

# **Alternate Grade Level Expectations for Extended Learning**

*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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# A Guide to the Alternate Grade Level Expectations (AGLEs) for Maine’s Personalized Alternate Assessment Portfolio (PAAP)

Maine’s state-level assessments – the New England Common Assessment Program (NECAP), the Maine Educational Assessment (MEA), the PSAT, and the Maine High School Assessment (MHSA, comprised of the SAT and Science) – allow student participation through any of three avenues:

- Standard Administration, for those who can take the test as it is traditionally presented;
- Administration with Accommodations, for students who need changes in the way the test is presented, or the means by which their responses are communicated, to be on an equal footing with their peers who use standard administration. Such accommodations do not change what is being measured;
- Alternate Assessment, for those students who have significant or profound disabilities that prevent them from showing what they know or can do through the general assessment formats, even with accommodations.

If it appears that a student’s successful participation may require alternate assessment, a team must be convened to determine the avenue(s) that is appropriate for the student. In the case of students with an identified disability, the decision-making panel must be the same group responsible for determining the student’s Individual Education Program (the IEP Team).

Lists of approved accommodations for each of the assessments may be found in documents on the Maine Department of Education Web site. These accommodations may also be used for students who are participating in testing through the Personalized Alternate Assessment Portfolio (PAAP). The PAAP is intended for those students with an IEP who need a modified measure of performance – that is to say, students whose exceptionality is so significant that it does not allow access to the standard assessment, even with a combination of accommodations. The PAAP, like other Maine State Assessments, provides a snapshot in time of the individual student’s performance. A broader picture will emerge as the student results on the PAAP are viewed in conjunction with results on other assessments in and beyond the classroom. The results of the alternate assessment will serve as the basis for reporting under the *No Child Left Behind Act* for the student participants.

The student work included in a PAAP is based on Maine’s Alternate Grade Level Expectations (AGLEs) contained in this document, which are designed for planning and implementing the Maine’s alternate assessment and are developmentally backed down to a level considered appropriate for inclusion in the student’s instructional program.

Furthermore, the PAAP is a portfolio assessment, measuring progress toward the defined AGLEs by allowing students to produce evidence of their growth over the course of a school year. PAAP assesses students at the same grade levels in the same content areas as the other Maine State Assessments (see chart on page 7). The administration window for the PAAP runs for much of the academic year – from the first week of December through the last week of April. This extended administration window provides opportunities for instruction to be embedded in the student’s daily work throughout the school year, then assessed using PAAP tasks.

## Levels of Complexity (LoC)

Maine’s Alternate Grade Level Expectations (AGLEs) for the 2009–2010 PAAP are written on a continuum of eight Levels of Complexity (LoC). The AGLEs were developed by “backing down” the academic content standards (see Maine’s Accountability Standards, Chapter 131) from high school through elementary school. This approach ensured linkage to the content standards across grades K–12. The LoCs for Reading, Writing, and Mathematics are linked to the NECAP *Grade-Level Expectations* (GLEs) and the LoCs for Science are linked to Maine’s 2007 *Learning Results*.

Maine’s AGLEs provide a common basis for the planning and assessment of standards-based instruction and assessment in a system that allows students to work on the AGLEs/Indicators, LoC Descriptors, and tasks best suited to their individual needs. Each LoC is designated as appropriate for specified student grade levels. All tasks submitted in a student’s PAAP must be selected and downloaded from the PAAP Task Bank ([www.mecas.org/paap/taskbank](http://www.mecas.org/paap/taskbank)). In order to establish consistency, teachers may not develop their own tasks.

All Tasks within the Task Bank are aligned with Maine’s AGLEs/Indicators LoCs 1–8. Students working above the grade-appropriate LoC should participate in the standard Maine State Assessment for their grade-level placement with appropriate accommodations.

## Format of the AGLEs for the PAAP

Maine’s AGLEs are formatted by Content Area (Reading, Writing, Mathematics, and Science), AGLE/Indicator, and LoC Descriptors. There are three Content Area sections, each one color-coded:

1. Reading & Writing (yellow);
2. Mathematics (blue); and
3. Science (green).

The header at the top of each page identifies the NECAP Grade Level Expectation (GLE) to which this material is aligned. Directly opposite this, on the right side of the field, the corresponding PAAP identifier is situated.

The *student expectations* for each AGLE – that is to say, what is being expected of the student in order to demonstrate proficiency as defined in NECAP’s GLEs (for reading, writing, and mathematics) – are presented in italics *below* the NECAP GLE.

Exactly *how* the student demonstrates knowledge is detailed in the LoC descriptor table immediately following the student expectations.

At the top of each Level of Complexity field, the appropriate grade levels for participation using that specific LoC descriptor are identified.

The layout of the PAAP AGLEs for Science is for the most part the same as other content areas. However, Science AGLEs/Indicators are aligned to reflect the format and design of Maine’s 2007 *Learning Results* under Maine’s Accountability Standards, Chapter 131. At the top of each page, the reader will find a header with Maine’s Accountability Standards, Chapter 131, AGLE/Indicator, and title of each AGLE. The student expectations for that AGLE are written in italics below the AGLE.

Formatting the Levels of Complexity descriptors for Science is the same as it is for Reading, Writing, and Mathematics.

Since *all* students must be involved in general curriculum, teachers are encouraged to plan instruction aligned to the PAAP LoC descriptor for each AGLE/Indicator selected as appropriate for inclusion in a student’s instructional program (i.e., IEP). Assessment of the student’s related knowledge and/or skills using downloaded PAAP tasks aligned to that LoC descriptor should be used following delivery of the planned instruction. The completed tasks, along with the required forms, will make up the student work that serves as the contents of the PAAP.

Maine’s Alternate Grade Level Expectations for the PAAP can be found online at <http://www.maine.gov/education/lsalt/paap/agles.html>.

## Required AGLE Indicators

The blueprint for alternate assessment requires that certain indicators in Maine’s *Alternate Grade Level Expectations* (AGLEs) be assessed at specific grade levels in order to ensure that all students have the opportunity to develop an understanding of concepts included in each AGLE/Indicator. As the blueprint was developed, the design team focused on each content area to make the developmental progression of tasks parallel to the developmental progression of the general assessment. The final blueprint was reviewed by personnel at the Maine Department of Education, Content Specialists at Measured Progress, Maine Stakeholders, the PAAP Advisory Committee, and the Technical Advisory Committee.

The blueprint can be viewed on page 8 of this document., or online at [www.maine.gov/education/lsalt/paap/materialstools/index.htm](http://www.maine.gov/education/lsalt/paap/materialstools/index.htm).

## Rationale for Reading:

In developing the blueprint for the PAAP Reading assessment, the design team made sure the developmental progression of tasks parallel the developmental progression of the general NECAP assessment. In reading, the understanding of literary and informational text and vocabulary development are all addressed consistently throughout the grades. This poses a challenge for the PAAP, as the PAAP requires that two AGLE/Indicators, not three, be assessed each year. What follows is the rationale for the selection of AGLE/Indicators for all levels of the PAAP assessment.

Since vocabulary development increases incrementally and is fundamental to reading comprehension, the assessment of AGLE/Indicator A1 (Vocabulary Development) will occur at each grade level every year. This means that the assessment of AGLE/Indicators A2 (Understanding, Analysis, and Interpretation of Literary Text) and A3 (Understanding, Analysis, and Interpretation of Informational Text) would vary from year to year.

In the general population, understanding of simple literary text often develops more rapidly in young children than understanding of informational text. This is largely due to the greater concept density found in most informational text. However, since comprehension of both literary and informational text is important and is given equal weight in NECAP, it’s important to maintain as closely as possible equal weight to the two corresponding AGLE/Indicators in the PAAP. The PAAP will alternate the assessment of these two AGLE/Indicators from year to year, beginning with the assessment of comprehension of literary text in grade 2 for the 2010-11 academic (teaching) year. Thereafter, in grades 3, 5, and 7, and in the third year of high school, assessment of the skills related to AGLE/Indicator A3 will be required; in grades 4, 6, and 10, assessment of the skills related to AGLE/Indicator A2 will be required.

## Rational for Writing

Writing is assessed in grades 4, 7, and the third year of high school. Writing is not used in any AYP determinations. In view of this, AGLE/Indicator B2 will be the required focus for the PAAP assessment of writing at the elementary grades. This AGLE/Indicator addresses simple narrative writing skills.

In middle school, where writing to convey information takes on a more prominent role, AGLE/Indicator B3 (expository and informational writing) will be the required focus for PAAP assessment. A developmental progression that culminates in report-writing at the highest levels of complexity will be required.

At the high school level, the expectation is that developmental progression should extend through more sophisticated writing skills than it does in the elementary or middle grades. AGLE/Indicator B1, which includes a broader

range of skill requirements than either B2 or B3, includes assessment of the structures and conventions of English. It also requires students to produce compositions that demonstrate an understanding of ideas in text and the ability to convey analytic judgments about those ideas. The expectation for demonstrating both depth and breadth of writing skills at this level seems appropriate as the capstone PAAP assessment.

### Rationale for Mathematics

In developing the test blueprint for mathematics, both the 2009-2010 PAAP AGLEs and the NECAP *Grade-Level Expectations* (GLEs) were extensively reviewed. The blueprint establishes AGLE/Indicator A – Numbers and Operations – as the anchor and requires two additional AGLE/Indicators to be assessed each year of assessment. By requiring that certain indicators be assessed at specific grade levels, the blueprint ensures that all students have the opportunity to develop the mathematics skills and concepts included in Maine’s AGLEs over the course of their education. The anchor and required AGLE/Indicators were proposed by mathematics staff at Measured Progress and presented to staff from the Maine Department of Education. Together, staff from Measured Progress and the Maine Department of Education agreed upon the blueprint.

The required AGLE/Indicators in the alternate mathematics assessment blueprint generally reflect the same areas focused on in the NECAP assessment in a given year; when the selected AGLE/Indicators do not reflect the weights given to GLEs on the NECAP exam, other factors were deemed more important, such as continuing strands into the high school years.

Every year, Numbers and Operations (AGLE/Indicator A) will be assessed. This AGLE/Indicator was chosen as the anchor because it encompasses the most fundamental, foundational, and practical mathematics skills students need to master. In general, the individual indicators are assessed at the grade level in which the skills and tasks are most likely to be developmentally appropriate, interesting, and relevant to students. In the elementary grades, students focus on whole numbers and decimals. In the middle school years, fractions are included. In the high school years, students focus on problem solving using numbers and operations; this indicator includes and builds on skills introduced in indicators A1–A4.

In addition to the anchor, two other AGLE/Indicators are required to be assessed each year. The additional required AGLE/Indicators were chosen using guiding principles that:

- expose students to the breadth of the mathematics skills and concepts provided in the AGLEs;
- reflect the weights given to each strand in the general assessment (NECAP);

- develop mathematics skills at times when they are most likely to be relevant and developmentally appropriate to students;
- give students time to further develop skills before assessing the same indicator again; and
- provide a foundation at the lower grades for more abstract and complex concepts at the higher grades.

