Florida
Statewide Assessments

Achievement Level Descriptions

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Table of Contents

Introduction

Achievement level descriptions (ALDs) describe a student's level of achievement (e.g., Below Satisfactory, Satisfactory, Above Satisfactory) on a large-scale assessment. The Florida Department of Education develops ALDs to guide participants during the standard-setting process for its statewide assessments, offer score interpretation on student reports, and further teacher understanding of expectations for the progressions of student performance at each achievement level. The purpose of the ALD development framework is to enable valid inferences about student content area knowledge and skill in relation to a state's content standards measured on a large-scale assessment.

Florida determined that Level 3 on its Achievement Level Scale, which ranges from Level 1to Level 5, indicates satisfactory performance. Levels 4 and 5 describe growth beyond the Level 3 expectations, and indicate proficiency in the standards.

This document provides detailed descriptions for a student's t content area knowledge and skill at each achievement level for each statewide assessment. You may use the table of contents on the previous page to navigate to a specific section.

Grade 3 English Language Arts

Achievement level descriptions (ALDs) describe a student's level of achievement (e.g., Below Satisfactory, Satisfactory, Above Satisfactory) on a large-scale assessment. The purpose of the ALD development framework is to enable valid inferences about student content area knowledge and skill in relation to a state's content standards measured on a large-scale assessment.

Achievement Level	Achievement Level Descriptions
Level 1	Students performing at Level 1 level are just beginning to access the challenging content of the Florida Standards.
Level 2	For grade-appropriate low-complexity texts, a student performing at Level 2 typically: • answers explicit questions to demonstrate understanding of a text, using minimal reference to the text, including when partially recounting texts; • identifies the explicitly stated main idea, key details, central idea, lesson, or moral of a text; • describes basic elements of a story or informational passage and identifies how these elements contribute to the sequence of events; • determines or clarifies the meaning of unknown and multiple-meaning words, including general academic and domain-specific words as well as literal and nonliteral language used in a text, using explicit, sentence-level context clues, basic affixes/roots, shades of meaning, and choosing words for effect; • identifies how one part of a text builds on earlier sections as well as the connection between particular sentences and paragraphs; • identifies the point of view of the narrator, characters, or author of a text; • uses information gained from illustrations and text features along with explicit details within a text to demonstrate understanding of the text; • answers explicit questions and determines the main idea of an oral presentation; • compares and contrasts setting and plots of stories and describes the most important points and key details presented in two texts; • demonstrates basic command of the conventions of grade-appropriate standard English grammar, usage, and mechanics

Achievement Level	Achievement Level Descriptions
Level 3	For grade-appropriate low-to-moderate complexity texts, a student performing at Level 3 typically: • answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers, including when recounting texts; • determines the main idea and central message, lesson, or moral and explains how it is conveyed through key details in the text; • describes relationships between characters, events, ideas, concepts, or steps in a text and explains how they contribute to its progression; • determines or clarifies the meaning of unknown and multiple-meaning words and phrases, including general academic and domain-specific words as well as literal and nonliteral language used in a text, using sentence-level context clues, grade-appropriate roots and affixes, shades of meaning, and choosing words for effect; • describes the logical connection between particular sentences and paragraphs and how each successive part builds on earlier sections while referring to specific parts of texts; • distinguishes his or her own point of view from that of the author, narrator, or characters in a text; • uses and explains how specific aspects of a text's illustrations and text features contribute to the understanding of the text; • answers questions and determines the main ideas and supporting details presented through diverse media; • compares and contrasts elements and key details presented in two texts on the same topic; • demonstrates command of the conventions of grade-appropriate standard English grammar, usage, and mechanics

Achievement Level	Achievement Level Descriptions
Level 4	For grade-appropriate moderate-to-high complexity texts, a student performing at Level 4 typically: • answers inferential questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers, including when recounting texts; • determines the implicitly stated main idea, central message, lesson, or moral and explains how it is conveyed through key details in the text; • analyzes relationships between characters, events, ideas, concepts, or steps in a text and explains how they contribute to its progression; • determines or clarifies the meaning of unknown and multiple-meaning words and phrases, including general academic and domain-specific words as well as literal and nonliteral language used in a text, by using implicit context clues, roots and affixes, shades of meaning, and choosing words to strengthen the message; • explains with textual evidence the logical connection between particular sentences and paragraphs and how each successive part builds on earlier sections while referring to specific parts of texts; • distinguishes multiple points of view from that of the author, narrator, or characters in a text using textual evidence; • uses and interprets how aspects of a text's illustrations and text features contribute to the understanding of the text by making inferences; • answers questions and determines implicit main ideas and supporting details presented through diverse media, offering relevant and effective elaboration and detail; • compares and contrasts two texts on the same topic while making inferences and providing textual evidence; • demonstrates strong command of the conventions of grade-appropriate standard English grammar, usage, and mechanics

Achievement Level	Achievement Level Descriptions
Level 5	For grade-appropriate high-complexity texts, a student performing at Level 5 typically: • answers inferential questions to demonstrate understanding of a complex text, referring to the text as the basis for answers, including when fully recounting complex texts; • determines the implied main idea, central message, lesson, or moral of a complex text and explains how it is conveyed through multiple implied details; • analyzes complex relationships between characters, events, ideas, concepts, or steps in a text and explains how they contribute to its progression; • determines or clarifies the meaning of unknown and multiple-meaning words and phrases, including general academic and domain-specific words as well as literal and nonliteral language used in a text, by using subtle, sparse context clues, roots and affixes, shades of meaning, and choosing words to strengthen the message; • explains with multiple pieces of textual evidence the logical connection between particular sentences and paragraphs and how successive parts build on earlier sections while referring to parts of complex texts; • evaluates multiple points of view within a text, using textual evidence; • uses and interprets how aspects of a text's illustrations and text features contribute to an understanding of the text by making inferences and providing textual support; • answers complex questions and determines the implicit main ideas and multiple supporting details presented in diverse media and formats, offering relevant, effective elaboration and detail; • compares and contrasts two complex texts on the same topic while making inferences and providing multiple pieces of textual evidence; • demonstrates mastery of the conventions of grade-appropriate standard English grammar, usage, and mechanics

Grade 4 English Language Arts

Achievement level descriptions (ALDs) describe a student's level of achievement (e.g., Below Satisfactory, Satisfactory, Above Satisfactory) on a large-scale assessment. The purpose of the ALD development framework is to enable valid inferences about student content area knowledge and skill in relation to a state's content standards measured on a large-scale assessment.

Achievement Level	Achievement Level Descriptions
Level 1	Students performing at Level 1 are just beginning to access the challenging content of the Florida Standards.
Level 2	For grade-appropriate low-complexity texts, a student performing at Level 2 typically: • determines an explicitly stated theme and main idea of a text and refers to key details or examples; • describes a major character, setting, event, procedure, idea, or concept, drawing on explicitly stated details in a text; • determines or clarifies the meaning of unknown words and phrases, including general academic and domain-specific words, simple similes and metaphors, common idioms, and adages or proverbs used in a text, by using explicit context clues, grade-appropriate Greek and Latin roots and affixes, and familiar word relationships (synonyms, antonyms); • refers to structural elements when identifying the overall structure of a text, including the differences between types of informational texts, poems, dramas, or prose; • identifies the point of view from which different texts are narrated, including the difference between first- and third-person accounts and narrations; • identifies the difference in focus and information provided between a text and a visual or oral presentation; • identifies key details to be included in a summary and paraphrases small portions of a text, including diverse media, using explicit details; • uses information from two texts on the same topic, theme, and patterns of events, including when asked to write; • somewhat sustains a piece of writing, supporting an opinion or controlling idea with text-based reasons and information; attempts an organizational structure with grouped ideas and limited progression of ideas; draws evidence from text to support; introduces some variation in sentence structure and with general word choice; and demonstrates basic command of conventions; • demonstrates a basic command of the conventions of grade-appropriate standard English grammar, usage, and mechanics

Achievement Level	Achievement Level Descriptions
Level 3	For grade-appropriate low-to-moderate complexity texts, a student performing at Level 3 typically: • determines the theme and main idea of a text, using key details to explain what the text says explicitly and drawing inferences; • explains characters, settings, events, procedures, ideas, or concepts, drawing on specific details in a text; • determines, clarifies, or explains the meaning of unknown words and phrases, including general academic and domain-specific words, similes, metaphors, idioms, and adages and proverbs used in a text, by using context clues, grade-appropriate Greek and Latin roots and affixes, and word relationships (synonyms, antonyms); • refers to structural elements when describing the overall structure of a text, including the differences between types of informational texts, poems, dramas, or prose; • compares and contrasts the point of view from which different texts are narrated, including the difference between first- and third-person accounts and narrations; • makes connections, including the difference in focus and information provided, between a text and a visual or oral presentation and explains how the information contributes to and enhances understanding; • summarizes and paraphrases portions of a text, including diverse media; • analyzes texts with similar themes and topics, including when asked to write; • adequately sustains a piece of writing, supporting an opinion or controlling idea with text-based reasons and information; includes a clear organizational structure that provides logically grouped support with adequate progression of ideas; draws relevant evidence from text to support analysis, reflection, or to convey ideas; includes some variation in sentence structure and precise language; and demonstrates adequate use of conventions; • demonstrates command of the conventions of grade-appropriate standard English grammar, usage, and mechanics

Achievement Level	Achievement Level Descriptions
Level 4	For grade-appropriate moderate-to-high complexity texts, a student performing at Level 4 typically: • determines the theme and main idea of a text, using implicit details to analyze what the text says and when drawing complex inferences; • analyzes characters, settings, events, procedures, ideas, or concepts, drawing on implicit textual evidence to support the analysis; • determines, clarifies, or explains the meaning of unknown words and phrases, including general academic and domain-specific words, similes, metaphors, idioms, and adages and proverbs used in a text, by using implicit context clues, grade-appropriate Greek and Latin roots and affixes, and word relationships (synonyms, antonyms); • refers to structural elements when explaining the overall structure of a text, including the differences between types of informational texts, poems, dramas, or prose, providing specific textual evidence; • compares and contrasts the point of view from which different texts are narrated, including the difference between first- and third-person accounts and narrations, and provides textual support; • analyzes and makes connections, including the difference in focus and information provided, between a text and a visual or oral presentation and explains how the information contributes to and extends overall understanding, providing textual evidence; • accurately summarizes and paraphrases portions of a text, including diverse media, using explicit and implicit details; • analyzes texts with similar themes and topics, using explicit and implicit textual evidence, including when asked to write; • sustains a piece of writing, supporting an opinion or controlling idea with text-based reasons and information; includes a clear organizational structure that provides logically grouped support with adequate progression of ideas; draws relevant evidence from text to support analysis, reflection, or to convey ideas; includes some variation in sentence structure and precise language; and demonstrates adequate use of conventions; • demonstrates strong command of the conventions of grade-appropriate standard English grammar, usage, and mechanics

Achievement Level	Achievement Level Descriptions
Level 5	For grade-appropriate high-complexity texts, a student performing at Level 5 typically: • determines a theme and main idea of a text, using implicit details to analyze and explain what the text says and when drawing complex inferences from textual evidence; • examines and evaluates characters, settings, events, procedures, ideas, or concepts, drawing on implicit textual evidence found throughout the text to support the analysis; • determines, clarifies, and explains the meaning of unknown words and phrases, including general academic and domain-specific words, similes, metaphors, idioms, and adages and proverbs used in a text, by integrating implicit context clues found throughout the text, grade-appropriate Greek and Latin roots and affixes, and word relationships (synonyms, antonyms); • refers to structural elements when analyzing the overall structure of a text, including the differences between types of informational texts, poems, dramas, or prose, providing specific textual evidence to determine how the structure contributes to the meaning of the text; • analyzes the point of view from which different texts are narrated, including the difference between first- and third-person accounts and narrations, and provides textual support from multiple texts; • accurately summarizes and paraphrases portions of a complex text, including diverse media, using explicit and implicit details; • evaluates the difference in focus and information provided, including between a text and a visual or oral presentation, and explains how the information contributes to and extends overall understanding, explaining the strength of the reasons providing textual evidence; • analyzes texts with similar themes and topics, using explicit and implicit textual evidence to make intentional connections, including when asked to write; • fully sustains a piece of writing, supporting an opinion or controlling idea with text-based reasons and information; includes a clear organizational structure that provides logically grouped support with adequate progression of ideas; draws relevant evidence from text to support analysis, reflection, or to convey ideas; includes some variation in sentence structure and precise language; and demonstrates adequate use of conventions; • demonstrates mastery of the conventions of grade-appropriate standard English grammar, usage, and mechanics

Grade 5 English Language Arts

Achievement level descriptions (ALDs) describe a student's level of achievement (e.g., Below Satisfactory, Satisfactory, Above Satisfactory) on a large-scale assessment. The purpose of the ALD development framework is to enable valid inferences about student content area knowledge and skill in relation to a state's content standards measured on a large-scale assessment.

Achievement Level	Achievement Level Descriptions
Level 1	Students performing at Level 1 are just beginning to access the challenging content of the Florida Standards.
Level 2	For grade-appropriate low-complexity texts, a student performing at Level 2 typically: • determines an explicitly stated theme or two main ideas, using key details to explain what a text says explicitly; • compares and contrasts or identifies two characters, settings, events, relationships, or interactions in a text, using explicit details; • determines or clarifies the meaning of words and phrases, including general academic and domain-specific words, common figurative language, and nuances in word meaning, by using explicit context clues, Greek and Latin affixes and roots if provided, and word relationships; • identifies the overall structure of one or more texts; • states how a narrator's or speaker's point of view in one or more texts affects how major events are described; • describes how visual and multimedia elements contribute to the meaning of a text; • determines key details from a text (print or digital) to be included in a summary and recalls explicit information used to support a claim; • compares and contrasts stories in the same genre and their approaches to similar stated topics; • uses information from several texts on the same topic (print or digital) in order to write or speak about the subject and describes how an author uses reasons and evidence to support particular points in the text; • somewhat sustains a piece of writing, supporting an opinion or controlling idea with text-based reasons and information; attempts an organizational structure with grouped ideas and limited progression of ideas; draws evidence from text to support; introduces some variation in sentence structure and with general word choice; and demonstrates basic command of conventions; • demonstrates a basic command of the conventions of grade-appropriate standard English grammar, usage, and mechanics

Achievement Level	Achievement Level Descriptions
Level 3	For grade-appropriate low-to-moderate complexity texts, a student performing at Level 3 typically: • determines a theme and two or more main ideas of a text, using key details to explain what the text says explicitly or when drawing inferences; • explains and compares/contrasts two or more characters, settings, events, relationships, or interactions in a text, using specific details; • determines or clarifies the meaning of words and phrases, including general academic and domain-specific words, figurative language, and nuances in word meaning, by using context clues, Greek and Latin affixes and roots, and word relationships; • compares and contrasts the overall structure of two or more texts and explains how a series of chapters, scenes, or stanzas fit together to provide the overall structure; • describes how a narrator's or speaker's point of view in one or more texts influences how events are described; • analyzes how visual and multimedia elements contribute to the meaning, tone, or beauty of a text; • summarizes a text presented in a variety of formats and explains how claims are supported; • compares and contrasts stories in the same genre and their approaches to similar themes and topics; • integrates information from several texts (both print and digital) on the same topic and explains how an author uses reasons and evidence to support particular points; • adequately sustains a piece of writing, supporting an opinion or controlling idea with text-based reasons and information; includes a clear organizational structure that provides logically grouped support with adequate progression of ideas; draws relevant evidence from text to support analysis, reflection, or to convey ideas; includes some variation in sentence structure and precise language, and demonstrates adequate use of conventions; • demonstrates command of the conventions of grade-appropriate standard English grammar, usage, and mechanics

Achievement Level	Achievement Level Descriptions
Level 4	For grade-appropriate moderate-to-high complexity texts, a student performing at Level 4 typically: • determines a theme and two or more main ideas that are implicitly stated, using details to explain what a text says and when drawing inferences; • analyzes and compares/contrasts two or more characters, settings, events, relationships, or interactions in a text, using specific and implicit details; • determines or clarifies the meaning of words and phrases, including general academic and domain-specific words, figurative language, and nuances in word meaning, by using implicit context clues, Greek and Latin affixes and roots, and word relationships; • explains and compares/contrasts the overall structure of two or more texts and describes how that structure contributes to overall meaning; • analyzes how a narrator's or speaker's point of view in one or more texts influences how events are described, using textual evidence; • evaluates how visual and multimedia elements contribute to the meaning, tone, or beauty of a variety of texts; • summarizes text using implicit details presented in a variety of formats, using implicit information, and analyzes how claims are supported; • compares and contrasts stories in the same genre and their approaches to similar themes and topics, providing textual evidence to support; • integrates information from several texts (both print and digital) on the same topic and analyzes how an author uses reasons and evidence to support particular points; • sustains a piece of writing, supporting an opinion or controlling idea with text-based reasons and information; includes a clear organizational structure that provides logically grouped support with adequate progression of ideas; draws relevant evidence from text to support analysis, reflection, or to convey ideas; includes some variation in sentence structure and precise language; and demonstrates adequate use of conventions; • demonstrates strong command of the conventions of grade-appropriate standard English grammar, usage, and mechanics

Achievement Level	Achievement Level Descriptions
Level 5	For grade-appropriate high-complexity texts, a student performing at Level 5 typically: • determines a theme or two or more main ideas that are implicitly stated, using implicit details to explain what a text says and when making inferences; • evaluates and compares/contrasts two or more complex (including primary or secondary) characters, settings, events, relationships, or interactions from a text and provides multiple pieces of textual evidence; • determines or clarifies the meaning of words and phrases, including general academic and domain-specific words, figurative language, and nuances in word meaning, by using subtle and sparse context clues, Greek and Latin affixes and roots, and word relationships; • analyzes and compares/contrasts the overall structure of two or more texts and evaluates how that structure contributes to overall meaning; • evaluates how a narrator's or speaker's point of view in one or more texts influences how events are described; • evaluates how visual and multimedia elements contribute to the overall interpretation of a variety of texts and provides textual evidence; • produces a summary of a text presented in a variety of formats and evaluates how a claim is supported; • analyzes stories in the same genre's approaches to similar themes and topics, providing strong textual evidence to support; • integrates and synthesizes information from several texts (print and digital) on the same topic and evaluates how an author uses reasons and evidence to support particular points; • fully sustains a piece of writing, supporting an opinion or controlling idea with text-based reasons and information; includes a clear organizational structure that provides logically grouped support with adequate progression of ideas; draws relevant evidence from text to support analysis, reflection, or to convey ideas; includes some variation in sentence structure and precise language; and demonstrates adequate use of conventions; • demonstrates mastery of the conventions of grade-appropriate standard English grammar, usage, and mechanics

Grade 6 English Language Arts

Achievement level descriptions (ALDs) describe a student's level of achievement (e.g., Below Satisfactory, Satisfactory, Above Satisfactory) on a large-scale assessment. The purpose of the ALD development framework is to enable valid inferences about student content area knowledge and skill in relation to a state's content standards measured on a large-scale assessment.

Achievement Level	Achievement Level Descriptions
Level 1	Students performing at Level 1 are just beginning to access the challenging content of the Florida Standards.
Level 2	For grade-appropriate low-complexity texts, a student performing at Level 2 typically: • identifies textual evidence to support a stated analysis of what a text says explicitly; • identifies a theme or central idea of a text or diverse media and determines how a particular section fits into the overall structure and contributes to the development of the theme, setting, plot, or ideas; • provides details contained within a simple summary of a text; • identifies the development or changes of particular elements in a section of literary and informational texts; • uses explicit context clues and word parts to determine the meaning of words and phrases, including figurative, connotative, or technical meanings; • determines an author's point of view or purpose in an informational text and identifies how it is conveyed in the text, or the point of view of the narrator or speaker in a literary text and identifies an explanation of how it is developed; • identifies similarities between the experience of reading a text to listening or viewing a media version of the text and identifies information from different media or formats to develop a coherent understanding of a topic or issue; • traces the argument and specific claims, reasons, and evidence in a specific section of a text; • provides a claim or controlling idea with lapses in focus, includes an inconsistent organizational structure, provides loosely related support by referencing evidence that demonstrates a partial understanding of grade-level texts, employs simple sentence construction and word choice, and demonstrates inconsistent use of conventions; • demonstrates basic command of the conventions of standard English grammar, usage, and mechanics

Achievement Level	Achievement Level Descriptions
Level 3	For grade-appropriate low-to-moderate complexity texts, a student performing at Level 3 typically: • cites textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text; • determines a theme or central idea of a text or diverse media and analyzes how a particular section fits into the overall structure and contributes to the development of the theme, setting, plot, or ideas; • provides a summary of a text; • analyzes the development or changes of particular elements in literary and informational texts; • uses context clues and word parts to determine the meaning of words and phrases, including figurative, connotative, technical, and nuanced meanings, and analyzes their impact on meaning and tone; • determines an author's point of view or purpose in an informational text and explains how it is conveyed in the text or how an author develops the point of view of the narrator or speaker in a literary text; • compares and contrasts the experience of reading a text to listening or viewing a media version of the text and integrates information from different media or formats to develop a coherent understanding of a topic or issue; • traces and evaluates the argument and specific claims in a text or diverse media, distinguishing claims that are supported by reasons and evidence from claims that are not; • adequately sustains a claim or controlling idea, includes a clear organizational structure, provides adequate support by citing evidence that demonstrates an understanding of grade-level texts, introduces some variation in sentence structure and adequate word choice, and demonstrates adequate use of conventions; • demonstrates command of the conventions of standard English grammar, usage, and mechanics

Achievement Level	Achievement Level Descriptions
Level 4	For grade-appropriate moderate-to-high complexity texts, a student performing at Level 4 typically: • cites textual evidence to support a complex inference or analysis of a text; • determines an implicit theme or central idea of a text or diverse media and analyzes how a particular section fits into the overall structure and contributes to the development of the theme, setting, plot, or ideas; • provides a summary of a text; • analyzes the development of or changes in complex elements in literary and informational texts; • uses word parts and context clues from more than one area in a text to analyze the meaning of words and phrases, including figurative, connotative, technical, and nuanced meanings, including their impact on meaning and tone; • analyzes an author's point of view or purpose in an informational text and provides textual evidence to explain how it is conveyed in the text, or how an author develops the point of view of the narrator or speaker in a literary text, providing textual evidence to support the analysis; • compares and contrasts the experience of reading a text to listening or viewing a media version of the text, providing evidence to support the analysis, and analyzes information from different media or formats to develop a coherent understanding of a complex topic or issue; • traces and evaluates the argument and specific claims in a text, analyzing how the reasoning and evidence support or do not support the claim; • sustains a focused claim or controlling idea, utilizes an effective organizational structure that creates a coherent argument with relevant and varied types of support by citing evidence that demonstrates a strong understanding of grade-level texts, and varies sentence structure with purposeful word choice to enhance meaning; • demonstrates strong command of the conventions of standard English grammar, usage, and mechanics

Achievement Level	Achievement Level Descriptions
Level 5	For grade-appropriate high-complexity texts, a student performing at Level 5 typically: • cites strong textual evidence to support a complex inference or deep analysis of a text; • analyzes an implicit theme or central idea of a text or diverse media and analyzes the purpose of a particular section and how it fits into the overall structure and contributes to the development of the theme, setting, plot, or ideas; • provides a succinct summary of a text; • analyzes the interaction of complex elements in literary and informational texts; • uses word parts and context clues from across a text to analyze the meaning of allusive words and phrases, including complex figurative, connotative, technical, and nuanced meanings, including their impact on meaning and tone; • analyzes an author's point of view or purpose in an informational text and explains the techniques used to develop it, providing implicit evidence to explain how it is conveyed in the text, or how an author develops the point of view of the narrator or speaker in a literary text, evaluating its effect on the meaning of the text and providing implicit evidence to support the analysis; • compares and contrasts the experience of reading a text to listening or viewing a media version of the text, providing evidence to support the analysis, and synthesizes information from different media or formats to develop a coherent understanding of a complex topic or issue; • traces and evaluates the argument and specific claims in a text, justifying how the reasoning and evidence support or do not support the claim; • thoroughly sustains a focused claim or controlling idea, using a purposeful organizational structure that creates a coherent argument with specific, appropriate, and integrated support by citing evidence that demonstrates a nuanced understanding of grade-level texts, and purposefully employs sentence structure and word choice to enhance meaning; • demonstrates mastery of the conventions of standard English grammar, usage, and mechanics

Grade 7 English Language Arts

Achievement level descriptions (ALDs) describe a student's level of achievement (e.g., Below Satisfactory, Satisfactory, Above Satisfactory) on a large-scale assessment. The purpose of the ALD development framework is to enable valid inferences about student content area knowledge and skill in relation to a state's content standards measured on a large-scale assessment.

