

## Missouri Assessment Program-Alternate Guide to Interpreting Score Reports 2013-2014

### Overview of the MAP-A

High quality assessment practices provide information upon which to base ongoing development of curriculum and instruction that is responsive to individual student needs. Students with the most significant cognitive disabilities are valued and contributing members of their schools and communities. The MAP-A design promotes enhanced capacities and integrated life opportunities for students with severe disabilities. Capturing evidence of student learning serves as the basic building block of the MAP-A. The MAP-A design is a status model, which expands the functional focus to combine general education academic skills in a meaningful way for students. MAP-A data is a reflection of student performance during the MAP-A administration window. It is not intended to be viewed as a progress model. Teachers collect data and student work over a short period of time, creating a snapshot of student work and assessing the student's accuracy and independence. The collected evidence documents a connection between the Show-Me Standards and instruction.

The MAP-A is

- required by federal law;
- designed only for students with the most significant cognitive disabilities who meet grade level and eligibility criteria;
- administered at the same grade levels as students participating in MAP Grade-Level and End-of-Course Assessments;
- scored using the MAP-A Scoring Rubric to determine reportable scores; and
- reflective of input from an instructional team, which may include teachers, physical therapists, speech therapists, occupational therapists, paraprofessionals, job coaches, parents or guardians, and the student, when appropriate.

### MAP-A Participation Eligibility Criteria

To be eligible for the MAP-A, a student with a disability must meet **all five** of the following criteria established by the Missouri Department of Elementary and Secondary Education (DESE):

1. The student has been evaluated and found eligible under the Individuals with Disabilities Education Act (IDEA).
2. The student demonstrates the most significant cognitive disabilities and limited adaptive skills that may be combined with physical or behavioral limitations.
3. The most significant cognitive disability impacts the student's access to the curriculum and requires specialized instruction.
4. The most significant cognitive disability impacts the student's post-school outcomes.
5. The student's inability to participate in the MAP Grade-Level or End-of-Course Assessments is not primarily the result of excessive absences; visual or auditory disabilities; or social, cultural, language, or economic differences.

### MAP-A Participation Eligibility Criteria Supplement

The statements below provide additional information for criterion number three: “The student’s educational program centers on the application of essential skills to the Missouri Show-Me Standards.” These statements may assist IEP teams in identifying students whose instructional focus is on the application of essential skills to the Missouri Show-Me Standards.

1. The student’s reading ability is limited and, as such, the student acquires information primarily through other methods.
2. The student’s ability to demonstrate knowledge by writing or speaking is limited; thus, the student must often use other methods to express ideas and share information.
3. The student requires significant supports to access the general education curriculum while demonstrating modest progress in that curriculum.
4. The student typically has difficulty solving novel problems or using newly acquired skills in differing situations.
5. The student’s educational priorities primarily address essential skills that will be used in adult daily living.
6. The student’s post-secondary outcomes will likely require supported or assisted living.
7. The student requires instruction in small groups or on a one-to-one basis, with frequent prompts and guidance from adults.

Additional participation eligibility resources can be found at:

<http://dese.mo.gov/sites/default/files/introadvancedplacement-guidancedocument02-13-13.pdf>

**Assessment Blueprint/Design**

The MAP-A consists of data and supporting evidence collected by an instructional team. It provides information on a student’s knowledge and skills in Communication Arts, Mathematics and Science. The MAP-A assesses accuracy, independence, and connection to the standards on two Alternate Performance Indicators (APIs) in each of two strands in Communication Arts and Mathematics. It also assesses one API in each of four strands in Science as shown in Tables 1, 2, and 3 below.

**Table 1: Mathematics Assessment Blueprint**

| <b>Content Area</b> | <b>Grade Focus</b>                          | <b>Title of Strand</b>  |
|---------------------|---|---|
| <b>Mathematics</b>  | Required for Grades 3-8 and 10              | Numbers and Operations ( <b>NO</b> )  |
|                     | Required for Elementary Grades 3, 4, & 5    | Algebraic Relationships ( <b>AR</b> )<br><i>and/or</i><br>Geometric and Spatial Relationships ( <b>GS</b> ) |
|                     | Required for Middle School Grades 6, 7, & 8 | Data and Probability ( <b>DP</b> )  |
|                     | Required for High School Grade 10           | Measurement ( <b>ME</b> )   |

