Grade Level Indicators (AGLIs) is emerging
	• Student's performance is rarely accurate
	• *Emerging performance of the standards is related to understanding the government, including organization, power distribution, citizen rights, and/or importance of elections, and identifying continents, countries, industrialized or developing nations and/or exploring world trends, differences in nations, political, social and economic changes; such as:*
	  ➢ *Classroom rule(s) and/or governmental law(s) (recognizing)*
	  ➢ *Government purpose or one right guaranteed (recognizing)*
	  ➢ *Country other than the United States, or rural life (locating or recognizing) or lifestyles (exploring)*
	  ➢ *Country issues, overpopulation or migration*

Partially Meeting Learning Standards	• Student's performance on the Learning Standard Alternate Grade Level Indicators (AGLIs) is developing
	• Student's performance is somewhat accurate
	• *Developing performance of the standards is related to understanding the government, including organization, power distribution, citizen rights, and/or importance of elections, and identifying continents, countries, industrialized or developing nations and/or exploring world trends, differences in nations, political, social and economic changes; such as:*
	  ➢ *Classroom rule(s) and/or governmental law(s) (recognizing or identifying importance)*
	  ➢ *Government purpose, development or right(s) guaranteed (recognizing or identifying)*
	  ➢ *Country(s) other than the United States, or rural life (locating or recognizing) or lifestyles (exploring)*
	  ➢ *Country issues, overpopulation or migration*

Meeting Learning Standards	• Student's performance on the Learning Standard Alternate Grade Level Indicators (AGLIs) is competent
	• Student's performance is often accurate
	• *Competent performance of the standards is related to understanding the government, including organization, power distribution, citizen rights, and/or importance of elections, and identifying continents, countries, industrialized or developing nations and/or exploring world trends, differences in nations, political, social and economic changes; such as:*
	  ➢ *Governmental law(s) (identifying importance or reason) or United States Constitution, timeline*
	  ➢ *Government purpose and/or development or rights guaranteed, including right to vote (recognizing, identifying, or exploring)*
	  ➢ *Country(s) or cities (outside the United States), or rural and urban areas (examining) or populations (determining)*
	  ➢ *Country issues or differences, political, social, or economic*

Meeting Learning Standards with Distinction	• Student's performance on the Learning Standard Alternate Grade Level Indicators (AGLIs) is proficient
	• Student's performance is consistently accurate
	• *Consistently competent performance of the standards is related to understanding the government, including organization, power distribution, citizen rights, and/or importance of elections, and identifying continents, countries, industrialized or developing nations and/or exploring world trends, differences in nations, political, social and economic changes; such as:*
	  ➢ *Governmental law(s) (identifying reason or comparing) or United States Constitution, timeline*
	  ➢ *Government purpose and/or development or rights guaranteed, including right to vote (explaining or comparing)*

	➢ *Country(s) or cities (outside the United States), or rural and urban areas (examining) or populations (determining)* ➢ *Country issues or differences, political, social, or economic and/or possible ways to address issues (investigating)*