

Alternate Grade Level Expectations **for** **Maine's Personalized Alternate Assessment Portfolio**



Based on Maine's Accountability Standards, Chapter 131

Reading, Writing, and Mathematics

New England Common Assessment Program (NECAP) Grade Level Expectations

Science

Maine's 2007 Learning Results

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The PAAP Blueprint of Required AGLE Indicators

Grade Level	Reading	Writing	Mathematics	Science
2	A1, A2		A1, B1, D2	
3	A1, A3		A1, B3, C1	
4	A1, A2	B2	A4, B2, D1	
5	A1, A3		A3, B3, C1	D1, D2, E2
6	A1, A2		A2, B1, C2	
7	A1, A3	B3	A4, B4, D2	
8				D4, E3, E4
High School	A2, A3	B1	A5, C2, D4	D3, E1, E5



MAINEPAAP
Personalized Alternate Assessment Portfolio

Alternate Grade Level Expectations

Reading

NECAP GLEs R1, R2, & R3
Word Identification and Vocabulary Knowledge

Reading AGLE/Indicator — A1

Student applies word identification and decoding strategies, identifies the meaning of unfamiliar vocabulary, shows breadth of vocabulary knowledge, and/or demonstrates understanding of word meaning or relationships by:

Level of Complexity 1	Level of Complexity 2	Level of Complexity 3	Level of Complexity 4
<p>doing the following:</p> <ul style="list-style-type: none"> identifying signs, symbols, gestures, objects, and/or pictures to show understanding of words. 	<p>doing the following:</p> <ul style="list-style-type: none"> showing phonemic awareness and/or sound/symbol relationships. 	<p>doing one or more of the following:</p> <ul style="list-style-type: none"> using basic phonemic awareness skills (e.g., identifying beginning and/or ending sounds or rhyming words) and/or using word parts or basic phonics skills to decode words (e.g., CVC words) and/or reading aloud sight words of the highest frequency in the English language (e.g., the, and, is) <p>AND</p> <ul style="list-style-type: none"> using pictures and/or context clues to determine the meaning of words. 	<p>doing one or more of the following:</p> <ul style="list-style-type: none"> using the full range of phonemic awareness skills (e.g., identifying medial sounds, orally segmenting sounds or parts in words), and/or using word parts or phonics to decode words (e.g., CCVC, CVCC, CCVCC word patterns, common long vowels patterns, inflectional endings), and/or reading aloud common English sight words (e.g., all, eat, good, out, that, with, yes) <p>AND</p> <ul style="list-style-type: none"> using context clues to determine the meaning of words.

Word Identification and Vocabulary Knowledge

Student applies word identification and decoding strategies, identifies the meaning of unfamiliar vocabulary, shows breadth of vocabulary knowledge, and/or demonstrates understanding of word meaning or relationships by:

Level of Complexity 5	Level of Complexity 6	Level of Complexity 7	Level of Complexity 8
<p>doing one or more of the following:</p> <ul style="list-style-type: none"> • using phonemic awareness and/or • using word parts or phonics to decode words, <p>AND</p> <p>doing one or more of the following:</p> <ul style="list-style-type: none"> • using context clues to determine the meaning of words and/or • identifying unfamiliar vocabulary by using suffixes or base words, <p>AND</p> <p>doing one or more of the following:</p> <ul style="list-style-type: none"> • identifying synonyms, • identifying antonyms, and/or • categorizing words. 	<p>doing one or more of the following:</p> <ul style="list-style-type: none"> • applying word identification/decoding strategies and/or • using knowledge of sounds, syllable types, or word patterns such as prefixes or suffixes to decode words, <p>AND</p> <p>doing one or more of the following:</p> <ul style="list-style-type: none"> • identifying unfamiliar vocabulary by using affixes or base words, • using context clues to determine meaning, and/or • using a dictionary or glossary to determine the meaning of words, <p>AND</p> <p>doing one or more of the following:</p> <ul style="list-style-type: none"> • identifying synonyms, • identifying antonyms, • categorizing words, • selecting words to use in content-specific context, and/or • determining the meaning of a multiple-meaning word that is appropriate for the text. 	<p>doing two or more of the following:</p> <ul style="list-style-type: none"> • identifying the meaning of unfamiliar vocabulary by using knowledge of word structure, • using context clues to determine meaning, and/or • using a dictionary or glossary to determine the meaning of words, <p>AND</p> <p>doing two or more of the following:</p> <ul style="list-style-type: none"> • identifying synonyms, • identifying antonyms, • selecting words to use in content-specific context, • determining the meaning of a multiple-meaning word that is appropriate for the text, and/or • distinguishing shades of meaning. 	<p>doing two or more of the following:</p> <ul style="list-style-type: none"> • identifying the meaning of unfamiliar vocabulary by using knowledge of word structure, • using context clues to determine meaning, and/or • using a dictionary, glossary, or thesaurus to determine definitions or usage of words, <p>AND</p> <p>doing two or more of the following:</p> <ul style="list-style-type: none"> • identifying synonyms, • identifying antonyms, • distinguishing shades of meaning, and/or • selecting or explaining the use of words in context.

**NECAP GLEs R4, R5, & R6
Literary Text**

Reading AGLE/Indicator— A2

Student demonstrates initial understanding, analysis, and interpretation of elements of literary text, citing evidence where appropriate, by:

Level of Complexity 1	Level of Complexity 2	Level of Complexity 3	Level of Complexity 4
<p>doing the following:</p> <ul style="list-style-type: none">identifying pictures of named events from among a group of two or more pictures depicting varied events.	<p>doing the following:</p> <ul style="list-style-type: none">putting key events from a simple story listened to or viewed in correct sequence.	<p>doing one or more of the following:</p> <ul style="list-style-type: none">identifying settings or characters and/orretelling events in a story using words and pictures, <p>AND</p> <ul style="list-style-type: none">answering questions about information from the text.	<p>doing one or more of the following:</p> <ul style="list-style-type: none">identifying settings or characters and/orretelling a story using relevant details and putting events in proper sequence, <p>AND</p> <ul style="list-style-type: none">answering questions about information from the text.

**NECAP GLEs R4, R5, & R6
Literary Text**

Reading AGLE/Indicator — A2

Student demonstrates initial understanding, analysis, and interpretation of elements of literary text, citing evidence where appropriate, by:

Level of Complexity 5	Level of Complexity 6	Level of Complexity 7	Level of Complexity 8
<p>doing one or more of the following:</p> <ul style="list-style-type: none"> identifying or describing characters or setting, and/or identifying or describing problem, solution, or events, <p>AND</p> <p>doing one or more of the following:</p> <ul style="list-style-type: none"> making logical predictions, identifying characteristics or personality traits of main characters, and/or making basic inferences. <p><i>Text must be read by the student.</i></p>	<p>doing two or more of the following:</p> <ul style="list-style-type: none"> identifying or describing characters or setting, identifying or describing problem, solution, events, or plot, and/or paraphrasing or summarizing, <p>AND</p> <p>doing one or more of the following:</p> <ul style="list-style-type: none"> making logical predictions, describing main characters' characteristics or personality traits, providing examples from text that reveal characters' personality traits, making basic inferences, and/or identifying author's basic message. <p><i>Text must be read by the student.</i></p>	<p>doing two or more of the following:</p> <ul style="list-style-type: none"> identifying or describing characters, setting, problem/ solution, events, or plot, identifying changes in characters over time, and/or paraphrasing or summarizing, <p>AND</p> <p>doing two or more of the following:</p> <ul style="list-style-type: none"> making logical predictions, describing characters' characteristics or personality traits, providing examples from text that reveal characters' personality traits, making inferences, identifying who is telling the story, and/or identifying author's message or theme. <p><i>Text must be read by the student.</i></p>	<p>doing two or more of the following:</p> <ul style="list-style-type: none"> identifying or describing characters, setting, problem/ solution, events or plot, identifying changes in characters over time, and/or paraphrasing/summarizing, <p>AND</p> <p>doing two or more of the following:</p> <ul style="list-style-type: none"> making logical predictions, describing characters' characteristics, personality traits, or interactions, providing examples from text that reveal characters' personality traits, describing changes in characters over time, making inferences, identifying the narrator, identifying or describing the author's message or theme, and/or demonstrating knowledge of literary elements and devices (imagery, exaggeration). <p><i>Text must be read by the student.</i></p>