**Table 2: Communication Arts Assessment Blueprint**

| <b>Content Area</b>       | <b>Grade Focus</b>   | <b>Title of Strand</b>  |
|---------------------------|--|---|
| <b>Communication Arts</b> | Required for Grades 3-8 and 10                               | Reading: Develop and apply skills and strategies to the reading process<br>( <b>RD</b> <i>and/or</i> <b>RP</b> )            |
|                           | Required for Elementary Grades 3, 4, & 5                     | Writing: Compose well-developed text using standard English conventions ( <b>WC</b> )                                       |
|                           | Required for Middle School and High School Grades 6 – 8 & 11 | Writing: Apply a writing process in composing text or write effectively in various forms and types of writing ( <b>WP</b> ) |

**Table 3: Science Assessment Blueprint**

| <b>Content Area</b> | <b>Grade Focus</b>                     | <b>Title of Strand</b>   |
|---------------------|--|--|
| Science             | Required for Elementary School Grade 5 | Strand 5: Processes and Interactions of Earth’s Systems <b>(ES)</b>  |
|                     |  | Strand 6: Composition and Structure of the Universe and the Motion of the Objects within it <b>(UN)</b>  |
|                     |  | Strand 7: Scientific Inquiry <b>(IN)</b> <u>or</u><br>Strand 8: Impact of Science, Technology, and Human Activity <b>(ST)</b>  |
|                     |  | Strand 3: Characteristics and Interactions of Living Organisms <b>(LO)</b> <u>or</u><br>Strand 4: Changes in Ecosystems and Interactions of Organisms with Their Environment <b>(EC)</b>     |
|                     | Required for Middle School Grade 8     | Strand 1: Properties and Principles of Matter and Energy <b>(ME)</b>   |
|                     |  | Strand 2: Properties and Principles of Force and Motion <b>(FM)</b>  |
|                     |  | Strand 7: Scientific Inquiry <b>(IN)</b> <u>or</u><br>Strand 8: Impact of Science, Technology, and Human Activity <b>(ST)</b>  |
|                     |  | Strand 5: Processes and Interactions of the Earth’s Systems <b>(ES)</b> <u>or</u><br>Strand 6: Composition and Structure of the Universe and the Motion of the Objects within it <b>(UN)</b> |
|                     | Required for High School Grade 11      | Strand 3: Characteristics and Interactions of Living Organisms <b>(LO)</b>   |
|                     |  | Strand 4: Changes in Ecosystems and Interactions of Organisms with their Environment <b>(EC)</b>   |
|                     |  | Strand 7: Scientific Inquiry <b>(IN)</b> <u>or</u><br>Strand 8: Impact of Science, Technology, and Human Activity <b>(ST)</b>  |
|                     |  | Strand 1: Properties and Principles of Matter and Energy <b>(ME)</b> <u>or</u><br>Strand 2: Properties and Principles of Force and Motion <b>(FM)</b>  |

The APIs are organized by grade span and content area. They are a subset of the Alternate Grade Level Expectations (AGLEs). For instructional planning, please reference the AGLEs published by DESE. They may be found at the following web address.

<http://dese.mo.gov/college-career-readiness/assessment/map-a>

The MAP-A links standards, curriculum, instruction, and assessment. It documents student learning directly connected to the Show-Me Standards through the AGLs for students who are MAP-A eligible. Teachers observe and assess a student’s work and collect evidence in each content area during two distinct collection periods. The assessment has three rubric dimensions:

- Level of Accuracy
- Level of Independence
- Connection to the Standards

The MAP-A assessment is assigned a score for each of the three rubric dimensions using the rubric in Table 4 below.

**Table 4**

| <b>MAP-A Rubric</b>                |  |  |   |  |  |
|------------------------------------|--|--|---|--|--|
| <b>SCORE</b>                       | <b>4</b>   | <b>3</b>   | <b>2</b>  | <b>1</b>   | <b>No Score</b>  |
| <b>Level of Accuracy</b>           | Student performance of skills “based on Alternate Performance Indicators” demonstrates a high level of understanding of concepts.<br><b>76–100% Accuracy</b> | Student performance of skills “based on Alternate Performance Indicators” demonstrates some understanding of concepts.<br><b>51–75% Accuracy</b> | Student performance of skills “based on Alternate Performance Indicators” demonstrates a limited understanding of concepts.<br><b>26–50% Accuracy</b> | Student performance of skills “based on Alternate Performance Indicators” demonstrates a minimal understanding of concepts.<br><b>0–25% Accuracy</b> | Entry contains insufficient information to determine a score.                            |
| <b>Level of Independence</b>       | Student requires minimal verbal, visual, and/or physical assistance to demonstrate skills and concepts.<br><b>76–100% Independence</b>                       | Student requires some verbal, visual, and/or physical assistance to demonstrate skills and concepts.<br><b>51–75% Independence</b>               | Student requires frequent verbal, visual, and/or physical assistance to demonstrate skills and concepts.<br><b>26–50% Independence</b>                | Student requires extensive verbal, visual, and/or physical assistance to demonstrate skills and concepts.<br><b>0–25% Independence</b>               | Entry contains insufficient information to determine a score.                            |
| <b>Connection to the Standards</b> |  | There is evidence of applying the Alternate Performance Indicator/s in two standards-based activities, one per collection period.                | There is evidence of applying the Alternate Performance Indicator/s in at least one standards-based activity, one out of two collection periods.      | There is some evidence of a connection to the Alternate Performance Indicator/s.   | There is insufficient evidence of a connection to the Alternate Performance Indicator/s. |