Two AGLE/Indicators are not assessed: B5 (Coordinate Plane) and D3 (Counting Techniques). These AGLE/Indicators generally are assessed only at the high school level on the general assessment. Therefore, these AGLE/Indicators are not part of the PAAP because they do not include all eight Levels of Complexity and specifically provide no appropriate tasks for Levels of Complexity 1-4. Because these two AGLE/Indicators are not accessible to students being assessed at all levels, they have not been selected on the blueprint.

### Rationale for Science:

In developing the test blueprint for science, several sources were considered:

- *Alternate Grade Level Expectations* for Maine’s Personalized Alternate Assessment Portfolio (PAAP) 2009–2010;
- Maine Educational Assessment (MEA) and New England Common Assessment Program (NECAP);
- Maine Department of Education Regulation 131; and
- *National Science Education Standards* by the Center for Science, Mathematics, and Engineering Education.

The content assessed in the alternate assessment blueprint for science generally reflects the same areas assessed by the general education assessment instrument, which is currently the MEA. The science portion of the MEA assesses two AGLE/Indicators: D (The Physical Setting), spanning Indicators 1-4, and E (The Living Environment), spanning Indicators 1-5.

AGLE/Indicator D contains indicators that encompass the subject matter conventionally referred to as physical, earth, and space science, while E contains indicators related to life science.

Both D and E are assessed each year in grades 5 and 8 and in the third year of high school. In general, indicators are assessed at the grade level in which the topics and tasks are most likely to be developmentally appropriate, interesting and relevant to students. The focus at the elementary level is on concepts that the student can directly observe, such as the sun, the moon, rocks, plants, and animals. Force and Motion provide concrete observations at the middle school level; the more abstract concepts of Matter and Energy will be addressed in high school. Likewise Cells, and Heredity and Reproduction,

provide foundations for the more abstract concepts of Biodiversity and Evolution taught in high school. At the third year of high school, the level of abstraction increases: Matter and Energy, Biodiversity, and Evolution. These are all high school concepts that are more abstract than the concepts covered in elementary and middle school.

In *The Living Environment*, the progression from grade 5 to the third year of high school is from individual organisms, to populations, to an understanding of how organisms change over time. In *The Physical Setting*, the progression is from the macroscopic universe, solar system, and Earth to forces and motion in the everyday environment, ending in the third year of high school with Matter and Energy at the macroscopic and atomic levels. Each successive grade level assessment connects to and builds on the science concepts introduced at a lower level (as well as with concepts in other subject areas, such as mathematics).

The goal is to increase the level of scientific literacy among all students by exposing each student to the full spectrum of the science concepts included in Maine's Alternate Assessment Grade Level Expectations.

The blueprint can be viewed on page 8 of this document., or online at [www.maine.gov/education/lsalt/paap/materialstools/index.htm](http://www.maine.gov/education/lsalt/paap/materialstools/index.htm).

## Definitions and/or Acronyms

### Alternate Grade Level Expectations (AGLEs)

Maine's Personalized Alternate Assessment Portfolio *Alternate Grade Level Expectations* in Reading, Writing, Mathematics, and Science are designed to encourage the highest achievement of every student by defining the knowledge, concepts, and skills that students should acquire at each LoC. AGLEs are developmentally backed down to ensure access to curriculum and instruction for students with severe cognitive disabilities. Within the content area sections of the AGLE document, each AGLE is assigned a letter for organizational purposes (e.g., Reading Standard A).

### Grade Level Expectations (GLEs)

What all students should know and be able to do at the end of a given grade level.

### Indicator

For Maine's Personalized Alternate Assessment Portfolio, an Indicator is the number assigned within an AGLE (e.g., A1) for organizational purposes.

### Levels of Complexity (LoC)

Continuum of complexity descriptors, of which there are eight within each standard.

## Maine's Accountability Standards, Chapter 131

Identifies the knowledge and skills essential to prepare Maine students for work, for higher education, for citizenship, and for personal fulfillment. This document defines only the core elements of education that should apply to all students without regard to their specific career and academic plans.

### Maine Educational Assessment (MEA)

Science assessment required of students in grades 5 and 8.

### Maine High School Assessment (MHSA)

Assessment required of students in their third year of high school.

### New England Common Assessment Program (NECAP)

Assessment program required for students in grades 2 through 7.

### Personalized Alternate Assessment Portfolio (PAAP)

Maine's Alternate Assessment Program for students with significant cognitive disabilities who cannot participate in the general assessment in Maine even with accommodations.

### Maine's 2007 Learning Results

The Maine Department of Education Regulation 132 - *Learning Results: Parameters for Essential Instruction* describes the progression of learning and establishes parameters for essential teaching and learning in grades Pre-Kindergarten through Diploma across eight content areas.

The PAAP Blueprint of Required AGLE Indicators

| <b>Grade Level</b>                         | <b>Reading</b> | <b>Writing</b> | <b>Mathematics</b> | <b>Science</b>    |
|--|----------------|----------------|--------------------|-------------------|
| <b>2</b>                                   | <b>A1, A2</b>  |                | <b>A1, B1, D2</b>  |                   |
| <b>3</b>                                   | <b>A1, A3</b>  |                | <b>A1, B3, C1</b>  |                   |
| <b>4</b>                                   | <b>A1, A2</b>  | <b>B2</b>      | <b>A4, B2, D1</b>  |                   |
| <b>5</b>                                   | <b>A1, A3</b>  |                | <b>A3, B3, C1</b>  | <b>D1, D2, E2</b> |
| <b>6</b>                                   | <b>A1, A2</b>  |                | <b>A2, B1, C2</b>  |                   |
| <b>7</b>                                   | <b>A1, A3</b>  | <b>B3</b>      | <b>A4, B4, D2</b>  |                   |
| <b>8</b>                                   |                |                |                    | <b>D4, E3, E4</b> |
| <b>2<sup>nd</sup> Year<br/>High School</b> | <b>A1, A2</b>  |                | <b>A5, C2, D1</b>  |                   |
| <b>3<sup>rd</sup> Year<br/>High School</b> | <b>A1, A3</b>  | <b>B1</b>      | <b>A5, C2, D4</b>  | <b>D3, E1, E5</b> |

# Alternate Grade Level Expectations

## **EXTENDED LEARNING**

# Reading

**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:*

| <p><b>Level of Complexity 1</b><br/>(Grades 2–7, 2nd &amp; 3rd Year HS)</p>   | <p><b>Level of Complexity 2</b><br/>(Grades 2–7, 2nd &amp; 3rd Year HS)</p>  | <p><b>Level of Complexity 3</b><br/>(Grades 2–7, 2nd &amp; 3rd Year HS)</p>   | <p><b>Level of Complexity 4</b><br/>(Grades 2–7, 2nd &amp; 3rd Year HS)</p>   |
|---|--|---|---|
| <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>identifying signs, symbols, gestures, objects, and/or pictures to show understanding of words.</li> </ul> | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>showing phonemic awareness and/or sound/symbol relationships.</li> </ul> | <p><b>doing one or more of the following:</b></p> <ul style="list-style-type: none"> <li>using basic phonemic awareness skills (e.g., identifying beginning and/or ending sounds or rhyming words) and/or</li> <li>using word parts or basic phonics skills to decode words (e.g., CVC words) and/or</li> <li>reading aloud sight words of the highest frequency in the English language (e.g., the, and, is)</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>using pictures and/or context clues to determine the meaning of words.</li> </ul> | <p><b>doing one or more of the following:</b></p> <ul style="list-style-type: none"> <li>using the full range of phonemic awareness skills (e.g., identifying medial sounds, orally segmenting sounds or parts in words), and/or</li> <li>using word parts or phonics to decode words (e.g., CCVC, CVCC, CCVCC word patterns, common long vowels patterns, inflectional endings), and/or</li> <li>reading aloud common English sight words (e.g., all, eat, good, out, that, with, yes)</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>using context clues to determine the meaning of words.</li> </ul> |

**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:*

| <p><b>Level of Complexity 5</b><br/>(Grades 6, 7, 2nd &amp; 3rd Year HS)</p>  | <p><b>Level of Complexity 6</b><br/>(Grades 6, 7, 2nd &amp; 3rd Year HS)</p>  | <p><b>Level of Complexity 7</b><br/>(2nd &amp; 3rd Year HS)</p>   | <p><b>Level of Complexity 8</b><br/>(2nd &amp; 3rd Year HS)</p>   |
|---|---|---|---|
| <p><b>doing one or more of the following:</b></p> <ul style="list-style-type: none"> <li>• using phonemic awareness and/or</li> <li>• using word parts or phonics to decode words,</li> </ul> <p><b>AND</b></p> <p><b>doing one or more of the following:</b></p> <ul style="list-style-type: none"> <li>• using context clues to determine the meaning of words and/or</li> <li>• identifying unfamiliar vocabulary by using suffixes or base words,</li> </ul> <p><b>AND</b></p> <p><b>doing one or more of the following:</b></p> <ul style="list-style-type: none"> <li>• identifying synonyms,</li> <li>• identifying antonyms, and/or</li> <li>• categorizing words.</li> </ul> | <p><b>doing one or more of the following:</b></p> <ul style="list-style-type: none"> <li>• applying word identification/decoding strategies and/or</li> <li>• using knowledge of sounds, syllable types, or word patterns such as prefixes or suffixes to decode words,</li> </ul> <p><b>AND</b></p> <p><b>doing one or more of the following:</b></p> <ul style="list-style-type: none"> <li>• identifying unfamiliar vocabulary by using affixes or base words,</li> <li>• using context clues to determine meaning, and/or</li> <li>• using a dictionary or glossary to determine the meaning of words,</li> </ul> <p><b>AND</b></p> <p><b>doing one or more of the following:</b></p> <ul style="list-style-type: none"> <li>• identifying synonyms,</li> <li>• identifying antonyms,</li> <li>• categorizing words,</li> <li>• selecting words to use in content-specific context, and/or</li> <li>• determining the meaning of a multiple-meaning word that is appropriate for the text.</li> </ul> | <p><b>doing two or more of the following:</b></p> <ul style="list-style-type: none"> <li>• identifying the meaning of unfamiliar vocabulary by using knowledge of word structure,</li> <li>• using context clues to determine meaning, and/or</li> <li>• using a dictionary or glossary to determine the meaning of words,</li> </ul> <p><b>AND</b></p> <p><b>doing two or more of the following:</b></p> <ul style="list-style-type: none"> <li>• identifying synonyms,</li> <li>• identifying antonyms,</li> <li>• selecting words to use in content-specific context,</li> <li>• determining the meaning of a multiple-meaning word that is appropriate for the text, and/or</li> <li>• distinguishing shades of meaning.</li> </ul> | <p><b>doing two or more of the following:</b></p> <ul style="list-style-type: none"> <li>• identifying the meaning of unfamiliar vocabulary by using knowledge of word structure,</li> <li>• using context clues to determine meaning, and/or</li> <li>• using a dictionary, glossary, or thesaurus to determine definitions or usage of words,</li> </ul> <p><b>AND</b></p> <p><b>doing two or more of the following:</b></p> <ul style="list-style-type: none"> <li>• identifying synonyms,</li> <li>• identifying antonyms,</li> <li>• distinguishing shades of meaning, and/or</li> <li>• selecting or explaining the use of words in context.</li> </ul> |