**NECAP GLEs R7 & R8
Informational Text**

Reading AGLE/Indicator — A3

Student demonstrates initial understanding, analysis, and interpretation of elements of informational text, citing evidence as appropriate, by:

Level of Complexity 1	Level of Complexity 2	Level of Complexity 3	Level of Complexity 4
<p>doing one or more of the following:</p> <ul style="list-style-type: none"> distinguishing front of a book from the back, distinguishing top of a book from the bottom, and/or using signs, symbols, pictures, words, or actions to communicate needs or wants. 	<p>doing one or more of the following:</p> <ul style="list-style-type: none"> differentiating between print and pictures, indicating the title on the cover or title page, indicating where one begins to read on a page, indicating where to find the author's name, using explicitly stated information from the text to answer questions, and/or recognizing a central idea from text when presented with three pictures. 	<p>doing one or more of the following:</p> <ul style="list-style-type: none"> obtaining information from a title page (title, author), distinguishing between the beginning and end of a book, differentiating between print and pictures, using explicitly stated information from the text to answer questions, and/or recognizing main/central idea when presented with pictures and sentences. 	<p>doing one or more of the following:</p> <ul style="list-style-type: none"> obtaining information from a simple table of contents, obtaining information from a simple glossary, obtaining information from illustrations, and/or using explicitly stated information from the text to answer questions, <p>AND</p> <p>doing one or more of the following:</p> <ul style="list-style-type: none"> making basic inferences and/or drawing basic conclusions when given possible choices.

**NECAP GLEs R7 & R8
Informational Text**

Reading AGLE/Indicator — A3

Student demonstrates initial understanding, analysis, and interpretation of elements of informational text, citing evidence as appropriate, by:

Level of Complexity 5	Level of Complexity 6	Level of Complexity 7	Level of Complexity 8
<p>doing two or more of the following:</p> <ul style="list-style-type: none"> obtaining information from simple table of contents or glossary, obtaining information from simple charts, graphs, diagrams, or illustrations, and/or using explicitly stated information to answer questions, <p>AND</p> <p>doing one or more of the following:</p> <ul style="list-style-type: none"> connecting information within a text, recognizing generalizations, making basic inferences or drawing basic conclusions, and/or inferring cause or effect when signal words are present. 	<p>doing two or more of the following:</p> <ul style="list-style-type: none"> obtaining information from table of contents, glossary, transition words, bold or italicized text, or headings, obtaining information from graphic organizers, charts, graphs, or illustrations, and/or answering questions related to explicitly stated information, <p>AND</p> <p>doing two or more of the following:</p> <ul style="list-style-type: none"> connecting information within a text, recognizing generalizations about a text, making inferences, including cause/effect, drawing basic conclusions, forming judgments or opinions, and/or distinguishing fact from opinion. 	<p>doing two or more of the following:</p> <ul style="list-style-type: none"> obtaining information from table of contents, glossary, index, transition words or phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations, answering questions related to explicitly stated information, and/or paraphrasing or summarizing, <p>AND</p> <p>doing two or more of the following:</p> <ul style="list-style-type: none"> connecting information within or across texts, synthesizing information from one or more texts, making inferences including cause/effect, determining author’s purpose, drawing basic conclusions, forming judgments/opinions, and/or distinguishing fact from opinion. 	<p>doing two or more of the following:</p> <ul style="list-style-type: none"> obtaining information from table of contents, glossary, index, transition words or phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations, using information from the text to answer questions, and/or summarizing or comparing/contrasting, <p>AND</p> <p>doing two or more of the following:</p> <ul style="list-style-type: none"> connecting information within or across texts, synthesizing information from one or more texts, drawing conclusions about text, determining author’s purpose, forming and supporting opinions/ judgments and assertions, and/or distinguishing fact from opinion, making inferences about causes and effects.



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Alternate Grade Level Expectations

Writing

Developmental Characteristics of Writing

Grades K–2 Developmental Characteristics	Grades 3–5 Developmental Characteristics
<ul style="list-style-type: none"> • aware that speech can be written down • English organized from left to right • print language is close match to oral language child uses • uses invented spelling by writing the sounds heard in words, and often picks letters having those sounds in their names • attempts use of punctuation and capitalization • written thoughts may be random • combination of letters and words (semi-phonetic spellings with some sounds represented by letters) used as experiments in writing • has a sense of sentence • uses basic sentence structures • composition conveys basic ideas • uses logical sequence (beginning, middle, and end) • attempts use of punctuation and capitalization mechanics • uses some variety of complete sentence structures 	<ul style="list-style-type: none"> • develops a central idea or topic • begins to develop and later maintains a consistent focus • includes beginning, middle, and end • begins to organize writing by paragraph • relates multiple sentences to single topic • uses varied text forms to suit purpose • matches writing to purpose and audience • provides descriptive details • selects a topic for composition • establishes an organizing structure • composes coherent paragraphs with supporting details and a concluding sentence • conveys voice • edits for correct grammar, usage, and mechanics

Grades 6–8 and 11 Developmental Characteristics
<ul style="list-style-type: none"> • selects and refines a topic for composition • establishes an organizing structure that is appropriate for the purpose • maintains a consistent focus, point of view, or thesis • uses specific details and references to support the focus, point of view, or thesis • uses descriptive language to clarify, enhance, or develop ideas • includes relevant information in a logical order • uses varied sentence length and structure to enhance meaning • uses a variety of elaboration strategies and transitional devices • conveys voice appropriate to audience and purpose • uses precise and specific language • edits for correct grammar, usage, and mechanics • uses resources to support editing

Writing Conventions and Structures of Language; Response to Text

Student demonstrates command of the structures of sentences, paragraphs, and text, and demonstrates command of appropriate conventions; student demonstrates understanding of plot/ideas/concepts, and makes and supports analytical judgments about literary and informational text by:

Level of Complexity 1	Level of Complexity 2	Level of Complexity 3	Level of Complexity 4
<p>doing the following:</p> <ul style="list-style-type: none"> identifying given signs, symbols, and/or pictures that communicate a fact or thought (e.g., need, name of object, person). 	<p>doing the following:</p> <ul style="list-style-type: none"> using signs, symbols, or pictures to communicate understanding of ideas and/or concepts <p>AND</p> <ul style="list-style-type: none"> using phonemic awareness and letter-sound association to connect letters to sounds. 	<p>doing the following:</p> <ul style="list-style-type: none"> showing understanding of text using pictures (pictures may include labels, which might only include beginning sounds and/or end sounds) <p>AND</p> <p>doing one or more of the following:</p> <ul style="list-style-type: none"> using phonemic awareness and letter knowledge to represent initial or final consonant sounds and/or using prior knowledge or references to text to respond to a question using pictures (pictures may include labels, which might only include beginning sounds and/or end sounds). 	<p>doing the following:</p> <ul style="list-style-type: none"> writing recognizable phrases or short sentences to show understanding of text, including using phonemic awareness and letter knowledge to spell independently (phonetic and/or “invented” spelling acceptable) <p>AND</p> <p>doing one or more of the following:</p> <ul style="list-style-type: none"> using prior knowledge or references to text to respond to a question (evidence may take the form of pictures, words, sentences, or some combination) and/or using a beginning and an ending to organize ideas, given an organizing structure (e.g., graphic organizer, story map).