Achievement Level	Achievement Level Descriptions
Level 1	Students performing at Level 1 are just beginning to access the challenging content of the Florida Standards.
Level 2	For grade-appropriate low-complexity texts, a student performing at Level 2 typically: • identifies textual evidence to support a stated analysis of what a text says explicitly; • identifies a theme and one or more central ideas of a text or diverse media and describes structural elements used to organize a text, including how sections contribute to the development of ideas in the text; • provides details contained within a simple summary of a text; • identifies particular elements in literary or informational texts and describes their interaction; • uses explicit context clues and word parts to determine the meaning of words and phrases, including basic figurative, connotative, and technical meanings, and identifies their impact on meaning and tone; • identifies how an author develops the points of view of different characters or narrators in a literary text, or identifies an author's point of view or purpose and determines how the author supports his or her position in an informational text; • traces and evaluates an explicit argument and claim in a text and identifies if sufficient evidence is used to support the claim; • identifies similarities between two or more texts or media versions about the same topic using different evidence and identifies techniques that are unique to each medium; • provides a claim or controlling idea, attempts to include a counterclaim when appropriate, uses an inconsistent or unclear organizational structure, includes loosely related support by referencing evidence that demonstrates a partial understanding of grade-level texts, employs simple sentence construction and word choice, and demonstrates inconsistent use of conventions; • demonstrates basic command of the conventions of standard English grammar, usage, and mechanics

Achievement Level	Achievement Level Descriptions
Level 3	For grade-appropriate low-to-moderate complexity texts, a student performing at Level 3 typically: • cites several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text; • determines a theme or one or more central ideas in a text or diverse media and analyzes the structure used to organize a text and its development over the course of the text, including how major sections contribute to the whole; • provides an objective summary of a text; • analyzes the interaction between particular elements in literary or informational texts; • uses context clues and word parts to determine the meaning of words and phrases, including figurative, connotative, technical, and nuanced meanings, and analyzes their impact on meaning and tone; • analyzes how an author develops and contrasts the points of view of different characters or narrators in a literary text, or how an author develops his or her point of view or purpose and distinguishes his or her position from that of others in an informational text; • traces and evaluates the argument and specific claims in a text or diverse media, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims; • analyzes how two or more texts or media versions about the same topic portray key information by emphasizing different evidence or using techniques to advance or alter interpretations of facts; • adequately sustains a claim or controlling idea, acknowledges a counterclaim when appropriate, includes a clear organizational structure, provides adequate support by citing evidence that demonstrates an understanding of grade-level texts, introduces some variation in sentence structure, uses adequate word choice, and demonstrates adequate use of conventions; • demonstrates command of the conventions of standard English grammar, usage, and mechanics

Achievement Level	Achievement Level Descriptions
Level 4	For grade-appropriate moderate-to-high complexity texts, a student performing at Level 4 typically: • cites multiple examples of textual evidence to support a complex inference or analysis of a text; • analyzes the development of a theme or one or more central ideas and their interaction with other elements throughout a text or diverse media and analyzes how structural elements, including shifts within a text, contribute to its meaning and the development of ideas; • provides an objective summary of a text; • analyzes the interaction between multiple elements in literary or informational texts to determine their influence on one another; • analyzes word parts and context clues from more than one area of a text to determine the meaning of words and phrases, including figurative, connotative, technical, and nuanced meanings, and analyzes their impact on meaning and tone • analyzes how an author develops and contrasts the points of view of different characters or narrators in a literary text, or how an author develops his or her point of view or purpose and distinguishes his or her position from that of others in an informational text, citing textual evidence to support the analysis; • evaluates the argument and specific claims in a text, assessing whether the reasoning is sound, the evidence is relevant and sufficient, and the sources are credible to support the claims; • analyzes how two or more texts or media versions about the same topic portray key information by emphasizing different evidence or using techniques to advance or alter interpretations of facts, including critiquing the use of specific techniques in multimedia; • sustains a focused claim or controlling idea, addresses a counterclaim when appropriate, includes an effective organizational structure, provides relevant and varied types of support by citing evidence that demonstrates a strong understanding of grade-level texts, varies sentence structure with purposeful word choice to enhance meaning, and demonstrates strong command of conventions; • demonstrates strong command of the conventions of standard English grammar, usage, and mechanics

Achievement Level	Achievement Level Descriptions
Level 5	For grade-appropriate high complexity texts, a student performing at Level 5 typically: • cites multiple examples of strong textual evidence to support a complex inference or analysis of a text; • evaluates the development of an implicit theme or two or more central ideas and their interaction with other elements throughout a text or diverse media and evaluates how structural elements, including shifts within a text, contribute to its meaning and the development of ideas; • provides a succinct, objective summary of a text; • evaluates the interaction between multiple elements in literary or informational texts to determine their influence on the central meaning; • analyzes word parts and implicit context clues from across a text to determine the meaning and impact of allusive words and phrases, including figurative, connotative, technical, and nuanced meanings, and analyzes their impact on meaning and tone; • analyzes how an author develops and contrasts the points of view of different characters or narrators throughout a literary text, or how an author develops his or her point of view or purpose and distinguishes his or her position from that of others in an informational text, citing textual evidence to support the analysis; • evaluates the argument and specific claims within or across texts, assessing whether the reasoning is sound, the evidence is relevant and sufficient, and the sources are credible to support the claims; • evaluates how two or more texts or media versions about the same topic portray key information by emphasizing different evidence or using techniques to advance or alter interpretations of facts, including evaluating the effects of techniques unique to each medium and critiquing their use; • thoroughly sustains a focused claim or controlling idea; fully addresses a counterclaim when appropriate; utilizes a purposeful organizational structure; provides specific, appropriate, and integrated support that demonstrates a nuanced understanding of grade-level texts; purposefully employs sentence structure and word choice to enhance meaning; and demonstrates mastery of conventions; • demonstrates mastery of the conventions of standard English grammar, usage, and mechanics

Grade 8 English Language Arts

Achievement level descriptions (ALDs) describe a student's level of achievement (e.g., Below Satisfactory, Satisfactory, Above Satisfactory) on a large-scale assessment. The purpose of the ALD development framework is to enable valid inferences about student content area knowledge and skill in relation to a state's content standards measured on a large-scale assessment.

Achievement Level	Achievement Level Descriptions
Level 1	Students performing at Level 1 are just beginning to access the challenging content of the Florida Standards.
Level 2	For grade-appropriate low-complexity texts, a student performing at Level 2 typically: • cites textual evidence to support an analysis of what a text says explicitly as well as simple inferences drawn from the text; • identifies a theme or central idea of a text and follows its development and its relationship to literary elements and supporting ideas, including how themes and concepts may draw from other works; • recognizes the structure within and across texts and how it contributes to meaning and style or refines key concepts; • recognizes an author's or speaker's point of view or purpose and identifies the use of sound reasoning and relevant evidence, including how they may conflict within or across texts or diverse media; • with textual support, determines the meaning of words and phrases as they are used in a text, including figurative, technical, connotative meanings and knowledge of commonly used Greek or Latin affixes and roots; analyzes the impact of specific word choices, including analogies or allusions, on meaning and tone; • provides a simple summary of a text; • determines the purposes/motives for and advantages or disadvantages of using different media to present a particular topic or idea, including identifying the choices made by the director or actors; • demonstrates basic understanding of the conventions of standard English grammar, usage, and mechanics; • provides a claim or controlling idea with lapses in focus, attempts to include a counterclaim when appropriate, uses inconsistent or unclear organizational structure, includes loosely related support by referencing evidence that demonstrates a partial understanding of grade-level texts, employs simple sentence construction and word choice, and demonstrates inconsistent use of conventions

Achievement Level	Achievement Level Descriptions
Level 3	For grade-appropriate low-to-moderate complexity texts, a student performing at Level 3 typically: • cites textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text; • determines a theme or central idea of a text and analyzes its development and its relationship to literary elements and supporting ideas, including how themes and concepts may draw from other works; • analyzes the structure within and across texts and how it contributes to meaning and style or refines key concepts; • determines an author's or speaker's point of view or purpose and evaluates the use of sound reasoning and relevant evidence, including how they may conflict within or across texts or diverse media; • determines the meaning of words and phrases as they are used in a text, including figurative, technical, connotative, nuanced meanings, and knowledge of Greek or Latin affixes and roots; analyzes the impact of specific word choices, including analogies or allusions, on meaning and tone; • provides an objective summary of a text; • evaluates the purposes/motives for and advantages/disadvantages of using different media to present a particular topic or idea, including evaluating the choices made by the director or actors; • demonstrates command of the conventions of standard English grammar, usage, and mechanics; • adequately sustains a focused claim or controlling idea, acknowledges a counterclaim when appropriate, includes a clear organizational structure that provides a sense of completeness, provides adequate support by citing evidence that demonstrates an understanding of grade-level texts, introduces some variation in sentence structure and adequate word choice, and demonstrates adequate use of conventions

Achievement Level	Achievement Level Descriptions
Level 4	For grade-appropriate moderate-to-high complexity texts, a student performing at Level 4 typically: • cites specific and relevant textual evidence that most strongly supports a complex analysis of a text; • analyzes a theme or central idea of a text and its development and evaluates its relationship to literary elements and supporting ideas, including how themes and concepts may draw from other works; • analyzes the structure within and across texts and how it contributes to meaning and style or refines key concepts by providing evidence to support an analysis; • analyzes an author's or speaker's point of view or purpose and evaluates the use of sound reasoning and relevant evidence, including how they may conflict within or across texts or diverse media; • determines the meaning of complex words and phrases as they are used in a text, including figurative, technical, connotative, nuanced meanings, and knowledge of Greek or Latin affixes and roots; analyzes and evaluates the impact of specific word choices, including analogies or allusions, on meaning and tone; • provides a specific objective summary of a text; • evaluates the purposes/motives for and advantages/disadvantages of using different media to present a particular topic or idea, including evaluating the choices made by the director or actors, providing specific evidence to support the evaluation; • demonstrates a strong command of the conventions of standard English grammar, usage, and mechanics; • sustains a focused, controlling idea or claim to fully examine concepts, fully addresses a counterclaim when appropriate, utilizes an effective organizational structure that creates a coherent presentation of ideas with relevant and varied types of support by citing evidence that demonstrates a strong understanding of grade-level texts, and varies sentence structure with purposeful word choice to enhance meaning

Achievement Level	Achievement Level Descriptions
Level 5	For grade-appropriate high complexity texts, a student performing at Level 5 typically: • uses specific and relevant textual evidence as well as complex inferences to develop a deep analysis of a text; • evaluates multiple or implicit themes or central ideas of a text and provides a deep analysis of their development and evaluates their relationship to literary elements and supporting ideas, including how themes and concepts may draw from other works; • analyzes the structure within and across texts and evaluates its impact on meaning and style or how it refines key concepts with evidence; • provides evidence for an analysis of the subtleties of an author's or speaker's point of view or purpose and evaluates the use of sound reasoning and relevant evidence, including how they may conflict within or across texts or diverse media; • evaluates the meaning and use of words and phrases in text, including figurative, technical, connotative, nuanced meanings, and knowledge of Greek or Latin affixes and roots; analyzes and evaluates the subtle impact of word choices, including analogies or allusions, on other texts; • provides a succinct and objective summary of a text; • interprets the purposes/motives for and evaluates the advantages/disadvantages of using different media to present a particular topic or idea, including evaluating the impact of the choices made by the director or actors, providing specific evidence to support the evaluation; • demonstrates a mature command of the conventions of standard English grammar, usage, and mechanics; • thoroughly sustains a compelling, focused claim or controlling idea to examine concepts and a fairly treated and fully addressed counterclaim when appropriate, utilizes a purposeful organizational structure that creates coherence with specific, appropriate, and integrated support that demonstrates a nuanced understanding of grade-level texts, and purposefully employs sentence structure and word choice to enhance meaning

Grades 9–10 English Language Arts

Achievement level descriptions (ALDs) describe a student's level of achievement (e.g., Below Satisfactory, Satisfactory, Above Satisfactory) on a large-scale assessment. The purpose of the ALD development framework is to enable valid inferences about student content area knowledge and skill in relation to a state's content standards measured on a large-scale assessment.

Achievement Level	Achievement Level Descriptions
Level 1	Students performing at Level 1 are just beginning to access the challenging content of the Florida Standards.
Level 2	For grade-appropriate low-complexity texts, a student performing at Level 2 typically: • cites textual evidence to support analysis of what a text says explicitly as well as simple inferences drawn from the text; • determines a theme or central idea of a text, including seminal U.S. documents, and identifies how an author structures a text, orders events, develops complex characters or ideas, or utilizes literary and rhetorical devices to develop a theme or central idea; • determines an author's or speaker's point of view or purpose in a text and recognizes the use of reasoning, evidence, or rhetoric to advance that point of view or purpose; • identifies an explicit argument and specific claims in a text or diverse media, recognizes whether there is valid reasoning, relevant and sufficient evidence, and credible and accurate sources; • with explicit textual support, determines the meaning of words and phrases as they are used in a text, including figurative, derivative, technical, connotative, or nuanced meanings; analyzes the impact of specific word choices on meaning or tone; • provides a summary of a text; • recognizes how an author draws on and transforms source material in a specific work, including differences in various accounts of a subject told in different media; • compares information from multiple sources presented in diverse media or formats; • demonstrates basic understanding of the conventions of standard English grammar, usage, and mechanics; • provides a controlling idea or claim with lapses in focus, notes a counterclaim when appropriate, uses inconsistent or unclear organizational structure, includes loosely related support by referencing evidence that demonstrates a partial understanding of grade-level texts, employs simple sentence construction and word choice, and demonstrates inconsistent use of conventions

Achievement Level	Achievement Level Descriptions
Level 3	For grade-appropriate low-to-moderate complexity texts, a student performing at Level 3 typically: • cites strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text; • determines a theme or central idea of a text, including seminal U.S. documents, and analyzes how an author structures a text, orders events, develops complex characters or ideas, and utilizes literary and rhetorical devices to develop a theme or central idea; • determines an author's or speaker's point of view or purpose in a text and analyzes the use of reasoning, evidence, or rhetoric to advance that point of view or purpose; • delineates and evaluates the argument and specific claims in a text or diverse media, assesses whether there is valid reasoning, relevant and sufficient evidence, and credible and accurate sources; • determines the meaning of words and phrases as they are used in a text, including figurative, derivative, technical, connotative, and nuanced meanings; analyzes the cumulative impact of specific word choices on meaning and tone; • provides an objective summary of a text; • analyzes how an author draws on and transforms source material in a specific work, including differences in various accounts of a subject told in different media; • integrates multiple sources of information presented in diverse media or formats, evaluating the credibility and accuracy of each source; • demonstrates command of the conventions of standard English grammar, usage, and mechanics; • adequately sustains a focused claim or controlling idea, addresses a counterclaim when appropriate, includes a clear organizational structure that provides a sense of completeness, provides adequate support by citing evidence that demonstrates an understanding of grade-level texts, introduces some variation in sentence structure and adequate word choice, and demonstrates adequate use of conventions

Achievement Level	Achievement Level Descriptions
Level 4	For grade-appropriate moderate-to-high complexity texts, a student performing at Level 4 typically: • uses strong and thorough textual evidence and complex inferences to develop a deep analysis of a text; • evaluates a theme or central idea of a text, including seminal U.S. documents, and analyzes and evaluates the impact of how an author structures a text, orders events, develops complex characters or ideas, and utilizes literary and rhetorical devices to develop a theme or central idea; • analyzes and evaluates multiple points of view or purposes within and across texts and evaluates the use of reasoning, evidence, or rhetoric to advance those points of view or purposes; • explains and evaluates the argument and specific claims in a text or diverse media, citing specific evidence in an assessment of whether there is valid reasoning, relevant and sufficient evidence, and credible and accurate sources; • determines the meaning of complex words and phrases as they are used in a text, including figurative, derivative, technical, connotative, and nuanced meanings; analyzes and evaluates the cumulative impact of specific word choices on meaning and tone; • provides a specific objective summary of a text; • analyzes how an author explicitly and implicitly draws on and transforms source material in a specific work, including differences in various accounts of a subject told in different media; • evaluates and integrates multiple sources of information presented in diverse media or formats to address a specific task, audience, and purpose; • demonstrates strong command of the conventions of standard English grammar, usage, and mechanics; • thoroughly sustains a focused controlling idea or claim to fully examine concepts, fully addresses a counterclaim when appropriate, utilizes an effective organizational structure that creates a coherent presentation of ideas with relevant and varied types of support by citing evidence that demonstrates a strong understanding of grade-level texts, and varies sentence structure with purposeful word choice to enhance meaning

Achievement Level	Achievement Level Descriptions
Level 5	For grade-appropriate high complexity texts, a student performing at Level 5 typically: • uses strong and thorough textual evidence and complex inferences from multiple parts of a text to develop a deep analysis of the text; • evaluates multiple themes or central ideas of a text, including seminal U.S. documents, and analyzes and evaluates the impact of how an author structures a text, orders events, develops complex characters or ideas, and utilizes literary and rhetorical devices to develop a theme or central idea; • analyzes and evaluates multiple points of view or purposes within and across texts, evaluates the use of reasoning, evidence, or rhetoric to advance those points of view or purposes, and provides evidence for support; • explains and evaluates the argument and subtle and implicit claims within or across texts or diverse media, citing specific evidence in an assessment of whether there are valid reasoning, relevant and sufficient evidence, and credible and accurate sources; • evaluates the meaning and use of complex words and phrases in a text, including figurative, derivative, technical, connotative, and nuanced meanings; analyzes and evaluates the cumulative impact of complex word choices on meaning and tone; • provides a succinct objective summary of a text; • analyzes how an author explicitly and implicitly draws on and transforms source material in a specific work, including subtle differences in various accounts of a subject told in different media, and evaluates its effect; • synthesizes multiple sources of information presented in diverse media or formats to address a specific task, audience, and purpose; • demonstrates mature command of the conventions of standard English grammar, usage, and mechanics; • thoroughly sustains a compelling, focused controlling idea or claim, including a fairly treated counterclaim when appropriate; utilizes a purposeful organizational structure that creates coherence with specific, appropriate, and integrated support that demonstrates a nuanced understanding of grade-level texts; and purposefully employs sentence structure and word choice to enhance meaning

Grade 3 Mathematics

Achievement level descriptions (ALDs) describe a student's level of achievement (e.g., Below Satisfactory, Satisfactory, Above Satisfactory) on a large-scale assessment. The purpose of the ALD development framework is to enable valid inferences about student content area knowledge and skill in relation to a state's content standards measured on a large-scale assessment.

Achievement Level	Achievement Level Descriptions
Level 1	Students performing at Level 1 are just beginning to access the challenging content of the Florida Standards.
Level 2	A student performing at Level 2 typically: • interprets products and quotients of single-digit whole numbers (using factors of 1, 2, or 5), using equal groups of objects and arrays of objects; • multiplies and divides within 100 to solve word problems involving equal groups and arrays (with factors and divisors of 1, 2, or 5); • fluently multiplies and divides factors of 1, 2, or 5; • solves two-step problems using addition and subtraction within 100 and multiplication and division using facts of 1, 2, or 5; • uses place value understanding to round a three-digit number to the nearest 10; • adds and subtracts within 1,000 when regrouping is not required; • identifies the numerator and the denominator of a fraction; • identifies the fraction on the number line where the increments are equal to the denominator; • compares two fractions with the same denominator, using fraction models; • tells and writes time to the nearest minute; • measures liquid volumes and masses of objects using models and standard units; • solves one-step problems using a given picture or scaled bar graph (with a scale factor of 1 or 5); • measures lengths to the nearest half and whole number; • finds the area of a rectangle by tiling; understands and applies the distributive property in using arrays; • finds the perimeter of a rectangle given the side lengths; • identifies and recognizes shared attributes of rhombuses, rectangles, and squares as examples of quadrilaterals;

Achievement Level	Achievement Level Descriptions
Level 3	A student performing at Level 3 typically: • interprets whole-number products and quotients of whole numbers (with factors up to 10); • multiplies and divides within 100 to solve word problems involving equal groups, arrays, and measurement quantities (with factors and divisors that are less than or equal to 10); • writes an equation with a symbol to represent the unknown; • fluently multiplies and divides numbers with factors up to and including 10, using a variety of strategies and properties; • solves two-step word problems using the four operations and using equations with a letter for the unknown quantity; • uses place value understanding to round whole numbers (up to 1,000) to the nearest 10 or 100; • fluently adds and subtracts within 1,000 using a variety of strategies; • represents a fraction a/b by partitioning a shape in multiple ways or a number line to show understanding that 1/b is equal to one part when the whole is partitioned into b equal parts or lengths; • generates and explains equivalent fractions using visual models; • compares two fractions that have the same numerator or same denominator using symbols and justifies the conclusions; • solves one-step word problems involving addition or subtraction of time intervals in minutes, including the use of a number line; • estimates liquid volumes and masses of objects using standard units and solves one-step word problems involving any of the four operations; • generates measurement data by measuring lengths to the nearest half- and quarter-inch; shows the data by making a line plot; • shows that the area of a rectangle found when tiling is the same as would be found by multiplying the side lengths; multiplies the side lengths of a rectangle composed of two rectangles and uses the distributive property to find the overall area; • solves real-word and mathematical problems involving perimeters of polygons; • recognizes, sorts, and draws examples of quadrilaterals that have shared attributes

Achievement Level	Achievement Level Descriptions
Level 4	A student performing at Level 4 typically: • interprets products and quotients of whole numbers within 100, representing context with numbers and words; • multiplies and divides within 100, using a variety of strategies to solve two-step word problems; • assesses the reasonableness of answers using mental computation and estimation strategies including rounding; • identifies complex arithmetic patterns, including patterns that are not explicit, using properties of operations; • uses place value understanding to round whole numbers to both the nearest 10 and 100 where the digit to the left is also affected (e.g., round 199 to the nearest ten); • multiplies single-digit whole numbers by multiples of 10 in the range 10-90 in real-world contexts; • represents a fraction greater than 1 by partitioning a shape in multiple ways or on a number line; • completes a scaled picture graph by using addition and subtraction to find missing data values; • creates the horizontal scale in appropriate units (whole number, halves, or quarters); • finds areas of rectangles by multiplying the side lengths in the context of solving real-world problems; decomposes a rectilinear figure into multiple rectangular parts and finds the area of the new rectangles; • finds unknown side lengths involving perimeter; exhibits rectangles with the same perimeter and different areas or with the same area and different perimeters; • draws examples and non-examples of quadrilaterals that are not rhombuses, rectangles, or squares
Level 5	A student performing at Level 5 typically: • explains complex arithmetic patterns, including patterns that are not explicit, using properties of operations; • determines missing original number when given a number that has been rounded; • recognizes and justifies an error in an addition or subtraction problem and shows the correct answer; • represents a set of fractions and fractions greater than 1 with unlike denominators on a number line by partitioning into equal parts; • solves two-step real-world problems involving addition and subtraction of time intervals in minutes; • creates a scaled picture graph or a scaled bar graph to represent a data set and determines what the scale factor should be; draws conclusions when analyzing data; • creates and explains a scenario where area measurement is applicable; • constructs rectangles that have the same perimeter but different areas and vice versa; • explains the common attributes between quadrilaterals

Grade 4 Mathematics

Achievement level descriptions (ALDs) describe a student's level of achievement (e.g., Below Satisfactory, Satisfactory, Above Satisfactory) on a large-scale assessment. The purpose of the ALD development framework is to enable valid inferences about student content area knowledge and skill in relation to a state's content standards measured on a large-scale assessment.