**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:*

| <b>Level of Complexity 1</b><br>(Grades 2–7, 2nd & 3rd Year HS)   | <b>Level of Complexity 2</b><br>(Grades 2–7, 2nd & 3rd Year HS)  | <b>Level of Complexity 3</b><br>(Grades 2–7, 2nd & 3rd Year HS)   | <b>Level of Complexity 4</b><br>(Grades 2–7, 2nd & 3rd Year HS)   |
|---|--|---|---|
| <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>identifying pictures of named events from among a group of two or more pictures depicting varied events.</li> </ul> | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>putting key events from a simple story listened to or viewed in correct sequence.</li> </ul> | <p><b>doing one or more of the following:</b></p> <ul style="list-style-type: none"> <li>identifying settings or characters and/or</li> <li>retelling events in a story using words and pictures,</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>answering questions about information from the text.</li> </ul> | <p><b>doing one or more of the following:</b></p> <ul style="list-style-type: none"> <li>identifying settings or characters and/or</li> <li>retelling a story using relevant details and putting events in proper sequence,</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>answering questions about information from the text.</li> </ul> |

**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:*

| <b>Level of Complexity 5</b><br>(Grades 6, 7, 2nd & 3rd Year HS)   | <b>Level of Complexity 6</b><br>(Grades 6, 7, 2nd & 3rd Year HS)   | <b>Level of Complexity 7</b><br>(2nd & 3rd Year HS)  | <b>Level of Complexity 8</b><br>(2nd & 3rd Year HS)   |
|--|--|--|---|
| <p><b>doing one or more of the following:</b></p> <ul style="list-style-type: none"> <li>identifying or describing characters or setting, and/or</li> <li>identifying or describing problem, solution, or events,</li> </ul> <p><b>AND</b></p> <p><b>doing one or more of the following:</b></p> <ul style="list-style-type: none"> <li>making logical predictions,</li> <li>identifying characteristics or personality traits of main characters, and/or</li> <li>making basic inferences.</li> </ul> <p><i>Text must be read by the student.</i></p> | <p><b>doing two or more of the following:</b></p> <ul style="list-style-type: none"> <li>identifying or describing characters or setting,</li> <li>identifying or describing problem, solution, events, or plot, and/or</li> <li>paraphrasing or summarizing,</li> </ul> <p><b>AND</b></p> <p><b>doing one or more of the following:</b></p> <ul style="list-style-type: none"> <li>making logical predictions,</li> <li>describing main characters' characteristics or personality traits,</li> <li>providing examples from text that reveal characters' personality traits,</li> <li>making basic inferences, and/or</li> <li>identifying author's basic message.</li> </ul> <p><i>Text must be read by the student.</i></p> | <p><b>doing two or more of the following:</b></p> <ul style="list-style-type: none"> <li>identifying or describing characters, setting, problem/ solution, events, or plot,</li> <li>identifying changes in characters over time, and/or</li> <li>paraphrasing or summarizing,</li> </ul> <p><b>AND</b></p> <p><b>doing two or more of the following:</b></p> <ul style="list-style-type: none"> <li>making logical predictions,</li> <li>describing characters' characteristics or personality traits,</li> <li>providing examples from text that reveal characters' personality traits,</li> <li>making inferences,</li> <li>identifying who is telling the story, and/or</li> <li>identifying author's message or theme.</li> </ul> <p><i>Text must be read by the student.</i></p> | <p><b>doing two or more of the following:</b></p> <ul style="list-style-type: none"> <li>identifying or describing characters, setting, problem/ solution, events or plot,</li> <li>identifying changes in characters over time, and/or</li> <li>paraphrasing/summarizing,</li> </ul> <p><b>AND</b></p> <p><b>doing two or more of the following:</b></p> <ul style="list-style-type: none"> <li>making logical predictions,</li> <li>describing characters' characteristics, personality traits, or interactions,</li> <li>providing examples from text that reveal characters' personality traits,</li> <li>describing changes in characters over time,</li> <li>making inferences,</li> <li>identifying the narrator,</li> <li>identifying or describing the author's message or theme, and/or</li> <li>demonstrating knowledge of literary elements and devices (imagery, exaggeration).</li> </ul> <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:*

| <b>Level of Complexity 1</b><br>(Grades 2–7, 2nd & 3rd Year HS)   | <b>Level of Complexity 2</b><br>(Grades 2–7, 2nd & 3rd Year HS)   | <b>Level of Complexity 3</b><br>(Grades 2–7, 2nd & 3rd Year HS)  | <b>Level of Complexity 4</b><br>(Grades 2–7, 2nd & 3rd Year HS)  |
|---|---|--|--|
| <p><b>doing one or more of the following:</b></p> <ul style="list-style-type: none"> <li>distinguishing front of a book from the back,</li> <li>distinguishing top of a book from the bottom, and/or</li> <li>using signs, symbols, pictures, words, or actions to communicate needs or wants.</li> </ul> | <p><b>doing one or more of the following:</b></p> <ul style="list-style-type: none"> <li>differentiating between print and pictures,</li> <li>indicating the title on the cover or title page,</li> <li>indicating where one begins to read on a page,</li> <li>indicating where to find the author’s name,</li> <li>using explicitly stated information from the text to answer questions, and/or</li> <li>recognizing a central idea from text when presented with three pictures.</li> </ul> | <p><b>doing one or more of the following:</b></p> <ul style="list-style-type: none"> <li>obtaining information from a title page (title, author),</li> <li>distinguishing between the beginning and end of a book,</li> <li>differentiating between print and pictures,</li> <li>using explicitly stated information from the text to answer questions, and/or</li> <li>recognizing main/central idea when presented with pictures and sentences.</li> </ul> | <p><b>doing one or more of the following:</b></p> <ul style="list-style-type: none"> <li>obtaining information from a simple table of contents,</li> <li>obtaining information from a simple glossary,</li> <li>obtaining information from illustrations, and/or</li> <li>using explicitly stated information from the text to answer questions,</li> </ul> <p><b>AND</b></p> <p><b>doing one or more of the following:</b></p> <ul style="list-style-type: none"> <li>making basic inferences and/or</li> <li>drawing basic conclusions when given possible choices.</li> </ul> |

**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:*

| <p><b>Level of Complexity 5</b><br/>(Grades 6, 7, 2nd &amp; 3rd Year HS)</p>   | <p><b>Level of Complexity 6</b><br/>(Grades 6, 7, 2nd &amp; 3rd Year HS)</p>   | <p><b>Level of Complexity 7</b><br/>(2nd &amp; 3rd Year HS)</p>   | <p><b>Level of Complexity 8</b><br/>(2nd &amp; 3rd Year HS)</p>  |
|--|--|---|--|
| <p><b>doing two or more of the following:</b></p> <ul style="list-style-type: none"> <li>• obtaining information from simple table of contents or glossary,</li> <li>• obtaining information from simple charts, graphs, diagrams, or illustrations, and/or</li> <li>• using explicitly stated information to answer questions,</li> </ul> <p><b>AND</b></p> <p><b>doing one or more of the following:</b></p> <ul style="list-style-type: none"> <li>• connecting information within a text,</li> <li>• recognizing generalizations,</li> <li>• making basic inferences or drawing basic conclusions, and/or</li> <li>• inferring cause or effect when signal words are present.</li> </ul> | <p><b>doing two or more of the following:</b></p> <ul style="list-style-type: none"> <li>• obtaining information from table of contents, glossary, transition words, bold or italicized text, or headings,</li> <li>• obtaining information from graphic organizers, charts, graphs, or illustrations, and/or</li> <li>• answering questions related to explicitly stated information,</li> </ul> <p><b>AND</b></p> <p><b>doing two or more of the following:</b></p> <ul style="list-style-type: none"> <li>• connecting information within a text,</li> <li>• recognizing generalizations about a text,</li> <li>• making inferences, including cause/effect,</li> <li>• drawing basic conclusions,</li> <li>• forming judgments or opinions, and/or</li> <li>• distinguishing fact from opinion.</li> </ul> | <p><b>doing two or more of the following:</b></p> <ul style="list-style-type: none"> <li>• obtaining information from table of contents, glossary, index, transition words or phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations,</li> <li>• answering questions related to explicitly stated information, and/or</li> <li>• paraphrasing or summarizing,</li> </ul> <p><b>AND</b></p> <p><b>doing two or more of the following:</b></p> <ul style="list-style-type: none"> <li>• connecting information within or across texts,</li> <li>• synthesizing information from one or more texts,</li> <li>• making inferences including cause/effect,</li> <li>• determining author’s purpose,</li> <li>• drawing basic conclusions,</li> <li>• forming judgments/opinions, and/or</li> <li>• distinguishing fact from opinion.</li> </ul> | <p><b>doing two or more of the following:</b></p> <ul style="list-style-type: none"> <li>• obtaining information from table of contents, glossary, index, transition words or phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations,</li> <li>• using information from the text to answer questions, and/or</li> <li>• summarizing or comparing/contrasting,</li> </ul> <p><b>AND</b></p> <p><b>doing two or more of the following:</b></p> <ul style="list-style-type: none"> <li>• connecting information within or across texts,</li> <li>• synthesizing information from one or more texts,</li> <li>• drawing conclusions about text,</li> <li>• determining author’s purpose,</li> <li>• forming and supporting opinions/judgments and assertions, and/or</li> <li>• distinguishing fact from opinion,</li> <li>• making inferences about causes and effects.</li> </ul> |

# Alternate Grade Level Expectations

## **EXTENDED LEARNING**

# Writing

## Developmental Characteristics of Writing

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

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

**NECAP GLEs W1, W2, W3, & W9**  
**Writing Conventions and Structures of Language; Response to Text**

**Writing AGLE/Indicator — B1**

*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:*

| <b>Level of Complexity 1</b><br>(Grades 4, 7, and 3rd Year HS)  | <b>Level of Complexity 2</b><br>(Grades 4, 7, and 3rd Year HS)   | <b>Level of Complexity 3</b><br>(Grades 4, 7, and 3rd Year HS)  | <b>Level of Complexity 4</b><br>(Grades 4, 7, and 3rd Year HS)  |
|---|--|---|---|
| <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>identifying given signs, symbols, and/or pictures that communicate a fact or thought (e.g., need, name of object, person).</li> </ul> | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>using signs, symbols, or pictures to communicate understanding of ideas and/or concepts</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>using phonemic awareness and letter-sound association to connect letters to sounds.</li> </ul> | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>showing understanding of text using pictures (pictures may include labels, which might only include beginning sounds and/or end sounds)</li> </ul> <p><b>AND</b></p> <p><b>doing one or more of the following:</b></p> <ul style="list-style-type: none"> <li>using phonemic awareness and letter knowledge to represent initial or final consonant sounds and/or</li> <li>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).</li> </ul> | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>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)</li> </ul> <p><b>AND</b></p> <p><b>doing one or more of the following:</b></p> <ul style="list-style-type: none"> <li>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</li> <li>using a beginning and an ending to organize ideas, given an organizing structure (e.g., graphic organizer, story map).</li> </ul> |

