

LAA 1 ALTERNATIVE ACHIEVEMENT LEVEL DESCRIPTORS

Grade 4

Science

A student scoring at the *Exceeds Standard* level has demonstrated *expanded* academic knowledge and skills included in the grade-level Extended Standards.

Students scoring at this level generally exhibit the ability to:

- ask appropriate questions about organisms or events in the environment;
- use appropriate sensory descriptions to communicate about an observation and use an appropriate tool to extend a sensory observation;
- identify appropriate safety equipment needed in a specific event;
- identify a characteristic, material, or state of matter for sorting a set of objects;
- push or pull to move an object to a specific location;
- identify uses of energy in common settings;
- identify basic needs that are common to both plants and animals;
- match plant parts to their functions or parts of the human skeletal system to their functions;
- sequence the stages of the life cycle of a bean plant or human growth from birth to adulthood;
- match common animals to different habitat types;
- select appropriate clothing for specific weather conditions;
- identify differences in representations of spring, summer, fall, and winter; and
- match multiple human-made items with the natural resources from which they were made.

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A student scoring at the *Meets Standard* level has demonstrated *fundamental* academic knowledge and skills included in the grade-level Extended Standards.

Students scoring at this level generally exhibit the ability to:

- select one of the five senses to make a specific observation or the correct tool to use to extend that sense;
- recognize the correct use of safety equipment;
- sort objects based on a single characteristic, material, or state of matter;
- follow directions to push or pull an object;
- sort by common uses of energy;
- select more than one basic need of plants or animals and match common animals to a habitat type;
- identify the same plant part on different plants or match parts of the skeletal system to their location in the human body;
- recognize the correct sequence of the life cycle of a bean plant or the general relationship between human growth and age;
- sort appropriate clothing by basic weather conditions or sequence morning, noon, and night; and
- identify human-made items.

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A student scoring at the *Working Toward Standard* level has demonstrated *minimal* or *inconsistent* academic knowledge and skills included in the grade-level Extended Standards. However, the student may be developing introductory academic knowledge and skills that can be built upon to access the grade-level curriculum.

Students scoring at this level may exhibit the ability to:

- recognize an object, part of an organism, or an event that is inconsistent with a group;
- match descriptions or pictures with the correct sensory organ;
- recognize a use of energy, a tool, or safety equipment;
- imitate pushing or pulling an object;
- select a basic need of plants or animals or match a common animal to a habitat type;
- recognize a plant part or part of the human skeletal system;
- recognize a part of the life cycle of a bean plant or that persons of the same age grow at different rates; and
- recognize a change in basic weather conditions or identify representations of daytime and nighttime.

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Grade 8 Science

A student scoring at the *Exceeds Standard* level has demonstrated *expanded* academic knowledge and skills included in the grade-level Extended Standards.

Students scoring at this level generally exhibit the ability to:

- identify two or more steps in proper sequence to solve a science problem;
- recognize the highest or lowest example of varying conditions (hot-cold, long-short, heavy-light) by using a measurement tool;
- sequence the steps of a pattern based on a scenario or identify a simple graph that represents a specific situation;
- identify hazardous situations and match appropriate technology to common tasks;
- describe how the state of water changes under varying temperature conditions;
- match different actions to corresponding changes in the motion of objects;
- identify changes in an object's temperature as it is subjected to different temperatures;
- sequence how food travels from one organ to another in the human digestive system;
- recognize individuals' features that identify them as being in a specific stage of their life span;
- identify different ways to prevent disease transmission;
- identify familiar human traits that children and their parents may have in common;
- identify several animals that live in the same habitat;
- identify an adaptation that helps a plant or animal live in a specific Louisiana habitat;
- modify an activity based on a changing sequence of weather conditions represented by symbols;

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- identify basic characteristics of Earth, the Moon, and the Sun; and
- identify a polluted area and the cause.