## MAP-A Achievement Levels

Once rubric scores are assigned to MAP-A assessments, scores are computed and achievement levels are assigned using alternate achievement level standards approved by the Missouri State Board of Education. Achievement levels for MAP-A assessments differ by grade span and content area. Refer to Tables 5 - 13 below for specific achievement level descriptors.

**Table 5**

| <b>MAP-A Achievement Level Descriptors<br/>Mathematics<br/>Grades 3-5</b> |   |
|---|---|
| <b>Level not Determined</b>   | Insufficient evidence was reported to assign raw scores to this student's MAP-A; therefore, no achievement level may be assigned.   |
| <b>Below Basic</b>  | Student has a minimal understanding of the concepts contained in the grade appropriate APIs within the strands of Numbers and Operations and Algebraic Relationships and/or Geometric and Spatial Relationships. Student work may be loosely connected to the strands. Student likely requires extensive verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge and/or application of these concepts.              |
| <b>Basic</b>  | Student has a fundamental understanding of the concepts contained in the grade appropriate APIs within the strands of Numbers and Operations and Algebraic Relationships and/or Geometric and Spatial Relationships. Student work may be somewhat connected to the strands. Student likely requires frequent verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge and/or application of these concepts.          |
| <b>Proficient</b>   | Student has a sound understanding of the concepts contained in the grade appropriate APIs within the strands of Numbers and Operations and Algebraic Relationships and/or Geometric and Spatial Relationships. Student work may be connected to the strands and demonstrate application. Student likely requires some verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge of these concepts.                    |
| <b>Advanced</b>   | Student has a strong understanding of the concepts contained in the grade appropriate APIs within the strands of Numbers and Operations and Algebraic Relationships and/or Geometric and Spatial Relationships. Student work may be closely connected to the strands and demonstrate strong application. Student likely requires minimal verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge of these concepts. |

**Table 6**

| <b>MAP-A Achievement Level Descriptors<br/>Mathematics<br/>Grade 6-8</b> |   |
|--|---|
| <b>Level not Determined</b>  | Insufficient evidence was reported to assign raw scores to this student's MAP-A; therefore, no achievement level may be assigned.   |
| <b>Below Basic</b>   | Student has a minimal understanding of the concepts contained in the grade appropriate APIs within the strands of Numbers and Operations and Data and Probability. Student work may be loosely connected to the strands. Student likely requires extensive verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge and/or application of these concepts.              |
| <b>Basic</b>   | Student has a fundamental understanding of the concepts contained in the grade appropriate APIs within the strands of Numbers and Operations and Data and Probability. Student work may be somewhat connected to the strands. Student likely requires frequent verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge and/or application of these concepts.          |
| <b>Proficient</b>  | Student has a sound understanding of the concepts contained in the grade appropriate APIs within the strands of Numbers and Operations and Data and Probability. Student work may be connected to the strands and demonstrate application. Student likely requires some verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge of these concepts.                    |
| <b>Advanced</b>  | Student has a strong understanding of the concepts contained in the grade appropriate APIs within the strands of Numbers and Operations and Data and Probability. Student work may be closely connected to the strands and demonstrate strong application. Student likely requires minimal verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge of these concepts. |