**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:*

| <p><b>Level of Complexity 5</b><br/>(Grade 7 and 3rd Year HS)</p>  | <p><b>Level of Complexity 6</b><br/>(Grade 7 and 3rd Year HS)</p>  | <p><b>Level of Complexity 7</b><br/>(3rd Year HS)</p>  | <p><b>Level of Complexity 8</b><br/>(3rd Year HS)</p>   |
|--|--|--|---|
| <p><b>writing short sentences that incorporate one or more of the following:</b></p> <ul style="list-style-type: none"> <li>using capital letters for names and/or at the beginning of sentences,</li> <li>using correct end punctuation in simple sentences,</li> <li>correctly spelling high frequency gr. 2 words, and/or</li> <li>correctly spelling one-syllable words with these patterns: CVC, CVCe, CCVC, CVCC,</li> </ul> <p><b>AND</b></p> <p><b>doing one or more of the following:</b></p> <ul style="list-style-type: none"> <li>selecting appropriate information to set context or background,</li> <li>stating a focus (purpose) when responding to a given question,</li> <li>using details or references to text to support a given focus (Note: support may include prior knowledge), and/or</li> <li>using a beginning, middle, and concluding statement or sentence to organize ideas, given an organizing structure (e.g., graphic organizer, story map).</li> </ul> | <p><b>doing one or more of the following:</b></p> <ul style="list-style-type: none"> <li>writing simple declarative, exclamatory, or interrogative sentences,</li> <li>recognizing indentations for new paragraphs,</li> <li>using capital letters at the beginning of names and sentences,</li> <li>using periods, question marks, or exclamation points correctly in simple sentences,</li> <li>correctly spelling high-frequency gr. 3 words, and/or</li> <li>correctly spelling single syllable words with regular long and short vowels,</li> </ul> <p><b>AND</b></p> <p><b>doing one or more of the following:</b></p> <ul style="list-style-type: none"> <li>selecting appropriate information to set context or background,</li> <li>connecting what has been read (plot, ideas, or concepts) to prior knowledge, which might include other texts,</li> <li>stating a focus (purpose) when responding to a given question,</li> <li>making inferences about the content, events, characters, or setting,</li> <li>using details or references to text to support focus (Note: support may include prior knowledge), and/or</li> <li>organizing ideas, using basic transition words (e.g., first, next, then, finally), and having a concluding statement.</li> </ul> | <p><b>doing two or more of the following:</b></p> <ul style="list-style-type: none"> <li>writing a variety of simple sentences,</li> <li>writing a variety of compound sentences,</li> <li>writing a paragraph with a main idea and two supporting details,</li> <li>identifying grammatical errors when given examples,</li> <li>applying basic capitalization rules, for the beginning of sentences and in proper nouns or titles,</li> <li>using commas in dates and in a series,</li> <li>using end punctuation correctly in a variety of sentence structures,</li> <li>correctly spelling high-frequency words at gr. 4 level, and/or</li> <li>recognizing or applying English spelling rules: consonant doubling, changing y to i, dropping silent e,</li> </ul> <p><b>AND</b></p> <p><b>doing two or more of the following:</b></p> <ul style="list-style-type: none"> <li>selecting appropriate information to set context or background,</li> <li>connecting what has been read (plot, ideas, or concepts) to prior knowledge, which might include other texts,</li> <li>stating and maintaining a focus (purpose) when responding to a given question,</li> <li>making inferences about content, events, characters, setting, or common themes,</li> <li>using specific details and references to text to support focus, and/or</li> <li>organizing ideas, using transition words or phrases, and writing a conclusion.</li> </ul> | <p><b>doing two or more of the following:</b></p> <ul style="list-style-type: none"> <li>using a variety of sentence structures to enhance meaning,</li> <li>adding phrases and clauses to sentences,</li> <li>writing a paragraph with a main idea and three or more supporting details,</li> <li>identifying or correcting grammatical errors, including subject-verb agreement,</li> <li>applying basic capitalization rules, for the beginning of sentences, and in proper nouns or titles,</li> <li>using commas, apostrophes, or quotation marks to clarify meaning,</li> <li>correctly spelling high-frequency words at gr. 5 level, including homophones, and/or</li> <li>recognizing or applying English spelling rules,</li> </ul> <p><b>AND</b></p> <p><b>doing two or more of the following:</b></p> <ul style="list-style-type: none"> <li>selecting appropriate information to set context or background,</li> <li>connecting what has been read (plot, ideas, or concepts) to prior knowledge or other texts, by referring to relevant ideas,</li> <li>stating and maintaining a focus (purpose) when responding to a given question,</li> <li>making inferences about content, events, characters, setting, or common themes,</li> <li>using specific details and references to text or citations to support focus, and/or</li> <li>organizing ideas, using transition words or phrases, and writing a conclusion that provides closure.</li> </ul> |

**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:*

| <b>Level of Complexity 1</b><br>(Grades 4, 7, and 3rd Year HS)  | <b>Level of Complexity 2</b><br>(Grades 4, 7, and 3rd Year HS)   | <b>Level of Complexity 3</b><br>(Grades 4, 7, and 3rd Year HS)  | <b>Level of Complexity 4</b><br>(Grades 4, 7, and 3rd Year HS)  |
|---|--|---|---|
| <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>identifying pictures or symbols to relate an experience, event, or idea.</li> </ul> | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>composing responses related to an event, experience, or idea.</li> </ul> | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>using pictures to create an understandable story line with a beginning and end when given a structure (pictures may include labels)</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>using pictures to identify and/or create characters.</li> </ul> | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>creating an understandable story line with a beginning and end when given a structure (may take form of words or pictures or some combination)</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>creating character(s)—may take form of words or pictures or some combination.</li> </ul> |

**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:*

| <b>Level of Complexity 5</b><br>(Grade 7 and 3rd Year HS)  | <b>Level of Complexity 6</b><br>(Grade 7 and 3rd Year HS)   | <b>Level of Complexity 7</b><br>(3rd Year HS)   | <b>Level of Complexity 8</b><br>(3rd Year HS)  |
|--|---|---|--|
| <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>creating a clear, understandable story line with a beginning, middle, and end when given a structure</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>creating or identifying characters</li> </ul> | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>creating a clear, understandable story line with a beginning, middle, and end when given a prompt</li> </ul> <p><b>AND</b></p> <p><b>doing one or more of the following:</b></p> <ul style="list-style-type: none"> <li>using details and/or</li> <li>creating or identifying characters</li> </ul> | <p><b>doing one or more of the following:</b></p> <ul style="list-style-type: none"> <li>creating a clear, understandable story line with a beginning, middle, and end and/or</li> <li>establishing a problem and solution,</li> </ul> <p><b>AND</b></p> <p><b>doing one or more of the following:</b></p> <ul style="list-style-type: none"> <li>using relevant and descriptive details and/or</li> <li>creating or identifying characters.</li> </ul> | <p><b>doing one or more of the following:</b></p> <ul style="list-style-type: none"> <li>creating a clear and coherent (logically consistent) story line,</li> <li>establishing context (setting or background information, problem/conflict/challenge, and resolution),</li> </ul> <p><b>AND</b></p> <p><b>doing one or more of the following:</b></p> <ul style="list-style-type: none"> <li>using relevant and descriptive details and sensory language to advance the plot/story line, and/or</li> <li>developing characters through description.</li> </ul> |

**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:*

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

**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:*

| <b>Level of Complexity 5</b><br>(Grade 7 and 3rd Year HS)   | <b>Level of Complexity 6</b><br>(Grade 7 and 3rd Year HS)   | <b>Level of Complexity 7</b><br>(3rd Year HS)  | <b>Level of Complexity 8</b><br>(3rd Year HS)  |
|---|---|--|--|
| <p><b>doing one or more of the following:</b></p> <ul style="list-style-type: none"> <li>• establishing a topic,</li> <li>• restating a given focus or controlling idea on a topic (purpose),</li> <li>• using a given organizational structure for grouping facts, and/or</li> <li>• selecting facts to set context or background,</li> </ul> <p><b>AND</b></p> <p><b>doing one or more of the following:</b></p> <ul style="list-style-type: none"> <li>• including details or information relevant to topic and/or focus, and/or</li> <li>• using sufficient details or pictures to illustrate facts.</li> </ul> | <p><b>doing one or more of the following:</b></p> <ul style="list-style-type: none"> <li>• establishing a topic,</li> <li>• stating a focus or controlling idea on a topic,</li> <li>• using a template to group facts and ideas,</li> <li>• selecting appropriate facts to set context or background,</li> <li>• using basic transition words when appropriate (e.g., first, then, next, finally), and/or</li> <li>• providing a concluding statement,</li> </ul> <p><b>AND</b></p> <p><b>doing one or more of the following:</b></p> <ul style="list-style-type: none"> <li>• including details or information relevant to topic and/or focus, and/or</li> <li>• including sufficient details for appropriate depth of information: naming, describing, explaining, comparing, use of visual images.</li> </ul> | <p><b>doing one or more of the following:</b></p> <ul style="list-style-type: none"> <li>• establishing a topic,</li> <li>• stating and maintaining a focus or controlling idea on a topic,</li> <li>• grouping ideas logically,</li> <li>• writing an introduction that sets the context (including materials lists in procedures),</li> <li>• using transition words or phrases, and/or</li> <li>• writing a conclusion,</li> </ul> <p><b>AND</b></p> <p><b>doing one or more of the following:</b></p> <ul style="list-style-type: none"> <li>• including facts and details relevant to the focus or controlling idea and/or</li> <li>• including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images.</li> </ul> | <p><b>doing one or more of the following:</b></p> <ul style="list-style-type: none"> <li>• establishing a topic,</li> <li>• stating and maintaining a focus or controlling idea on a topic,</li> <li>• using a text structure appropriate to the focus or controlling idea (text structures: description, sequential, chronology, proposition/support, compare/contrast),</li> <li>• selecting appropriate information to set the context,</li> <li>• using transition words or phrases appropriate for organizing text structure (e.g., for compare-contrast, “on the other hand”), and/or</li> <li>• writing a conclusion that provides closure,</li> </ul> <p><b>AND</b></p> <p><b>doing one or more of the following:</b></p> <ul style="list-style-type: none"> <li>• including facts and details relevant to the focus or controlling idea, and excluding extraneous information and/or</li> <li>• including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images.</li> </ul> |