Writing Conventions and Structures of Language; Response to Text

Student demonstrates command of the structures of sentences, paragraphs, and text, and demonstrates command of appropriate conventions; student demonstrates understanding of plot/ideas/concepts, and makes and supports analytical judgments about literary and informational text by:

Level of Complexity 5	Level of Complexity 6	Level of Complexity 7	Level of Complexity 8
<p>writing short sentences that incorporate one or more of the following:</p> <ul style="list-style-type: none"> using capital letters for names and/or at the beginning of sentences, using correct end punctuation in simple sentences, correctly spelling high frequency words, and/or correctly spelling one-syllable words with these patterns: CVC, CVCe, CCVC, CVCC, <p>AND</p> <p>doing one or more of the following:</p> <ul style="list-style-type: none"> selecting appropriate information to set context or background, stating a focus (purpose) when responding to a given question, using details or references to text to support a given focus (Note: support may include prior knowledge), and/or using a beginning, middle, and concluding statement or sentence to organize ideas, given an organizing structure (e.g., graphic organizer, story map). 	<p>doing one or more of the following:</p> <ul style="list-style-type: none"> writing simple declarative, exclamatory, or interrogative sentences, recognizing indentations for new paragraphs, using capital letters at the beginning of names and sentences, using periods, question marks, or exclamation points correctly in simple sentences, correctly spelling high-frequency words, and/or correctly spelling single syllable words with regular long and short vowels, <p>AND</p> <p>doing one or more of the following:</p> <ul style="list-style-type: none"> selecting appropriate information to set context or background, connecting what has been read (plot, ideas, or concepts) to prior knowledge, which might include other texts, stating a focus (purpose) when responding to a given question, making inferences about the content, events, characters, or setting, using details or references to text to support focus (Note: support may include prior knowledge), and/or organizing ideas, using basic transition words (e.g., first, next, then, finally), and having a concluding statement. 	<p>doing two or more of the following:</p> <ul style="list-style-type: none"> writing a variety of simple sentences, writing a variety of compound sentences, writing a paragraph with a main idea and two supporting details, identifying grammatical errors when given examples, applying basic capitalization rules for the beginning of sentences and in proper nouns or titles, using commas in dates and in a series, using end punctuation correctly in a variety of sentence structures, correctly spelling high-frequency words, and/or recognizing or applying English spelling rules: consonant doubling, changing y to i, dropping silent e, <p>AND</p> <p>doing two or more of the following:</p> <ul style="list-style-type: none"> selecting appropriate information to set context or background, connecting what has been read (plot, ideas, or concepts) to prior knowledge, which might include other texts, stating and maintaining a focus (purpose) when responding to a given question, making inferences about content, events, characters, setting, or common themes, using specific details and references to text to support focus, and/or organizing ideas, using transition words or phrases, and writing a conclusion. 	<p>doing two or more of the following:</p> <ul style="list-style-type: none"> using a variety of sentence structures to enhance meaning, adding phrases and clauses to sentences, writing a paragraph with a main idea and three or more supporting details, identifying or correcting grammatical errors, including subject-verb agreement, applying basic capitalization rules for the beginning of sentences and in proper nouns or titles, using commas, apostrophes, or quotation marks to clarify meaning, correctly spelling high-frequency words including homophones, and/or recognizing or applying English spelling rules, <p>AND</p> <p>doing two or more of the following:</p> <ul style="list-style-type: none"> selecting appropriate information to set context or background, connecting what has been read (plot, ideas, or concepts) to prior knowledge or other texts, by referring to relevant ideas, stating and maintaining a focus (purpose) when responding to a given question, making inferences about content, events, characters, setting, or common themes, using specific details and references to text or citations to support focus, and/or organizing ideas, using transition words or phrases, and writing a conclusion that provides closure.

**NECAP GLEs W4 & W5
Narrative**

Writing AGLE/Indicator — B2

Student organizes and relates a story line/plot/series of events and demonstrates use of narrative strategies by:

Level of Complexity 1	Level of Complexity 2	Level of Complexity 3	Level of Complexity 4
<p>doing the following:</p> <ul style="list-style-type: none">identifying pictures or symbols to relate an experience, event, or idea.	<p>doing the following:</p> <ul style="list-style-type: none">composing responses related to an event, experience, or idea.	<p>doing the following:</p> <ul style="list-style-type: none">using pictures to create an understandable story line with a beginning and end when given a structure (pictures may include labels) <p>AND</p> <ul style="list-style-type: none">using pictures to identify and/or create characters.	<p>doing the following:</p> <ul style="list-style-type: none">creating an understandable story line with a beginning and end when given a structure (may take form of words or pictures or some combination) <p>AND</p> <ul style="list-style-type: none">creating character(s)—may take form of words or pictures or some combination.

Narrative

Student organizes and relates a story line/plot/series of events and demonstrates use of narrative strategies by:

Level of Complexity 5	Level of Complexity 6	Level of Complexity 7	Level of Complexity 8
See Extended Learning AGLEs	See Extended Learning AGLEs	See Extended Learning AGLEs	See Extended Learning AGLEs

Expository and Informational Writing

Student conveys purpose and demonstrates ability to organize ideas or concepts and use a range of elaboration strategies in reports and informational writing by:

Level of Complexity 1(Grades 4, 7, 3rd Year HS)	Level of Complexity 2	Level of Complexity 3	Level of Complexity 4
<p>doing one or more of the following:</p> <ul style="list-style-type: none"> identifying signs, symbols, pictures, or words to convey simple needs related to specific tasks or procedures and/or using pictures, signs, or symbols to communicate or identify information. 	<p>doing one or more of the following:</p> <ul style="list-style-type: none"> composing and sharing related responses to convey simple needs and/or matching objects, people, places, or events to related information. 	<p>doing one or more of the following:</p> <ul style="list-style-type: none"> naming or labeling objects or pictures that have a common characteristic, representing facts through pictures, and/or using pictures to illustrate details or information related to topic (pictures may have labels). 	<p>doing one or more of the following:</p> <ul style="list-style-type: none"> sorting facts within a given category, representing facts through pictures, words, sentences, or some combination, and/or using pictures to create meaning, <p>AND</p> <ul style="list-style-type: none"> including details or information relevant to topic (details or information may take the form of pictures with captions, words, sentences, or some combination).