**Table 7**

| <b>MAP-A Achievement Level Descriptors<br/>Mathematics<br/>Grade 10</b> |  |
|---|--|
| <b>Level not Determined</b>   | Insufficient evidence was reported to assign raw scores to this student's MAP-A; therefore, no achievement level may be assigned.  |
| <b>Below Basic</b>  | Student has a minimal understanding of the concepts contained in the grade appropriate APIs within the strands of Numbers and Operations and Measurement. Student work may be loosely connected to the strands. Student likely requires extensive verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge and/or application of these concepts.              |
| <b>Basic</b>  | Student has a fundamental understanding of the concepts contained in the grade appropriate APIs within the strands of Numbers and Operations and Measurement. Student work may be somewhat connected to the strands. Student likely requires frequent verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge and/or application of these concepts.          |
| <b>Proficient</b>   | Student has a sound understanding of the concepts contained in the grade appropriate APIs within the strands of Numbers and Operations and Measurement. Student work may be connected to the strands and demonstrate application. Student likely requires some verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge of these concepts.                    |
| <b>Advanced</b>   | Student has a strong understanding of the concepts contained in the grade appropriate APIs within the strands of Numbers and Operations and Measurement. Student work may be closely connected to the strands and demonstrate strong application. Student likely requires minimal verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge of these concepts. |

**Table 8**

| <b>MAP-A Achievement Level Descriptors<br/>Communication Arts<br/>Grades 3-5</b> |   |
|--|---|
| <b>Level not Determined</b>  | Insufficient evidence was reported to assign raw scores to this student's MAP-A; therefore, no achievement level may be assigned.   |
| <b>Below Basic</b>   | Student has a minimal understanding of the concepts contained in the grade appropriate APIs within the standards of the Reading Development and Processes and Standard English Conventions. Student work may be loosely connected to the standards. Student likely requires extensive verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge and/or application of these concepts.                     |
| <b>Basic</b>   | Student has a limited understanding of the concepts contained in the grade appropriate APIs within the standards of the Reading Development and Processes and Standard English Conventions. Student work may be somewhat connected to the standards. Student likely requires frequent verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge and/or application of these concepts.                     |
| <b>Proficient</b>  | Student has some understanding of the concepts contained in the grade appropriate APIs within the standards of the Reading Development and Processes and Standard English Conventions. Student work may be connected to the standards and demonstrate application. Student likely requires some verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge of these concepts.                              |
| <b>Advanced</b>  | Student has a high level of understanding of the concepts contained in the grade appropriate APIs within the standards of the Reading Development and Processes and Standard English Conventions. Student work may be closely connected to the standards and demonstrate strong application. Student likely requires minimal verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge of these concepts. |

**Table 9**

| <b>MAP-A Achievement Level Descriptors<br/>Communication Arts<br/>Grades 6-8</b> |  |
|--|--|
| <b>Level not Determined</b>  | Insufficient evidence was reported to assign raw scores to this student's MAP-A; therefore, no achievement level may be assigned.  |
| <b>Below Basic</b>   | Student has a minimal understanding of the concepts contained in the grade appropriate APIs within the standards of Reading and Writing Development and Processes. Student work may be loosely connected to the standards. Student likely requires extensive verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge and/or application of these concepts.                     |
| <b>Basic</b>   | Student has a limited understanding of the concepts contained in the grade appropriate APIs within the standards of Reading and Writing Development and Processes. Student work may be somewhat connected to the standards. Student likely requires frequent verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge and/or application of these concepts.                     |
| <b>Proficient</b>  | Student has some understanding of the concepts contained in the grade appropriate APIs within the standards of Reading and Writing Development and Processes. Student work may be connected to the standards and demonstrate application. Student likely requires some verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge of these concepts.                              |
| <b>Advanced</b>  | Student has a high level of understanding of the concepts contained in the grade appropriate APIs within the standards of Reading and Writing Development and Processes. Student work may be closely connected to the standards and demonstrate strong application. Student likely requires minimal verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge of these concepts. |

**Table 10**

| <b>MAP-A Achievement Level Descriptors<br/>Communication Arts<br/>Grade 11</b> |  |
|--|--|
| <b>Level not Determined</b>  | Insufficient evidence was reported to assign raw scores to this student's MAP-A; therefore, no achievement level may be assigned.  |
| <b>Below Basic</b>   | Student has a minimal understanding of the concepts contained in the grade appropriate APIs within the standards of Reading and Writing Development and Processes. Student work may be loosely connected to the standards. Student likely requires extensive verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge and/or application of these concepts.                     |
| <b>Basic</b>   | Student has a limited understanding of the concepts contained in the grade appropriate APIs within the standards of Reading and Writing Development and Processes. Student work may be somewhat connected to the standards. Student likely requires frequent verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge and/or application of these concepts.                     |
| <b>Proficient</b>  | Student has some understanding of the concepts contained in the grade appropriate APIs within the standards of Reading and Writing Development and Processes. Student work may be connected to the standards and demonstrate application. Student likely requires some verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge of these concepts.                              |
| <b>Advanced</b>  | Student has a high level of understanding of the concepts contained in the grade appropriate APIs within the standards of Reading and Writing Development and Processes. Student work may be closely connected to the standards and demonstrate strong application. Student likely requires minimal verbal, visual and/or physical task-specific assistance in order to demonstrate knowledge of these concepts. |