# Alternate Grade Level Expectations

## **EXTENDED LEARNING**

# Mathematics

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

**Mathematics AGLE/Indicator — A1**

*Student demonstrates conceptual understanding of rational numbers by:*

| <b>Level of Complexity 1</b><br>(Grades 2–7, 2nd & 3rd Year HS)   | <b>Level of Complexity 2</b><br>(Grades 2–7, 2nd & 3rd Year HS)   | <b>Level of Complexity 3</b><br>(Grades 2–7, 2nd & 3rd Year HS)  | <b>Level of Complexity 4</b><br>(Grades 2–7, 2nd & 3rd Year HS)  |
|---|---|--|--|
| <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>indicating or labeling a collection of up to 3 items.</li> </ul>  | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>indicating or labeling a collection of up to 10 items.</li> </ul>   | <p><b>doing one or more of the following:</b></p> <ul style="list-style-type: none"> <li>reading, writing, and counting numbers up to 99 and/or</li> <li>recognizing the place value (tens and ones) of numbers.</li> </ul>  | <p><b>doing one or more of the following:</b></p> <ul style="list-style-type: none"> <li>reading, writing, and counting numbers up to 199,</li> <li>recognizing the place value (ones, tens, and/or hundreds) of numbers, and/or</li> <li>skip counting by 2s, 5s, and 10s (may use a hundreds chart).</li> </ul>  |
| <b>Level of Complexity 5</b><br>(Grades 6, 7, 2nd & 3rd Year HS)  | <b>Level of Complexity 6</b><br>(Grades 6, 7, 2nd & 3rd Year HS)  | <b>Level of Complexity 7</b><br>(2nd & 3rd Year HS)  | <b>Level of Complexity 8</b><br>(2nd & 3rd Year HS)  |
| <p><b>doing one or more of the following:</b></p> <ul style="list-style-type: none"> <li>counting forward and backward off a nonzero number from 1–199 and/or</li> <li>recognizing the place value (ones, tens, and/or hundreds) of numbers,</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>skip counting by 2s, 5s, and 10s.</li> </ul> | <p><b>doing one or more of the following:</b></p> <ul style="list-style-type: none"> <li>reading and writing numbers up to 999,</li> <li>using models, explanations, and/or other representations to show equivalency, and/or</li> <li>composing and decomposing numbers up to 999 (e.g., <math>786 = 700 + 80 + 6</math> or <math>786 = 500 + 200 + 86</math>).</li> </ul> | <p><b>doing two or more of the following:</b></p> <ul style="list-style-type: none"> <li>reading and writing numbers up to 999,999,</li> <li>using models, explanations, and/or other representations to show equivalency, and/or</li> <li>composing and decomposing numbers up to 9,999 (e.g., <math>5367 = 5000 + 300 + 60 + 7</math> or <math>5367 = 5000 + 200 + 167</math>).</li> </ul> | <ul style="list-style-type: none"> <li>reading and writing numbers up to 9,999,999,</li> <li>using models, explanations, and/or other representations to show equivalency,</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>composing and decomposing numbers up to 9,999 (e.g., <math>5367 = 5000 + 300 + 60 + 7</math> or <math>5367 = 5000 + 200 + 167</math>).</li> </ul> |

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

**Mathematics AGLE/Indicator — A2**

*Student demonstrates conceptual understanding of rational numbers by:*

| <b>Level of Complexity 1</b><br>(Grades 2–7, 2nd & 3rd Year HS)   | <b>Level of Complexity 2</b><br>(Grades 2–7, 2nd & 3rd Year HS)  | <b>Level of Complexity 3</b><br>(Grades 2–7, 2nd & 3rd Year HS)   | <b>Level of Complexity 4</b><br>(Grades 2–7, 2nd & 3rd Year HS)  |
|---|--|---|--|
| <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>indicating that one-half is less than one whole.</li> </ul>   | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>indicating that two halves make a whole.</li> </ul>  | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>indicating that two halves, three thirds, and/or four fourths make a whole.</li> </ul>  | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>indicating <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, and <math>\frac{1}{4}</math>.</li> </ul>  |
| <b>Level of Complexity 5</b><br>(Grades 6, 7, 2nd & 3rd Year HS)  | <b>Level of Complexity 6</b><br>(Grades 6, 7, 2nd & 3rd Year HS)   | <b>Level of Complexity 7</b><br>(2nd & 3rd Year HS)   | <b>Level of Complexity 8</b><br>(2nd & 3rd Year HS)  |
| <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>indicating and/or illustrating <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, and/or <math>\frac{1}{4}</math>.</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>compare <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, and <math>\frac{1}{4}</math></li> </ul> | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>indicating, comparing, and ordering rational numbers (limited to fractions with denominators of 2, 3, 4, and/or 5).</li> </ul> | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>indicating, comparing, and/or ordering rational numbers (limited to fractions with denominators of 2, 3, 4, 5, 6, 8, and/or 10).</li> </ul> | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>indicating, comparing, and/or ordering rational numbers (limited to proper fractions, improper fractions, and mixed numbers with denominators of 2, 3, 4, 5, 6, 8, 10, 12, 100, and/or 1000.)</li> </ul> |

**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:*

| <b>Level of Complexity 1</b><br>(Grades 2–7, 2nd & 3rd Year HS)  | <b>Level of Complexity 2</b><br>(Grades 2–7, 2nd & 3rd Year HS)   | <b>Level of Complexity 3</b><br>(Grades 2–7, 2nd & 3rd Year HS)  | <b>Level of Complexity 4</b><br>(Grades 2–7, 2nd & 3rd Year HS)  |
|--|---|--|--|
| <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>matching coins (penny, nickel, dime, or quarter) to coins of the same value.</li> </ul>  | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>identifying coins (penny, nickel, dime, or quarter).</li> </ul>   | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>identifying coins (penny, nickel, dime, and quarter) and giving the value of coins (a penny and a quarter).</li> </ul>   | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>identifying coins (penny, nickel, dime, and quarter) and giving the value of these coins</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>distinguishing between decimal notations (e.g., 0.35) and other numbers (e.g., 35).</li> </ul>          |
| <b>Level of Complexity 5</b><br>(Grades 6, 7, 2nd & 3rd Year HS)   | <b>Level of Complexity 6</b><br>(Grades 6, 7, 2nd & 3rd Year HS)  | <b>Level of Complexity 7</b><br>(2nd & 3rd Year HS)  | <b>Level of Complexity 8</b><br>(2nd & 3rd Year HS)  |
| <p><b>doing one or more of the following:</b></p> <ul style="list-style-type: none"> <li>identifying \$1.00, \$5.00, and \$10.00 bills,</li> <li>finding possible combinations of coins that equal \$0.25 or \$0.50, and/or</li> <li>identifying decimals, within the context of money, as part of 100 (e.g., shows 10 pennies out of 100 is the same as \$0.10).</li> </ul> | <p><b>doing two or more of the following:</b></p> <ul style="list-style-type: none"> <li>adding like and unlike coin collections using dollar-and-cents notation,</li> <li>identifying the value of bills and how they relate to each other (e.g., \$1.00 as 100 pennies or a \$5.00 bill as 5 \$1.00 bills),</li> <li>making change for a dollar, and/or</li> <li>identifying decimals, within the context of money, and/or percents as part of 100 (e.g., shows 10 pennies out of 100 is the same as \$0.10 or 10%).</li> </ul> | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>demonstrating an understanding of decimals (to the hundredths place) within the context of money</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>demonstrating an understanding of benchmark percents (10%, 25%, 50%, 75%, and 100%).</li> </ul> | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>demonstrating an understanding of decimals (to the hundredths place) within the context of money</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>demonstrating an understanding of benchmark percents (10%, 25%, 50%, 75%, and 100%).</li> </ul> |

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

**Mathematics AGL/Indicator — A4**

*Student demonstrates understanding of the relative magnitude of numbers by:*

| <b>Level of Complexity 1</b><br>(Grades 2–7, 2nd & 3rd Year HS)  | <b>Level of Complexity 2</b><br>(Grades 2–7, 2nd & 3rd Year HS)   | <b>Level of Complexity 3</b><br>(Grades 2–7, 2nd & 3rd Year HS)  | <b>Level of Complexity 4</b><br>(Grades 2–7, 2nd & 3rd Year HS)   |
|--|---|--|---|
| <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>determining which group has more or less when given two groups of objects (real or pictured).</li> </ul> | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>determining which group has the most or the least when given three groups of objects (real or pictured).</li> </ul> | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>ordering and comparing whole numbers from 0–49.</li> </ul>   | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>ordering and comparing whole numbers from 0–99.</li> </ul>  |
| <b>Level of Complexity 5</b><br>(Grades 6, 7, 2nd & 3rd Year HS)   | <b>Level of Complexity 6</b><br>(Grades 6, 7, 2nd & 3rd Year HS)  | <b>Level of Complexity 7</b><br>(2nd & 3rd Year HS)  | <b>Level of Complexity 8</b><br>(2nd & 3rd Year HS)   |
| <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>ordering and comparing whole numbers from 0–199.</li> </ul>  | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>ordering and comparing whole numbers from 0–999.</li> </ul>   | <p><b>doing one or more of the following:</b></p> <ul style="list-style-type: none"> <li>ordering and comparing whole numbers from 0–999,999 and/or</li> <li>ordering and comparing integers (must contain both positive and negative numbers).</li> </ul> | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>ordering and comparing whole numbers from 0–9,999,999</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>ordering and comparing integers (must contain both positive and negative numbers).</li> </ul> |

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

**Geometry and Measurement – Properties of 2- and 3-Dimensional Shapes and Apply Theorems**

*Student uses properties or attributes of angles, sides, and/or figures to:*

| <b>Level of Complexity 1</b><br>(Grades 2–7, 2nd & 3rd Year HS)   | <b>Level of Complexity 2</b><br>(Grades 2–7, 2nd & 3rd Year HS)   | <b>Level of Complexity 3</b><br>(Grades 2–7, 2nd & 3rd Year HS)   | <b>Level of Complexity 4</b><br>(Grades 2–7, 2nd & 3rd Year HS)   |
|---|---|---|---|
| <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>selecting, from two choices, a shape (circle, triangle, and/or square) that matches a given model or picture.</li> </ul>  | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>matching two shapes (circle, triangle, and/or square) when given a variety of models or pictures.</li> </ul>  | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>identify circles, triangles, and squares.</li> </ul>  | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>identifying and classifying two-dimensional shapes as circles, triangles, squares, or rectangles.</li> </ul>  |
| <b>Level of Complexity 5</b><br>(Grades 6, 7, 2nd & 3rd Year HS)  | <b>Level of Complexity 6</b><br>(Grades 6, 7, 2nd & 3rd Year HS)  | <b>Level of Complexity 7</b><br>(2nd & 3rd Year HS)   | <b>Level of Complexity 8</b><br>(2nd & 3rd Year HS)   |
| <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>identifying circles, triangles, squares, rectangles, and parallelograms,</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>classifying two-dimensional shapes.</li> </ul> | <p><b>do two or more of the following:</b></p> <ul style="list-style-type: none"> <li>identify the number of angles in a polygon,</li> <li>identify angles as more than, less than, or equal to 90 degrees, and/or</li> <li>identify circles, triangles, squares, rectangles, parallelograms, and/or trapezoids.</li> </ul> | <p><b>do one or more of the following:</b></p> <ul style="list-style-type: none"> <li>differentiate right angles from acute and obtuse angles, and/or</li> <li>identify, describe, classify, or distinguish among two-dimensional shapes using angles (right, acute, or obtuse) or sides (number of congruent sides, parallelism, or perpendicularity)</li> </ul> | <p><b>do two or more of the following:</b></p> <ul style="list-style-type: none"> <li>differentiate right angles from acute and obtuse angles,</li> <li>identify, describe, classify, or distinguish among two-dimensional shapes using angles (right, acute, or obtuse) or sides (number of congruent sides, parallelism, or perpendicularity), and/or</li> <li>identify, compare, and/or describe three-dimensional shapes using the shapes of bases, number of lateral faces, or number of bases.</li> </ul> |