NECAP GLEs W6, W7, & W8
Expository and Informational Writing

Writing AGLE/Indicator — B3

Student conveys purpose and demonstrates ability to organize ideas or concepts and use a range of elaboration strategies in reports and informational writing by:

Level of Complexity 5	Level of Complexity 6	Level of Complexity 7	Level of Complexity 8
<p>doing one or more of the following:</p> <ul style="list-style-type: none"> • establishing a topic, • restating a given focus or controlling idea on a topic (purpose), • using a given organizational structure for grouping facts, and/or • selecting facts to set context or background, <p>AND</p> <p>doing one or more of the following:</p> <ul style="list-style-type: none"> • including details or information relevant to topic and/or focus, and/or • using sufficient details or pictures to illustrate facts. 	<p>doing one or more of the following:</p> <ul style="list-style-type: none"> • establishing a topic, • stating a focus or controlling idea on a topic, • using a template to group facts and ideas, • selecting appropriate facts to set context or background, • using basic transition words when appropriate (e.g., first, then, next, finally), and/or • providing a concluding statement, <p>AND</p> <p>doing one or more of the following:</p> <ul style="list-style-type: none"> • including details or information relevant to topic and/or focus, and/or • including sufficient details for appropriate depth of information: naming, describing, explaining, comparing, use of visual images. 	<p>See Extended Learning AGLEs</p>	<p>See Extended Learning AGLEs</p>



MAINEPAAP
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Alternate Grade Level Expectations

Mathematics

**NECAP GLE M(N&O) — 1
Numbers and Operations – Whole Numbers**

Mathematics AGLE/Indicator — A1

Student demonstrates conceptual understanding of rational numbers by:

Level of Complexity 1	Level of Complexity 2	Level of Complexity 3	Level of Complexity 4
<p>doing the following:</p> <ul style="list-style-type: none"> indicating or labeling a collection of up to 3 items. 	<p>doing the following:</p> <ul style="list-style-type: none"> indicating or labeling a collection of up to 10 items. 	<p>doing one or more of the following:</p> <ul style="list-style-type: none"> reading, writing, and counting numbers up to 99 and/or recognizing the place value (tens and ones) of numbers. 	<p>doing one or more of the following:</p> <ul style="list-style-type: none"> reading, writing, and counting numbers up to 199, and/or recognizing the place value (ones, tens, and/or hundreds) of numbers, and/or skip counting by 2s, 5s, and 10s (may use a hundreds chart).
Level of Complexity 5	Level of Complexity 6	Level of Complexity 7	Level of Complexity 8
<p>See Extended Learning AGLEs</p>	<p>See Extended Learning AGLEs</p>	<p>See Extended Learning AGLEs</p>	<p>See Extended Learning AGLEs</p>

**NECAP GLE M(N&O) — 1
Numbers and Operations – Fractions**

Mathematics AGLE/Indicator — A2

Student demonstrates conceptual understanding of rational numbers by:

Level of Complexity 1	Level of Complexity 2	Level of Complexity 3	Level of Complexity 4
<p>doing the following:</p> <ul style="list-style-type: none"> identifying that one-half is less than one whole. 	<p>doing the following:</p> <ul style="list-style-type: none"> identifying that two halves make a whole. 	<p>doing the following:</p> <ul style="list-style-type: none"> identifying that two halves, three thirds, and/or four fourths make a whole. 	<p>doing the following:</p> <ul style="list-style-type: none"> identifying $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$.
Level of Complexity 5	Level of Complexity 6	Level of Complexity 7	Level of Complexity 8
<p>doing the following:</p> <ul style="list-style-type: none"> identifying and/or illustrating $\frac{1}{2}$, $\frac{1}{3}$, and/or $\frac{1}{4}$ <p>AND</p> <ul style="list-style-type: none"> compare $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$. 	<p>doing the following:</p> <ul style="list-style-type: none"> identifying, comparing, and ordering rational numbers (limited to fractions with denominators of 2, 3, 4, and/or 5). 	<p>See Extended Learning AGLEs</p>	<p>See Extended Learning AGLEs</p>

**NECAP GLEs M(N&O) — 1 & 5
Numbers and Operations – Decimals (Including Money) and Percents**

Mathematics AGLE/Indicator — A3

Student demonstrates conceptual understanding of rational numbers and monetary value by:

Level of Complexity 1	Level of Complexity 2	Level of Complexity 3	Level of Complexity 4
<p>doing the following:</p> <ul style="list-style-type: none"> matching coins (penny, nickel, dime, or quarter) to coins of the same value. 	<p>doing the following:</p> <ul style="list-style-type: none"> identifying coins (penny, nickel, dime, or quarter). 	<p>doing the following:</p> <ul style="list-style-type: none"> identifying coins (penny, nickel, dime, and quarter) and giving the value of coins (a penny and a quarter). 	<p>doing the following:</p> <ul style="list-style-type: none"> identifying coins (penny, nickel, dime, and quarter) and giving the value of these coins <p>AND</p> <ul style="list-style-type: none"> distinguishing between decimal notations (e.g., 0.35) and other numbers (e.g., 35).
Level of Complexity 5	Level of Complexity 6	Level of Complexity 7	Level of Complexity 8
<p>See Extended Learning AGLEs</p>	<p>See Extended Learning AGLEs</p>	<p>See Extended Learning AGLEs</p>	<p>See Extended Learning AGLEs</p>

NECAP GLE M(N&O) — 2
Numbers and Operations – Magnitude of Numbers

Mathematics AGLE/Indicator — A4

Student demonstrates understanding of the relative magnitude of numbers by:

Level of Complexity 1	Level of Complexity 2	Level of Complexity 3	Level of Complexity 4
<p>doing the following:</p> <ul style="list-style-type: none"> determining which group has more or less when given two groups of objects (real or pictured). 	<p>doing the following:</p> <ul style="list-style-type: none"> determining which group has the most or the least when given three groups of objects (real or pictured). 	<p>doing the following:</p> <ul style="list-style-type: none"> ordering and comparing whole numbers from 0–49. 	<p>doing the following:</p> <ul style="list-style-type: none"> ordering and comparing whole numbers from 0–99.
Level of Complexity 5	Level of Complexity 6	Level of Complexity 7	Level of Complexity 8
<p>doing the following:</p> <ul style="list-style-type: none"> ordering and comparing whole numbers from 0–199. 	<p>doing the following:</p> <ul style="list-style-type: none"> ordering and comparing whole numbers from 0–999. 	<p>See Extended Learning AGLEs</p>	<p>See Extended Learning AGLEs</p>

Level of Complexity 1	Level of Complexity 2	Level of Complexity 3	Level of Complexity 4
<p>doing the following:</p> <ul style="list-style-type: none"> matching a set of 2–4 objects with an equivalent set of 2–4 objects. 	<p>doing the following:</p> <ul style="list-style-type: none"> adding and subtracting whole numbers (sums up to 6 and the corresponding subtraction counterparts) using manipulatives. 	<p>doing the following:</p> <ul style="list-style-type: none"> adding and subtracting whole numbers (sums up to 10 and the corresponding subtraction counterparts) and showing or explaining strategies for such problems. 	<p>doing the following:</p> <ul style="list-style-type: none"> adding and subtracting whole numbers (sums up to 20 and the corresponding subtraction counterparts) and showing or explaining strategies for such problems.
Level of Complexity 5	Level of Complexity 6	Level of Complexity 7	Level of Complexity 8
<p>doing one or more of the following:</p> <ul style="list-style-type: none"> adding and subtracting whole numbers (sums up to 99 and the corresponding subtraction counterparts) and showing or explaining strategies for such problems, and/or describing or illustrating the inverse relationship between addition and subtraction and/or the relationship between repeated addition and multiplication. 	<p>doing the following:</p> <ul style="list-style-type: none"> adding and subtracting whole numbers (sums up to 199 and the corresponding subtraction counterparts) and showing or explaining strategies for such problems, <p>AND</p> <p>doing one or more of the following:</p> <ul style="list-style-type: none"> multiplying (limited to one-digit numbers) and dividing (limited to one-digit divisors and two-digit dividends) whole numbers, and/or describing or illustrating the inverse relationship between multiplication and division (without remainders) and/or the relationship between repeated subtraction and division. 	<p>doing one or more of the following:</p> <ul style="list-style-type: none"> multiplying (one digit by two digits and/or two digits by two digits) and dividing (limited to one-digit divisors) whole numbers and/or solving problems involving fractions, decimals, percents, and/or ratios. 	<p>doing two or more of the following:</p> <ul style="list-style-type: none"> using each of the four operations on whole numbers (division up to two-digit divisors), and/or solving problems involving fractions, decimals, percents, and/or ratios, and/or solving problems involving proportional reasoning.

