

MIDDLE SCHOOL SCIENCE – Supported Independence

Grade Span	Emerging	Attained	Surpassed
<p>Middle School</p> <p>General Statement</p>	<p>Based on the <i>Supported Independence EBS</i>,¹ a student who is emerging toward the performance standard should typically, with moderate assistance, be able to...</p>	<p>Based on the <i>Supported Independence EBS</i>,¹ a student who attained the performance standard should typically, with minimal assistance, be able to...</p>	<p>Based on the <i>Supported Independence EBS</i>,¹ a student who surpassed the performance standard should typically, with limited to no assistance, be able to...</p>
<p>Constructing New Scientific Knowledge Performance Level Descriptor</p>	<p>Demonstrate a <i>limited</i> ability to:</p> <ul style="list-style-type: none"> • Identify simple devices • Answer questions about the world based on observation and/or description 	<p>Demonstrate a <i>basic</i> ability to:</p> <ul style="list-style-type: none"> • Identify simple devices • Answer questions about the world based on observation and/or description 	<p>Demonstrate a <i>consistent</i> ability to:</p> <ul style="list-style-type: none"> • Identify simple devices • Answer questions about the world based on observation and/or description
<p>Reflecting on Scientific Knowledge Performance Level Descriptor</p>	<p>Demonstrate a <i>limited</i> ability to:</p> <ul style="list-style-type: none"> • Identify science concepts in common activities • Develop an awareness of the natural world 	<p>Demonstrate a <i>basic</i> ability to:</p> <ul style="list-style-type: none"> • Identify science concepts in common activities • Develop an awareness of the natural world 	<p>Demonstrate a <i>consistent</i> ability to:</p> <ul style="list-style-type: none"> • Identify science concepts in common activities • Develop an awareness of the natural world
<p>Using Life Science Knowledge Performance Level Descriptor</p>	<p>Demonstrate a <i>limited</i> ability to:</p> <ul style="list-style-type: none"> • Discriminate between living/non-living • Identify characteristics of plants/animals • Sequence life cycles of plants • Sort food into groups • Associate senses with body parts • Match parent/offspring 	<p>Demonstrate a <i>basic</i> ability to:</p> <ul style="list-style-type: none"> • Discriminate between living/non-living • Identify characteristics of plants/animals • Sequence life cycles of plants • Sort food into groups • Associate senses with body parts • Match parent/offspring 	<p>Demonstrate a <i>consistent</i> ability to:</p> <ul style="list-style-type: none"> • Discriminate between living/non-living • Identify characteristics of plants/animals • Sequence life cycles of plants • Sort food into groups • Associate senses with body parts • Match parent/offspring

¹ When using age/grade appropriate instructional materials.

MIDDLE SCHOOL SCIENCE – Supported Independence

Grade Span	Emerging	Attained	Surpassed
<p>Using Physical Science Knowledge Performance Level Descriptor</p>	<p>Demonstrate a <i>limited</i> ability to:</p> <ul style="list-style-type: none"> • Identify attributes of common objects • Identify changes/states in matter • Recognize movement of objects • Identify simple machines • Identify light sources 	<p>Demonstrate a <i>basic</i> ability to:</p> <ul style="list-style-type: none"> • Identify attributes of common objects • Identify changes/states in matter • Recognize movement of objects • Identify simple machines • Identify light sources 	<p>Demonstrate a <i>consistent</i> ability to:</p> <ul style="list-style-type: none"> • Identify attributes of common objects • Identify changes/states in matter • Recognize movement of objects • Identify simple machines • Identify light sources
<p>Using Earth Science Knowledge Performance Level Descriptor</p>	<p>Demonstrate a <i>limited</i> ability to:</p> <ul style="list-style-type: none"> • Identify conservation routines • Identify safety precautions with water/uses of water • Identify weather conditions/sources of weather information • Identify differences between day/night 	<p>Demonstrate a <i>basic</i> ability to:</p> <ul style="list-style-type: none"> • Identify conservation routines • Identify safety precautions with water/uses of water • Identify weather conditions/sources of weather information • Identify differences between day/night 	<p>Demonstrate a <i>consistent</i> ability to:</p> <ul style="list-style-type: none"> • Identify conservation routines • Identify safety precautions with water/uses of water • Identify weather conditions/sources of weather information • Identify differences between day/night

¹ When using age/grade appropriate instructional materials.