**Table 11**

| <b>MAP-A Achievement Level Descriptors<br/>Science<br/>Grade 5</b> |   |
|--|---|
| <b>Level not Determined</b>  | Insufficient evidence was reported to assign raw scores to this student's MAP-A; therefore, no achievement level may be assigned.   |
| <b>Below Basic</b>   | Student has a minimal understanding of the concepts contained in the grade-appropriate APIs within the strands of: Processes and Interactions of the Earth's Systems, Composition and Structure of the Universe and the Motion of the Objects within it, Characteristics and Interactions of Living Organisms, or Changes in Ecosystems and Interactions of Organisms with Their Environment, and Scientific Inquiry or Impact of Science, Technology and Human Activity. Student work evidence may be weakly connected to the strands and/or demonstrates limited application to real-world situations. Student likely requires extensive verbal, visual, and/or physical task-specific assistance in order to demonstrate knowledge of these concepts.      |
| <b>Basic</b>   | Student has a fundamental understanding of the concepts contained in the grade-appropriate APIs within the strands of: Processes and Interactions of the Earth's Systems, Composition and Structure of the Universe and the Motion of the Objects within it, Characteristics and Interactions of Living Organisms; or Changes in Ecosystems and Interactions of Organisms with Their Environment, and Scientific Inquiry or Impact of Science, Technology and Human Activity. Student work evidence is partially connected to the strands and fundamentally demonstrates application to real-world situations. Student likely requires frequent verbal, visual, and/or physical task-specific assistance in order to demonstrate knowledge of these concepts. |
| <b>Proficient</b>  | Student has a sound understanding of the concepts contained in the grade-appropriate APIs within the strands of: Processes and Interactions of the Earth's Systems, Composition and Structure of the Universe and the Motion of the Objects within it, Characteristics and Interactions of Living Organisms; or Changes in Ecosystems and Interactions of Organisms with Their Environment, and Scientific Inquiry or Impact of Science, Technology and Human Activity. Student work evidence is connected to the strands and directly demonstrates application to real-world situations. Student likely requires occasional verbal, visual, and/or physical task-specific assistance in order to demonstrate knowledge of these concepts.                    |
| <b>Advanced</b>  | Student has a strong understanding of the concepts contained in the grade-appropriate APIs within the strands of: Processes and Interactions of the Earth's Systems, Composition and Structure of the Universe and the Motion of the Objects within it, Characteristics and Interactions of Living Organisms; or Changes in Ecosystems and Interactions of Organisms with Their Environment, and Scientific Inquiry or Impact of Science, Technology and Human Activity. Student work evidence is highly connected to the strands and demonstrates strong application to real-world situations. Student rarely requires verbal, visual, and/or physical task-specific assistance in order to demonstrate knowledge of these concepts.                         |