Level of Complexity 1	Level of Complexity 2	Level of Complexity 3	Level of Complexity 4
<p>doing the following:</p> <ul style="list-style-type: none"> selecting, from two choices, a shape (circle, triangle, and/or square) that matches a given model or picture. 	<p>doing the following:</p> <ul style="list-style-type: none"> matching two shapes (circle, triangle, and/or square) when given a variety of models or pictures. 	<p>doing the following:</p> <ul style="list-style-type: none"> identifying circles, triangles, and squares. 	<p>doing the following:</p> <ul style="list-style-type: none"> identifying and classifying two-dimensional shapes as circles, triangles, squares, or rectangles.
Level of Complexity 5	Level of Complexity 6	Level of Complexity 7	Level of Complexity 8
<p>doing the following:</p> <ul style="list-style-type: none"> identifying circles, triangles, squares, rectangles, and parallelograms, <p>AND</p> <ul style="list-style-type: none"> classifying two-dimensional shapes. 	<p>do two or more of the following:</p> <ul style="list-style-type: none"> identifying the number of angles in a polygon, and/or identifying angles as more than, less than, or equal to 90 degrees, and/or identifying circles, triangles, squares, rectangles, parallelograms, and/or trapezoids. 	<p>See Extended Learning AGLEs</p>	<p>See Extended Learning AGLEs</p>

**NECAP GLEs M(G&M) — 4 & 5
Geometry and Measurement – Congruency and Similarities**

Mathematics AGLE/Indicator — B2

Student demonstrates conceptual understanding of congruency and similarity by:

Level of Complexity 1	Level of Complexity 2	Level of Complexity 3	Level of Complexity 4
<p>doing the following:</p> <ul style="list-style-type: none"> matching figures with the same shape and the same size (e.g., matching two rectangles of the same size). 	<p>doing the following:</p> <ul style="list-style-type: none"> identifying congruent figures when given three choices. 	<p>doing the following:</p> <ul style="list-style-type: none"> identifying congruent figures from slides (translations). 	<p>doing the following:</p> <ul style="list-style-type: none"> identifying congruent figures <p>AND</p> <ul style="list-style-type: none"> identifying similar figures.
Level of Complexity 5	Level of Complexity 6	Level of Complexity 7	Level of Complexity 8
<p>See Extended Learning AGLEs</p>	<p>See Extended Learning AGLEs</p>	<p>See Extended Learning AGLEs</p>	<p>See Extended Learning AGLEs</p>

Geometry and Measurement – Perimeter, Area, Volume, and Circumference

Student demonstrates conceptual understanding of perimeter, area, volume, and circumference by:

Level of Complexity 1	Level of Complexity 2	Level of Complexity 3	Level of Complexity 4
<p>doing the following:</p> <ul style="list-style-type: none"> comparing two items based on length. 	<p>doing the following:</p> <ul style="list-style-type: none"> comparing two items based on length, <p>AND</p> <ul style="list-style-type: none"> comparing two containers based on capacity. 	<p>doing one or more of the following:</p> <ul style="list-style-type: none"> comparing two items based on length, comparing two items based on capacity, <p>AND</p> <ul style="list-style-type: none"> comparing 2 two-dimensional figures based on area (e.g., placing one object on top of another to determine which takes up more space). 	<p>doing the following:</p> <ul style="list-style-type: none"> measuring length using nonstandard units (e.g., paper clips) and standard units (limited to whole inches).
Level of Complexity 5	Level of Complexity 6	Level of Complexity 7	Level of Complexity 8
<p>See Extended Learning AGLEs</p>	<p>See Extended Learning AGLEs</p>	<p>See Extended Learning AGLEs</p>	<p>See Extended Learning AGLEs</p>

**NECAP GLE M(G&M) — 7
Geometry and Measurement – Measure and Converting Between Units**

Mathematics AGLE/Indicator — B4

Student measures and uses units of measures appropriately and consistently and makes conversions within systems when solving problems, including:

Level of Complexity 1	Level of Complexity 2	Level of Complexity 3	Level of Complexity 4
<p>doing the following:</p> <ul style="list-style-type: none"> comparing two items or events based on length or temperature (e.g., which item/event is longer/shorter or hotter/colder). 	<p>doing the following:</p> <ul style="list-style-type: none"> comparing two items based on weight (e.g., which item is heavier/lighter), <p>AND</p> <ul style="list-style-type: none"> comparing two items based on capacity (e.g., by identifying which item has or holds more/less). 	<p>doing the following:</p> <ul style="list-style-type: none"> estimating and measuring length, temperature, weight, time, or capacity. 	<p>doing the following:</p> <ul style="list-style-type: none"> estimating and measuring length, temperature, weight, time, and capacity.
Level of Complexity 5	Level of Complexity 6	Level of Complexity 7	Level of Complexity 8
<p>doing one or more of the following:</p> <ul style="list-style-type: none"> measuring length (whole inches, feet, and/or centimeters), and/or telling time (hour to 15-minute intervals), and/or reading temperature (degrees Fahrenheit). 	<p>doing three or more of the following:</p> <ul style="list-style-type: none"> measuring length (half and/or whole inches, feet, and/or centimeters), and/or telling time (hour to 10-minute intervals), and/or reading temperature (degrees Fahrenheit), and/or computing equivalencies (12 inches = 1 foot and/or 24 hours = 1 day). 	<p>See Extended Learning AGLEs</p>	<p>See Extended Learning AGLEs</p>

**NECAP GLEs M(F&A) — 1 & 2
Functions and Algebra – Patterns**

Mathematics AGLE/Indicator — C1

Student demonstrates understanding of patterns and linear and nonlinear relationships by:

Level of Complexity 1	Level of Complexity 2	Level of Complexity 3	Level of Complexity 4
<p>doing the following:</p> <ul style="list-style-type: none"> • copying simple repeating patterns. 	<p>doing the following:</p> <ul style="list-style-type: none"> • extending simple repeating patterns of objects to the next step. 	<p>doing the following:</p> <ul style="list-style-type: none"> • extending a variety of patterns represented in sequences to the next step. 	<p>doing the following:</p> <ul style="list-style-type: none"> • extending a variety of patterns represented in tables/charts or sequences to the next one or two steps.
Level of Complexity 5	Level of Complexity 6	Level of Complexity 7	Level of Complexity 8
<p>doing the following:</p> <ul style="list-style-type: none"> • extending a variety of patterns represented in tables/charts or sequences to the next one, two, or three steps or finding a missing step (e.g., 2, 4, 6, __, 10). 	<p>doing the following:</p> <ul style="list-style-type: none"> • extending a variety of patterns represented in models, tables/charts, or sequences. 	<p>doing one or more of the following:</p> <ul style="list-style-type: none"> • identifying and extending to specific cases a variety of linear patterns represented in models, tables/charts, sequences, or problem situations, and/or • writing a rule in words and symbols for finding specific cases of a linear or nonlinear relationship. 	<p>doing two or more of the following:</p> <ul style="list-style-type: none"> • identifying and/or describing a constant rate of change between successive elements in a pattern in a variety of situations (e.g., when looking at a graph, student identifies the rate of change as being constant), • identifying and extending to specific cases a variety of patterns (linear and nonlinear) represented in models, tables/charts, sequences, or problem situations, and/or • writing a rule in words and symbols for finding specific cases of a linear or nonlinear relationship.