Achievement Level	Achievement Level Descriptions
Level 1	Students performing at Level 1 are just beginning to access the challenging content of the Florida Standards.
Level 2	A student performing at Level 2 typically: • multiplies or divides to solve word problems involving multiplicative comparison (where the unknown is the product or quotient); • solves one-step word problems (which do not include remainders) using the four operations with simple context and scaffolding, where the sum, difference, product, or quotient is always the unknown; • adds and subtracts two multi-digit whole numbers using the standard algorithm (not including subtraction across zeros); • multiplies and divides a whole number (of up to three digits) by a single-digit whole number, including the use of strategies based on place value and visual models; • uses visual fraction model to compare two fractions with different numerators and different denominators, using <, >, and =; • adds and subtracts fractions with like denominators by joining and separating parts; • understands a fraction a/b as a multiple of 1/b, including the use of visual fraction models or repeated addition; • compares two decimals with the same number of places (tenths or hundredths) using visual models; • identifies points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines

Achievement Level	Achievement Level Descriptions
Level 3	A student performing at Level 3 typically: • solves two-step word problems (including interpreting remainders) using the four operations, where the unknown is in a variety of positions and can be represented by a symbol/letter, including multiplicative comparison situations; • finds all factor pairs for whole numbers in the range of 1 to 100; • recognizes that a whole number is a multiple of each of its factors; • determines whether a whole number in the range of 1 to 100 is prime or composite; • reads, writes, and compares whole numbers to the hundred-thousands place, using base-ten numerals, number names, and expanded form; • fluently adds up to three and subtracts two multi-digit whole numbers using the standard algorithm; • multiplies and divides a whole number up to four digits by a single-digit whole number (including remainders) and multiplies two two-digit whole numbers, using a variety of strategies; • generates and explains why fraction a/b is equivalent to a fraction (n x a)/(n x b), and multiplies by 1 represented as a fraction; compares two fractions with different numerators and different denominators, using visual fraction models and <, >, and =; • adds and subtracts fractions and/or mixed numbers with like denominators, in mathematical and real-world context, without regrouping; • understands and solves one-step mathematical and real-world problems involving a fraction a/b as a multiple of 1/b, and uses this understanding to multiply a fraction by a whole number, using visual fraction model; • writes and compares two decimals to the hundredths (using <, >, and =) by reasoning about their size and justify using models; • expresses measurements in a larger unit in terms of a smaller unit, within a single system, to solve problems involving intervals of time, money, and distance, including simple fractions and decimals; • measures angles using a protractor up to 180 degrees; • sketches angles of specified measure; • understands angles are additive; • classifies two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of specified size; • identifies right triangles

Achievement Level	Achievement Level Descriptions
Level 4	A student performing at Level 4 typically: • solves three-step word problems using the four operations; • recognizes the reasonableness of answers using mental computation and estimation strategies; • generates a number or shape pattern that follows a given two-step rule; • determines the equation that represents a base-ten model; • makes connections between different multiplication or division strategies; • compares two fractions with different numerators and different denominators, using <, >, and =; • justifies answers; • adds and subtracts mixed numbers with like denominators and regrouping, in mathematical and real-world context, using a variety of strategies; • understands and solves word problems by recognizing that fraction a/b is a multiple of 1/b, and uses that construct to multiply a fraction by a whole number (in general, n x a/b is (n x a)/b); • determines a decimal that is between two given decimals; • measures and identifies angles between 180 and 360 degrees; • finds unknown angles on a diagram with more than two angles and between 180 and 360 degrees total; • draws a figure based on multiple attributes
Level 5	A student performing at Level 5 typically: • solves multistep word problems with multiple possible solutions and determines which would be the most reasonable based upon given criteria; • applies the concepts of both factors, multiples, and prime and composite numbers in problem-solving contexts; • analyzes and describes an error in a problem involving the four operations in a strategy and shows the correct solution; • given a context, determines the appropriate unit needed and expresses the measurement to the level of accuracy needed; • uses the four operations to solve multistep word problems, including problems involving fractions or decimals and problems that require expressing measurements given in a larger unit in terms of a smaller unit; • applies the area and perimeter formulas for rectilinear shapes in real-world and mathematical problems; • finds missing dimensions of rectangles when provided adequate perimeter and/or area information of the rectangle; • discovers methods of maximizing area using a given perimeter and vice versa; • explains how groups of two-dimensional figures are sorted based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of specified size

Grade 5 Mathematics

Achievement level descriptions (ALDs) describe a student's level of achievement (e.g., Below Satisfactory, Satisfactory, Above Satisfactory) on a large-scale assessment. The purpose of the ALD development framework is to enable valid inferences about student content area knowledge and skill in relation to a state's content standards measured on a large-scale assessment.

Achievement Level	Achievement Level Descriptions
Level 1	Students performing at Level 1 are just beginning to access the challenging content of the Florida Standards.
Level 2	A student performing at Level 2 typically: • evaluates a simple numerical expression with whole numbers, using parentheses, brackets, or braces, with two procedural operations; • reads and writes decimals using base-ten numerals and number names; • multiplies two two-digit numbers using the standard algorithm; • finds whole-number quotients of whole numbers (with up to two-digit dividends and two-digit divisors), using visual models; • solves problems in a real-world and mathematical context involving addition/subtraction of fractions with unlike denominators, where one denominator is a multiple of the other denominator, using visual representations; • solves real-world problems involving multiplication of a fraction by a whole number by using visual fraction models or equations to represent the problem; • solves volume problems of a right rectangular prism by using unit cubes; • identifies the key components of the coordinate plane; • classifies two-dimensional figures into categories based on their sides and angles

Achievement Level	Achievement Level Descriptions
Level 3	A student performing at Level 3 typically: • writes, interprets, and evaluates a numerical expression that contains a fraction, using parentheses, brackets, or braces, with three or more procedural operations; • reads and writes decimals using expanded form with powers of 10; • compares two decimals, using > , = , and < symbols to record the results of comparisons; • fluently multiplies two-digit by up to five-digit numbers using the standard algorithm; • finds whole-number quotients of whole numbers (with up to four-digit dividends and two-digit divisors) and multiplies and divides decimals to the hundredths place, using a variety of strategies; • solves word problems involving addition and subtraction of fractions (including mixed numbers) with unlike denominators; • assesses and justifies reasonableness of the answer; • finds the product of two fractions by using an area model; • generalizes that a/b x c/d = (ac)/(bd) and uses it to solve mathematical or real-world problems involving multiplication of fractions; • solves real-world or mathematical problems involving division of unit fractions by nonzero whole numbers and division of whole numbers by unit fractions, using visual fraction models and equations to represent the problem; • relates the number of unit cubes in a rectangular prism to the multiplication of the height to the area of the base or the multiplication of the edge lengths; • solves real-world and mathematical problems by applying the formulas for volume; • identifies, locates, or graphs given points in the first quadrant of the coordinate plane; • interprets coordinate values of points in the first quadrant in context; • understands that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category; • classifies two-dimensional figures in the hierarchy based on these properties, including in a Venn diagram

Achievement Level	Achievement Level Descriptions
Level 4	A student performing at Level 4 typically: • writes and interprets numerical expressions that contain whole numbers and fractions with more than two procedural operations; • writes decimals in expanded form or base-ten numerals in multiple formats; • determines the missing digit in a factor of a multiplication problem when given the product; • identifies or creates multiple division expressions that have a given quotient; • solves multistep word problems involving the addition and subtraction of fractions with unlike denominators; • solves and/or creates real-world problems involving multiplication of fractions and mixed numbers; • creates real-world problems involving division of unit fractions by nonzero whole numbers and division of whole numbers by unit fractions; • finds the volume of two non-overlapping right rectangular prisms by adding the volumes of the two non-overlapping parts; • locates or graphs a point using directions from another point in the first quadrant; • draws or constructs two-dimensional figures belonging to given subcategories
Level 5	A student performing at Level 5 typically: • writes statements that describe a numerical expression in multiple ways; • compares two decimals that are written in different formats; • identifies an error in the multiplication computation using the standard algorithm and justifies the reasoning; • solves for a quotient by continuing the steps of a given division strategy; • determines the error in the solution of a multistep word problem involving the addition and subtraction of fractions with unlike denominators, and justifies the reasoning; • finds the possible fractional dimensions of a rectangle given the area; • solves multistep mathematical and real-world problems involving multiplication of whole numbers, fractions, and/or mixed numbers; • finds a missing dimension of a rectangular prism given two dimensions and the volume; generates possible dimensions of a rectangular prism given the volume; • describes the direction from one point to another point; names or graphs the point that would complete a specified two-dimensional geometric shape in the first quadrant; • evaluates figures that share or do not share attributes that belong to a specified category and justifies the reasoning

Grade 6 Mathematics

Achievement level descriptions (ALDs) describe a student's level of achievement (e.g., Below Satisfactory, Satisfactory, Above Satisfactory) on a large-scale assessment. The purpose of the ALD development framework is to enable valid inferences about student content area knowledge and skill in relation to a state's content standards measured on a large-scale assessment.

Achievement Level	Achievement Level Descriptions
Level 1	Students performing at Level 1 are just beginning to access the challenging content of the Florida Standards.
Level 2	A student performing at Level 2 typically: • plots coordinate pairs in quadrant 1 from a table; • finds the percent of a quantity; • identifies ratio relationships presented in graphical, tabular, or verbal formats using measurement units; • finds the circumference of a circle; • using visual models or strategies, compares two rational numbers, finds the greatest common factors of two whole numbers (less than or equal to 50), finds common multiples (less than or equal to 10), and solves mathematical problems involving division of fractions in contexts; • adds, subtracts, multiplies, and divides using strategies based on place value, the properties of operations, and/or the relationship between operations (limit decimals to hundredths); • identifies and plots two-integer ordered pairs on a coordinate plane and on a horizontal number line when they differ only by signs; • writes the comparison using mathematical notation; • defines (as the distance from zero on the number line) and finds the absolute value of a rational number using representations; • writes and evaluates a single term in numerical expressions involving whole-number bases and exponents; • identifies an expression that matches a written statement, with numbers and with letters standing for numbers (including formulas), using correct mathematical terms; • writes a single-operation expression (with one variable) and uses substitution to determine whether a given number makes an equation (with a single operation) true; • solves equations in the form $x + p = q$ and $px = q$ (with nonnegative whole numbers); • recognizes that mathematical problem inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; • given a graph/table in a real-world or mathematical problem, identifies dependent and independent variables, matches tables and graphs; • finds the area of polygons by decomposing into triangles and quadrilaterals; • solves volume problems of a right rectangular prism with one fractional edge length and unit cubes with unit fraction edge lengths; unit cubes have compatible denominators; • draws polygons in the coordinate plane given coordinates for the vertices; • represents three-dimensional figures using nets made up of rectangles and triangles;

Achievement Level	Achievement Level Descriptions
Level 2	• chooses a statistical question from a list of questions; • determines the mean, median, mode, and/or range from a graphic display; • identifies an appropriate display of numerical data in plots on a number line and dot/line plots
Level 3	A student performing at Level 3 typically: • uses tables to solve and compare ratios, involving unit rate, pricing, or constant speed, from mathematical problems; • determines the percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); • finds the whole given a part and the percent; • solves and interprets division of fractions by fractions; • fluently divides multi-digit numbers; • adds, subtracts, multiplies, and divides multi-digit decimals, using the standard algorithm; • finds the greatest common factor of two whole numbers (less than or equal to 100) and the least common multiple of two whole numbers (less than or equal to 12); • uses the distributive property to express a sum of two whole numbers (1 to 100) with a common factor, as a multiple of a sum of two whole numbers with no common factor (for example, express 36 + 8 as 4(9 + 2)); • identifies when two points are reflections on a number line or reflections across one axis on the coordinate plane; • plots, compares, and describes rational numbers in relation to each other, including the meanings of zero in a situation and absolute value in terms of distances between two points; • writes and evaluates multi-term numerical and algebraic expressions using properties that may include whole-number exponents while recognizing one or more parts of an expression as single entities; • uses, writes, graphs, and/or solves an expression, one-step equation, or inequality, using substitution to determine whether a given number in a specified set makes an equation or inequality true using nonnegative rational numbers; • given graphs and tables of real-world situations, writes an equation to express the relationship between the dependent and independent variables; • finds the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; • uses nets to find the surface area of three-dimensional figures; • solves volume problems by relating the number of unit cubes in a prism to the multiplication of the edge lengths in the context of solving real-world and mathematical problems; • justifies a statistical question and/or determines a set of data collected to answer a statistical question has a distribution that can be described by using measures of center, spread, and overall shape, including any striking deviations; • displays numerical data using box plots, dot/line plots, and histograms

Achievement Level	Achievement Level Descriptions
Level 4	A student performing at Level 4 typically: • solves multistep ratio problems involving unit pricing, constant speed, percent, or measurement conversions; • makes and/or uses a table from a real-world context to compare ratios; • given the circumference, determines an approximation for the radius or diameter; • solves and interprets real-world two-step division of fraction word problems involving mixed numbers; • gives justifications for procedures; • constructs an equivalent expression using either greatest common factor or least common multiple and the distributive property; • identifies and plots reflections across both axes on the coordinate plane; • includes coordinates of absolute value to find distances between points with the same first or second coordinate in a real-world context; • writes and/or evaluates expressions, equations, or inequalities to answer and justifies the answers; • given a real-world situation, writes an equation to express the relationship between the dependent and independent variables without graphs and tables provided; • applies techniques to solve problems involving area of polygons, volume of rectangular prisms involving missing fractional edge lengths, and nets involving decimals to find the surface area of three-dimensional figures; • changes a question from a nonstatistical question to a statistical and determines the new measures of center when additional data points are included from a context; • constructs a histogram, dot/line plot from data, and/or displays numerical data in box plots

Achievement Level	Achievement Level Descriptions
Level 5	A student performing at Level 5 typically: • applies multistep unit rate problems in nonroutine real-world situations, including those involving unit pricing, constant speed, percent, and/or measurement conversion; • explains the relationship of the circumference of a circle to its diameter; • creates and solves word problems involving division of fractions by fractions; • assesses the reasonableness of the results of multi-digit division and multi-digit decimal problems; • constructs an equivalent expression, using greatest common factor, least common multiple, and the distributive property; • solves real-world problems involving absolute value and the coordinate plane; • shows that when two ordered pairs differ only by signs, the locations of the points are related by reflections across both axes; • draws conclusions about a real-world situation involving absolute values of rational numbers and compares values; • constructs and evaluates multiple equivalent expressions with justification of the properties of operations for each step in real-world and mathematical contexts; • creates a real-world situation that corresponds to a given expression or inequality; • analyzes and describes the relationship between the dependent and independent variables; • solves geometric multistep real-world and mathematical area problems, including decimal and fractional measurements; • given the volume of a right rectangular prism with fractional edge lengths, finds the missing fractional edge length in the context of solving real-world and mathematical problems; • finds the missing vertex of a regular polygon when given the other vertices in the coordinate plane in a real-world context; • solves real-world and mathematical problems using nets and three-dimensional figures, including fractional and decimal measurements; • writes a statistical question given a context; • analyze how additional data points affect the measure of center in a numerical data set; • constructs a histogram or box plot from data displayed in a dot/line plot and/or creates a set of data from a given box plot

Grade 7 Mathematics

Achievement level descriptions (ALDs) describe a student's level of achievement (e.g., Below Satisfactory, Satisfactory, Above Satisfactory) on a large-scale assessment. The purpose of the ALD development framework is to enable valid inferences about student content area knowledge and skill in relation to a state's content standards measured on a large-scale assessment.

Achievement Level	Achievement Level Descriptions
Level 1	Students performing at Level 1 are just beginning to access the challenging content of the Florida Standards.
Level 2	A student performing at Level 2 typically: • computes unit rates with ratios of one non-unit fraction and a whole number other than one; • decides whether two quantities are in a proportional relationship; • uses proportional relationships to solve ratio and percent problems in a mathematical context; • uses number line or other manipulatives to solve mathematical problems involving rational numbers; • identifies that the sum of a number and its opposite equals zero; • applies properties of operations as strategies to add and subtract rational coefficients; • factors and expands linear expressions with integer coefficients; • rewrites an expression in a different form; • solves mathematical problems posed with positive rational numbers; • solves equations and inequalities of the form $px + q = r$ with integer coefficients and constants; • computes actual lengths given a geometric figure and a scale factor and finds actual lengths given two geometric figures with some unknown side measure; • draws polygons with given conditions; • identifies the two-dimensional figure that results from a vertical or horizontal cut of a right rectangular prism or right rectangular pyramid; • identifies the formula for the area and/or circumference of a circle; • uses facts about angle relationships (supplementary, complementary, vertical, and adjacent) to find the unknown angle measure in a figure; • finds the area of triangles, quadrilaterals, and regular polygons; • finds the volume of cubes and right prisms; • identifies that a random sample produces the most valid representation of the entire population; • uses basic measures of central tendency to compare two different populations; • makes approximations of probability for a chance event, understanding that the probability of a chance event is a number between 0 and 1; • determines a theoretical probability model of a simple event; • determines the sample space for compound events
Level 3	A student performing at Level 3 typically: • computes unit rates associated with two fractions; • identifies the constant of proportionality (unit rate) in tables, diagrams, and/or graphs;

Achievement Level	Achievement Level Descriptions
Level 3	• models a proportional relationship using an equation when given a table or graph, including the origin, or a verbal description; • explains what any point (x, y) on the graph of a proportional relationship means in terms of the situation and identifies the unit rate when given the point (1, r), where r is the unit rate; • uses proportional relationships to solve multistep ratio and percent problems in context; • explains subtraction as adding the additive inverse; • shows p + q as the number located a distance |q| from p in a positive or negative direction; • explains that division by zero is undefined; • shows that -(q/p) = (-p)/q = p/(-q); converts a rational number to a decimal using long division and knows that the rational number terminates in 0 or eventually repeats; • solves real-world multistep problems posed with rational numbers, using tools strategically; • shows that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related; • applies properties of operations, conversions between forms, as appropriate, and assesses the reasonableness of answers to solve problems; • given a model, solves real-world or mathematical problems involving equations and inequalities of the form px + q = r, p(x + q) = r, and px + q < r, px + q > r, with integer coefficients and p as a benchmark fraction; interprets inequality solutions in the context of the problem; • computes actual lengths and areas from a scale drawing and reproduces a scale drawing using a different scale; • constructs geometric shapes given a combination of angle and side conditions; notices when conditions determine a unique triangle, more than one triangle, or no triangle; • identifies the two-dimensional figure that results from a vertical or horizontal cut of a three-dimensional figure; • uses the formulas and solves problems for the area and circumference of a circle given radius or diameter, or vice versa, given a graphic representation in a real-world context; • uses facts about angle relationships to write and solve multistep equations for an unknown angle in a figure; • solves real-world problems involving area of two-dimensional figures composed of triangles, quadrilaterals, and polygons, volume and surface area of cubes and right prisms; • uses statistical data to draw inferences about a population based on representative samples; • uses measures of central tendency and/or variability to draw comparisons about two different populations • identifies the probability of a chance event as equally likely or unlikely (0.5); • calculates and represents experiment-based and theoretical probability as a fraction, decimal, or percent; • designs a simulation to generate frequencies for compound events

Achievement Level	Achievement Level Descriptions
Level 4	A student performing at Level 4 typically: • models proportional relationships in a graph to solve complex, multistep ratio and percent problems with mixed numerals in context of equations and/or verbal descriptions; • analyzes the reasonableness of solutions; • justifies and expands complex linear expressions; • justifies and computes actual lengths and areas from a scale drawing and reproduces a scale drawing using a different scale; • recognizes equivalent expressions given in a problem context and explains the key terms and factors of the problem for each expression; • creates a model from a real-world problem using rational numbers and justifies a solution, using tools strategically; • creates a model with integer coefficients and absolute value of p; • solves problems involving scaled drawings of two-dimensional geometric figures by creating appropriate scales; • explains the conditions of a unique triangle, one triangle, no triangle, or more than one triangle; • describes and/or draws the two-dimensional figure from a slice; • without graphic representations, uses facts about angle relationships to write and solve multistep equations to find the measures of the unknown angles in polygons and/or solve surface area or volume of composite three-dimensional figures; • generates estimates or predictions; • draws comparative inferences about two populations in any context using measures of variability; • justifies the comparisons and connections of the relative frequencies to the theoretical probability of an event; • uses and compares observed frequencies to create a probability model for the data of a chance process where outcomes may not be uniform while explaining possible sources of any discrepancies

Achievement Level	Achievement Level Descriptions
Level 5	A student performing at Level 5 typically: • extends the given representation or creates a different representation that would represent the same proportional relationship; • models a representation with a context that would represent a given proportional equation; • creates equivalent proportional equations that could be used to solve the same ratio/percent problem in context; • justifies the steps taken to add or subtract rational numbers; analyzes for errors as necessary; • interprets products and quotients of rational numbers in a real-world context; • creates a story problem to model a given number sentence; • analyzes for errors in the use of properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients; • creates equivalent expressions given in a problem context and explains the key terms and factors of the problem for each expression; • given a real-world problem, creates and solves a model using rational numbers, using tools strategically; • analyzes errors in a problem with a real-world context; • creates a model and solves real-world or mathematical problems using equations and inequalities with rational coefficients and explains what the solution means; • analyzes and justifies the conditions for a unique triangle, more than one triangle, or no triangle; • solves real-world problems using the relationship between circumference and area of a circle to solve multistep, and volume and surface area of three-dimensional shapes; • justifies the most representative sampling method for a situation; • justifies why the experimental probability approaches the theoretical probability as the relative frequency of an event increases; • compares and justifies the experimental and theoretical probability in a given situation including simulations of compound events to see which best predicts the probability

Grade 8 Mathematics

Achievement level descriptions (ALDs) describe a student's level of achievement (e.g., Below Satisfactory, Satisfactory, Above Satisfactory) on a large-scale assessment. The purpose of the ALD development framework is to enable valid inferences about student content area knowledge and skill in relation to a state's content standards measured on a large-scale assessment.