**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:*

| <b>Level of Complexity 1</b><br>(Grades 2–7, 2nd & 3rd Year HS)   | <b>Level of Complexity 2</b><br>(Grades 2–7, 2nd & 3rd Year HS)   | <b>Level of Complexity 3</b><br>(Grades 2–7, 2nd & 3rd Year HS)   | <b>Level of Complexity 4</b><br>(Grades 2–7, 2nd & 3rd Year HS)  |
|---|---|---|--|
| <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>matching figures with the same shape and the same size (e.g., matching two rectangles of the same size).</li> </ul>   | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>identifying congruent figures when given three choices.</li> </ul>  | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>identifying congruent figures from slides (translations).</li> </ul>  | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>identifying congruent figures</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>identifying similar figures.</li> </ul>  |
| <b>Level of Complexity 5</b><br>(Grades 6, 7, 2nd & 3rd Year HS)  | <b>Level of Complexity 6</b><br>(Grades 6, 7, 2nd & 3rd Year HS)  | <b>Level of Complexity 7</b><br>(2nd & 3rd Year HS)   | <b>Level of Complexity 8</b><br>(2nd & 3rd Year HS)  |
| <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>identifying congruent figures from flips and slides (reflections or translations)</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>identifying similar figures.</li> </ul> | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>identifying congruent figures from flips and slides (reflections or translations)</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>identifying and comparing similar figures.</li> </ul> | <p><b>doing two or more of the following:</b></p> <ul style="list-style-type: none"> <li>identifying congruent figures from reflections, translations, and rotations (flips, slides, and turns),</li> <li>identifying and comparing similar figures, and/or</li> <li>composing and decomposing shapes to show congruent parts within a shape (e.g., use two congruent trapezoids to make a hexagon).</li> </ul> | <p><b>doing three or more of the following:</b></p> <ul style="list-style-type: none"> <li>identifying congruent figures from reflections, translations, and rotations (flips, slides, and turns),</li> <li>composing and decomposing shapes to show congruent parts within a shape (e.g., using two congruent trapezoids to make a hexagon),</li> <li>applying scales on maps, and/or</li> <li>explaining why two shapes are similar or not similar.</li> </ul> |

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

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

| <b>Level of Complexity 1</b><br>(Grades 2–7, 2nd & 3rd Year HS)  | <b>Level of Complexity 2</b><br>(Grades 2–7, 2nd & 3rd Year HS)   | <b>Level of Complexity 3</b><br>(Grades 2–7, 2nd & 3rd Year HS)   | <b>Level of Complexity 4</b><br>(Grades 2–7, 2nd & 3rd Year HS)   |
|--|---|---|---|
| <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>comparing two items based on length.</li> </ul>                            | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>comparing two items based on length,</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>comparing two containers based on capacity.</li> </ul> | <p><b>doing one or more of the following:</b></p> <ul style="list-style-type: none"> <li>comparing two items based on length,</li> <li>comparing two items based on capacity,</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>comparing 2 two-dimensional figures based on area (e.g., placing one object on top of another to determine which takes up more space).</li> </ul> | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>measuring length using nonstandard units (e.g., paper clips) and standard units (limited to whole inches).</li> </ul>   |
| <b>Level of Complexity 5</b><br>(Grades 6, 7, 2nd & 3rd Year HS)   | <b>Level of Complexity 6</b><br>(Grades 6, 7, 2nd & 3rd Year HS)  | <b>Level of Complexity 7</b><br>(2nd & 3rd Year HS)   | <b>Level of Complexity 8</b><br>(2nd & 3rd Year HS)   |
| <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>measuring and recording the length of each side of a rectangle.</li> </ul> | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>measuring and calculating the distance around a figure with a perimeter that is composed of straight edges.</li> </ul>  | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>finding the area of rectangles in standard units and the area of irregular figures on grids.</li> </ul>   | <p><b>doing two or more of the following:</b></p> <ul style="list-style-type: none"> <li>measuring the circumference (distance around) of a circle,</li> <li>finding the area of rectangles or right triangles and the area of irregular figures on grids, and/or</li> <li>finding the volume of rectangular prisms.</li> </ul> |

**Geometry and Measurement – Measure and Converting Between Units**

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

| <b>Level of Complexity 1</b><br>(Grades 2–7, 2nd & 3rd Year HS)   | <b>Level of Complexity 2</b><br>(Grades 2–7, 2nd & 3rd Year HS)  | <b>Level of Complexity 3</b><br>(Grades 2–7, 2nd & 3rd Year HS)  | <b>Level of Complexity 4</b><br>(Grades 2–7, 2nd & 3rd Year HS)   |
|---|--|--|---|
| <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>comparing two items or events based on length or temperature (e.g., which item/event is longer/shorter or hotter/colder).</li> </ul>  | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>comparing two items based on weight (e.g., which item is heavier/lighter),</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>comparing two items based on capacity, (e.g., by identifying which item has or holds more/less).</li> </ul>                                       | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>estimating and measuring length, temperature, weight, time, or capacity.</li> </ul>  | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>estimating and measuring length, temperature, weight, time, and capacity.</li> </ul>  |
| <b>Level of Complexity 5</b><br>(Grades 6, 7, 2nd & 3rd Year HS)  | <b>Level of Complexity 6</b><br>(Grades 6, 7, 2nd & 3rd Year HS)   | <b>Level of Complexity 7</b><br>(2nd & 3rd Year HS)  | <b>Level of Complexity 8</b><br>(2nd & 3rd Year HS)   |
| <p><b>doing one or more of the following:</b></p> <ul style="list-style-type: none"> <li>measuring length (whole inches, feet, and/or centimeters),</li> <li>telling time (hour to 15-minute intervals), and/or</li> <li>reading temperature (degrees Fahrenheit).</li> </ul> | <p><b>doing three or more of the following:</b></p> <ul style="list-style-type: none"> <li>measuring length (half and/or whole inches, feet, and/or centimeters),</li> <li>telling time (hour to 10-minute intervals),</li> <li>reading temperature (degrees Fahrenheit), and/or</li> <li>computing equivalencies (12 inches = 1 foot and/or 24 hours = 1 day).</li> </ul> | <p><b>doing four or more of the following:</b></p> <ul style="list-style-type: none"> <li>measuring length (quarter, half, and/or whole inches; feet; whole centimeters; whole yards; and/or whole meters),</li> <li>telling time (hour to 5-minute intervals),</li> <li>reading temperature (degrees Fahrenheit and Celsius),</li> <li>identifying capacity (whole quarts, liters, and/or gallons),</li> <li>identifying mass (whole grams),</li> <li>identifying weight (whole pounds), and/or</li> <li>computing equivalencies (12 inches = 1 foot, 24 hours = 1 day, and/or 7 days = 1 week).</li> </ul> | <p><b>doing five or more of the following:</b></p> <ul style="list-style-type: none"> <li>measuring length (quarter, half, and/or whole inches; feet; whole yards; whole kilometers, meters, and/or centimeters; and/or miles),</li> <li>telling time (to the minute),</li> <li>reading temperature (degrees Fahrenheit and Celsius),</li> <li>identifying capacity (whole quarts liters, gallons, and/or pints),</li> <li>identifying mass (whole grams and/or kilograms),</li> <li>identifying weight (whole pounds), and/or</li> <li>computing equivalencies (12 inches = 1 foot, 365 days = 1 year, 24 hours = 1 day, 7 days = 1 week, 60 minutes = 1 hour, and/or 60 seconds = 1 minute).</li> </ul> |

**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:*

| <b>Level of Complexity 1</b><br>(Grades 2–7, 2nd & 3rd Year HS)  | <b>Level of Complexity 2</b><br>(Grades 2–7, 2nd & 3rd Year HS)  | <b>Level of Complexity 3</b><br>(Grades 2–7, 2nd & 3rd Year HS)  | <b>Level of Complexity 4</b><br>(Grades 2–7, 2nd & 3rd Year HS)   |
|--|--|--|---|
| <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>• copying simple repeating patterns.</li> </ul>  | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>• extending simple repeating patterns of objects to the next step.</li> </ul>                    | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>• extending a variety of patterns represented in sequences to the next step.</li> </ul>  | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>• extending a variety of patterns represented in tables/charts or sequences to the next one or two steps.</li> </ul>  |
| <b>Level of Complexity 5</b><br>(Grades 6, 7, 2nd & 3rd Year HS)   | <b>Level of Complexity 6</b><br>(Grades 6, 7, 2nd & 3rd Year HS)   | <b>Level of Complexity 7</b><br>(2nd & 3rd Year HS)  | <b>Level of Complexity 8</b><br>(2nd & 3rd Year HS)   |
| <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>• 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).</li> </ul> | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>• extending a variety of patterns represented in models, tables/charts, or sequences.</li> </ul> | <p><b>doing one or more of the following:</b></p> <ul style="list-style-type: none"> <li>• identifying and extending to specific cases a variety of linear patterns represented in models, tables/charts, sequences, or problem situations, and/or</li> <li>• writing a rule in words and symbols for finding specific cases of a linear or nonlinear relationship.</li> </ul> | <p><b>doing two or more of the following:</b></p> <ul style="list-style-type: none"> <li>• 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),</li> <li>• identifying and extending to specific cases a variety of patterns (linear and nonlinear) represented in models, tables/charts, sequences, or problem situations, and/or</li> <li>• writing a rule in words and symbols for finding specific cases of a linear or nonlinear relationship.</li> </ul> |

**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:*

| <b>Level of Complexity 1</b><br>(Grades 2–7, 2nd & 3rd Year HS)  | <b>Level of Complexity 2</b><br>(Grades 2–7, 2nd & 3rd Year HS)   | <b>Level of Complexity 3</b><br>(Grades 2–7, 2nd & 3rd Year HS)  | <b>Level of Complexity 4</b><br>(Grades 2–7, 2nd & 3rd Year HS)  |
|--|---|--|--|
| <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>matching quantities that are equal (e.g., matching a set of 3 blocks to another set of 3 blocks).</li> </ul> | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>using concrete materials to represent a mathematical situation.</li> </ul>  | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>using concrete materials and numeric symbols to represent sums and differences.</li> </ul>   | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>finding the value that will make an open sentence true (limited to addition).</li> </ul>   |
| <b>Level of Complexity 5</b><br>(Grades 6, 7, 2nd & 3rd Year HS)   | <b>Level of Complexity 6</b><br>(Grades 6, 7, 2nd & 3rd Year HS)  | <b>Level of Complexity 7</b><br>(2nd & 3rd Year HS)  | <b>Level of Complexity 8</b><br>(2nd & 3rd Year HS)  |
| <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>finding the value that will make an open sentence true (limited to addition and subtraction).</li> </ul>     | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>finding the value that will make an open sentence true (limited to addition, subtraction, and multiplication).</li> </ul> | <p><b>doing one or more of the following:</b></p> <ul style="list-style-type: none"> <li>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</li> <li>simplifying numerical expressions.</li> </ul> | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>showing equivalence between two expressions using models or different representations of expressions by solving one-step linear equations.</li> </ul> |

