MIDDLE SCHOOL SCIENCE – Functional Independence

Grade Span	Emerging	Attained	Surpassed
Middle School **General Statement**	Based on the *Functional Independence EBs,*[1] a student who is **emerging toward the performance standard** should typically be able to…	Based on the *Functional Independence EBs,*[1] a student who **attained the performance standard** should typically be able to…	Based on the *Functional Independence EBs,*[1] a student who **surpassed the performance standard** should typically be able to…
Constructing New Scientific Knowledge Performance Level Descriptor	Demonstrate a *limited* ability to: • Identify questions based on observation and/or description • Identify tools that aid in scientific investigation/measurement • Identify sources of scientific information	Demonstrate a *basic* ability to: • Identify questions based on observation and/or description • Identify tools that aid in scientific investigation/measurement • Identify sources of scientific information	Demonstrate a *consistent* ability to: • Identify questions based on observation and/or description • Identify tools that aid in scientific investigation/measurement • Identify sources of scientific information
Reflecting on Scientific Knowledge Performance Level Descriptor	Demonstrate a *limited* ability to: • Identify how science relates to the world around them • Identify ways technology is used in everyday life	Demonstrate a *basic* ability to: • Identify how science relates to the world around them • Identify ways technology is used in everyday life	Demonstrate a *consistent* ability to: • Identify how science relates to the world around them • Identify ways technology is used in everyday life
Using Life Science Knowledge Performance Level Descriptor	Demonstrate a *limited* ability to: • Recognize that living things are made of cells • Identify observable body parts and/or systems of animals • Classify organisms • Identify life cycles of flowering plants • Identify functions of plant parts • Identify how species may become extinct • Describe relationships among populations in ecosystems • Identify that organisms acquire energy from sunlight • Identify how humans benefit from plant/animal materials	Demonstrate a *basic* ability to: • Recognize that living things are made of cells • Identify observable body parts and/or systems of animals • Classify organisms • Identify life cycles of flowering plants • Identify functions of plant parts • Identify how species may become extinct • Describe relationships among populations in ecosystems • Identify that organisms acquire energy from sunlight • Identify how humans benefit from plant/animal materials	Demonstrate a *consistent* ability to: • Recognize that living things are made of cells • Identify observable body parts and/or systems of animals • Classify organisms • Identify life cycles of flowering plants • Identify functions of plant parts • Identify how species may become extinct • Describe relationships among populations in ecosystems • Identify that organisms acquire energy from sunlight • Identify how humans benefit from plant/animal materials

[1] When using age/grade appropriate instructional materials.

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Using Physical Science Knowledge Performance Level Descriptor	Demonstrate a *limited* ability to: • Describe properties of objects/substances • Recognize that items consist of smaller particles • Identify simple electrical circuits • Describe common physical/chemical changes in matter • Identify common energy transformations • Describe the motion of common objects • Describe the interaction of magnetic/non-magnetic materials • Identify simple machines used to change effort • Recognize how sound travels through different media • Identify sources of light/shadow	Demonstrate a *basic* ability to: • Describe properties of objects/substances • Recognize that items consist of smaller particles • Identify simple electrical circuits • Describe common physical/chemical changes in matter • Identify common energy transformations • Describe the motion of common objects • Describe the interaction of magnetic/non-magnetic materials • Identify simple machines used to change effort • Recognize how sound travels through different media • Identify sources of light/shadow	Demonstrate a *consistent* ability to: • Describe properties of objects/substances • Recognize that items consist of smaller particles • Identify simple electrical circuits • Describe common physical/chemical changes in matter • Identify common energy transformations • Describe the motion of common objects • Describe the interaction of magnetic/non-magnetic materials • Identify simple machines used to change effort • Recognize how sound travels through different media • Identify sources of light/shadow
Using Earth Science Knowledge Performance Level Descriptor	Demonstrate a *limited* ability to: • Identify features of and changes in the earth's surface using maps • Identify routines related to conservation • Identify states/sources/uses of water • Identify weather conditions/seasonal changes/safety precautions • Identify effects of pollution • Demonstrate awareness of the motion of the earth/moon	Demonstrate a *basic* ability to: • Identify features of and changes in the earth's surface using maps • Identify routines related to conservation • Identify states/sources/uses of water • Identify weather conditions/seasonal changes/safety precautions • Identify effects of pollution • Demonstrate awareness of the motion of the earth/moon	Demonstrate a *consistent* ability to: • Identify features of and changes in the earth's surface using maps • Identify routines related to conservation • Identify states/sources/uses of water • Identify weather conditions/seasonal changes/safety precautions • Identify effects of pollution • Demonstrate awareness of the motion of the earth/moon

[1] When using age/grade appropriate instructional materials.