Achievement Level	Achievement Level Descriptions
Level 1	Students performing at Level 1 are just beginning to access the challenging content of the Florida Standards.
Level 2	A student performing at Level 2 typically: • identifies rational or irrational numbers that have decimal expansions; • converts familiar rational numbers with one repeating digit to fraction form; • evaluates square roots and solves mathematical equations of the form x2= p, where p is a positive rational number and is a small perfect square; knows that √2 is irrational; • uses properties of natural number exponents and represents very large and small quantities in scientific notation; • graphs proportional relationships, interpreting the unit rate as the slope; • solves linear equations with integer coefficients and variables on one side; • interprets mathematical or real-world problems, given the graph, of a system of two linear equations in two variables; • determines the rate of change given two points or a graph and compares properties of two linear functions given a graph and an equation in slope-intercept form; • determines and describes qualitatively the relationship between two quantities by analyzing some features of a graph to be linear or nonlinear and a function or not a function; • describes a rigid transformation between two congruent figures; • uses coordinates to describe reflections and translations; • uses the fact that the sum of the angles in a triangle equals 180; • identifies angle pairs when parallel lines are cut by a transversal; • uses the Pythagorean theorem as it applies to right triangles to calculate the length of the hypotenuse given a diagram or leg lengths; • constructs and describes the correlations of points on scatter plots and can identify the slope and y-intercept of a line of best fit

Achievement Level	Achievement Level Descriptions
Level 3	A student performing at Level 3 typically: • places irrational numbers on a number line; • identifies rational and irrational numbers and converts less-familiar rational numbers to fraction form; • uses square root and cube root symbols to represent solutions to mathematical equations of the form x2= p and x3= p, where p is a positive rational number; evaluates cube roots of small perfect cubes; • uses properties of exponents and performs operations with numbers expressed in scientific notation; • explains, using similar triangles, why the slope is the same between any two distinct points on a nonvertical line in the coordinate plane; • identifies the unit rate as the slope; • derives the equation y = mx for a line through the origin; • compares two different proportional relationships represented in different ways; • identifies linear equations as having solutions of one, infinitely many, or none by transforming the given equation into simpler forms by inspection; • solves multistep linear equations in one variable (variable on one side only) with rational coefficients using the distributive property and/or combining like terms; • solves systems of two linear equations in two variables with integer coefficients by inspection, algebraically by substitution (with at least one equation with an isolated variable) or elimination by multiplying at most one of the equations by an integer; • interprets and compares properties and models, including equations in the form y = mx + b as defining a linear function whose graph is a straight line; • describes qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear); • describes the sequence and the effect of up to two rigid transformations and/or a dilation on two-dimensional figures using coordinates and coordinate notation; • finds unknown angle measures for angle pairs when parallel lines are cut by a transversal; gives an informal argument for sum of angles of a triangle equals 180 and/or the measure of an exterior angle of a triangle is equal to the sum of the measures of the non-adjacent angles; • Pythagorean theorem: models and explains the proof, calculates unknown side lengths, applies to find the distance between two points; • uses the formulas for the volumes of cones, cylinders, and spheres to solve real-world mathematical problems; • draws a straight line on and interprets a scatter plot that closely fits the data points; • completes a two-way table of categorical data

Achievement Level	Achievement Level Descriptions
Level 4	A student performing at Level 4 typically: • uses approximations of irrational numbers to estimate the value of an expression; • compares and orders rational and irrational numbers without a number line; • writes and solves equations representing real-world situations using square root and cube root symbols; • expresses how many times as much a number written in the form of single digit times an integer power of 10 is than another number written in the same form; • performs multiple properties of exponents and operations and interprets values written in scientific notation within a real-world context; • generates a model of a proportional and/or linear relationship to include tables, graphs, and equations; • justifies why an equation has one solution, infinitely many solutions, or no solution; • solves and analyzes a system of equations in two variables with integer and benchmark fraction coefficients; • compares two linear functions and justifies whether two functions each represented in a different way (algebraically, graphically, numerically in tables, or verbal descriptions) are equivalent or not by comparing their properties or determining if a rule is a function; • determines whether a function is linear or nonlinear (table or equation); • interprets the rate of change and initial value of a linear function in terms of the situation it models, and explains what makes it linear; • sketches a graph that exhibits given qualitative features of a function; • use properties of rigid and nonrigid transformations to understand the relationship between transformations, congruence, and similarity; • gives an informal argument for congruent angle relationships when parallel lines are cut by a transversal; • applies the Pythagorean theorem to a real-world situation in two and three dimensions to determine unknown side lengths or the distance between two points in a coordinate system; • explains the relationship between formulas for the volumes of cones and cylinders; • constructs and uses equations of trend lines to solve problems using scatter plots for bivariate measurement data to investigate patterns of association between quantities; • constructs a two-way table to summarize data and/or describes relative frequencies for possible associations from a two-way table

Achievement Level	Achievement Level Descriptions
Level 5	A student performing at Level 5 typically: • explains how to get more precise approximations of square roots; • analyzes and explains the patterns that exist when writing rational numbers as fractions; • analyzes the reasonableness of the result of using the properties of integer exponents in numerical expressions; • justifies how square roots and cube roots relate to each other and to their radicands; • analyzes the process and solution to given problems using scientific notation; • compares and contrasts situations in which similar triangles would or would not yield the same slope between any two distinct points on a nonvertical line in the coordinate plane; • creates and solves examples of multistep linear equations in one variable that have one solution, infinitely many solutions, or no solutions using the distributive property and combining like terms on a side; • solves and analyzes problems involving two linear equations in two variables with rational coefficients or constants; • creates a rule, given a table or graph, and explains why it is or is not a function; • create a function, based on given criterion, in comparison to a given function; • gives real-world examples of functions that are linear or nonlinear; • analyzes a set of values in either a table or graph to determine changes to be made to make the relationship linear; • interprets qualitative features of a function in a context; • describes the effect of two transformations, including at least one dilation, on two-dimensional figures using coordinates and coordinate notation; • gives an informal argument that a triangle can only have one 90-degree angle; gives an informal argument for the pairs of angles that are supplementary when parallel lines are cut by a transversal; • finds multiple leg lengths given a hypotenuse of an isosceles triangle or finds multiple leg lengths when two triangles with the same hypotenuse are given; • applies the Pythagorean theorem in multistep problems; • finds the coordinates of a point which is a given distance (nonvertical and nonhorizontal) from another point; • justifies the relationship between the formulas for volume of cones, cylinders, or spheres; • explains the derivation of the formulas for cones, cylinders, and spheres; • compares more than one trend line for the same scatter plot and justifies the best one; • creates and uses a linear model based on a set of bivariate data to solve a problem involving slope and intercept; • interprets a two-way table to summarize data; • compares relative frequencies to identify patterns of association

Grade 5 Science

Achievement level descriptions (ALDs) describe a student's level of achievement (e.g., Below Satisfactory, Satisfactory, Above Satisfactory) on a large-scale assessment. The purpose of the ALD development framework is to enable valid inferences about student content area knowledge and skill in relation to a state's content standards measured on a large-scale assessment.

Grade 5 Statewide Science Assessment Reporting Category – Nature of Science

Students performing at the mastery level of this reporting category will be able to formulate testable questions, evaluate investigations and experiments, organize data, identify a control group, interpret data, analyze information, distinguish between observations and opinions, and defend conclusions.

Achievement Level	Achievement Level Descriptions
Level 1	Performance at this level indicates an inadequate level of success with the challenging content of the Next Generation Sunshine State Standards for science.
Level 2	Students may be able to demonstrate limited ability to: • recognize a testable question in a scientific investigation; • recognize a control group in an experiment; • identify some elements of a written procedure or experimental setup; • recognize the need for scientific investigations to be replicable by others; • recognize that there are differences between experiments and other types of scientific investigations; • identify observations, predictions, or inferences; • recognize differences in data across trials and groups; and • identify data that supports an explanation.
Level 3	Students will generally be able to: • define a testable question and recognize its importance in a scientific investigation; • identify a control group in an experiment and why it is needed; • relate that scientific investigations should be replicable by others; • compare experiments and other types of scientific investigations; • identify observations, predictions, and inferences in a scientific investigation; • review an experiment to identify significant differences in data across trials and groups; and • interpret data to generate explanations and/or defend conclusions.

Achievement Level	Achievement Level Descriptions
Level 4	Students will usually be able to: • identify a testable question and evaluate its importance in a scientific investigation; • evaluate a written procedure or experimental setup; • analyze an experiment or investigation and identify flaws in science processes; • evaluate the need for scientific investigations to be replicable by others; • distinguish between experiments and other types of scientific investigations; • distinguish among observations, predictions, and inferences in a scientific investigation; • evaluate reasons for differences in data across trials and groups; • interpret and analyze data to generate explanations and defend conclusions; and • evaluate a conclusion using data.
Level 5	Students will consistently be able to: • formulate a testable question and evaluate its importance in a scientific investigation; • evaluate a written procedure or experimental setup and suggest improvements; • analyze an experiment or investigation for flaws in science processes and suggest changes; • justify the need for scientific investigations to be replicable by others; • differentiate experiments and other types of scientific investigations; • differentiate observations, predictions, and inferences in a scientific investigation; • analyze the reasons for differences in data across trials and groups; • interpret and analyze data to generate explanations and defend conclusions; and • analyze a conclusion in an experiment or investigation using data.

Grade 5 Statewide Science Assessment Reporting Category – Earth and Space Science

Students performing at the mastery level of this reporting category will be able to distinguish among objects in the Solar System, identify categories of rocks and characteristics of minerals, differentiate physical weathering and erosion, identify characteristics associated with different climate zones, and identify factors that affect weather.

Achievement Level	Achievement Level Descriptions
Level 1	Performance at this level indicates an inadequate level of success with the challenging content of the Next Generation Sunshine State Standards for science.
Level 2	Students may be able to demonstrate limited ability to: • recognize the basic components of a galaxy; • identify objects in the Solar System and their characteristics and relative positions to Earth; • recognize some of the movement, patterns, and relationships among the Moon, Earth, Sun, and other stars; • identify some of the common physical properties of minerals; • recognize the role of minerals in the formation of rocks; • identify the three categories of rocks or recognize how they are formed; • recognize examples of renewable and nonrenewable resources; • recognize the basic differences between physical weathering and erosion; • recognize that water changes states as it moves through the water cycle and the ocean's role in the process; • recognize conditions that determine the weather in a particular place and time; and • recognize the characteristics of climate in different locations.
Level 3	Students will generally be able to: • distinguish the basic components of a galaxy and identify our Galaxy; • distinguish objects in the Solar System, their characteristics, and relative positions to Earth; • interpret the movement, patterns, and relationships among the Moon, Earth, Sun, and other stars; • identify the common physical properties of minerals; • recognize the role of minerals in the formation of rocks; • identify the three categories of rocks and recognize how they are formed; • recognize examples of renewable and nonrenewable resources; • recall the basic differences between physical weathering and erosion; • relate how water changes states as it moves through the water cycle and the ocean's role in the process; • recognize conditions that determine the weather in a particular place and time; and • relate characteristics of the three main climate zones.

Achievement Level	Achievement Level Descriptions
Level 4	Students will usually be able to: • compare the basic components of a galaxy; • compare objects in the Solar System including their characteristics and their relative positions to Earth; • evaluate the movement, patterns, and relationships among the Moon, Earth, Sun, and other stars; • compare the physical properties of minerals; • evaluate the role of minerals in the formation of rocks; • classify rock samples by category or ways they were formed; • distinguish between renewable and nonrenewable resources; • compare physical weathering and erosion; • evaluate how water changes states as it moves through the water cycle and the ocean's role in the process; • evaluate conditions that determine the weather in a particular place and time; and • relate the characteristics of climate to the conditions in different locations.
Level 5	Students will consistently be able to: • differentiate the basic components of a galaxy; • differentiate among objects in the Solar System including their characteristics and their relative positions to Earth; • analyze the movement, patterns, and relationships among the Moon, Earth, Sun, and other stars; • interpret a classification key to identify and describe a mineral sample; • assess the role of minerals in the formation of rocks; • apply knowledge of the types of rocks to identify a rock sample and analyze how it was formed; • analyze why some resources are renewable and why other resources are nonrenewable resources; • differentiate physical weathering and erosion and identify examples of each; • analyze why water changes states as it moves through the water cycle and the importance of the ocean to the water cycle; • predict the weather for a particular place and time; and • analyze why different regions may have different climates when given conditions that determine weather.

Grade 5 Statewide Science Assessment Reporting Category – Physical Science

Students performing at the mastery level of this reporting category will be able to identify basic forms of energy, identify familiar forces, trace the conversion of electric energy into other forms of energy, and distinguish relationships among mass, force, and motion.

Achievement Level	Achievement Level Descriptions
Level 1	Performance at this level indicates an inadequate level of success with the challenging content of the Next Generation Sunshine State Standards for science.
Level 2	Students may be able to demonstrate limited ability to: • identify the physical properties of solids, liquids, and gases; • recognize how mixtures of solids can be separated by observable properties; • identify materials that dissolve in water; • recognize familiar physical and or chemical changes in materials; • recognize that physical and chemical changes are affected by temperature; • identify basic forms of energy based on their properties and behaviors; • recognize that electrical energy can be transformed into other forms of energy; • recognize some materials that are good conductors of heat and some materials that are good conductors of electricity; • recognize that heat flows from one object to another and the effect it has on those objects; • recognize that the flow of electricity requires a closed circuit; • recall the effect electrically-charged objects can have on other objects; • identify familiar forces and how they affect the movement of objects; • recall how the speed of an object is determined; and • recognize relationships among mass, force, and motion of objects.
Level 3	Students will generally be able to: • compare the physical properties of solids, liquids, and gases; • relate how mixtures of solids can be separated by observable properties; • identify materials that dissolve in water and conditions that affect the dissolving process; • relate familiar physical and chemical changes in materials; • relate how physical and chemical changes are affected by temperature; • relate the basic forms of energy based on their properties and behaviors; • identify or explain that electrical energy can be transformed into other forms of energy; • identify materials that are good conductors of heat and materials that are good conductors of electricity; • recognize that heat flows from one object to another and the effect it has on those objects; • determine in an investigation that the flow of electricity requires a closed circuit; • interpret the effect electrically-charged objects can have on other objects; • identify familiar forces and how they affect the movement of objects; • identify how the speed of an object is determined; and • relate mass and force to the motion of objects.

Achievement Level	Achievement Level Descriptions
Level 4	Students will usually be able to: • compare physical properties of solids, liquids, and gases; • evaluate how mixtures of solids can be separated by observable properties; • evaluate the properties of materials that dissolve in water and the conditions that affect the dissolving process; • compare physical and chemical changes in materials; • relate how physical and chemical changes are affected by temperature; • evaluate the basic forms of energy, including their properties and behaviors; • apply the knowledge that energy has the ability to cause motion or create change; • relate that electrical energy can be transformed into other forms of energy; • evaluate which materials are good conductors of heat and which materials are good conductors of electricity; • interpret how heat flows from one object to another and the effect it has on those objects; • relate why the flow of electricity requires a closed circuit; • evaluate the effect electrically-charged objects can have on other objects; • evaluate familiar forces and how they affect the movement of objects; • relate how the speed of an object is determined; and • evaluate the relationships among mass, force, and motion of objects.
Level 5	Students will consistently be able to: • differentiate the physical properties of solids, liquids, and gases; • analyze how mixtures of solids can be separated by observable properties; • analyze the properties of materials that dissolve in water and the conditions that affect the dissolving process; • use data from investigations to determine the conditions that result in physical and chemical changes in materials; • analyze how physical and chemical changes are affected by temperature; • analyze forms of energy including their properties and behaviors; • evaluate examples showing that energy has the ability to cause motion or create change; • evaluate examples to determine if energy is transformed from one form to another; • use data from investigations to evaluate materials that are good conductors of heat and materials that are good conductors of electricity; • analyze how heat flows from one object to another and the effect it has on those objects; • analyze an experiment and formulate the rule that the flow of electricity requires a closed circuit; • choose an experimental design to show the effect electrically-charged objects can have on other objects; • analyze how familiar forces affect the movement of objects; • analyze data or observations to determine the speed of an object; and • analyze data or observations to determine the relationships among mass, force, and motion of objects.

Grade 5 Statewide Science Assessment Reporting Category – Life Science

Students performing at the mastery level of this reporting category will be able to identify the functions of human body organs, compare life cycles of Florida plants and animals, identify adaptations in animals and plants that allow them to survive, and trace energy through a food chain.

Achievement Level	Achievement Level Descriptions
Level 1	Performance at this level indicates an inadequate level of success with the challenging content of the Next Generation Sunshine State Standards for science.
Level 2	Students may be able to demonstrate limited ability to: • identify some structures or functions of plant parts; • recognize that plants respond to light and gravity; • identify organs in the human body and/or their functions; • identify functions of some structures common to plants and animals; • sort animals based on physical characteristics; • sort plants into groups according to physical characteristics; • recognize life cycles of Florida plants and animals; • recognize that plants and animals have adaptations; • recognize that animal behaviors may be shaped by heredity and learning; • recognize seasonal changes in Florida plants and animals; • recognize ways in which plants and/or animals, including humans, can impact the environment; • recognize that environmental changes may impact plants and animals; • recognize that energy is transferred from the Sun through a food chain; • recognize that plants make their own food; and • recognize that animals obtain energy from what they eat.

Achievement Level	Achievement Level Descriptions
Level 3	Students will generally be able to: • identify the structures and functions of plant parts, including those involved in sexual reproduction; • relate how plants respond to light and gravity; • identify common organs in the human body and/or describe their functions; • distinguish the common functions of structures in plants and animals; • classify animals into major groups based on physical characteristics and behaviors; • classify flowering and nonflowering plants based on physical characteristics; • identify the life cycles of Florida plants and animals; • identify adaptations of plants and animals that enable them to survive in different environments and seasons; • recognize that some animal behaviors are shaped by heredity and some are shaped by learning; • recall that some plant and animal characteristics are inherited and that some are affected by the environment; • distinguish seasonal changes in Florida plants and animals to those in other regions of the country; • recognize ways in which plants and animals, including humans, can impact the environment; • identify the impact environmental changes may have on the survival and reproduction of plants and animals; • trace the flow of energy from the Sun through a food chain; • recall that plants make their own food; and • recall that animals obtain energy from what they eat.

Achievement Level	Achievement Level Descriptions
Level 4	Students will usually be able to: • relate structures to the functions of plant parts, including those involved in sexual reproduction in flowering plants; • evaluate how plants respond to stimuli; • distinguish common organs in the human body and their functions; • compare the common function of organs and other physical structures in plants and animals; • classify animals into major groups based on physical characteristics and behaviors; • classify flowering and nonflowering plants based on physical characteristics; • compare the life cycles of Florida flowering and nonflowering plants; • compare the life cycles of Florida animals, including incomplete and complete metamorphosis; • contrast how adaptations of plants and animals enable them to survive in different environments and seasons; • evaluate examples of animal behaviors that may be shaped by heredity and learning; • distinguish plant or animal characteristics that are inherited from those that are affected by the environment; • compare seasonal changes in Florida plants and animals to those in other regions of the country; • evaluate ways in which plants and animals, including humans, can impact the environment; • assess the impact environmental changes may have on the survival and reproduction of plants and animals; • interpret how energy is transferred from the Sun through a food chain; and • relate that plants make their own food while animals obtain energy from what they eat.

Achievement Level	Achievement Level Descriptions
Level 5	Students will consistently be able to: • connect structures to the functions of plant parts, including those involved in sexual reproduction of flowering plants; • predict how plants will respond to certain stimuli; • differentiate common organs in the human body and their functions; • relate the common functions of organs and other physical structures in plants and animals; • evaluate a classification system for animals based on physical characteristics and behaviors; • evaluate a classification system for flowering and nonflowering plants based on physical characteristics; • differentiate the life cycles of Florida flowering and nonflowering plants • differentiate the life cycles of Florida animals, including incomplete and complete metamorphosis; • analyze how certain adaptations of plants and animals enable them to survive and reproduce in different environments and seasons; • evaluate examples of animal behaviors that are shaped by heredity and examples that are shaped by learning; • differentiate plant or animal characteristics that are inherited from those that are affected by the environment; • analyze seasonal changes in Florida plants and animals and compare them to those in other regions of the country; • analyze ways in which plants and animals, including humans, can impact the environment; • predict the impact that environmental changes may have on the survival and reproduction of plants and animals; • evaluate a model that explains how energy is transferred from the Sun through a food chain; and • differentiate the ways plants and animals obtain their energy.

Grade 8 Science

Achievement level descriptions (ALDs) describe a student's level of achievement (e.g., Below Satisfactory, Satisfactory, Above Satisfactory) on a large-scale assessment. The purpose of the ALD development framework is to enable valid inferences about student content area knowledge and skill in relation to a state's content standards measured on a large-scale assessment.

Grade 8 Statewide Science Assessment Reporting Category – Nature of Science

Students performing at the mastery level of this reporting category will be able to identify the test and outcome variables, differentiate experiments and investigations, analyze information to make inferences or predictions, differentiate replication and repetition, and distinguish between theories and laws.

Achievement Level	Achievement Level Descriptions
Level 1	Performance at this level indicates an inadequate level of success with the challenging content of the Next Generation Sunshine State Standards for science.
Level 2	Students may be able to demonstrate limited ability to: • identify an investigation that uses scientific thinking; • recognize a hypothesis; • recognize a variable in a scientific experiment; • use simple data to draw a conclusion; • identify examples of repetition and replication; • recognize that some scientific knowledge has changed; • recognize the benefits of using scientific models; and • recognize the value of technology used in science.
Level 3	Students will generally be able to: • apply scientific thinking to evaluate an investigation; • evaluate an experiment for flaws and identify those flaws; • distinguish between an experiment and other scientific investigations; • evaluate the value of hypotheses; • identify test and outcome variables in a given scientific experiment; • identify inferences, predictions, and/or conclusions that are based on data in an experiment; • distinguish between repetition and replication; • recognize that scientific knowledge is subject to change; • recognize examples of scientific theories and laws; • identify the benefits and limitations of common models; and • identify the role of technology and how it is essential to science.