**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:*

| <b>Level of Complexity 1</b><br>(Grades 2–7, 2nd & 3rd Year HS)   | <b>Level of Complexity 2</b><br>(Grades 2–7, 2nd & 3rd Year HS)   | <b>Level of Complexity 3</b><br>(Grades 2–7, 2nd & 3rd Year HS)   | <b>Level of Complexity 4</b><br>(Grades 2–7, 2nd & 3rd Year HS)   |
|---|---|---|---|
| <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>collecting data.</li> </ul>                                     | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>collecting and organizing data.</li> </ul>  | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>collecting, organizing, and interpreting data.</li> </ul>   | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>interpreting data in tables/charts.</li> </ul>  |
| <b>Level of Complexity 5</b><br>(Grades 6, 7, 2nd & 3rd Year HS)  | <b>Level of Complexity 6</b><br>(Grades 6, 7, 2nd & 3rd Year HS)  | <b>Level of Complexity 7</b><br>(2nd & 3rd Year HS)   | <b>Level of Complexity 8</b><br>(2nd & 3rd Year HS)   |
| <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>constructing and interpreting data in tables/charts.</li> </ul> | <p><b>doing one or more of the following:</b></p> <ul style="list-style-type: none"> <li>interpreting a given representation (table/chart, bar graph, or pictograph) and/or</li> <li>constructing a representation (table/chart, bar graph, or pictograph) of given data</li> </ul> | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>answering questions related to data presented in a table/chart, frequency chart, bar graph, circle graph, or line graph</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>answering questions related to data presented in a table/chart, frequency chart, bar graph, circle graph, or line graph,</li> <li>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,</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>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).</li> </ul> |

**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:*

| <b>Level of Complexity 1</b><br>(Grades 2–7, 2nd & 3rd Year HS)   | <b>Level of Complexity 2</b><br>(Grades 2–7, 2nd & 3rd Year HS)  | <b>Level of Complexity 3</b><br>(Grades 2–7, 2nd & 3rd Year HS)  | <b>Level of Complexity 4</b><br>(Grades 2–7, 2nd & 3rd Year HS)   |
|---|--|--|---|
| <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>using “more” or “less” when given a set of 3–6 objects (e.g., 6 marbles is more than 3 marbles).</li> </ul> | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>using “more” or “less” when given a set of 5–10 objects (e.g., 6 marbles is less than 8 marbles).</li> </ul>                           | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>using “more” or “less” to analyze data presented in charts and pictographs.</li> </ul>                           | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>using “more” or “less” to analyze data and solve problems based on data presented in charts and graphs.</li> </ul>      |
| <b>Level of Complexity 5</b><br>(Grades 6, 7, 2nd & 3rd Year HS)  | <b>Level of Complexity 6</b><br>(Grades 6, 7, 2nd & 3rd Year HS)   | <b>Level of Complexity 7</b><br>(2nd & 3rd Year HS)  | <b>Level of Complexity 8</b><br>(2nd & 3rd Year HS)   |
| <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>using “more,” “less,” or “equal” to analyze data or solve problems.</li> </ul>                              | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>using “most frequent” (mode), “least frequent,” “largest/greatest,” or “smallest/fewest” to analyze data or solve problems.</li> </ul> | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>using measures of central tendency (median or mode) or range to analyze situations or solve problems.</li> </ul> | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>using measures of central tendency (mean, median, or mode) or range to analyze situations or solve problems.</li> </ul> |

**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:*

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

# Alternate Grade Level Expectations

## EXTENDED LEARNING

# 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<br>(Grades 5, 8, and 3rd Year HS)   | Level of Complexity 2<br>(Grades 5, 8, and 3rd Year HS)  | Level of Complexity 3<br>(Grades 5, 8, and 3rd Year HS)   | Level of Complexity 4<br>(Grades 5, 8, and 3rd Year HS)   |
|---|--|---|---|
| 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><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>identifying night and day.</li> </ul>   | <p><b>doing <u>both</u> of the following:</b></p> <ul style="list-style-type: none"> <li>identifying pictures of night and day,</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>identifying the Sun and Earth’s Moon.</li> </ul> | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>identifying the position of the sun at different times by drawing or otherwise describing the movement of the Sun across the sky.</li> </ul>  | <p><b>doing <u>both</u> of the following:</b></p> <ul style="list-style-type: none"> <li>identifying the position of the sun at different times by drawing or otherwise describing the movement of the Sun across the sky,</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>drawing or identifying different phases of the Moon.</li> </ul>                  |
| Level of Complexity 5<br>(Grade 8 and 3rd Year HS)  | Level of Complexity 6<br>(Grade 8 and 3rd Year HS)   | Level of Complexity 7<br>(3rd Year HS)  | Level of Complexity 8<br>(3rd Year HS)  |
| explaining the movements and describing the location, composition, and characteristics of our solar system and universe, including planets, the Sun, and galaxies, by...            |  |   |   |
| <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>identifying the Sun, Earth’s Moon, and planet(s) on a given diagram and listing some planets.</li> </ul>  | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>listing the four inner planets and placing them in order relative to the Sun.</li> </ul>   | <p><b>doing <u>both</u> of the following:</b></p> <ul style="list-style-type: none"> <li>describing the relative locations of the Sun, Earth, Earth’s Moon, and planets and identifying their orbits;</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>identifying the role that gravity plays in forming stars, planets, and the solar system.</li> </ul> | <p><b>doing <u>both</u> of the following:</b></p> <ul style="list-style-type: none"> <li>identifying the role that gravity plays in forming stars, planets, and the solar system,</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>identifying the role that gravity plays in keeping moons in position around planets, and planets around stars.</li> </ul> |

**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<br>(Grades 5, 8, and 3rd Year HS)  | Level of Complexity 2<br>(Grades 5, 8, and 3rd Year HS)   | Level of Complexity 3<br>(Grades 5, 8, and 3rd Year HS)  | Level of Complexity 4<br>(Grades 5, 8, and 3rd Year HS)   |
|--|---|--|---|
| <b>describing the properties of Earth’s surface materials, the processes that change them, and cycles that affect Earth by...</b>  |   |  |   |
| <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>identifying sunny, rainy, snowy, and/or windy weather through observation.</li> </ul>  | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>matching pictures to the type of weather they depict.</li> </ul>  | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>identifying the different forms that water can take in the weather.</li> </ul>                                       | <p><b>doing <u>one</u> of the following:</b></p> <ul style="list-style-type: none"> <li>matching weather to the effects it can have on the surface of Earth (erosion or weathering), and/or</li> <li>identifying factors that can influence temperature in the environment (day/night cycle, cloud cover, and presence of a star).</li> </ul> |
| Level of Complexity 5<br>(Grade 8 and 3rd Year HS)   | Level of Complexity 6<br>(Grade 8 and 3rd Year HS)  | Level of Complexity 7<br>(3rd Year HS)   | Level of Complexity 8<br>(3rd Year HS)  |
| <b>describing the various cycles, physical and biological forces and processes, positions in space, energy transformations, and human actions that affect the short-term and long-term changes to Earth by...</b>  |   | <b>describing and analyzing the biological, physical, energy, and human influences that shape and alter Earth Systems by...</b>  |   |
| <p><b>doing <u>both</u> of the following:</b></p> <ul style="list-style-type: none"> <li>describing climates in different regions of the world,</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>describing seasonal changes for different locations on earth (polar regions, equator, northern hemisphere vs. southern hemisphere).</li> </ul> | <p><b>doing <u>one</u> or more of the following:</b></p> <ul style="list-style-type: none"> <li>identifying slow and abrupt changes to Earth (like volcanoes and earthquakes versus erosion and weathering) and/or</li> <li>describing what happens to objects on Earth when they are dropped.</li> </ul> | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>identifying the Sun’s heat, ocean movement, or weather as things that can change the conditions of Earth.</li> </ul> | <p><b>doing <u>both</u> of the following:</b></p> <ul style="list-style-type: none"> <li>explaining how people can change Earth</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>explaining how plants and animals can change Earth.</li> </ul>  |

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

**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<br>(Grades 5, 8, and 3rd Year HS)  | Level of Complexity 2<br>(Grades 5, 8, and 3rd Year HS)  | Level of Complexity 3<br>(Grades 5, 8, and 3rd Year HS)  | Level of Complexity 4<br>(Grades 5, 8, and 3rd Year HS)   |
|--|--|--|---|
| <b>summarizing how various forces affect the motion of objects by...</b>   |  |  |   |
| <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>identifying or demonstrating <b>one</b> way (e.g., forward, backward, straight, zigzag, up, down, fast, slow) an object can move.</li> </ul> | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>identifying or demonstrating <b>two</b> ways (e.g., forward, backward, straight, zigzag, up, down, fast, slow) an object can move.</li> </ul>  | <p><b>doing <u>both</u> of the following:</b></p> <ul style="list-style-type: none"> <li>describing or demonstrating <b>three</b> ways (e.g., forward, backward, straight, zigzag, up, down, fast, slow) an object can move</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>identifying that the way an object moves can be changed by pushing or pulling it.</li> </ul> | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>demonstrating understanding of how given objects move.</li> </ul>   |
| Level of Complexity 5<br>(Grade 8 and 3rd Year HS)   | Level of Complexity 6<br>(Grade 8 and 3rd Year HS)   | Level of Complexity 7<br>(3rd Year HS)   | Level of Complexity 8<br>(3rd Year HS)  |
| <b>describing the force of gravity, the motion of objects, the properties of waves, and the wavelike property of energy in light waves by...</b>   |  | <b>showing understanding that the laws of force and motion are the same across the universe by...</b>  |   |
| <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>identifying or describing wave motions, earthquakes, vibrations, and/or water waves.</li> </ul>  | <p><b>doing <u>one</u> or more of the following:</b></p> <ul style="list-style-type: none"> <li>giving examples of how gravity pulls objects,</li> <li>giving examples of how magnets pull and push objects, and/or</li> <li>describing similarities in motion of sound vibration and earthquakes, and water waves.</li> </ul> | <p><b>doing <u>one</u> or more the following:</b></p> <ul style="list-style-type: none"> <li>predicting the effect of a given force on the motion of objects and/or</li> <li>describing how waves can have different magnitudes, lengths, and frequencies.</li> </ul>  | <p><b>doing <u>one</u> or more of the following:</b></p> <ul style="list-style-type: none"> <li>summarizing the effects of various forces on the motion of objects and/or</li> <li>describing how waves of water and other materials interact in similar ways.</li> </ul> |