NECAP GLEs M(F&A) — 3 & 4
Functions and Algebra – Equality and Algebraic Expressions

Mathematics AGLE/Indicator — C2

Student demonstrates conceptual understanding of equality and algebraic expressions by:

Level of Complexity 1	Level of Complexity 2	Level of Complexity 3	Level of Complexity 4
<p>doing the following:</p> <ul style="list-style-type: none"> matching quantities that are equal (e.g., matching a set of 3 blocks to another set of 3 blocks). 	<p>doing the following:</p> <ul style="list-style-type: none"> using concrete materials to represent a mathematical situation. 	<p>doing the following:</p> <ul style="list-style-type: none"> using concrete materials and numeric symbols to represent sums and differences. 	<p>doing the following:</p> <ul style="list-style-type: none"> finding the value that will make an open sentence true (limited to addition).
Level of Complexity 5	Level of Complexity 6	Level of Complexity 7	Level of Complexity 8
<p>doing the following:</p> <ul style="list-style-type: none"> finding the value that will make an open sentence true (limited to addition and subtraction). 	<p>doing the following:</p> <ul style="list-style-type: none"> finding the value that will make an open sentence true (limited to addition, subtraction, and multiplication). 	<p>doing one or more of the following:</p> <ul style="list-style-type: none"> representing unknown quantities with letters to write linear algebraic expressions involving addition, subtraction, or multiplication or evaluating linear algebraic expressions using whole numbers, and/or simplifying numerical expressions. 	<ul style="list-style-type: none"> representing unknown quantities with letters to write linear algebraic expressions involving any two of the four operations or evaluating linear algebraic expressions using whole numbers <p>AND</p> <ul style="list-style-type: none"> showing equivalence between two expressions using models or different representations of expressions by solving one-step linear equations.

**NECAP GLEs M(DSP) — 1 & 3
Data, Statistics, and Probability – Interpreting Data**

Mathematics AGLE/Indicator — D1

Student demonstrates ability to work with data, interprets a given representation, and identifies or describes representations or elements of representations that best display a given set of data or situation by:

Level of Complexity 1	Level of Complexity 2	Level of Complexity 3	Level of Complexity 4
<p>doing the following:</p> <ul style="list-style-type: none"> collecting data. 	<p>doing the following:</p> <ul style="list-style-type: none"> collecting and organizing data. 	<p>doing the following:</p> <ul style="list-style-type: none"> collecting, organizing, and interpreting data. 	<p>doing the following:</p> <ul style="list-style-type: none"> interpreting data in tables/charts.
Level of Complexity 5	Level of Complexity 6	Level of Complexity 7	Level of Complexity 8
<p>doing the following:</p> <ul style="list-style-type: none"> constructing and interpreting data in tables/charts. 	<p>doing the following:</p> <ul style="list-style-type: none"> interpreting a given representation (table/chart, bar graph, or pictograph) and/or constructing a representation (table/chart, bar graph, or pictograph) of given data 	<p>doing the following:</p> <ul style="list-style-type: none"> answering questions related to data presented in a table/chart, frequency chart, bar graph, circle graph, or line graph <p>AND</p> <ul style="list-style-type: none"> analyzing data presented in a table/chart, frequency chart, bar graph, circle graph, or line graph to formulate or justify conclusions, make predictions, or solve problems. 	<p>doing the following:</p> <ul style="list-style-type: none"> answering questions related to data presented in a table/chart, frequency chart, bar graph, circle graph, or line graph, analyzing data presented in a table/chart, frequency chart, bar graph, circle graph, or line graph to formulate or justify conclusions, make predictions, or solve problems, <p>AND</p> <ul style="list-style-type: none"> describing representations or elements of representations that best display a given set of data or situation (e.g., when to use a bar graph vs. a line graph or the best intervals for the axes).

NECAP GLE M(DSP) — 2
Data, Statistics, and Probability – Analyzing Data

Mathematics AGLE/Indicator — D2

Student analyzes patterns, trends, or distributions in data in a variety of contexts, including:

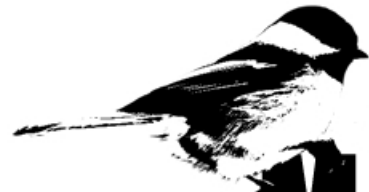
Level of Complexity 1	Level of Complexity 2	Level of Complexity 3	Level of Complexity 4
<p>doing the following:</p> <ul style="list-style-type: none"> using “more” or “less” when given a set of 3–6 objects (e.g., 6 marbles is more than 3 marbles). 	<p>doing the following:</p> <ul style="list-style-type: none"> using “more” or “less” when given a set of 5–10 objects (e.g., 6 marbles is less than 8 marbles). 	<p>doing the following:</p> <ul style="list-style-type: none"> using “more” or “less” to analyze data presented in charts and pictographs. 	<p>doing the following:</p> <ul style="list-style-type: none"> using “more” or “less” to analyze data and solve problems based on data presented in charts and graphs.
Level of Complexity 5	Level of Complexity 6	Level of Complexity 7	Level of Complexity 8
<p>doing the following:</p> <ul style="list-style-type: none"> using “more,” “less,” or “equal” to analyze data or solve problems. 	<p>doing the following:</p> <ul style="list-style-type: none"> using “most frequent” (mode), “least frequent,” “largest/greatest,” or “smallest/fewest” to analyze data or solve problems. 	<p>See Extended Learning AGLEs</p>	<p>See Extended Learning AGLEs</p>

**NECAP GLE M(DSP) — 5
Data, Statistics, and Probability – Probability**

Mathematics AGLE/Indicator — D4

For a probability event in which the sample space may or may not contain equally likely outcomes, student determines the probability of an event by:

Level of Complexity 1	Level of Complexity 2	Level of Complexity 3	Level of Complexity 4
<p>doing the following:</p> <ul style="list-style-type: none"> identifying appropriate outcomes after observing a simple event/trial. 	<p>doing the following:</p> <ul style="list-style-type: none"> identifying whether an outcome is “possible” or “impossible” after observing a simple event/trial with two possible outcomes. 	<p>doing the following:</p> <ul style="list-style-type: none"> identifying whether an outcome is “more likely” or “less likely” after observing a simple event/trial with two possible outcomes. 	<p>doing the following:</p> <ul style="list-style-type: none"> recording the outcomes of simple events/trials and identifying the “more likely” and “less likely” outcomes.
Level of Complexity 5	Level of Complexity 6	Level of Complexity 7	Level of Complexity 8
<p>doing the following:</p> <ul style="list-style-type: none"> determining the likelihood of the occurrence of an event (with between five and ten outcomes) using “more likely,” “less likely,” and “equally likely.” 	<p>doing the following:</p> <ul style="list-style-type: none"> determining the likelihood of the occurrence of an event using “certain,” “likely,” “unlikely,” and “impossible.” 	<p>doing the following:</p> <ul style="list-style-type: none"> determining the experimental or theoretical probability of an event and expressing the result as part-to-whole (e.g., two out of five). 	<p>doing the following:</p> <ul style="list-style-type: none"> determining the experimental and theoretical probability of an event and expressing the result.