Achievement Level	Achievement Level Descriptions
Level 4	Students will usually be able to: • apply scientific thinking to evaluate an investigation; • evaluate an experiment to identify a design flaw and choose a method for correcting it; • distinguish between an experiment and other scientific investigations and identify the limitations and benefits of each; • relate the use of hypotheses in the design and evaluation of experiments; • distinguish between test and outcome variables in a given scientific experiment; • analyze and interpret data to make inferences and predictions and to defend conclusions; • distinguish between and explain the need for repetition and replication; • relate the reasons why scientific knowledge is subject to change; • distinguish between scientific theories and laws; • evaluate the benefits and limitations of various models and/or methods used in different fields of science; and • evaluate the role of technology and relate how it is essential to science.
Level 5	Students will consistently be able to: • apply scientific thinking to evaluate an investigation; • analyze an experimental procedure to identify a design flaw and propose a method for correcting it; • distinguish between an experiment and other scientific investigations and assess the limitations and benefits of each; • evaluate the use of hypotheses in the design and evaluation of experiments; • analyze the test and outcome variables of an experiment; • analyze and interpret data to make inferences and predictions and to defend conclusions; • compare and evaluate the use and importance of repetition versus replication in a scientific investigation; • evaluate the reasons why and conditions under which scientific knowledge is subject to change; • provide justification to distinguish between scientific theories and laws; • analyze and evaluate the benefits and limitations of various models and methods used in different fields of science; and • analyze the role of technology and how it is essential to science.

Grade 8 Statewide Science Assessment Reporting Category – Earth and Space Science

Students performing at the mastery level of this reporting category will be able to relate the positions of the Sun, Moon, and Earth that result in tides, moon phases, and eclipses. Students will be able to identify how Earth changes due to weathering, erosion, and plate tectonics. Students will be able to recognize that the Sun's energy influences global atmospheric patterns.

Achievement Level	Achievement Level Descriptions
Level 1	Performance at this level indicates an inadequate level of success with the challenging content of the Next Generation Sunshine State Standards for science.
Level 2	Students may be able to demonstrate limited ability to: • recognize relative distance and relative size of astronomical bodies in the universe; • identify some of the physical properties of stars; • recognize some solar properties on models; • identify the characteristics of objects in the Solar System; • recognize that gravity plays a role in the formation and motion of planets, stars, and solar systems; • recognize historical models of the Solar System; • recognize some of the relationships between the Sun, Moon, and Earth; • recognize the steps of the rock cycle; • recognize that there are a variety of different landforms on Earth's surface; • identify some impacts humans have had on Earth; • recognize that Earth has evolved over geologic time; • recognize that the movements of Earth's plates result in various geologic events; • identify some of the layers of Earth; • identify some interactions among Earth's spheres; • identify that the cycling of water influences both weather and climate; • recognize that the atmosphere protects life and insulates the planet; and • recognize that the Sun influences temperature differences between air, water, and land.

Achievement Level	Achievement Level Descriptions
Level 3	Students will generally be able to: • distinguish among the relative distance, relative size, and general composition of astronomical bodies in the universe; • identify the physical properties of stars; • compare models of solar properties; • identify solar properties on a model; • compare and contrast the characteristics of objects in the Solar System; • identify the role that gravity plays in the formation and motion of planets, stars, and solar systems; • compare common historical models of the Solar System; • recall the effect of astronomical bodies on each other, including the effect of the Sun and the Moon on Earth; • identify patterns in the rock cycle and their effect on surface and subsurface events and landform formation; • identify the impact humans have had on Earth; • interpret physical evidence that supports scientific theories that Earth has evolved, including scientific methods for measuring geologic time; • relate the scientific theory of plate tectonics to surface and subsurface structures and geologic events; • identify the layers of Earth; • recognize relationships among Earth's spheres, including cycling of water and global patterns that influence both weather and climate; • identify the composition and structure of the atmosphere and how the atmosphere protects life and insulates the planet; • relate how energy provided by the Sun influences global patterns of atmospheric movement and temperature differences between air, water, and land; and • compare convection, conduction, and radiation in both the Sun's and Earth's systems.

Achievement Level	Achievement Level Descriptions
Level 4	Students will usually be able to: • compare relative distance, relative size, and general composition of astronomical bodies in the universe; • classify stars using data, observations, and physical properties; • evaluate models of solar properties and solar characteristics; • compare and contrast the characteristics of objects in the Solar System; • relate the role of gravity to the formation and motion of planets, stars, and solar systems; • compare historical models of the Solar System; • relate the effect of astronomical bodies on each other including the effect of the Sun and the Moon on Earth; • relate the patterns in the rock cycle to surface and subsurface events and landform formation; • identify examples of the impact humans have had on Earth; • evaluate physical evidence that supports scientific theories that Earth has evolved, including scientific methods for measuring geologic time; • relate the occurrence of geologic events and the formation of surface and subsurface structures to the scientific theory of plate tectonics; • compare the composition of the layers of Earth; • differentiate interactions among Earth's spheres, including cycling of water and global patterns that influence both weather and climate; • relate the composition and function of the layers of Earth's atmosphere to how it protects life and insulates the planet; • evaluate how energy provided by the Sun influences global patterns of atmospheric movement and temperature differences between air, water, and land; • evaluate the cause of different global patterns of atmospheric movement and temperature differences between air, water, and land; and • compare convection, conduction, and radiation in both the Sun's and Earth's systems.

Achievement Level	Achievement Level Descriptions
Level 5	Students will consistently be able to: • compare relative distance and relative size in terms of light and space travel, as well as general composition of astronomical bodies in the universe; • classify stars using data, observations, and physical properties; • analyze models of solar properties and solar characteristics; • differentiate the characteristics of objects in the Solar System; • relate the role of gravity to the formation and motion of planets, stars, and solar systems; • analyze, from a historical perspective, why scientists created different models of the Solar System; • analyze how astronomical bodies in the Solar System affect each other; • analyze how patterns in the rock cycle relate to surface and subsurface events and landform formations; • analyze and give examples of the impact humans have had on Earth; • evaluate physical evidence to determine if it supports scientific theories that Earth has evolved, including scientific methods for measuring geologic time; • interpret the scientific theory of plate tectonics and how it relates to surface and subsurface structures and events; • relate the composition of the layers of Earth and how they interact; • differentiate and analyze interactions among Earth's spheres, including cycling of water and global patterns that influence both weather and climate; • analyze the composition and function of the layers of Earth's atmosphere and relate how it protects life and insulates the planet; • analyze how energy provided by the Sun influences global patterns of atmospheric movement and temperature differences between air, water, and land; and • differentiate convection, conduction, and radiation in both the Sun's and the Earth's systems.

Grade 8 Statewide Science Assessment Reporting Category – Physical Science

Students performing at the mastery level of this reporting category will be able to classify substances by physical properties, differentiate physical and chemical change, distinguish between kinetic and potential energy, and differentiate contact forces and forces acting at a distance.

Achievement Level	Achievement Level Descriptions
Level 1	Performance at this level indicates an inadequate level of success with the challenging content of the Next Generation Sunshine State Standards for science.
Level 2	Students may be able to demonstrate limited ability to: • identify some substances based on their measurable physical properties; • compare the densities of various materials; • identify atoms, elements, or compounds; • identify examples of pure substances and mixtures; • identify examples of physical and chemical changes; • identify some characteristics of the electromagnetic spectrum; • recognize that light waves can be reflected, refracted, or absorbed; • identify examples of energy that has been transformed from one form to another; • recognize that there is a difference between potential energy and kinetic energy; • recognize that heat flows from hot to cold materials; • recognize that adding heat to a substance results in a temperature change; • identify familiar forces that cause objects to move; • recognize that there is a relationship among distance, mass, and gravitational force between two objects; • recognize that there is a difference between mass and weight; • recognize that an unbalanced force acting on an object changes its speed and/or direction; and • recall that the speed of an object is determined by the distance it travels per unit of time.

Achievement Level	Achievement Level Descriptions
Level 3	Students will generally be able to: • classify and/or compare substances based on their measurable physical properties; • calculate and compare the densities of various materials; • relate the scientific theory of atoms using models; • recognize that all elements are grouped in the Periodic Table of the Elements according to similar properties and that they combine to produce compounds; • identify examples and compare the properties of compounds, including acids, bases, and/or salts; • compare pure substances and mixtures; • compare physical and chemical changes in common substances; • recognize that mass is conserved in physical and chemical changes; • compare the characteristics of waves using the electromagnetic spectrum; • recall that waves move at different speeds through different materials; • recognize that light waves can be reflected, refracted, or absorbed; • identify the transformation of energy from one form to another; • compare potential energy and kinetic energy; • identify examples of the Law of Conservation of Energy; • recognize how heat flows; • recognize that adding heat to or removing heat from a system may result in a temperature change and possibly a change in state; • distinguish between contact forces and forces that act at a distance; • relate the relationship among distance, mass, and gravitational force between two objects; • differentiate mass and weight; • recognize that an unbalanced force acting on an object changes its speed and/or direction; and • interpret graphs of distance and time for an object moving at a constant speed.

Achievement Level	Achievement Level Descriptions
Level 4	Students will usually be able to: • classify and compare substances based on their measurable physical properties; • calculate and evaluate the densities of various materials; • apply knowledge of atoms and the motion of atomic particles; • relate that all elements are grouped in the Periodic Table of the Elements according to similar properties and that they combine to produce compounds; • compare and classify the properties of compounds, including acids, bases, and/or salts; • distinguish between pure substances and mixtures; • differentiate between physical and chemical changes; • relate how the Law of Conservation of Mass applies to physical and chemical changes; • compare the characteristics of waves using the electromagnetic spectrum; • relate that waves move at different speeds through different materials; • cite examples where light waves are reflected, refracted, or absorbed; • evaluate the transformation of energy from one form to another; • differentiate potential energy and kinetic energy; • cite examples of the Law of Conservation of Energy; • relate how heat flows; • relate that adding heat to or removing heat from a system may result in a temperature change and possibly a change in state; • classify different types of forces acting on objects; • evaluate the relationship among distance, mass, and gravitational force between two objects; • differentiate mass and weight; • evaluate how an unbalanced force acting on an object changes its speed and/or direction; and • interpret graphs of distance and time for an object moving at a constant speed.

Achievement Level	Achievement Level Descriptions
Level 5	Students will consistently be able to: • classify and compare substances using data, observations, and measureable physical properties; • calculate and analyze the densities of various materials using data; • analyze models of the scientific theory of atoms and the motion of atomic particles; • analyze how elements are grouped in the Periodic Table of the Elements according to similar properties and determine how they combine to produce compounds; • compare and classify the properties of compounds, including acids, bases, and/or salts; • analyze the properties of substances to determine if they are mixtures or pure substances; • determine whether a physical and chemical change has occurred through observations; • relate how mass is conserved when substances undergo physical or chemical changes; • compare the characteristics of waves using the electromagnetic spectrum; • analyze how waves move at different speeds through different materials; • evaluate how evidence from experiments or investigations supports that light waves can be reflected, refracted, or absorbed; • analyze the transformation of energy from one form to another; • differentiate potential energy and kinetic energy; • evaluate evidence that supports of the Law of Conservation of Energy; • cite evidence that heat flows in predictable ways; • use data to prove that adding heat to or removing heat from a system may result in a temperature change and possibly a change in state; • analyze different types of forces acting on objects; • analyze the relationship among distance, mass, and gravitational force between two objects; • differentiate mass and weight; • analyze observations and investigations to determine when a force acting on an object changes its speed and/or direction; and • analyze data of moving objects and interpret an object's motion.

Grade 8 Statewide Science Assessment Reporting Category – Life Science

Students performing at the mastery level of this reporting category will be able to identify the functions of the human body systems, classify organisms, identify ways genetic variation contributes to the scientific theory of evolution, determine probabilities for genotypic and phenotypic combinations, and distinguish relationships among organisms in a food web.

Achievement Level	Achievement Level Descriptions
Level 1	Performance at this level indicates an inadequate level of success with the challenging content of the Next Generation Sunshine State Standards for science.
Level 2	Students may be able to demonstrate limited ability to: • recognize the different levels of organization in living things; • identify one component of the cell theory; • identify some of the major organelles of plant and animal cells; • identify the general functions of some of the major systems of the human body; • identify some types of infectious agents that affect the human body; • group organisms according to shared characteristics; • recall that species may become extinct; • recognize that genetic material is contained in DNA; • identify the difference between sexual and asexual reproduction; • identify relationships among some organisms in an ecosystem; • trace the flow of energy in a food chain; • identify factors that affect populations in an ecosystem; • identify the difference between the purpose of photosynthesis and cellular respiration; and • recognize that matter is transferred in the carbon cycle.

Achievement Level	Achievement Level Descriptions
Level 3	Students will generally be able to: • identify patterns in the hierarchical organization of organisms, from atoms to organisms; • recall the components of the cell theory; • identify some of the processes that cells undergo to maintain homeostasis; • compare the structure and function of major organelles of plant and animal cells; • relate the general functions of the major systems of the human body to maintaining homeostasis; • classify different types of infectious agents that affect the human body; • recall how and why organisms are classified; • identify genetic variation and environmental factors that contribute to the scientific theory of evolution by natural selection and diversity of organisms; • identify ways in which fossil evidence is consistent with the scientific theory of evolution; • identify how a species' inability to adapt may contribute to its extinction; • recall that every organism requires a set of instructions that specifies its traits and that genes located in chromosomes contain this hereditary information; • determine genotypic and phenotypic probabilities using Punnett squares; • compare sexual and asexual reproduction and how they relate to heredity; • compare relationships among organisms in an ecosystem; • infer the roles and relationships of organisms in a food web; • identify limiting factors in an ecosystem; • recognize that living systems obey the Law of Conservation of Mass and Law of Conservation of Energy; • recall the processes of photosynthesis and cellular respiration; and • relate how matter is transferred in the carbon cycle.

Achievement Level	Achievement Level Descriptions
Level 4	Students will usually be able to: • evaluate patterns in the hierarchical organization of organisms, from atoms to organisms; • relate the components of the cell theory; • evaluate the processes cells undergo to maintain homeostasis; • compare the structure and function of the major organelles of plant cells and animal cells; • differentiate the general functions of the major systems of the human body and relate how they interact to maintain homeostasis; • compare different types of infectious agents that affect the human body; • analyze how and why organisms are classified; • cite examples that show how genetic variation and environmental factors contribute to the scientific theory of evolution by natural selection and diversity of organisms; • analyze ways in which fossil evidence is consistent with the scientific theory of evolution; • relate that species' inability to adapt may contribute to their extinction; • relate that every organism requires a set of instructions that specifies its traits and that genes located in chromosomes contain this hereditary information; • determine genotypic and phenotypic probabilities using Punnett squares; • compare sexual and asexual reproduction and how they relate to heredity; • relate the roles and relationships of organisms in a food web; • analyze some of the effects of limiting factors in an ecosystem; • relate that living systems obey the Law of Conservation of Mass and Law of Conservation of Energy; • compare the processes of photosynthesis and cellular respiration; and • interpret how matter is transferred in the carbon cycle.

Achievement Level	Achievement Level Descriptions
Level 5	Students will consistently be able to: • analyze a model of the patterns in the hierarchical organization of organisms, from atoms to organisms; • relate the components of the cell theory and the importance of the cell theory; • analyze how cells maintain homeostasis; • analyze a model of the major organelles of plant cells and animal cells and relate the function of each organelle; • connect the general functions of the major systems of the human body to how they interact to maintain homeostasis; • compare different types of infectious agents and how they affect the human body; • analyze how and why organisms are classified; • cite examples that show how genetic variation and environmental factors contribute to the scientific theory of evolution by natural selection and diversity of organisms; • analyze ways in which fossil evidence is consistent with the scientific theory of evolution; • relate how species' inability to adapt may contribute to their extinction; • relate that every organism requires a set of instructions that specifies its traits and that genes located in chromosomes contain this hereditary information; • determine genotypic and phenotypic probabilities using Punnett squares; • differentiate sexual and asexual reproduction and how they relate to heredity; • analyze food webs to determine if they correctly illustrate the roles, relationships, and transfer of energy among organisms; • hypothesize the effects of limiting factors in an ecosystem; • evaluate how living systems obey the Law of Conservation of Mass and Law of Conservation of Energy; • analyze the processes of photosynthesis and cellular respiration; and • analyze models that show the transfer of matter in the carbon cycle.

Algebra 1 EOC

Achievement level descriptions (ALDs) describe a student's level of achievement (e.g., Below Satisfactory, Satisfactory, Above Satisfactory) on a large-scale assessment. The purpose of the ALD development framework is to enable valid inferences about student content area knowledge and skill in relation to a state's content standards measured on a large-scale assessment.

Achievement Level	Achievement Level Descriptions
Level 1	Students performing at Level 1 are just beginning to access the challenging content of the Florida Standards.
Level 2	A student performing at Level 2 typically: • adds two polynomials with integral coefficient, including adding when multiplying a constant to one or both polynomials using the distributive property is required; • applies and explains properties of integer exponents; • calculates the average rate of change of a function represented by a graph, table of values, or set of data (which may or may not be linear); • chooses the correct equivalent forms of a trinomial whose leading coefficient is 1; • chooses the correct justifications for the steps in a two-step equation, $ax + b = c$; • combines standard function types using addition and subtraction when the functions are given within a real-world context; • compares properties of two linear functions, each represented a different way; • completes a two-way frequency table that requires completion of frequencies; • constructs linear functions of arithmetic sequences when given a graph; • converts radical notation to rational exponent notation and vice versa; • creates a scatter plot of bivariate data; • describes how the graph of a linear and exponential function compare; • determines an integral solution for $f(x) = g(x)$ given graphs or tables of linear, quadratic, or exponential functions; • determines the mean/median and interquartile range of a single set of data from a visual representation (e.g., table); • distinguishes between coordinates that are solutions to linear equations; • evaluates simple functions; • factors expressions with only monomial factors and chooses the correct equivalent forms of a trinomial whose leading coefficient is 1; • identifies a solution region when the graph of a linear inequality is given; • identifies an arithmetic sequence as a linear function when the sequence is presented as a sequence with an integral common difference; • identifies an equivalent system of two equations in two variables that has a multiple of one of the equations of the original system; • identifies constraints that are constant values or simple linear equations/inequalities; • identifies dot plots, histograms, and box plots for a given set of data in a real-world context; • identifies relationships in tables and graphs that can be modeled with a linear function or an exponential function;

Achievement Level	Achievement Level Descriptions
Level 2	• identifies the graph of a linear, simple quadratic, or simple exponential function given its equation • identifies the graph, the equation, or ordered pairs of a linear, quadratic, or exponential function with a vertical or horizontal shift; • identifies the key features when given a linear, quadratic, or exponential graph; • identifies which function is a linear function, an exponential function, or a quadratic function given in real-world context by interpreting the function's graph or table; • identifies which values are constant from a given context; • interprets and identifies domains of linear functions when presented with a graph; • interprets coefficients or terms of exponential and quadratic expressions; • interprets or explains the properties of the a in y = ab^x; • interprets the zeros when ax^2 + b = c, where a, b, and c are integers, for a real-world context; • solves a literal linear equation in a real-world context for a variable whose coefficient is 1; • solves a system of linear equations approximately when given a graph of the system; solves a system of equations using elimination in the form of ax + by = c and dx + ey = f with integral coefficients, where only one equation requires multiplication; solves a simple system of equations that require substitution; • solves linear equations (with variable on one side and simple benchmark fractions as the coefficient; may require the use of the distributive property and adding like terms) and inequalities (with a variable on one side and positive coefficient that may include a simple benchmark fraction as the coefficient) in one variable; • solves zeros of quadratics of the form ax^2 + b = c, where a, b, and c are integers or of the form x^2 + c = d, where c and d are rational numbers; • uses properties of exponents (one operation) and identifies the new base of an exponential function; • uses the definition of a function to identify whether a relation represented by a graph, a table, mapping, diagrams, or sets of ordered pairs is a function; • writes or chooses a one-variable linear equation or inequality in a real-world context; • writes or chooses a two-variable linear equation for a real-world context with integral coefficients
Level 3	A student performing at Level 3 typically: • adds and subtracts polynomials, including adding or subtracting when one or both polynomials is multiplied by a monomial or binomial, with a degree no greater than 1; • assimilates that a function's domain is assigned to exactly one element of the range in function notation; • calculates residuals; • calculates the average rate of change for a quadratic function or exponential function that is presented algebraically; • chooses an explanation as to why a context may be modeled by a linear or exponential function;

Level 3	• chooses the correct justifications for the steps in an equation of the form a(bx + c) = d or ax + b = cx + d, where a, b, c, and d are integers; • combines standard function types using addition, subtraction, and multiplication when the functions are given within the context; writes a composition of functions that involve two linear functions in a real-world context; • compares the properties of two functions of the same type with different representations (such as a quadratic to a quadratic but using a table and an equation); • differentiates between linear and quadratic functions that are represented using different representations (table, graph, or algebraic); • compares the similarities or differences in mean, median, and interquartile range between two sets of data; • predicts the effect of an outlier on the shape and center of a data set; uses the empirical rule with data values that are one or more standard deviation about the mean; • completes a table of values for a function that has a vertical or horizontal shift; • completes an informal proof to show that a sum or product of two rational numbers is rational, that the sum of a rational number and an irrational number is irrational, and that the product of a nonzero rational number and an irrational number is irrational; • completes the square when the leading coefficient is 1; • constructs or identifies a linear function, an explicit function, a recursive formula for an arithmetic sequence, or a regression equation given a graph, input-output pairs, or using x- and y-intercepts; • constructs the graph of a linear function, quadratic, or exponential given its equation; • creates or completes a two-way frequency table when up to two joint, marginal, or conditional relative frequencies are described within the context; finds the values for joint, marginal, or conditional relative frequency; • defines rational exponents by extending the properties of integer exponents; • determines a solution to the nearest tenth for f(x) = g(x) given a graph or a table; • determines the value of k given a graph and its transformation; • distinguishes between coordinates that are solutions to equations in two variables (quadratic or exponential) and those that are not; • evaluates quadratic, polynomial of degree 3, absolute value, square root, and exponential functions for inputs in their domain; • explains whether a system of equations has one, infinitely many, or no solutions; • factors the difference of two squares with a degree of 2, and trinomials with a degree of 2 whose leading coefficient has up to 4 factors; • graphs solutions of the system of two linear inequalities and identifies the solution set as a region of the coordinate plane that satisfies both inequalities; if the form is written in ax + by < c format, then a, b, and c should be integers; • graphs the graph of a linear or quadratic function with a vertical or horizontal stretch or shrink; • identifies an exponential regression model that fits the data; • identifies a linear, quadratic, or exponential regression model that fits the data; uses a regression equation to solve problems within the context;