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A student scoring at the *Meets Standard* level has demonstrated *fundamental* academic knowledge and skills included in the grade-level Extended Standards.

Students scoring at this level generally exhibit the ability to:

- select two or more steps to solve a simple science problem;
- match correctly recorded measurements of length, weight, or temperature;
- select a description or graphic that best represents a set of data or complete the next step in a pattern;
- select appropriate ways to complete science tasks safely or recognize the appropriate use of technology;
- match water in solid, liquid, and gaseous states to different temperature conditions;
- select an action that results in an increase in speed or change in direction of a moving object or recognize that heat can transfer from one object to another;
- locate organs in the human digestive system;
- recognize a correct sequence of stages in the human life span;
- recognize that germs may be transmitted directly or indirectly;
- sort animals by common traits or match familiar animals to their appropriate habitats;
- match adaptation (e.g., method of movement) to habitat;
- match weather symbols to descriptions of different weather conditions or recognize differences between Earth, the Moon, and the Sun; and
- sort polluted and unpolluted areas.

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Students scoring at this level may exhibit the ability to:

- recognize similar patterns in data;
- recognize measurement tools, technology, or safety procedures;
- identify ways to stop or slow the motion of objects;
- sort objects that are being heated or cooled or recognize that water has three states;
- recognize a basic organ in the human digestive system or that common diseases are caused by germs;
- sort individuals according to life-span stages;
- recognize differences in animal characteristics, physical adaptations, or habitats;
- recognize that symbols are used to represent different weather conditions, Earth, the Moon, or the Sun; and
- recognize a polluted area.

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Grade 11

Science

A student scoring at the *Exceeds Standard* level has demonstrated *expanded* academic knowledge and skills included in the grade-level Extended Standards.

Students scoring at this level generally exhibit the ability to:

- identify a step necessary to complete a given scientific investigation or that performing processes in their proper order affects safety;
- make an appropriate selection based on data or identify how technology can improve information gathering;
- identify the difference between mixtures and compounds or how objects in a given mixture, having similar properties of color, shape, and size, can be easily separated by using their magnetic properties or density: whether they sink or float in water;
- match how the motion of an object on a level surface changes as the surface texture varies due to the use of different common surface materials;
- identify the presence of hazardous situations involving different uses of energy;
- compare the life cycles of a frog and a given mammal;
- assemble a basic food chain;
- identify structural relationships between the parts of the circulatory system and the functions of each part;
- identify how fitness activities improve one's health;
- identify different healthy activities and/or diets; and identify different unhealthy activities and/or diets that contribute to a person's susceptibility to becoming ill; and
- identify early warning symptoms of common illnesses that signal the need to get help.

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A student scoring at the *Meets Standard* level has demonstrated *fundamental* academic knowledge and skills included in the grade-level Extended Standards.

Students scoring at this level generally exhibit the ability to:

- recognize an appropriate and safe procedure for a scientific investigation;
- compare situations using data or sort technology by the kind of information it can provide;
- recognize that substances may be mixtures or compounds, or sort objects in a mixture based on color, shape, or size;
- match changes in motion with different external forces or recognize that magnets may attract or repel certain substances;
- sort hazardous and nonhazardous exposure to heat, light, or electricity;
- compare the life cycles of a human and a given mammal;
- recognize basic food chains;
- identify where parts of the circulatory system are located in the human body; and
- match a fitness activity to a health improvement, sort healthy and unhealthy activities and diets, or match symptoms to common illnesses.

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Students scoring at this level may exhibit the ability to:

- recognize safety or scientific procedures or match the technology used by different types of scientists;
- match data to a specific situation;
- recognize that objects can have different physical properties;
- recognize that in certain circumstances light, heat, or electricity can be hazardous;
- recognize the life cycles of different common organisms;
- recognize what different common animals eat;
- recognize parts of the human circulatory system;
- recognize fitness activities or that certain activities affect the body in different ways; and
- recognize that the body changes during an illness.