

HIGH SCHOOL SCIENCE – Supported Independence

Grade Span	Emerging	Attained	Surpassed
High School General Statement	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...	Based on the <i>Supported Independence EBS</i> , ¹ a student who attained the performance standard should typically, with minimal assistance, be able to...	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...
Constructing New Scientific Knowledge Performance Level Descriptor	Demonstrate a <i>limited</i> ability to: <ul style="list-style-type: none"> Identify simple devices Answer questions about the world based on observation and/or description 	Demonstrate a <i>basic</i> ability to: <ul style="list-style-type: none"> Identify simple devices Answer questions about the world based on observation and/or description 	Demonstrate a <i>consistent</i> ability to: <ul style="list-style-type: none"> Identify simple devices Answer questions about the world based on observation and/or description
Reflecting on Scientific Knowledge Performance Level Descriptor	Demonstrate a <i>limited</i> ability to: <ul style="list-style-type: none"> Identify advantages/risks of technology Develop an awareness of the natural world 	Demonstrate a <i>basic</i> ability to: <ul style="list-style-type: none"> Identify advantages/risks of technology Develop an awareness of the natural world 	Demonstrate a <i>consistent</i> ability to: <ul style="list-style-type: none"> Identify advantages/risks of technology Develop an awareness of the natural world
Using Life Science Knowledge Performance Level Descriptor	Demonstrate a <i>limited</i> ability to: <ul style="list-style-type: none"> Identify characteristics of living things Identify observable characteristics of animals Differentiate between characteristics or parts of plants/animals Sort food into groups Identify plants/animals found within various ecosystems 	Demonstrate a <i>basic</i> ability to: <ul style="list-style-type: none"> Identify characteristics of living things Identify observable characteristics of animals Differentiate between characteristics or parts of plants/animals Sort food into groups Identify plants/animals found within various ecosystems 	Demonstrate a <i>consistent</i> ability to: <ul style="list-style-type: none"> Identify characteristics of living things Identify observable characteristics of animals Differentiate between characteristics or parts of plants/animals Sort food into groups Identify plants/animals found within various ecosystems

¹ When using age/grade appropriate instructional materials.

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<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 electrical circuits/hazards • Identify simple machines • Identify vibration as a source of sound 	<p>Demonstrate a <i>basic</i> ability to:</p> <ul style="list-style-type: none"> • Identify electrical circuits/hazards • Identify simple machines • Identify vibration as a source of sound 	<p>Demonstrate a <i>consistent</i> ability to:</p> <ul style="list-style-type: none"> • Identify electrical circuits/hazards • Identify simple machines • Identify vibration as a source of sound
<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 or materials • Identify safety precautions with water/flow of water/uses of water • Identify weather conditions/weather safety • Identify differences between day/night 	<p>Demonstrate a <i>basic</i> ability to:</p> <ul style="list-style-type: none"> • Identify conservation routines or materials • Identify safety precautions with water/flow of water/uses of water • Identify weather conditions/weather safety • Identify differences between day/night 	<p>Demonstrate a <i>consistent</i> ability to:</p> <ul style="list-style-type: none"> • Identify conservation routines or materials • Identify safety precautions with water/flow of water/uses of water • Identify weather conditions/weather safety • Identify differences between day/night

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