MAINEPAAP
Personalized Alternate Assessment Portfolio

Alternate Grade Level Expectations

Science

Based on Maine's *Accountability Standards, Chapter 131*

**Maine’s Accountability Standards, Chapter 131
The Physical Setting – Universe and Solar System**

Science AGLE/Indicator — D1

Student understands the universal nature of matter, energy, force, and motion, and identifies how these relationships are exhibited in Earth Systems, in the solar system, and throughout the universe by:

Level of Complexity 1	Level of Complexity 2	Level of Complexity 3	Level of Complexity 4
describing or otherwise demonstrating understanding of the positions or apparent motions of different objects in our solar system and what these objects look like from Earth by...			
<p>doing the following:</p> <ul style="list-style-type: none"> identifying night and day. 	<p>doing <u>both</u> of the following:</p> <ul style="list-style-type: none"> identifying pictures of night and day, <p>AND</p> <ul style="list-style-type: none"> identifying the Sun and Earth’s Moon. 	<p>doing the following:</p> <ul style="list-style-type: none"> identifying the position of the Sun at different times by drawing or otherwise describing the movement of the Sun across the sky. 	<p>doing <u>both</u> of the following:</p> <ul style="list-style-type: none"> identifying the position of the Sun at different times by drawing or otherwise describing the movement of the Sun across the sky, <p>AND</p> <ul style="list-style-type: none"> drawing or identifying different phases of the Moon.
Level of Complexity 5	Level of Complexity 6	Level of Complexity 7	Level of Complexity 8
See Extended Learning AGLEs	See Extended Learning AGLEs	See Extended Learning AGLEs	See Extended Learning AGLEs

**Maine’s Accountability Standards, Chapter 131
The Physical Setting – Earth**

Science AGLE/Indicator — D2

Student understands the universal nature of matter, energy, force, and motion, and identifies how these relationships are exhibited in Earth Systems, in the solar system, and throughout the universe by:

Level of Complexity 1	Level of Complexity 2	Level of Complexity 3	Level of Complexity 4
describing the properties of Earth’s surface materials, the processes that change them, and cycles that affect Earth by...			
<p>doing the following:</p> <ul style="list-style-type: none"> identifying sunny, rainy, snowy, and/or windy weather through observation. 	<p>doing the following:</p> <ul style="list-style-type: none"> matching pictures to the type of weather they depict. 	<p>doing the following:</p> <ul style="list-style-type: none"> identifying the different forms that water can take in the weather. 	<p>doing <u>one</u> of the following:</p> <ul style="list-style-type: none"> matching weather to the effects it can have on the surface of Earth (erosion or weathering), and/or identifying factors that can influence temperature in the environment (day/night cycle, cloud cover, and presence of a star).
Level of Complexity 5	Level of Complexity 6	Level of Complexity 7	Level of Complexity 8
See Extended Learning AGLEs	See Extended Learning AGLEs	See Extended Learning AGLEs	See Extended Learning AGLEs

**Maine’s Accountability Standards, Chapter 131
The Physical Setting – Matter and Energy**

Science AGLE/Indicator — D3

Student understands the universal nature of matter, energy, force, and motion, and identifies how these relationships are exhibited in Earth Systems, in the solar system, and throughout the universe by:

Level of Complexity 1	Level of Complexity 2	Level of Complexity 3	Level of Complexity 4
describing properties of objects and materials before and after they undergo a change or interaction by...			
<p>doing the following:</p> <ul style="list-style-type: none"> matching objects based on one physical property. 	<p>by doing the following:</p> <ul style="list-style-type: none"> identifying which object in a group has a specific physical property. 	<p>doing the following:</p> <ul style="list-style-type: none"> sorting objects into groups using one or more physical properties. 	<p>doing <u>both</u> of the following:</p> <ul style="list-style-type: none"> describing the physical properties of objects and materials <p>AND</p> <ul style="list-style-type: none"> using observable characteristics to describe changes in the physical properties of materials when mixed, heated, frozen, or cut.
Level of Complexity 5	Level of Complexity 6	Level of Complexity 7	Level of Complexity 8
describing physical and chemical properties of matter, interactions and changes in matter, and transfer of energy through matter by...		describing the structure, behavior, and interactions of matter at the atomic level and the relationship between matter and energy by...	
<p>doing <u>both</u> of the following:</p> <ul style="list-style-type: none"> identifying chemical changes <p>AND</p> <ul style="list-style-type: none"> identifying physical changes. 	<p>doing <u>both</u> of the following:</p> <ul style="list-style-type: none"> comparing the properties of original materials and their properties after undergoing chemical or physical change <p>AND</p> <ul style="list-style-type: none"> observing and drawing conclusions about how the weight of an object compares to the sum of the weights of its parts. 	<p>doing <u>both</u> of the following:</p> <ul style="list-style-type: none"> explaining that all materials are made of small particles <p>AND</p> <ul style="list-style-type: none"> identifying examples of chemical and physical changes. 	<p>doing <u>both</u> of the following:</p> <ul style="list-style-type: none"> explaining that adding heat causes the small particles in matter to move faster <p>AND</p> <ul style="list-style-type: none"> demonstrating understanding that the properties of a material may change but the total amount of material remains the same.

**Maine’s Accountability Standards, Chapter 131
The Physical Setting – Force and Motion**

Science AGLE/Indicator — D4

Student understands the universal nature of matter, energy, force, and motion, and identifies how these relationships are exhibited in Earth Systems, in the solar system, and throughout the universe by:

Level of Complexity 1	Level of Complexity 2	Level of Complexity 3	Level of Complexity 4
summarizing how various forces affect the motion of objects by...			
<p>doing the following:</p> <ul style="list-style-type: none"> identifying or demonstrating one way (e.g., forward, backward, straight, zigzag, up, down, fast, slow) an object can move. 	<p>doing the following:</p> <ul style="list-style-type: none"> identifying or demonstrating two ways (e.g., forward, backward, straight, zigzag, up, down, fast, slow) an object can move. 	<p>doing <u>both</u> of the following:</p> <ul style="list-style-type: none"> describing or demonstrating three ways (e.g., forward, backward, straight, zigzag, up, down, fast, slow) an object can move <p>AND</p> <ul style="list-style-type: none"> identifying that the way an object moves can be changed by pushing or pulling it. 	<p>doing the following:</p> <ul style="list-style-type: none"> demonstrating understanding of how given objects move.
Level of Complexity 5	Level of Complexity 6	Level of Complexity 7	Level of Complexity 8
describing the force of gravity, the motion of objects, the properties of waves, and the wavelike property of energy in light waves by...		See Extended Learning AGLEs	See Extended Learning AGLEs
<p>doing the following:</p> <ul style="list-style-type: none"> identifying or describing wave motions, earthquakes, vibrations, and/or water waves. 	<p>doing <u>one</u> or more of the following:</p> <ul style="list-style-type: none"> giving examples of how gravity pulls objects, giving examples of how magnets pull and push objects, and/or describing similarities in motion of sound vibration and earthquakes, and water waves. 		

**Maine’s Accountability Standards, Chapter 131
The Living Environment — Biodiversity**

Science AGLE/Indicator — E1

Student understands that cells are the basic unit of life, that all life as we know it has evolved through genetic transfer and natural selection to create a great diversity of organisms, and that these organisms create interdependent webs through which matter and energy flow. Student understands the similarities and differences between humans and other organisms and the interconnections of these interdependent webs by:

Level of Complexity 1	Level of Complexity 2	Level of Complexity 3	Level of Complexity 4
comparing living things based on their behaviors, external features, and environmental needs by...			
<p>doing the following:</p> <ul style="list-style-type: none"> identifying pictures or descriptions of given animals or plants. 	<p>doing the following:</p> <ul style="list-style-type: none"> identifying given organisms as plants or animals based on external features. 	<p>doing the following:</p> <ul style="list-style-type: none"> identifying organisms that are similar and different based on external features, behaviors, and/or needs. 	<p>doing <u>two</u> of the following:</p> <ul style="list-style-type: none"> describing how plants and/or animals look, and/or describing the things that plants and/or animals do, and/or describing ways in which the needs of a plant and/or animal are met by its environment.
Level of Complexity 5	Level of Complexity 6	Level of Complexity 7	Level of Complexity 8
differentiating among organisms based on biological characteristics and identifying patterns of similarity by...		describing and analyzing the evidence for relatedness among and within diverse populations of organisms and the importance of biodiversity by...	
<p>doing the following:</p> <ul style="list-style-type: none"> sorting living things based on external features or behaviors 	<p>doing <u>one</u> or more of the following:</p> <ul style="list-style-type: none"> identifying how external (or internal) features can influence how an animal or plant gets food and/or differentiating among living things that make their food, living things that eat their food, and those that do not clearly belong in one group or the other. 	<p>doing <u>both</u> of the following:</p> <ul style="list-style-type: none"> describing environments that have many different types of organisms and those that have fewer types of organisms, <p>AND</p> <ul style="list-style-type: none"> identifying ways that organisms are related using physical evidence, such as presence or absence of a backbone. 	<p>doing the following:</p> <ul style="list-style-type: none"> predicting possible changes that could result if the numbers of different types of organisms were to be drastically reduced.