Achievement Level	Achievement Level Descriptions
Level 3	• identifies a quadratic regression model that fits the data; uses a regression equation to solve problems within the context; • identifies an equivalent system that has a sum of the original as one of the equations and a multiple of the other; • identifies equivalent forms of expressions involving rational exponents and radical expressions where there is one operation; • identifies that a geometric sequence is a function when the sequence is presented as a sequence, graph, or table; • identifies that an exponential growth function will eventually increase faster than a linear function or a quadratic function given in real-world context by interpreting the functions' tables; • identifies the graph of a function given in factored form for a polynomial whose leading coefficient is a positive integer; • identifies variables in a modeling context; • interprets solutions in a real-world context; • interprets and identifies domains of quadratic or exponential functions (with no translation) when presented with a graph; • interprets and identifies the domain of a linear function from a context; • interprets correlation coefficient; calculates residuals; • interprets factors of exponential and quadratic expressions; • interprets statements that use function notation in terms of a real-world context for simple quadratic, simple square root, and simple exponential; • interprets the average rate of change of a function represented by a graph, table of values, or set of data or a linear regression equation; • interprets the base value and vertical shifts in an exponential function of the form f(x) = b^x + k, where b is an integer and k can equal zero in a real-world context; • interprets the difference in mean, median, and interquartile range in the context of a data set; • interprets the key features when given a table of a linear, quadratic, or exponential; • interprets the slope and x- and y-intercepts of a linear function given as a verbal description; • justifies why taking the square root of both sides when solving a quadratic will yield two solutions; • proves that exponential functions grow by equal factors over equal intervals; • proves that linear functions grow by equal differences over equal intervals; • recognizes the domain of a sequence as the set of all integers or a subset of integers; • solves a literal equation that requires two procedural steps; • solves a system of equations by graphing or substitution (manipulation of equations may be required) or elimination in the form of ax + by = c and dx + ey = f, where multiplication is required for both equations; • solves a system of equations with rational coefficients by graphing, substitution, or elimination; interprets solutions in a real-world context; • solves linear equations and inequalities that require up to three steps to isolate the variable with rational coefficients; • solves quadratic equations of the form x^2 + bx + c = d, where b, c, and d are integers by completing the square, factoring, or using the quadratic formula; • uses a regression equation to solve problems within the context;

Achievement Level	Achievement Level Descriptions
Level 3	• uses real-world data (represented in a table or other display) to create dot plots, histograms, or box plots applying correct labels for components and/or axes, applying appropriate scale in a graph; • uses the properties of exponents and names the new rate of an exponential expression/equation/function; • writes a single equation that has at least three variables with integral coefficients; • writes constraints as a system of linear inequalities or linear equations; • writes or chooses a simple exponential (no horizontal or vertical translation) or an explicit function for geometric sequences; • writes or chooses a simple quadratic equation
Level 4	A student performing at Level 4 typically: • applies and extends knowledge of domain and range to real-world situations and contexts; • assimilates that a graph is the set of all the solutions of a given equation; • assimilates that a quantity increasing exponentially eventually exceeds a quantity increasing linearly using graphs and tables; • assimilates that systems can have the same solution; • chooses an interpretation of joint, marginal, and conditional relative frequencies and recognizes possible associations and trends in the data; • compares properties of two functions (linear, quadratic, or exponential) each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions); • completes a dot plot, histogram, or box plot for data that requires some interpretation or inference; • completes an explanation on how to find an approximate solution to the nearest tenth for $f(x) = g(x)$ given a graph or a table; • completes an informal argument on closure; applies multiple operations (excluding division) when simplifying polynomials; • completes the square when the leading coefficient is greater than 1 and $b/(2a)$ is an integer; • completes steps in the derivation of the quadratic formula; • constructs exponential functions, including geometric sequences, given input-output pairs, including those in a table; • constructs linear functions and exponential functions, including arithmetic sequences and geometric sequences, given input-output pairs, including those in a table; • constructs the graph of a quadratic function given the x- and y-intercepts or vertex and end behavior; • creates a residual plot and determines whether the function is an appropriate fit for the data; explains why a situation with correlation does not imply causation; • creates a rough graph given a polynomial function in factored form whose leading coefficient is an integer; • determines the units of a rate of change for a function presented algebraically; • differentiates between exponential and quadratic functions that are represented using different representations (table, graph, or algebraic); • explains and justifies the steps in an equation of the form $a(bx + c) = d$ or $ax + b = cx + d$, where a, b, c, and d are rational numbers;

Achievement Level	Achievement Level Descriptions
Level 4	• explains and uses the meaning of rational exponents in terms of properties of integer exponents, and uses notation for radicals in terms of rational exponents; • explains similarities and differences using specific measures of center and spread, given two sets of data; • explains that an exponential growth function will eventually increase faster than a linear function or a quadratic function given in a real-world context by interpreting the functions' graphs or tables; • explains why a situation with correlation does not imply causation; • factors the difference of two squares with a common integral factor, trinomials with a common integral factor and a leading coefficient having more than four factors and explains the properties of the zeros; • generalizes rules for sum and product properties of rational and irrational numbers; • identifies non-arithmetic and non-geometric sequences as a function when given as a sequence; • identifies situations given as a written description in a real-world context in which one quantity changes at a constant rate per unit interval relative to another or grows by equal factors over equal intervals; • identifies the graph of an exponential function with a vertical or horizontal stretch or shrink; completes a table of values for a function with a horizontal or vertical stretch or shrink; • identifies the meaning of the variables in a modeling context; • interprets key features and properties of a quadratic function; • interprets key features and properties of an exponential function; • interprets more than one part of an expression, solutions in a real-world context, and statements that use function notation in terms of context; • justifies that a relation is a function using the definition of a function; • models constraints in a real-world context using a combination of linear equations/inequalities; • predicts the effect of an outlier on the spread of a data set; • recognizes that a quadratic can yield nonreal solutions and that the quadratic formula is used to find complex solutions; • solves a system of equations with rational coefficients; • solves linear and literal equations that require at least three procedural steps to solve; • solves quadratic equations of the form ax^2 + bx + c = d, where a, b, c, and d are integers and b/a is an even integer; • transforms exponential functions that have more than one operation; • uses an interpretation to identify the graph; • uses function notation to evaluate functions for inputs in their domain; • uses the empirical rule with two data values that have integers as standard deviations, up to three, above or below the mean; • verifies ordered pairs as being a part of the solution set of a system of inequalities; • writes a composition of functions that involve linear and quadratic functions; • writes a quadratic equation; • writes a recursive formula for a geometric sequence; • writes a system of linear equations or writes a single equation that has at least three variables;

Achievement Level	Achievement Level Descriptions
Level 4	• writes an exponential equation that has a horizontal or vertical translation; • writes equivalent forms of expressions involving rational exponents and radical expressions where there are two operations
Level 5	A student performing at Level 5 typically: • chooses the correct part of the expression given an interpretation; • compares properties of two functions (linear, quadratic, or exponential) when at least one function is described verbally; • constructs a graph of a function using intercepts and end behavior in a real-world or mathematical context; • constructs exponential functions, including geometric sequences, given the description of a relationship; • constructs linear, including arithmetic, sequences given the description of a relationship; • derives the quadratic formula; • describes and compares the changes of behavior between a linear and an exponential function, including the approximate point(s) of intersection; • determines and justifies which type of data plot would be most appropriate for a set of data; identifies advantages and disadvantages of different types of data plots; • determines if a quadratic will yield complex solutions; • determines the value of k when given a set of ordered pairs for two functions or a table of values for two functions; • differentiates between two functions (linear, quadratic, or exponential) when at least one is described verbally; • distinguishes variables that are correlated because one is a cause of another • employs the modeling cycle; • explains and justifies the steps in an equation of the form $a(bx+c) = d(ex+f)$, where a, b, c, d, e, and f are rational numbers; • explains closure for polynomials; • explains how to find an approximate solution to the nearest tenth for $f(x) = g(x)$ given a graph or a table and justifies why the intersection of two functions is a solution to $f(x) = g(x)$; • explains the differences between equivalent forms and why an equivalent form would provide the required property; • explains why the correlation coefficient may not show a strong correlation; • explains why the domain of a sequence is the set of all integers or a subset of integers; • factors the difference of two squares with a degree of 4 with or without a common integral factor, and a polynomial with a degree of 3 and a leading coefficient of 1; • identifies advantages and disadvantages of using each measure of center and spread; • identifies flaws in data where causation is claimed; • identifies non-arithmetic and non-geometric sequences as a function when given as a graph or table; • interprets and identifies domains of linear, quadratic, or exponential functions when presented a function described within the context; • interprets joint, marginal, and conditional relative frequencies; identifies and concludes associations and trends using a two-way frequency table;

Achievement Level	Achievement Level Descriptions
Level 5	• justifies that a graph is the set of all the solutions of an equation; • justifies that an exponential function will eventually increase faster than a linear function or a quadratic function given in a real-world context by interpreting the functions' graphs or tables using rates; • justifies why an ordered pair is a part of a solution set; • justifies why multiple equivalent systems would have the same solution; • plots data based on situations with multiple data sets and then compares and analyzes the data using measures of center and spread to justify which measure(s) are most appropriate for comparison; • proves the properties of rational exponents as an extension of the properties of integer exponents; • solves linear equations, linear inequalities, and literal equations that require up to four steps; • writes a new function that uses both a composition of functions and operations; • writes and evaluates functions when the function is described in a real-world context

Biology 1 EOC

Achievement Level Descriptions (ALDs) outline the specific student expectations for each of the five Achievement Levels for each EOC assessment. The content of each statewide assessment is organized by reporting categories that are used for test design, scoring, and reporting purposes, and the ALDs express what students at each Achievement Level know and can do for each reporting category.

Biology 1 EOC Assessment Reporting Category – Molecular and Cellular Biology

Students performing at the mastery level of this reporting category will be able to compare prokaryotic and eukaryotic cells, differentiate between mitosis and meiosis, relate the structures and functions of the four major categories of biological macromolecules, and differentiate reactants, products, and functions of photosynthesis and cellular respiration.

Achievement Level	Achievement Level Descriptions
Level 1	Performance at this level indicates an inadequate level of success with the challenging content of the Next Generation Sunshine State Standards for science.
Level 2	Students may be able to demonstrate limited ability to: • interpret data and recognize that data from some sources are more reliable than data from other sources; • recognize science from nonscience and pseudoscience; • recognize the differences between theories and laws; • identify related functions of structures in different types of cells; • choose the correct cellular process of DNA replication; • recognize that the basic components of DNA are universal in organisms; • recognize that mitosis and meiosis are different processes that have different outcomes; • identify specific events that occur in each of the stages of the cell cycle; • recall that uncontrolled cell growth may result in cancer; • identify the primary function of macromolecules in organisms; • recognize that enzymes speed up the rate of a biochemical reaction and identify which environmental factors affect enzyme activity; • recognize that photosynthesis and cellular respiration are related; • identify the reactants, products, or basic functions of aerobic and anaerobic respiration; • recognize the importance of ATP to energy transfers within the cell; and • identify some properties of water that make water essential for life on Earth

Achievement Level	Achievement Level Descriptions
Level 3	Students will generally be able to: • analyze data and the reliability of other sources of information to make predictions and defend conclusions; • identify the criteria that differentiate science from nonscience and pseudoscience; • apply knowledge of the development of a scientific theory and/or recognize the differences between theories and laws; • compare the structures and functions in different types of cells; • identify gene and chromosomal mutations and/or state that mutations may or may not result in a phenotypic change; • differentiate the cellular processes of DNA replication, transcription, and/or translation; • recall that the basic components of DNA are universal in organisms and that similarities in the genetic codes of organisms are due to common ancestry; • contrast the processes of mitosis and meiosis and specify if these processes may contribute to or limit genetic variation; • connect specific events to specific stages of the cell cycle; • state that mutations that affect the proteins that regulate the cell cycle may result in uncontrolled cell growth; • identify the basic molecular structure and describe the primary function of macromolecules in organisms; • state how enzymes speed up the rate of a biochemical reaction and identify the effects of environmental factors on enzyme activity; • show the interrelatedness of photosynthesis and cellular respiration; • identify the reactants, products, or basic functions of aerobic and anaerobic respiration; • connect the role of ATP to energy transfers within the cell; and • summarize the properties of water and relate how these properties make water essential for life on Earth.

Achievement Level	Achievement Level Descriptions
Level 4	Students will usually be able to: • analyze data and the reliability of other sources of information to make predictions and defend conclusions; • analyze the development of a scientific theory and the differences between theories and laws; • differentiate science from nonscience and pseudoscience using appropriate criteria; • compare structures and describe related functions in different types of cells; • apply knowledge of gene and chromosomal mutations and explain how these mutations may or may not result in a phenotypic change; • differentiate the cellular processes of DNA replication, transcription, and translation; • recall that the basic components of DNA are universal in organisms and formulate how similarities in the genetic codes of organisms are due to common ancestry; • differentiate the processes of mitosis and meiosis and describe how these processes may contribute to or limit genetic variation; • relate specific events occurring to each of the stages of the cell cycle; • assess how uncontrolled cell growth may result from mutations that affect the proteins that regulate the cell cycle; • summarize the basic molecular structure and the primary function of macromolecules in organisms; • recognize that enzymes speed up the rate of a biochemical reaction and/or relate the effect of environmental factors on enzyme activity; • show how the processes of photosynthesis and cellular respiration are interrelated; • identify the reactants, products, and basic functions of aerobic and anaerobic respiration; • connect the role of ATP to energy transfers within the cell; and • summarize the properties of water and how these properties make water essential for life on Earth.

Achievement Level	Achievement Level Descriptions
Level 5	Students will consistently be able to: • interpret, analyze, and synthesize data to determine causal relationships in a complex investigation; • evaluate the reliability of other sources of information, to make predictions and defend conclusions based on experimental design or scientific argumentation; • use scientific reasoning to justify abstract explanations; • make sound scientific inferences based on natural phenomena; • differentiate science from nonscience and pseudoscience using appropriate criteria; • analyze the development of a scientific theory and contrast theories and laws; • compare structures and describe related functions in different types of cells; • apply knowledge of gene and chromosomal mutations and interpret how these mutations may or may not result in a phenotypic change; • distinguish among the cellular processes of DNA replication, transcription, and translation; • show that the basic components of DNA are universal in organisms and how similarities in the genetic codes of organisms are due to common ancestry; • differentiate the processes of mitosis and meiosis and/or show how these processes may contribute to or limit genetic variation; • relate specific events occurring to each of the stages of the cell cycle; • assess how uncontrolled cell growth may result from mutations that affect the proteins that regulate the cell cycle; • summarize the basic molecular structure and the primary function of macromolecules in organisms; • analyze how enzymes speed up the rate of a biochemical reaction and describe the effect of environmental factors on enzyme activity; • formulate how the processes of photosynthesis and cellular respiration are interrelated; • compare the processes of aerobic and anaerobic respiration; • connect the role of ATP to energy transfers within the cell; and • summarize the properties of water and analyze how these properties make water essential for life on Earth.

Biology 1 EOC Assessment Reporting Category – Classification, Heredity, and Evolution

Students performing at the mastery level of this reporting category will be able to identify evidence that supports the scientific theory of evolution, classify organisms into domains or kingdoms, identify scientific explanations of the origin of life, determine conditions required for natural selection, and analyze patterns of inheritance.

Achievement Level	Achievement Level Descriptions
Level 1	Performance at this level indicates an inadequate level of success with the challenging content of the Next Generation Sunshine State Standards for science.
Level 2	Students may be able to demonstrate limited ability to: • identify reliable sources for scientific information; • recognize the differences between theories and laws; • recognize science from nonscience and pseudoscience; • identify some bodies of evidence that support the scientific theory of evolution; • identify basic trends in hominid evolution; • recognize that organisms are hierarchically classified based on evolutionary relationships; • recognize scientific explanations of the origin of life on Earth; • identify the conditions required for natural selection; • recognize one scientific mechanism that results in evolutionary change; • recall that mutation and genetic recombination increase genetic variation; and • identify inheritance patterns caused by various modes of inheritance
Level 3	Students will generally be able to: • evaluate data and assess sources of information for reliability; • apply knowledge of the development of a scientific theory and/or recognize the differences between theories and laws; • identify the criteria that differentiate science from nonscience and pseudoscience; • identify some bodies of evidence that support the scientific theory of evolution; • identify basic trends in hominid evolution; • show how and why organisms are hierarchically classified based on evolutionary relationships; • summarize scientific explanations of the origin of life on Earth; • relate the conditions required for natural selection to differential reproductive success; • recognize some of the scientific mechanisms resulting in evolutionary change; • relate that mutation and genetic recombination increase genetic variation; and • identify inheritance patterns caused by various modes of inheritance, including Mendel's laws.

Achievement Level	Achievement Level Descriptions
Level 4	Students will usually be able to: • analyze data and the reliability of other sources of information to make predictions and defend conclusions; • analyze the development of a scientific theory and the differences between theories and laws; • differentiate science from nonscience and pseudoscience using appropriate criteria; • assess some of the multiple bodies of evidence that support the scientific theory of evolution; • analyze information to determine basic trends in hominid evolution; • determine how and why organisms are hierarchically classified based on evolutionary relationships; • evaluate scientific explanations of the origin of life on Earth; • evaluate conditions required for natural selection that result in differential reproductive success; • summarize the scientific mechanisms resulting in evolutionary change; • relate how mutation and genetic recombination increase genetic variation; • use Mendel's laws to analyze patterns of inheritance; and • predict inheritance patterns caused by various modes of inheritance.
Level 5	Students will consistently be able to: • interpret, analyze, and synthesize data to determine causal relationships in a complex investigation; • evaluate the reliability of other sources of information to make predictions and defend conclusions based on experimental design or scientific argumentation; • use scientific reasoning to justify abstract explanations; • make sound scientific inferences based on natural phenomena; • differentiate science from nonscience and pseudoscience using appropriate criteria; • analyze the development of a scientific theory and contrast theories and laws; • evaluate the multiple bodies of evidence that support the scientific theory of evolution; • analyze information to determine basic trends in hominid evolution; • analyze how and why organisms are hierarchically classified based on evolutionary relationships; • analyze scientific explanations of the origin of life on Earth; • analyze conditions required for natural selection that result in differential reproductive success; • assess the scientific mechanisms resulting in evolutionary change; • relate mutation and genetic recombinations to an increase in genetic variation; • use Mendel's laws to analyze patterns of inheritance; and • analyze and predict inheritance patterns caused by various modes of inheritance.

Biology 1 EOC Assessment Reporting Category – Organisms, Populations, and Ecosystems

Students performing at the mastery level of this reporting category will be able to relate structures and functions of organs and tissues in plants and animals, identify the structures and functions of organs in the human reproductive system, vascular system, central nervous system, and immune system, evaluate factors contributing to changes in population size, determine consequences of the loss of biodiversity, and evaluate the impact of biotechnology.

Achievement Level	Achievement Level Descriptions
Level 1	Performance at this level indicates an inadequate level of success with the challenging content of the Next Generation Sunshine State Standards for science.
Level 2	Students may be able to demonstrate limited ability to: • identify sources of information that are reliable; • recognize science from nonscience and pseudoscience; • recognize the differences between theories and laws; • identify the structures and functions of plant tissues and organs; • identify factors that affect blood flow through the cardiovascular system; • identify the basic functions of the human immune system, vaccines, and antibiotics; • recognize the significance of genetic factors, environmental factors, and pathogenic agents to both individual and public health; • identify some of the impacts of biotechnology on the individual, society, and/or environment; • identify the basic anatomy of the human reproductive system; • identify the major changes that occur during each trimester of human development; • identify the potential changes to an ecosystem resulting from seasonal variations, climate changes, or succession; • recognize positive and/or negative consequences that result from a reduction in biodiversity; • identify from where a certain trophic level gets its energy; • trace the movement of matter through the carbon cycle; • recognize that an action of humans may impact the environment; and • identify possible environmental impacts that may result from the use of nonrenewable resources.

Achievement Level	Achievement Level Descriptions
Level 3	Students will generally be able to: • use data from reliable sources to make predictions and conclusions; • identify criteria that differentiate science from nonscience and pseudoscience; • apply knowledge of the development of a scientific theory and/or recognize the differences between theories and laws; • relate the structures of plant tissues and organs to their roles in physiological processes; • identify factors that affect blood flow and/or relate these factors to how they affect blood flow through the cardiovascular system; • identify the basic functions of the human immune system, vaccines, and antibiotics; • relate the significance of genetic factors, environmental factors, and pathogenic agents to both individual and public health; • recognize impacts of biotechnology on the individual, society, and/or environment; • identify the basic anatomy and physiology of the human reproductive system; • relate the major changes that occur during each trimester of human development; • identify limiting factors and other population dynamics; • recognize potential changes to an ecosystem resulting from seasonal variations, climate changes, and/or succession; • identify positive and/or negative consequences that result from a reduction in biodiversity; • trace the energy pathways through the different trophic levels of a food web or energy pyramid; • trace the movement of matter through different biogeochemical cycles; • relate how the actions of humans may impact environmental systems and/or affect sustainability; and • identify possible environmental impacts resulting from the use of a nonrenewable resource.

Achievement Level	Achievement Level Descriptions
Level 4	Students will usually be able to: • analyze data and the reliability of other sources of information to make predictions and defend conclusions; • analyze the development of a scientific theory and the differences between theories and laws; • differentiate science from nonscience and pseudoscience using appropriate criteria; • relate the structures of plant tissues and organs to their roles in physiological processes; • identify factors that affect blood flow and/or evaluate how these factors affect blood flow through the cardiovascular system; • summarize the basic functions of the human immune system, vaccines, and antibiotics; • relate the significance of genetic factors, environmental factors, and pathogenic agents to health from the perspective of both individual and public health; • evaluate the impact of biotechnology on the individual, society, and/or environment; • relate the basic anatomy to the physiology of the human reproductive system; • summarize the major changes that occur during each trimester of human development; • evaluate data and information about population dynamics and limiting factors to account for a change in carrying capacity, the effect on population size, or the distribution of species in various types of ecosystems; • predict potential changes to an ecosystem resulting from seasonal variations, climate changes, and succession; • predict positive and negative consequences that may result from a reduction in biodiversity; • evaluate the energy pathways through the different trophic levels of a food web or energy pyramid; • trace the movement of matter through different biogeochemical cycles; • predict how the actions of humans may impact environmental systems and affect sustainability; and • evaluate possible environmental impacts resulting from the use of renewable and nonrenewable resources.