**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<br>(Grades 5, 8, and 3rd Year HS)   | Level of Complexity 2<br>(Grades 5, 8, and 3rd Year HS)  | Level of Complexity 3<br>(Grades 5, 8, and 3rd Year HS)  | Level of Complexity 4<br>(Grades 5, 8, and 3rd Year HS)  |
|---|--|--|--|
| <b>comparing living things based on their behaviors, external features, and environmental needs by...</b>   |  |  |  |
| <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>identifying pictures or descriptions of given animals or plants.</li> </ul> | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>identifying given organisms as plants or animals based on external features.</li> </ul>  | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>identifying organisms that are similar and different based on external features, behaviors, and/or needs.</li> </ul>   | <p><b>doing <u>two</u> of the following:</b></p> <ul style="list-style-type: none"> <li>describing how plants and/or animals look, and/or</li> <li>describing the things that plants and/or animals do, and/or</li> <li>describing ways in which the needs of a plant and/or animal are met by its environment.</li> </ul> |
| Level of Complexity 5<br>(Grade 8 and 3rd Year HS)  | Level of Complexity 6<br>(Grade 8 and 3rd Year HS)   | Level of Complexity 7<br>(3rd Year HS)   | Level of Complexity 8<br>(3rd Year HS)   |
| <b>differentiating among organisms based on biological characteristics and identifying patterns of similarity by...</b>                               |  | <b>describing and analyzing the evidence for relatedness among and within diverse populations of organisms and the importance of biodiversity by...</b>  |  |
| <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>sorting living things based on external features or behaviors</li> </ul>    | <p><b>doing <u>one</u> or more of the following:</b></p> <ul style="list-style-type: none"> <li>identifying how external (or internal) features can influence how an animal or plant gets food and/or</li> <li>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.</li> </ul> | <p><b>doing <u>both</u> of the following:</b></p> <ul style="list-style-type: none"> <li>describing environments that have many different types of organisms and those that have fewer types of organisms,.</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>identifying ways that organisms are related using physical evidence, such as presence or absence of a backbone.</li> </ul> | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>predicting possible changes that could result if the numbers of different types of organisms were to be drastically reduced.</li> </ul>  |

**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<br>(Grades 5, 8, and 3rd Year HS)  | Level of Complexity 2<br>(Grades 5, 8, and 3rd Year HS)   | Level of Complexity 3<br>(Grades 5, 8, and 3rd Year HS)   | Level of Complexity 4<br>(Grades 5, 8, and 3rd Year HS)   |
|--|---|---|---|
| <b>describing ways organisms depend upon, interact within, and change the living and nonliving environment as well as ways the environment affects organisms by...</b>   |   |   |   |
| <b>doing the following:</b> <ul style="list-style-type: none"> <li>identifying pictures or descriptions of given animals or plants.</li> </ul>   | <b>doing the following:</b> <ul style="list-style-type: none"> <li>identifying animals or plants that live in given environments.</li> </ul>  | <b>doing the following:</b> <ul style="list-style-type: none"> <li>identifying plants, animals, and/or components of their environments in which given animals depend on for food and shelter.</li> </ul> | <b>doing the following:</b> <ul style="list-style-type: none"> <li>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.</li> </ul> |
| Level of Complexity 5<br>(Grade 8 and 3rd Year HS)   | Level of Complexity 6<br>(Grade 8 and 3rd Year HS)  | Level of Complexity 7<br>(3rd Year HS)  | Level of Complexity 8<br>(3rd Year HS)  |
| <b>examining how the characteristics of the physical, nonliving environment, the types and behaviors of living organisms, and the flow of matter and energy affect organisms and the ecosystem of which they are part by...</b>  |   | <b>describing and analyzing the interactions, cycles, and factors that affect short-term and long-term ecosystem stability and change by...</b>   |   |
| <b>doing both of the following:</b> <ul style="list-style-type: none"> <li>identifying particular organisms in given food chains</li> </ul> <b>AND</b> <ul style="list-style-type: none"> <li>placing organisms in a food chain in an appropriate sequence.</li> </ul> | <b>doing two of the following:</b> <ul style="list-style-type: none"> <li>identifying different things in an environment that organisms compete for in an environment,</li> <li>identifying organisms as those that eat other organisms, are eaten, or recycle material, and/or</li> <li>explaining how matter is transferred in an ecosystem.</li> </ul> | <b>doing the following:</b> <ul style="list-style-type: none"> <li>explaining ways in which organisms depend upon, interact within, and change the living and nonliving environment.</li> </ul>           | <b>doing the following:</b> <ul style="list-style-type: none"> <li>explaining things that can limit how many plants and animals can survive in an area.</li> </ul>  |

**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<br>(Grades 5, 8, and 3rd Year HS)  | Level of Complexity 2<br>(Grades 5, 8, and 3rd Year HS)  | Level of Complexity 3<br>(Grades 5, 8, and 3rd Year HS)   | Level of Complexity 4<br>(Grades 5, 8, and 3rd Year HS)  |
|--|--|---|--|
| describing how living things are made up of one or more cells and the ways cells help organisms meet their basic needs by...   |  |   |  |
| <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>identifying given parts of the human body.</li> </ul>  | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>matching animals and/or plants to their parts.</li> </ul>  | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>identifying parts that allow living things to meet basic needs.</li> </ul>  | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>identifying structures and/or processes that help given organisms stay alive.</li> </ul>   |
| Level of Complexity 5<br>(Grade 8 and 3rd Year HS)   | Level of Complexity 6<br>(Grade 8 and 3rd Year HS)   | Level of Complexity 7<br>(3rd Year HS)  | Level of Complexity 8<br>(3rd Year HS)   |
| describing the hierarchy of organization and function in organisms, and the similarities and differences in structure, function, and needs among and within organisms by...  |  | describing structure and function of cells at the intracellular and molecular level including differentiation to form systems; interactions between cells and their environment; and the impact of cellular processes and changes on individuals by...  |  |
| <p><b>by doing one of the following:</b></p> <ul style="list-style-type: none"> <li>identifying that some living things are made of one cell and some living things are made of many cells, and/or</li> <li>identifying that all living things (single-celled and multi-celled) must have ways to get food and get rid of wastes.</li> </ul> | <p><b>doing <u>both</u> of the following:</b></p> <ul style="list-style-type: none"> <li>identifying that some living things are made of one cell and some living things are made of many cells</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>identifying that all living things (single-celled and multi-celled) must have ways to get food and get rid of wastes.</li> </ul> | <p><b>doing <u>both</u> of the following:</b></p> <ul style="list-style-type: none"> <li>explaining that living things produce new cells</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>explaining that cells produce complete copies of themselves when they divide.</li> </ul> | <p><b>doing <u>both</u> of the following:</b></p> <ul style="list-style-type: none"> <li>identifying that cells have parts in them that help them release energy, dispose of wastes, and build new parts</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>explaining how changes can occur in cells that can cause them to work incorrectly.</li> </ul> |

**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<br>(Grades 5, 8, and 3rd Year HS)  | Level of Complexity 2<br>(Grades 5, 8, and 3rd Year HS)   | Level of Complexity 3<br>(Grades 5, 8, and 3rd Year HS)  | Level of Complexity 4<br>(Grades 5, 8, and 3rd Year HS)   |
|--|---|--|---|
| <b>describing characteristics of organisms and the reason why organisms differ from or are similar to their parents by...</b>  |   |  |   |
| <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>identifying parents and their offspring by matching pictures of a baby organism to an adult of the same organism.</li> </ul> | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>identifying things about offspring that are like and not like their parents.</li> </ul>   | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>demonstrating understanding of life cycles by explaining, drawing, or otherwise communicating knowledge of stages in given life cycles.</li> </ul> | <p><b>doing <u>both</u> of the following:</b></p> <ul style="list-style-type: none"> <li>naming similarities between the adults and offspring of varied organisms</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>identifying and describing, drawing, or otherwise communicating knowledge of stages in a life cycle.</li> </ul> |
| Level of Complexity 5<br>(Grade 8 and 3rd Year HS)   | Level of Complexity 6<br>(Grade 8 and 3rd Year HS)  | Level of Complexity 7<br>(3rd Year HS)   | Level of Complexity 8<br>(3rd Year HS)  |
| <b>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...</b>       |   | <b>examining the role of DNA in transferring traits from generation to generation, in differentiating cells, and in evolving new species by...</b>   |   |
| <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>identifying the characteristics of offspring and parents based on similarities and differences.</li> </ul>                   | <p><b>doing <u>both</u> of the following:</b></p> <ul style="list-style-type: none"> <li>identifying living things that reproduce by getting all their inherited information from one parent</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>identifying living things that reproduce by getting all their inherited information from two parents.</li> </ul> | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>identifying that cells contain information that makes living things look the way they do.</li> </ul>   | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>explaining that different living things contain some information in their cells that is similar to other living things and some that is different.</li> </ul>   |

**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<br>(Grades 5, 8, and 3rd Year HS)  | Level of Complexity 2<br>(Grades 5, 8, and 3rd Year HS)  | Level of Complexity 3<br>(Grades 5, 8, and 3rd Year HS)  | Level of Complexity 4<br>(Grades 5, 8, and 3rd Year HS)   |
|--|--|--|---|
| describing fossil evidence and present explanations that help us understand why there are differences among and between present and past organisms by...   |  |  |   |
| <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>identifying organisms from the local environment.</li> </ul>   | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>matching pictures of organisms to the environment in which they live.</li> </ul> | <p><b>doing <u>both</u> of the following:</b></p> <ul style="list-style-type: none"> <li>identifying organisms that no longer live today</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>describing features that organisms no longer living today share with organisms now alive and features that differ from those of organisms now alive.</li> </ul> | <p><b>doing <u>both</u> of the following:</b></p> <ul style="list-style-type: none"> <li>describing features that allow or allowed present and past organisms to live in their environment</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>identifying organisms that once lived on Earth but no longer exist.</li> </ul> |
| Level of Complexity 5<br>(Grade 8 and 3rd Year HS)   | Level of Complexity 6<br>(Grade 8 and 3rd Year HS)   | Level of Complexity 7<br>(3rd Year HS)   | Level of Complexity 8<br>(3rd Year HS)  |
| 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...   |   |
| <p><b>doing <u>both</u> of the following:</b></p> <ul style="list-style-type: none"> <li>identifying examples of fossils</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>demonstrating understanding of how fossils are formed.</li> </ul> | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>explaining how fossils are used to help us understand the past.</li> </ul>       | <p><b>doing the following:</b></p> <ul style="list-style-type: none"> <li>presenting explanations that help us understand similarities and differences among and between past and present organisms.</li> </ul>  | <p><b>doing <u>both</u> of the following:</b></p> <ul style="list-style-type: none"> <li>explaining why some organisms survive to the next generation</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>explaining why some organisms have traits that provide no apparent survival advantage.</li> </ul>                   |