**Maine’s Accountability Standards, Chapter 131
The Living Environment — Ecosystems**

Science AGLE/Indicator — E2

Student understands that cells are the basic unit of life, that all life as we know it has evolved through genetic transfer and natural selection to create a great diversity of organisms, and that these organisms create interdependent webs through which matter and energy flow. Student understands the similarities and differences between humans and other organisms and the interconnections of these interdependent webs by:

Level of Complexity 1	Level of Complexity 2	Level of Complexity 3	Level of Complexity 4
describing ways organisms depend upon, interact within, and change the living and nonliving environment as well as ways the environment affects organisms by...			
doing the following: <ul style="list-style-type: none"> identifying pictures or descriptions of given animals or plants. 	doing the following: <ul style="list-style-type: none"> identifying animals or plants that live in given environments. 	doing the following: <ul style="list-style-type: none"> identifying plants, animals, and/or components of their environments in which given animals depend on for food and shelter. 	doing the following: <ul style="list-style-type: none"> comparing animals and plants that live in different environments to demonstrate understanding of how animals and plants depend on each other and the environments in which they live.
Level of Complexity 5	Level of Complexity 6	Level of Complexity 7	Level of Complexity 8
See Extended Learning AGLEs	See Extended Learning AGLEs	See Extended Learning AGLEs	See Extended Learning AGLEs

The Living Environment — Cells

Student understands that cells are the basic unit of life, that all life as we know it has evolved through genetic transfer and natural selection to create a great diversity of organisms, and that these organisms create interdependent webs through which matter and energy flow. Student understands the similarities and differences between humans and other organisms and the interconnections of these interdependent webs by:

Level of Complexity 1	Level of Complexity 2	Level of Complexity 3	Level of Complexity 4
describing how living things are made up of one or more cells and the ways cells help organisms meet their basic needs by...			
<p>doing the following:</p> <ul style="list-style-type: none"> identifying given parts of the human body. 	<p>doing the following:</p> <ul style="list-style-type: none"> matching animals and/or plants to their parts. 	<p>doing the following:</p> <ul style="list-style-type: none"> identifying parts that allow living things to meet basic needs. 	<p>doing the following:</p> <ul style="list-style-type: none"> identifying structures and/or processes that help given organisms stay alive.
Level of Complexity 5	Level of Complexity 6	Level of Complexity 7	Level of Complexity 8
describing the hierarchy of organization and function in organisms, and the similarities and differences in structure, function, and needs among and within organisms by...		See Extended Learning AGLEs	See Extended Learning AGLEs
<p>doing one of the following:</p> <ul style="list-style-type: none"> identifying that some living things are made of one cell and some living things are made of many cells, and/or identifying that all living things (single-celled and multi-celled) must have ways to get food and get rid of wastes. 	<p>doing <u>both</u> of the following:</p> <ul style="list-style-type: none"> identifying that some living things are made of one cell and some living things are made of many cells <p>AND</p> <ul style="list-style-type: none"> identifying that all living things (single-celled and multi-celled) must have ways to get food and get rid of wastes. 		

**Maine’s Accountability Standards, Chapter 131
The Living Environment — Heredity and Reproduction**

Science AGLE/Indicator — E4

Student understands that cells are the basic unit of life, that all life as we know it has evolved through genetic transfer and natural selection to create a great diversity of organisms, and that these organisms create interdependent webs through which matter and energy flow. Student understands the similarities and differences between humans and other organisms and the interconnections of these interdependent webs by:

Level of Complexity 1	Level of Complexity 2	Level of Complexity 3	Level of Complexity 4
describing characteristics of organisms and the reason why organisms differ from or are similar to their parents by...			
<p>doing the following:</p> <ul style="list-style-type: none"> identifying parents and their offspring by matching pictures of a baby organism to an adult of the same organism. 	<p>doing the following:</p> <ul style="list-style-type: none"> identifying things about offspring that are like and not like their parents. 	<p>doing the following:</p> <ul style="list-style-type: none"> demonstrating understanding of life cycles by explaining, drawing, or otherwise communicating knowledge of stages in given life cycles. 	<p>doing <u>both</u> of the following:</p> <ul style="list-style-type: none"> naming similarities between the adults and offspring of varied organisms <p>AND</p> <ul style="list-style-type: none"> identifying and describing, drawing, or otherwise communicating knowledge of stages in a life cycle.
Level of Complexity 5	Level of Complexity 6	Level of Complexity 7	Level of Complexity 8
describing the general characteristics and mechanisms of reproduction and heredity in organisms, including humans, and ways in which organisms are affected by their genetic traits by...		See Extended Learning AGLEs	See Extended Learning AGLEs
<p>doing the following:</p> <ul style="list-style-type: none"> identifying the characteristics of offspring and parents based on similarities and differences. 	<p>doing <u>both</u> of the following:</p> <ul style="list-style-type: none"> identifying living things that reproduce by getting all their inherited information from one parent <p>AND</p> <ul style="list-style-type: none"> identifying living things that reproduce by getting all their inherited information from two parents. 		

**Maine’s Accountability Standards, Chapter 131
The Living Environment — Evolution**

Science AGLE/Indicator — E5

Student understands that cells are the basic unit of life, that all life as we know it has evolved through genetic transfer and natural selection to create a great diversity of organisms, and that these organisms create interdependent webs through which matter and energy flow. Student understands the similarities and differences between humans and other organisms and the interconnections of these interdependent webs by:

Level of Complexity 1	Level of Complexity 2	Level of Complexity 3	Level of Complexity 4
describing fossil evidence and present explanations that help us understand why there are differences among and between present and past organisms by...			
doing the following: <ul style="list-style-type: none"> identifying organisms from the local environment. 	doing the following: <ul style="list-style-type: none"> matching pictures of organisms to the environment in which they live. 	doing <u>both</u> of the following: <ul style="list-style-type: none"> identifying organisms that no longer live today AND <ul style="list-style-type: none"> describing features that organisms no longer living today share with organisms now alive and features that differ from those of organisms now alive. 	doing <u>both</u> of the following: <ul style="list-style-type: none"> describing features that allow or allowed present and past organisms to live in their environment AND <ul style="list-style-type: none"> identifying organisms that once lived on Earth but no longer exist.
Level of Complexity 5	Level of Complexity 6	Level of Complexity 7	Level of Complexity 8
describing the evidence that evolution occurs over many generations, allowing species to acquire many of their unique characteristics or adaptations, by...		describing the interactions between and among species, populations, and environments that lead to natural selection and evolution, by...	
doing <u>both</u> of the following: <ul style="list-style-type: none"> identifying examples of fossils AND <ul style="list-style-type: none"> demonstrating understanding of how fossils are formed. 	doing the following: <ul style="list-style-type: none"> explaining how fossils are used to help us understand the past. 	doing the following: <ul style="list-style-type: none"> presenting explanations that help us understand similarities and differences among and between past and present organisms. 	doing <u>both</u> of the following: <ul style="list-style-type: none"> explaining why some organisms survive to the next generation AND <ul style="list-style-type: none"> explaining why some organisms have traits that provide no apparent survival advantage.