Achievement Level	Achievement Level Descriptions
Level 5	Students will consistently be able to: • interpret, analyze, and synthesize data to determine causal relationships in a complex investigation; • evaluate the reliability of other sources of information to make predictions and defend conclusions based on experimental design or scientific argumentation; • use scientific reasoning to justify abstract explanations; • make sound scientific inferences based on natural phenomena; • differentiate science from nonscience and pseudoscience using appropriate criteria; • analyze the development of a scientific theory and contrast theories and laws; • relate structures of plant tissues and organs directly to their roles in physiological processes; • identify factors that affect blood flow and analyze how these factors affect blood flow through the cardiovascular system; • summarize the basic functions of the human immune system, vaccines, and antibiotics; • relate the significance of genetic factors, environmental factors, and pathogenic agents to health from the perspective of both individual and public health; • evaluate the impact of biotechnology on the individual, society, and environment; • relate the basic anatomy to the physiology of the human reproductive system; • evaluate the major changes that occur during each trimester of human development; • analyze data and information about population dynamics and limiting factors to explain a change in carrying capacity, the effect on population size, or the distribution of species in various types of ecosystems; • predict potential changes to an ecosystem resulting from seasonal variations, climate changes, and succession; • predict positive and/or negative consequences that may result from a reduction in biodiversity; • analyze the energy pathways through the different trophic levels of a food web or energy pyramid; • analyze the movement of matter through different biogeochemical cycles; • predict how the actions of humans may impact environmental systems and affect sustainability in the short and long term; and • analyze possible environmental impacts resulting from the use of renewable and nonrenewable resources.

Civics EOC

Achievement Level Descriptions (ALDs) outline the specific student expectations for each of the five Achievement Levels for each EOC assessment. The content of each statewide assessment is organized by reporting categories that are used for test design, scoring, and reporting purposes, and the ALDs express what students at each Achievement Level know and can do for each reporting category.

Civics EOC Assessment Reporting Category – Origins and Purposes of Law and Government

Students performing at the mastery level of this reporting category will be able to identify sources and types of law and how the rule of law influenced American legal, political, and governmental systems; recognize the historical perspective upon which the Founders built the Constitutional Framework; how conflicts with Britain during the colonial period gave rise to the Declaration of Independence with its concept of natural law and natural rights as well as limited government; why the Articles of Confederation ultimately failed; how the corrective measures from that failure were embodied in the U.S. Constitution and reinforced by limiting the powers of government through checks and balances and separation of powers; and how the ratification debate centered around the ideas of Federalism vs. Anti-Federalism.

Achievement Level	Achievement Level Descriptions
Level 1	Performance at this level indicates an inadequate degree of success with the challenging content of the Next Generation Sunshine State Standards for social studies.
Level 2	Students may be able to demonstrate limited ability to: • identify the new concepts that came out of the European Enlightenment and how they affected the development of the United States during the writing of the founding documents; • recognize a correlation between the thinking embodied in the European Enlightenment and the documents upon which this nation was founded; • identify the important ideas in the Magna Carta, the English Bill of Rights , the Mayflower Compact, and Thomas Paine's *Common Sense*; • examine the conflicts between Great Britain and the American colonies that resulted in a Declaration of Independence; • identify the Enlightenment ideas; • identify the weaknesses of the government under the Articles of Confederation; • recognize the purpose of government as expressed in the Preamble to the United States Constitution; • define separation of powers and checks and balances; • identify some arguments between the Federalists and Anti-Federalists regarding the ratification of the Constitution; • identify the concept of the rule of law; and • define sources and types of law.

Achievement Level	Achievement Level Descriptions
Level 3	Students will generally be able to: • examine the new concepts that came out of the European Enlightenment and how they affected the development of the United States during the writing of the founding documents; • trace the development of the American system of government through an understanding of the Magna Carta, the English Bill of Rights, the Mayflower Compact, and Thomas Paine's *Common Sense*; • relate how the division that occurred in the American colonies was brought about as a result of British colonial policies and the colonists' perception regarding British abuse of power; • examine the relationship between Enlightenment concepts and the complaints lodged in the Declaration of Independence; • explain how the weaknesses inherent in the Articles of Confederation led to the writing of the Constitution; • explain the goals listed within the Preamble to the United States Constitution; • describe how the separation of powers and checks and balances limits federal power; • classify the Federalists' and Anti-Federalists' arguments regarding the ratification of the Constitution and identify their positions on the need for a bill of rights; • define the concept of the rule of law and give examples of its influence in the development of American legal, political, and governmental institutions; and • identify sources and types of law.
Level 4	Students will usually be able to: • analyze the new concepts that came out of the European Enlightenment and how they affected the development of the United States during the writing of the founding documents; • summarize the development of the American system of government through an understanding of the Magna Carta, the English Bill of Rights, the Mayflower Compact, and Thomas Paine's *Common Sense*; • compare the dichotomy of thinking between British policies and colonists' perceptions regarding British abuse of power in violation of their basic rights; • evaluate the relationship between Enlightenment concepts and the complaints lodged in the Declaration of Independence; • demonstrate how the specific weaknesses of the government under the Articles of Confederation led to the writing of the Constitution and how the Constitution remedied those weaknesses; • interpret the goals listed within the Preamble to the United States Constitution; • distinguish between the concepts of separation of powers and checks and balances and evaluate how they limit the power of government; • compare the Federalists' and Anti-Federalists' arguments regarding the ratification of the Constitution and analyze their positions on the need for a bill of rights; • apply the concept of the rule of law and give examples of its influence or absence in the development of American legal, political, and governmental institutions; and • compare sources and types of law.

Achievement Level	Achievement Level Descriptions
Level 5	Students will consistently be able to: • evaluate the influence of European Enlightenment thinkers on the development of the founding documents of the United States; • evaluate the development of the American system of government through an understanding of the Magna Carta, the English Bill of Rights, the Mayflower Compact, and Thomas Paine's *Common Sense*; • analyze the causal relationships between British policies and colonial grievances in the development of the Declaration of Independence; • assess the relationship between Enlightenment concepts and the complaints lodged in the Declaration of Independence—including natural rights and the role of government; • analyze the specific strengths and weaknesses of the government under the Articles of Confederation, how the weaknesses led to the writing of the Constitution, and how the Constitution remedied those weaknesses; • apply the goals listed within the Preamble to the United States Constitution to the role and actions of government; • apply separation of powers and checks and balances to the concept of limited government; • analyze the Federalists' and Anti-Federalists' arguments regarding the ratification of the Constitution and analyze their positions on the need for a bill of rights; • assess the impact of the rule of law on American political and governmental institutions; and • distinguish sources and types of law.

Civics EOC Assessment Reporting Category – Roles, Rights, and Responsibilities of Citizens

Students performing at the mastery level of this reporting category will be able to define the concepts of citizen and citizenship as well as identify corresponding obligations, rights, and responsibilities; recognize the importance of service learning in the development of an engaged citizen; explain how the Constitution safeguards individual rights and limits the powers of government; analyze constitutional rights and their impact on individuals and society; evaluate the impact of relevant constitutional amendments on the participation of minority groups in the political process; and understand the significance and outcomes of landmark Supreme Court cases.

Achievement Level	Achievement Level Descriptions
Level 1	Performance at this level indicates an inadequate degree of success with the challenging content of the Next Generation Sunshine State Standards for social studies.
Level 2	Students may be able to demonstrate limited ability to: • define the constitutional term “citizen” and identify legal means of becoming a U.S. citizen; • identify obligations and responsibilities of U.S. citizenship; • recognize constitutional protections in the Bill of Rights and other amendments; • identify the safeguards and limits on individual rights; • identify constitutional rights; • recognize those amendments specifically protecting the rights of minority groups in the American political process; and • identify landmark Supreme Court case.
Level 3	Students will generally be able to: • describe the constitutional term “citizen” and explain the legal means of becoming a U.S. citizen; • differentiate between obligations and responsibilities of U.S. citizenship; • identify constitutional protections in the Bill of Rights and other amendments; • distinguish how the Constitution safeguards and limits individual rights; • identify constitutional rights and their impact on individuals and society; • identify the impact of those amendments specifically protecting participation of minority groups in the American political process; and • identify the significance and outcomes of landmark Supreme Court cases.
Level 4	Students will usually be able to: • evaluate the implications of being a “citizen” as defined in the Constitution and explain the naturalization process; • analyze the obligations and responsibilities of U.S. citizenship; • differentiate examples and non-examples of constitutional protections in the Bill of Rights and other amendments; • compare and contrast how the Constitution safeguards and limits individual rights; • evaluate how the exercise of constitutional rights by individuals and groups impacts society; • analyze scenarios related to the constitutional amendments specifically protecting the participation of minority groups in the American political process; and • assess the significance and outcomes of landmark Supreme Court cases.

Achievement Level	Achievement Level Descriptions
Level 5	Students will consistently be able to: • interpret and analyze the outcomes of being an engaged citizen on the individual and society; • evaluate the impact of citizens who fulfill obligations and responsibilities of U.S. citizenship; • evaluate and interpret how society's view of the guarantees in the Bill of Rights and other amendments has changed over time; • evaluate the Constitutional safeguards and limitations of individual rights; • compare and evaluate how the economic, social, and political systems are shaped and influenced by the involvement of individuals; • analyze the relationship between the civil rights amendments and social movements and Congressional legislation to enforce these protections for minority groups in the American political process; and • analyze and evaluate specific case studies related to landmark Supreme Court cases.

Civics EOC Assessment Reporting Category – Government Policies and Political Processes

Students performing at the mastery level of this reporting category will be able to identify current political parties and their ideas about government, examine the impact of interest groups, evaluate candidates for political office, analyze media and political communications, recognize and articulate multiple perspectives on current public policy issues, identify appropriate government agencies for resolving problems and determining a course of action, comprehend and differentiate concepts related to U.S. domestic and foreign policy, recognize government and citizen participation in international organizations, and describe how the United States has dealt with international conflicts.

Achievement Level	Achievement Level Descriptions
Level 1	Performance at this level indicates an inadequate degree of success with the challenging content of the Next Generation Sunshine State Standards for social studies.
Level 2	Students may be able to demonstrate limited ability to: • recognize current political parties in the United States and their ideas about government; • identify candidates for political office and their qualifications, experience, issue-based platforms, debates, and political ads; • describe the voting process; • identify the impact of media, individuals, and interest groups on monitoring and influencing government; • recognize bias, symbolism, and propaganda within media and political communications; • list appropriate government agencies for resolving problems and determining a course of action; • recognize multiple perspectives on current public policy issues; • list issues that relate to U.S. domestic and foreign policy; • identify the ways that government and individuals may support international organizations; and • list some methods used by the United States to deal with international conflicts.
Level 3	Students will generally be able to: • identify current political parties in the United States and illustrate their ideas about government; • examine candidates for political office by identifying their qualifications, experience, issue-based platforms, debates, and political ads; • understand the voting process; • describe the impact of media, individuals, and interest groups on monitoring and influencing government; • define bias, symbolism, and propaganda within media and political communications; • identify appropriate government agencies for resolving problems and determining a course of action; • examine multiple perspectives on current public policy issues; • identify issues that relate to U.S. domestic and foreign policy; • describe the ways that government and individuals may support international organizations; and • identify the different methods used by the United States to deal with international conflicts.

Achievement Level	Achievement Level Descriptions
Level 4	Students will usually be able to: • evaluate current political parties in the United States and their ideas about government; • compare and contrast candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads; • analyze the relationship between a mock election and the voting process; • interpret and explain the impact of media, individuals, and interest groups on monitoring and influencing government; • analyze bias, symbolism, and propaganda within media and political communications; • compare and contrast different public policy alternatives for resolving problems and determining a course of action; • analyze examples of different perspectives on current public policy issues; • analyze the domestic and international implications of U.S. domestic and foreign policy; • compare and contrast the ways that government and individuals may support international organizations; and • evaluate examples used by the United States to deal with international conflict.
Level 5	Students will consistently be able to: • compare current political parties in the United States and how their ideas about government affect society; • evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads; • analyze the effect of a mock election and the voting process on a school, a community, or a local level; • evaluate the impact of media, individuals, and interest groups on monitoring and influencing government; • evaluate the effect of bias, symbolism, and propaganda within media and political communications; • predict the outcome of a well-developed plan for resolving a public policy problem; • evaluate and synthesize various perspectives on current public policy issues; • evaluate the dynamics of U.S. domestic and foreign policy; • assess the ways that government and individuals may support international organizations; and • evaluate the effects of U.S. methods and decisions to deal with international conflicts.

Civics EOC Assessment Reporting Category – Organization and Function of Government

Students performing at the mastery level of this reporting category will be able to compare the different forms and systems of government, illustrate the structure, functions, and processes of the three branches of the federal government, recognize the division of powers between the federal and state governments and the obligations and services inherent in each, articulate the constitutional amendment process, diagram the levels, functions, and powers of courts at the state and federal levels, and compare the constitutions of the United States and Florida.

Achievement Level	Achievement Level Descriptions
Level 1	Performance at this level indicates an inadequate degree of success with the challenging content of the Next Generation Sunshine State Standards for social studies.
Level 2	Students may be able to demonstrate limited ability to: • list different forms of government (e.g., direct democracy, representative democracy); • list some systems of government (e.g., parliamentary, federal, confederal); • identify the structure and functions (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States; • identify the powers of the federal and state governments; • define constitutional amendment; • recall the structure and functions of the legislative, executive, and judicial branches; • identify the lawmaking process; • identify the local, state, and federal levels of government; • identify the levels of courts at the state and federal levels; • recognize the trial process in the administration of justice; • identify the constitutions of the United States and Florida; and • identify services provided by the government at the local, state, and federal levels.
Level 3	Students will generally be able to: • identify different forms of government (e.g., direct democracy, representative democracy); • identify systems of government (e.g., parliamentary, federal, confederal); • describe the three branches of government in the United States according to their structure and function; • categorize the powers of the federal and state governments; • recognize the constitutional amendment process; • identify the structure, functions, and processes of the legislative, executive, and judicial branches; • explain the lawmaking process at the local, state, and federal levels; • identify the levels, functions, and powers of courts at the state and federal levels; • explain the trial and appellate process, including the role of juries in the administration of justice; • compare the constitutions of the United States and Florida; and • classify local, state, and federal governments' powers, obligations, and services.

Achievement Level	Achievement Level Descriptions
Level 4	Students will usually be able to: • analyze different forms of government (e.g., direct democracy, representative democracy); • compare the organizational structures of systems of government (e.g., parliamentary, federal, confederal); • classify the three branches of government in the United States according to their structures and functions; • compare the powers of the federal and state governments under the federal system; • analyze the constitutional amendment process; • compare the structure, functions, and processes of the legislative, executive, and judicial branches; • compare the lawmaking process at the local, state, and federal levels; • compare the levels, functions, and powers of courts at the state and federal levels; • compare the trial and appellate process, including the role of juries in the administration of justice; • analyze the constitutions of the United States and Florida; and • compare local, state, and federal governments' powers, obligations, and services.
Level 5	Students will consistently be able to: • apply an understanding of different forms of government (e.g., direct democracy, representative democracy); • analyze the organizational structures of systems of government (e.g., parliamentary, federal, confederal); • compare the structure and function of the three branches of government in the United States as established in the Constitution; • analyze the powers of the federal and state governments under the federal system; • apply the constitutional amendment process to government and public policy; • distinguish the structure, functions, and processes of the legislative, executive, and judicial branches; • analyze the lawmaking process at the local, state, and federal levels; • analyze the levels, functions, powers, and jurisdictions of courts at the state and federal levels; • analyze the trial and appellate process, including the role of juries in the administration of justice; • apply U.S. and Florida constitutional principles to government and public policy; and • evaluate the powers, obligations, and services of local, state, and federal levels of government.

Geometry EOC

Achievement level descriptions (ALDs) describe a student's level of achievement (e.g., Below Satisfactory, Satisfactory, Above Satisfactory) on a large-scale assessment. The purpose of the ALD development framework is to enable valid inferences about student content area knowledge and skill in relation to a state's content standards measured on a large-scale assessment.

Achievement Level	Achievement Level Descriptions
Level 1	Students performing at Level 1 are just beginning to access the challenging content of the Florida Standards.
Level 2	A student performing at Level 2 typically: • calculates density based on a given area when division is the only step required in a real-world context; • calculates unknown side lengths using the Pythagorean theorem given a picture of a right triangle; • chooses a visual or written step in a construction; • determines if two given figures are similar; • determines the center and radius of a circle given its equation in general form; • determines transformations that preserve distance and angle to those that do not and if a sequence of transformations will result in congruent figures or if a sequence of two transformations will carry a given figure onto itself or onto another figure; • finds areas or perimeters of right triangles, rectangles, and squares when given a graphic or volume of cylinders, pyramids, cones, and spheres when given a graphic; • finds measures of sides and angles of congruent and similar triangles when given a diagram; • finds the point on a line segment that partitions the segment in a given ratio of 1 to 1, given a visual representation of the line segment; • gives an informal argument for the formulas for the circumference of a circle and the area of a circle; • identifies the corresponding parts of two congruent triangles; • identifies that all circles are similar, inscribed and circumscribed circles of a triangle, and a sector area of a circle as a proportion of the entire circle; • identifies that the slopes of parallel lines are equal; • identifies the scale factors of dilations; • identifies the shapes of two-dimensional cross-sections formed by a vertical or horizontal plane; • identifies that two triangles are similar using the AA criterion; • recognizes the sine, cosine, or tangent ratio when given a picture of a right triangle with two sides and an angle labeled; • solves problems using the properties of central angles, diameters, and radii; • uses coordinates to prove or disprove that a figure is a parallelogram; • uses definitions to choose examples and non-examples; • uses measures and properties to model and describe a real-world object that can be modeled by a three-dimensional object; • uses properties of parallelograms to find numerical values of a missing side or angle or to select true statements about a parallelogram;

Achievement Level	Achievement Level Descriptions
Level 2	• uses ratios and a grid system to determine values for dimensions in a real-world context; • uses theorems about parallel lines with one transversal, interior angles of a triangle, vertical angles, or exterior angles of a triangle to solve problems
Level 3	A student performing at Level 3 typically: • applies geometric methods to solve design problems where numerical physical constraints are given; • applies similarity to solve problems that involve the length of the arc intercepted by an angle and the radius of a circle; • calculates density based on area and volume and identifies appropriate unit rates; • chooses the properties of dilations when a dilation is presented on a coordinate plane, as a set of ordered pairs, as a diagram, or as a narrative; properties: a dilation takes a line not passing through the center of the dilation to a parallel line and leaves a line passing through the center unchanged, and the dilation of a line segment is longer or shorter in the ratio given by the scale factor; • completes no more than two steps of a proof; • completes no more than two steps of a proof using theorems about lines and angles; • completes the square to find the center and radius of a circle; • creates or provides steps for the construction of the inscribed and circumscribed circles of a triangle; • defines radian measure as the constant of proportionality; • derives the equation of a circle using the Pythagorean theorem, the coordinates of a circle's center, and the circle's radius; • describes translations as functions; • draws the shape of a particular two-dimensional cross-section that is the result of horizontal or vertical slice of a three-dimensional shape; • finds a dimension when given a graphic and the volume for cylinders, pyramids, cones, or spheres; • finds area and perimeter of parallelograms and regular polygons where at least two sides have a horizontal or vertical side when given a graphic; • finds the point on a line segment that partitions, with no more than five partitions, the segment in a given ratio, given the coordinates for the end points of the line segment; • identifies a three-dimensional object generated by rotations of a triangular and rectangular object about a line of symmetry of the object or the location of a horizontal or vertical slice that would give a particular cross-section; • identifies, sequences, or reorders steps in a construction; • solves for sides of right triangles using trigonometric ratios and the Pythagorean theorem in applied problems; • solves problems or provides justifications about relationships using congruence and similarity criteria; • solves problems that include the use of algebra for parallel lines with two to three transversals, angles, triangles, parallelograms, or circles that use no more than two properties (excludes tangents); • uses a sequence of no more than two transformations to prove that two circles are similar;

Achievement Level	Achievement Level Descriptions
Level 3	• uses coordinates to prove or disprove properties of triangles, properties of circles, properties of quadrilaterals, or that a figure is a square, right triangle, or rectangle when given a graph; • uses dissection arguments and Cavalier's principle for volume of a cylinder, pyramid, and cone; • uses given dimensions to answer questions about area, surface area, perimeter, and circumference of a real-world object that can be modeled by composite three-dimensional objects; • uses measures and properties to model and describe a real-world object that can be modeled by composite three-dimensional objects; • uses or chooses properties of angles for a quadrilateral inscribed in a circle; • uses precise definitions that are based on the undefined notions of point, line, distance along a line, and distance around a circular arc; • uses ratios and a grid system to determine perimeter, area, or volume; • uses rigid motions to transform figures; • uses the definition of congruence in terms of rigid motions to determine if two figures are congruent, including that ASA, SAS, SSS, or HL is true for two triangles; • uses the definition of similarity in terms of similarity transformations to decide if two figures are similar, to establish the AA criterion for two triangles or if given information is sufficient to determine similarity; • uses the relationship between the sine and cosine of complementary angles; • uses transformations to develop definitions of angles, perpendicular lines, or parallel lines or to determine if a given figure carries onto itself or onto another figure; • writes an equation that models a design problem that involves perimeter, area, or volume of simple composite figures; • writes the equation of a line that is parallel or perpendicular when given a point on the line and an equation, in slope-intercept form, of the parallel line or given two points (coordinates are integral) on the line that is parallel; • writes the equation of a line that is parallel when given integral coordinates
Level 4	A student performing at Level 4 typically: • analyzes possible definitions to determine mathematical accuracy; • assimilates that the ratio of two sides in one triangle is equal to the ratio of the corresponding two sides of all other similar triangles leading to definitions of trigonometric ratios for acute angles; • chooses correct statements about a design problem that employ the modeling cycle; • compares and contrasts different types of slices; • completes a proof that requires more than two steps; • completes proofs about relationships in geometric figures by using congruence and similarity criteria for triangles; • constructs a geometric figure, given physical constraints; • creates the equation of a line that is parallel, given a point on the line and an equation, in a form other than slope-intercept or of a line that is perpendicular when given two points or an equation in a form other than slope-intercept; • derives the equation of the circle using the Pythagorean theorem when given coordinates of a circle's center and a point on the circle;

Achievement Level	Achievement Level Descriptions
Level 4	• derives the formula for the area of a sector or the property that the length of the arc intercepted by an angle is proportional to the radius; • describes rotations and reflections as functions; • draws the shape of a particular two-dimensional cross-section that is the result of a nonhorizontal or nonvertical slice of a three-dimensional shape; • explains that two figures are congruent using the definition of congruence based on rigid motions or using algebraic descriptions to describe rigid motion that will show ASA, SAS, SSS, or HL is true for two triangles; • explains the relationship between the sine and cosine of complementary angles; • explains why a dilation takes a line not passing through the center of dilation to a parallel line and leaves a line passing through the center unchanged or that the dilation of a line segment is longer or shorter in ratio given by the scale factor; • finds a dimension for a real-world object that can be modeled by a composite three-dimensional figure when given area, volume, surface area, perimeter, and/or circumference; • finds area or volume given density; • finds the area and perimeter of irregular polygons that are shown on the coordinate plane or of shapes when given coordinates; • finds the endpoint on a directed line segment given the partition ratio, the point at the partition, and one endpoint; • identifies a three-dimensional object generated by rotations of a closed two-dimensional object about a line of symmetry of the object or the location of a nonhorizontal or nonvertical slice that would give a particular cross-section; • identifies sequences or reorders steps in a construction of an equilateral triangle, a square, and a regular hexagon inscribed in a circle; • justifies properties of angles of a quadrilateral that is inscribed in a circle; • proves that two triangles are similar if two angles of one triangle are congruent to two angles of the other triangle using the properties of similarity transformations; • proves theorems about triangles by using triangle similarity; • provides an informal argument to prove or disprove properties of triangles, properties of circles, or properties of quadrilaterals; • sequences an informal limit argument for the circumference of a circle, the area of a circle, and the volume of a cylinder, pyramid, and cone; • shows that corresponding angles of two similar figures are congruent and that their corresponding sides are proportional; • solves a density problem by interpreting units; • solves for missing angles of right triangles using sine, cosine, and tangent; • solves problems involving the volume of composite figures that include a cube or prism, and a cylinder, pyramid, cone, or sphere (a graphic would be given) or the volume when one or more dimensions are changed; • solves problems that include algebraic expressions for circles including properties of tangents, for the area of a sector, for the incenter and circumcenter of a triangle, the triangle inequality, the Hinge theorem, the midsegment of a triangle, concurrency of angle bisectors, and concurrency of perpendicular bisectors; • uses algebraic descriptions to describe rotations and/or reflections that will carry a figure onto itself or onto another figure;