**Table 12**

| <b>MAP-A Achievement Level Descriptors</b><br><b>Science</b><br><b>Grade 8</b> |  |
|--|--|
| <b>Level not Determined</b>  | Insufficient evidence was reported to assign raw scores to this student's MAP-A; therefore, no achievement level may be assigned.  |
| <b>Below Basic</b>   | Student has a minimal understanding of the concepts contained in the grade-appropriate APIs within the strands of: Properties and Principles of Matter and Energy, Properties and Principles of Force and Motion, Processes and Interactions of the Earth's Systems or Composition and Structure of the Universe and the Motion of the Objects Within It, and Scientific Inquiry or Impact of Science, Technology, and Human Activity. Student work evidence may be weakly connected to the strands and/or demonstrates limited application to real-world situations. Student likely requires extensive verbal, visual, and/or physical task-specific assistance in order to demonstrate knowledge of these concepts.      |
| <b>Basic</b>   | Student has a fundamental understanding of the concepts contained in the grade-appropriate APIs within the strands of: Properties and Principles of Matter and Energy, Properties and Principles of Force and Motion, Processes and Interactions of the Earth's Systems or Composition and Structure of the Universe and the Motion of the Objects Within It, and Scientific Inquiry or Impact of Science, Technology, and Human Activity. Student work evidence is partially connected to the strands and fundamentally demonstrates application to real-world situations. Student likely requires frequent verbal, visual, and/or physical task-specific assistance in order to demonstrate knowledge of these concepts. |
| <b>Proficient</b>  | Student has a sound understanding of the concepts contained in the grade-appropriate APIs within the strands of: Properties and Principles of Matter and Energy, Properties and Principles of Force and Motion, Processes and Interactions of the Earth's Systems or Composition and Structure of the Universe and the Motion of the Objects Within It, and Scientific Inquiry or Impact of Science, Technology, and Human Activity. Student work evidence is connected to the strands and directly demonstrates application to real-world situations. Student likely requires occasional verbal, visual, and/or physical task-specific assistance in order to demonstrate knowledge of these concepts.                    |
| <b>Advanced</b>  | Student has a strong understanding of the concepts contained in the grade-appropriate APIs within the strands of: Properties and Principles of Matter and Energy, Properties and Principles of Force and Motion, Processes and Interactions of the Earth's Systems or Composition and Structure of the Universe and the Motion of the Objects Within It, and Scientific Inquiry or Impact of Science, Technology, and Human Activity. Student work evidence is highly connected to the strands and demonstrates strong application to real-world situations. Student rarely requires verbal, visual, and/or physical task-specific assistance in order to demonstrate knowledge of these concepts.                         |

**Table 13**

| <b>MAP-A Achievement Level Descriptors</b><br><b>Science</b><br><b>Grade 11</b> |  |
|---|--|
| <b>Level not Determined</b>   | Insufficient evidence was reported to assign raw scores to this student's MAP-A; therefore, no achievement level may be assigned.  |
| <b>Below Basic</b>  | Student has a minimal understanding of the concepts contained in the grade-appropriate APIs within the strands of: Characteristics and Interactions of Living Organisms, Changes in Ecosystems and Interactions of Organisms with Their Environments, Properties and Principles of Matter and Energy or Properties and Principles of Force and Motion, and Scientific Inquiry or Impacts of Science, Technology, and Human Activity. Student work evidence may be weakly connected to the strands and/or demonstrates limited application to real-world situations. Student likely requires extensive verbal, visual, and/or physical task-specific assistance in order to demonstrate knowledge of these concepts.      |
| <b>Basic</b>  | Student has a fundamental understanding of the concepts contained in the grade-appropriate APIs within the strands of: Characteristics and Interactions of Living Organisms, Changes in Ecosystems and Interactions of Organisms with Their Environments, Properties and Principles of Matter and Energy or Properties and Principles of Force and Motion, and Scientific Inquiry or Impacts of Science, Technology, and Human Activity. Student work evidence is partially connected to the strands and fundamentally demonstrates application to real-world situations. Student likely requires frequent verbal, visual, and/or physical task-specific assistance in order to demonstrate knowledge of these concepts. |
| <b>Proficient</b>   | Student has a sound understanding of the concepts contained in the grade-appropriate APIs within the strands of: Characteristics and Interactions of Living Organisms, Changes in Ecosystems and Interactions of Organisms with Their Environments, Properties and Principles of Matter and Energy or Properties and Principles of Force and Motion, and Scientific Inquiry or Impacts of Science, Technology, and Human Activity. Student work evidence is connected to the strands and directly demonstrates application to real-world situations. Student likely requires occasional verbal, visual, and/or physical task-specific assistance in order to demonstrate knowledge of these concepts.                    |
| <b>Advanced</b>   | Student has a strong understanding of the concepts contained in the grade-appropriate APIs within the strands of: Characteristics and Interactions of Living Organisms, Changes in Ecosystems and Interactions of Organisms with Their Environments, Properties and Principles of Matter and Energy or Properties and Principles of Force and Motion, and Scientific Inquiry or Impacts of Science, Technology, and Human Activity. Student work evidence is highly connected to the strands and demonstrates strong application to real-world situations. Student rarely requires verbal, visual, and/or physical task-specific assistance in order to demonstrate knowledge of these concepts.                         |

*It is the policy of the Missouri Department of Elementary and Secondary Education not to discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs or employment practices as required by Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975 and Title II of the Americans with Disabilities Act of 1990. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Office of the General Counsel, Coordinator–Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 6th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number (573) 526-4757 or TTY (800) 735-2966, fax (573) 522-4883, email [civilrights@dese.mo.gov](mailto:civilrights@dese.mo.gov).*