Achievement Level	Achievement Level Descriptions
Level 4	• uses coordinates to prove or disprove properties of triangles, properties of circles, or properties of quadrilaterals without a graph or regular polygons when given a graph; • uses ratios and a grid system to determine surface area or lateral area; • uses the measures of different parts of a circle to determine similarity; • uses transformations to develop definitions of circles and line segments; • writes an equation that models a design problem that involves surface area or lateral area
Level 5	A student performing at Level 5 typically: • applies the modeling context to solve problems that require more than one trigonometric ratio and/or the Pythagorean theorem; • applies the modeling cycle to determine a measure when given a real-world object that can be modeled by a composite three-dimensional figure or to solve a design problem that involves cost or density; • applies transformations that will carry a figure onto another or onto itself, given coordinates of the geometric figure in the stem; • compares and contrasts different types of rotations; • completes an algebraic proof or writes an explanation to prove or disprove simple geometric theorems; • completes proofs using the medians of a triangle meet at a point; • creates a proof, given statements and reasons, for points on a perpendicular bisector of a line segment that are exactly those equidistant from the segment's endpoints; • derives the equation of a circle using the Pythagorean theorem when given coordinates of a circle's center as variables and the circle's radius as a variable; • explains how to derive a formula using an informal argument; • explains steps in a construction; • explains using the definition of similarity in terms of similarity transformations that corresponding angles of two figures are congruent and that corresponding sides of two figures are proportional; • explains whether a possible definition is valid by using precise definitions; • explains whether or not a dilation presented on a coordinate plane as a set of ordered pairs, as a diagram, or as a narrative correctly verifies the properties of dilations; • explains why all circles are similar; • finds area and perimeter of shapes when coordinates are given as variables; • finds the point on a line segment that partitions or finds the endpoint on a directed line segment when the coordinates contain variables; • finds the volume of composite figures with no graphic or the dimension when the volume is changed; • identifies a three-dimensional object generated by rotations, about a line of symmetry, of an open two-dimensional object or a closed two-dimensional object with empty space between the object and the line of symmetry; • justifies steps of a proof given algebraic descriptions of triangles, using the definition of congruence in terms of rigid motions or that the triangles are congruent using ASA, SAS, SSS, or HL; • proves conjectures about congruence or similarity in geometric figures; • proves that rectangles and rhombuses are parallelograms;

Achievement Level	Achievement Level Descriptions
Level 5	• proves the Pythagorean theorem using similarity; • proves the slope criteria for parallel and perpendicular lines; • proves the unique relationships between the angles of a triangle or quadrilateral inscribed in a circle, and that the length of the arc intercepted by an angle is proportional to the radius, with the radian measure of the angle being the constant of proportionality; • solves for sides of right triangles using trigonometric ratios and the Pythagorean theorem when side lengths and/or angles are given using variables; • solves problems that use algebra, using at least three properties of central angles, diameters, radii, inscribed angles, circumscribed angles, chords, and tangents, for the midsegment of a triangle, concurrency of angle bisectors, or concurrency of perpendicular bisectors; • writes equations of parallel or perpendicular lines when the coordinates are written using variables or the slope and y-intercept for the given line contains a variable

U.S. History EOC

Achievement Level Descriptions (ALDs) outline the specific student expectations for each of the five Achievement Levels for each EOC assessment. The content of each statewide assessment is organized by reporting categories that are used for test design, scoring, and reporting purposes, and the ALDs express what students at each Achievement Level know and can do for each reporting category.

U.S. History EOC Assessment Reporting Category – Late Nineteenth and Early Twentieth Centuries (1860–1910)

Students performing at the mastery level of this reporting category will be able to understand the changes that occurred in the United States as a result of the Civil War and Reconstruction, the final settlement of the Frontier, the industrialization of the nation and the social dichotomy resulting from the split between industrial and agrarian interests, and the transformation of society that was occurring at the dawn of the twentieth century.

Achievement Level	Achievement Level Descriptions
Level 1	Performance at this level indicates an inadequate level of success with the challenging content of the Next Generation Sunshine State Standards for social studies.
Level 2	Students may demonstrate limited ability to: • review data and be able to recognize that some sources are more reliable than others; • recognize factors that impact the reliability of historical sources of information; • recognize the role timelines have in illustrating the sequence of historical events; • describe and utilize the tools historians use to interpret the significance of time periods and events; • define the concepts of validity, reliability, bias, and authenticity in the review of historical and contemporary accounts of past events; • identify the role of case studies in understanding social, political, legal, and economic relationships in history; • describe the general sociocultural aspects of American life in the late nineteenth and early twentieth centuries (1860–1910); • identify the causes and consequences of the Civil War; • identify significant people and issues that had an impact on the country during the period of Reconstruction; • identify changes that occurred in American society, specifically race relations, during the period of Reconstruction and beyond for African Americans and other racial/ethnic minority groups; • recognize effects of the final settlement of the American West and the closing of the frontier, including the impact on Native Americans; • identify similarities and differences between the First and Second Industrial Revolutions; • recognize the economic, political, and social origins and events that led to the split in American society between agrarian and industrial groups;

Achievement Level	Achievement Level Descriptions
Level 2	• recognize that new ideologies and social movements arose as a reaction to the economic and sociocultural changes experienced by the nation in the late nineteenth and early twentieth centuries (1860–1910); and • identify key events and people in Florida within the context of U.S. History.
Level 3	Students will generally be able to: • review and compare observable data for reliability and defend conclusions; • analyze the reliability and authenticity of historical sources of information based upon sound identified criteria; • utilize timelines to understand cause-and-effect relationships; • explain and utilize the tools historians use to interpret the significance of time periods and events; • explain the concepts of validity, reliability, bias, and authenticity when reviewing historical and contemporary accounts of past events; • explain the role of case studies in achieving an understanding of social, political, legal, and economic relationships in history; • explain specific sociocultural aspects of American life in the late nineteenth and early twentieth centuries (1860–1910); • understand and compare the causes and consequences of the Civil War; • understand the roles of the significant people and issues that divided the country during the period of Reconstruction; • define the evolution that occurred in American society, specifically race relations, during the period of Reconstruction and beyond for African Americans and other racial/ethnic minority groups; • define and differentiate the various forces that intensified the settlement of the American West and the closing of the frontier, and its ultimate effect on Native Americans; • contrast the different dynamics that characterized the First and Second Industrial Revolutions; • describe the differences in the economic, political, and social goals between the agrarian and industrial sectors of the economy; • explain the new ideologies and social movements that arose as a reaction to the economic and sociocultural changes experienced by the nation in the late nineteenth and early twentieth centuries (1860–1910); and • identify and explain key events and people in Florida within the context of U.S. History.
Level 4	Students will usually be able to: • analyze and compare observable data to ascertain reliability and identify historical trends; • analyze and explain the reliability and authenticity of historical sources of information; • utilize timelines to identify specific trends in historical development; • apply the tools historians use to interpret the significance of time periods and events; • apply the concepts of validity, reliability, bias, and authenticity when reviewing historical and contemporary accounts of past events; • analyze and apply the use of case studies to explore social, political, legal, and economic relationships in history;

Achievement Level	Achievement Level Descriptions
Level 4	• analyze the dynamics of characteristics of specific sociocultural aspects of American life in the late nineteenth and early twentieth centuries (1860–1910); • analyze and compare the efficacy of causes and consequences of the Civil War; • understand the relationships between the significant people and issues impacting the country during the period of Reconstruction; • compare the promises of Emancipation with the realities of Jim Crow during the period of Reconstruction and beyond for African Americans and other racial/ethnic minority groups; • analyze the dynamics that culminated in the final settlement of the American West and the closing of the frontier, including the impact it had on Native Americans; • compare and contrast the impact of the First and Second Industrial Revolutions on American society in terms of the resultant economic, political, and social changes; • differentiate the similarities and differences of the goals and achievements of objectives utilized by agrarian and industrial sectors of the economy • analyze the reasons for the rise of various new ideologies and social movements that developed as a reaction to the industrialization and urbanization of American society in the late nineteenth and early twentieth centuries (1860–1910); and • analyze key events and people in Florida within the context of U.S. History.
Level 5	Students will consistently be able to: • interpret, analyze, and synthesize past events to determine historical relationships in predicting potential future outcomes; • evaluate the reliability and authenticity of historical sources of information; • apply timelines to predict future trends based on the evolution of past events; • evaluate and apply the tools historians use to interpret the significance of time periods and events; • apply and analyze the concepts of validity, reliability, bias, and authenticity in the review of historical and contemporary accounts of past events; • evaluate and describe specific case studies to explore social, political, legal, and economic relationships in history; • analyze and evaluate different characteristics of specific sociocultural aspects of American life in the late nineteenth and early twentieth centuries (1860–1910); • relate how specific causes and consequences of the Civil War were both the result of a failure to peacefully resolve the schism in American society; • analyze the relationships between the significant people and issues impacting the country during the period of Reconstruction; • apply social changes in American life during the Reconstruction period to issues that still permeate our society today; • evaluate the dynamics that culminated in the final settlement of the American West and the closing of the frontier, including the impact it had on Native Americans; • analyze, compare, and evaluate the impact of the First and Second Industrial Revolutions on American society in terms of the resultant economic, political, and social changes;

Achievement Level	Achievement Level Descriptions
Level 5	• distinguish the similarities and differences of the goals and achievement of objectives utilized by agrarian and industrial sectors of the economy; • evaluate the ideologies and social movements that arose as a reaction to the industrialization and urbanization of American society in the late nineteenth and early twentieth centuries (1860–1910); and • analyze, compare, and evaluate key events and people in Florida within the context of U.S. History.

U.S. History EOC Assessment Reporting Category – Global Military, Political, and Economic Challenges (1890–1940)

Students performing at the mastery level of this reporting category will be able to demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I and analyze the effects of the changing social, political, and economic conditions of the Roaring Twenties and the Great Depression.

Achievement Level	Achievement Level Descriptions
Level 1	Performance at this level indicates an inadequate level of success with the challenging content of the Next Generation Sunshine State Standards for social studies.
Level 2	Students may demonstrate limited ability to: • review data and be able to recognize that some sources are more reliable than others; • recognize factors that impact the reliability of historical sources of information; • recognize the role timelines have in illustrating the sequence of historical events; • describe and utilize the tools historians use to interpret the significance of time periods and events; • define the concepts of validity, reliability, bias, and authenticity in the review of historical and contemporary accounts of past events; • identify the role of case studies in understanding social, political, legal, and economic relationships in history; • describe the sociocultural aspects of American life in the early twentieth century (1890–1940); • identify factors that fueled U.S. imperialism; • identify significant events of U.S. imperialism and its impact on the nation and the world; • recognize the causes and consequences of the United States' involvement in World War I; • describe the economic, political, social, and military impact of World War I on the United States; • recognize the significance of the experiences and impact of World War I on minority groups at home and abroad; • recognize Wilson's Fourteen Points and the provisions and effects of the Treaty of Versailles; • recognize the impact of U.S. foreign and domestic policies during the 1920s;

Achievement Level	Achievement Level Descriptions
Level 2	• identify the influence of the changing sociocultural climate of the 1920s and the 1930s; • describe support for and resistance to civil rights for minority groups; • understand the cause-and-effect relationships of the economic trends of the 1920s and 1930s that led to the Great Depression; • identify the programs and effects of the New Deal on the United States; and • recognize the impact of key events and people in Florida within the context of U.S. History.
Level 3	Students will generally be able to: • review and compare observable data for reliability and defend conclusions; • analyze the reliability and authenticity of historical sources of information based upon sound identified criteria; • utilize timelines to understand cause-and-effect relationships; • explain and utilize the tools historians use to interpret the significance of time periods and events; • explain the concepts of validity, reliability, bias, and authenticity when reviewing historical and contemporary accounts of past events; • explain the role of case studies in achieving an understanding of social, political, legal, and economic relationships in history; • explain specific sociocultural aspects of American life in the early twentieth century (1890–1940); • explain the major economic, political, and social factors that fueled U.S. imperialism; • explain the significant events of U.S. imperialism and its impact on the nation and the world; • describe the causes and consequences of the United States' involvement in World War I; • explain the economic, political, social, and military impact of World War I on the United States; • explain the significance of the experiences and impact of World War I on minority groups at home and abroad; • determine the relationship between Wilson's Fourteen Points and the provisions and effects of the Treaty of Versailles; • examine and explain the impact of U.S. foreign and domestic policies during the 1920s; • examine and explain the influence of the changing sociocultural climate of the 1920s and the 1930s; • explain the issues of support for and resistance to civil rights for minority groups; • differentiate cause-and-effect relationships of the economic trends of the 1920s and 1930s that led to the Great Depression; • compare and contrast the programs and effects of the New Deal on the United States; and • understand the impact of key events and people in Florida within the context of U.S. History.

Achievement Level	Achievement Level Descriptions
Level 4	Students will usually be able to: • analyze and compare observable data to ascertain reliability and identify historical trends; • analyze and explain the reliability and authenticity of historical sources of information; • utilize timelines to identify specific trends in historical development; • apply the tools historians use to interpret the significance of time periods and events; • apply the concepts of validity, reliability, bias, and authenticity when reviewing historical and contemporary accounts of past events; • analyze and apply the use of case studies to explore social, political, legal, and economic relationships in history; • analyze the dynamics of characteristics of specific sociocultural aspects of American life in the early twentieth century (1890–1940); • analyze economic, political, and social factors that fueled U.S. imperialism; • analyze events of U.S. imperialism and its impact on the nation and the world; • analyze the causes and consequences of the United States' involvement in World War I; • interpret the impact of economic, political, social, military, and technological aspects of World War I on the United States; • evaluate the experiences and impact of World War I on minority groups at home and abroad; • explain Wilson's Fourteen Points and differentiate them from the provisions and effects of the Treaty of Versailles; • compare and contrast the impact of U.S. foreign and domestic policies during the 1920s; • draw conclusions about the influence of the changing sociocultural climate of the 1920s and the 1930s; • contrast support for and resistance to civil rights for minority groups; • analyze cause-and-effect relationships of the economic trends of the 1920s and 1930s that led to the Great Depression; • evaluate the significance of the programs and effects of the New Deal on the United States; and • compare and contrast the impact of key events and people in Florida within the context of U.S. History.
Level 5	Students will consistently be able to: • interpret, analyze, and synthesize past events to determine historical relationships in predicting potential future outcomes; • evaluate the reliability and authenticity of historical sources of information; • apply timelines to predict future trends based on the evolution of past events; • evaluate and apply the tools historians use to interpret the significance of time periods and events; • apply and analyze the concepts of validity, reliability, bias, and authenticity in the review of historical and contemporary accounts of past events; • evaluate and describe specific case studies to explore social, political, legal, and economic relationships in history;

Achievement Level	Achievement Level Descriptions
Level 5	• analyze and evaluate different characteristics of specific sociocultural aspects of American life in the early twentieth century (1890–1940); • evaluate the economic, political, and social factors that fueled U.S. imperialism; • analyze, compare, and evaluate events of U.S. imperialism and its impact on the nation and the world; • analyze and critique the causes and consequences of the United States' involvement in World War I; • evaluate and compare the economic, political, social, and military impact of World War I on the United States; • draw conclusions about the experiences and impact of World War I on minority groups at home and abroad; • evaluate Wilson's Fourteen Points and assess their relationship to the provisions and effects of the Treaty of Versailles; • evaluate and analyze the similarities and differences of U.S. foreign and domestic policies during the 1920s; • evaluate and summarize the influence of the changing sociocultural climate of the 1920s and the 1930s; • predict long-term outcomes of support for and resistance to civil rights for minority groups; • critique cause-and-effect relationships of the economic trends of the 1920s and 1930s that led to the Great Depression; • justify the implementation of New Deal programs and assess the effects on the United States; and • analyze and interpret the impact of key events and people in Florida within the context of U.S. History.

U.S. History EOC Assessment Reporting Category – The United States and the Defense of the International Peace (1940–2010)

Students performing at the mastery level of this reporting category will be able to understand the causes and course of World War II, the character of the war at home, and how it reshaped the role of the United States in the post-war world along with the rise and continuing international influence of the United States as a world leader and the impact of contemporary economic, political, and social movements on American life.

Achievement Level	Achievement Level Descriptions
Level 1	Performance at this level indicates an inadequate level of success with the challenging content of the Next Generation Sunshine State Standards for social studies.
Level 2	Students may demonstrate limited ability to: • review data and be able to recognize that some sources are more reliable than others; • recognize factors that impact the reliability of historical sources of information; • recognize the role timelines have in illustrating the sequence of historical events; • describe and utilize the tools historians use to interpret the significance of time periods and events; • define the concepts of validity, reliability, bias, and authenticity in the review of historical and contemporary accounts of past events; • identify the role of case studies in understanding social, political, legal, and economic relationships in history; • describe the general sociocultural aspects of American life in the late twentieth and early twenty-first centuries (1940–2010); • recognize the causes and consequences of World War II on the United States and the world; • identify the significance of specific wartime events and actions both on the home front and abroad; • recognize the impact of the Holocaust during World War II on Jews as well as other groups; • identify the causes and consequences of events during the early years of the Cold War on the United States and the world; • describe the economic, political, social, military, and technological developments of the Cold War; • identify the foreign and domestic policies of the 1960s- and 1970s-era presidents; • relate the rise of social and political movements, the role of the Supreme Court, and the expansion of civil rights/liberties; • recognize foreign policy of the United States as it relates to nations in Africa, Asia, Europe, the Caribbean, Latin America, and the Middle East; • describe economic, political, social, military, and technological concerns that emerged at the end of the twentieth century and into the twenty-first century; and • recognize the key events and people in Florida within the context of U.S. History.

Achievement Level	Achievement Level Descriptions
Level 3	Students will generally be able to: • review and compare observable data for reliability and defend conclusions; • analyze the reliability and authenticity of historical sources of information based upon sound identified criteria; • utilize timelines to understand cause-and-effect relationships; • explain and utilize the tools historians use to interpret the significance of time periods and events; • explain the concepts of validity, reliability, bias, and authenticity when reviewing historical and contemporary accounts of past events; • explain the role of case studies in achieving an understanding of social, political, legal, and economic relationships in history; • explain specific sociocultural aspects of American life in the late twentieth and early twenty-first centuries (1940–2010); • describe the causes and consequences of World War II on the United States and the world; • explain the significance of specific wartime events and actions both on the home front and abroad; • explain the impact of the Holocaust during World War II on Jews as well as other groups; • describe the causes and consequences of events during the early years of the Cold War on the United States and the world; • examine the economic, political, social, military, and technological developments of the Cold War; • describe the foreign and domestic policies of the 1960s- and 1970s-era presidents; • examine and explain the rise of social and political movements, the role of the Supreme Court, and the expansion of civil rights/liberties; • critique the foreign policy of the United States as it relates to nations in Africa, Asia, Europe, the Caribbean, Latin America, and the Middle East; • examine and explain the economic, political, social, military, and technological concerns that emerged at the end of the twentieth century and into the twenty-first century; and • understand the key events and people in Florida within the context of U.S. History.

Achievement Level	Achievement Level Descriptions
Level 4	Students will usually be able to: • analyze and compare observable data to ascertain reliability and identify historical trends; • analyze and explain the reliability and authenticity of historical sources of information; • utilize timelines to identify specific trends in historical development; • apply the tools historians use to interpret the significance of time periods and events; • apply the concepts of validity, reliability, bias, and authenticity when reviewing historical and contemporary accounts of past events; • analyze and apply the use of case studies to explore social, political, legal, and economic relationships in history; • analyze the dynamics of characteristics of specific sociocultural aspects of American life in the late twentieth and early twenty-first centuries (1940–2010); • analyze the causes and consequences of World War II on the United States and the world; • analyze the significance of specific wartime events and actions both on the home front and abroad; • analyze the impact of the Holocaust during World War II on Jews as well as other groups; • interpret the causes and consequences of events during the early years of the Cold War on the United States and the world; • interpret the economic, political, social, military, and technological developments of the Cold War; • compare and contrast foreign and domestic policies of the 1960s- and 1970s-era presidents; • distinguish and analyze the rise of social and political movements, the role of the Supreme Court, and the • expansion of civil rights/liberties; • assess the foreign policy of the United States as it relates to nations in Africa, Asia, Europe, the Caribbean, Latin America, and the Middle East; • compare and contrast the economic, political, social, military, and technological concerns that emerged at the end of the twentieth century and into the twenty-first century; and • compare and contrast key events and people in Florida within the context of U.S. History.

Achievement Level	Achievement Level Descriptions
Level 5	Students will consistently be able to: • interpret, analyze, and synthesize past events to determine historical relationships in predicting potential future outcomes; • evaluate the reliability and authenticity of historical sources of information; • apply timelines to predict future trends based on the evolution of past events; • evaluate and apply the tools historians use to interpret the significance of time periods and events; • apply and analyze the concepts of validity, reliability, bias, and authenticity in the review of historical and contemporary accounts of past events; • evaluate and describe specific case studies to explore social, political, legal, and economic relationships in history; • analyze and evaluate different characteristics of specific sociocultural aspects of American life in the late twentieth and early twenty-first century (1940–2010); • analyze and critique the causes and consequences of World War II on the United States and the world; • analyze, compare, and evaluate the significance of specific wartime events and actions both on the home front and abroad; • evaluate the impact of the Holocaust during World War II on Jews as well as other groups; • analyze and draw conclusions about the causes and consequences of events during the early years of the Cold War on the United States and the world; • evaluate and compare the economic, political, social, military, and technological developments of the Cold War; • analyze and evaluate the causes for post-World War II prosperity and its effects on American society; • analyze, compare, and evaluate foreign and domestic policies of the 1960s- and 1970s-era presidents; • draw conclusions about the rise of social and political movements, the role of the Supreme Court, and the expansion of civil rights/liberties; • assess the foreign policy of the United States as it relates to nations in Africa, Asia, Europe, the Caribbean, Latin America, and the Middle East; • distinguish and critique the economic, political, social, military, and technological concerns that emerged at the end of the twentieth century and into the twenty-first century; and • analyze and interpret key events and people in Florida within the context of U.S. History.