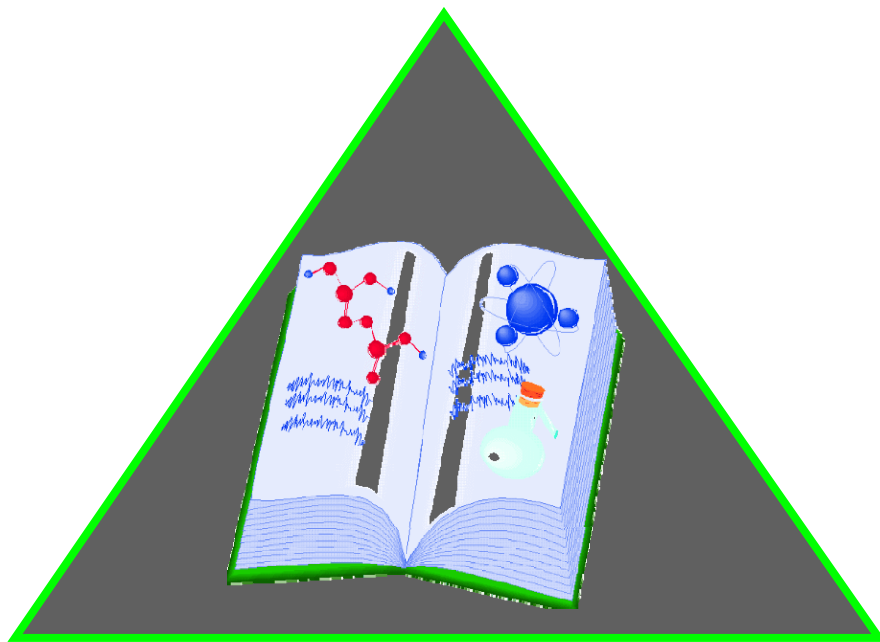


Science Extended Grade Band Objectives and Achievement Descriptors



Wisconsin Extended Standards and Instructional Achievement Descriptors

Science - Grade 4

Model Academic Standard:

- A. Science Connections
- B. Nature of Science

(Note: Extended Grade Objectives for Science Connections and Nature of Science are combined into a single Extended Grade Objective, consistent with the combined reporting in the general education assessments.)

Extended Grade 4 Objectives	Instructional Achievement Descriptors
Science A-B1 Use science resources to gather information.	Advanced students perform without support the following: <ul style="list-style-type: none"> • Select appropriate science resources to gather information. EX: During a unit on animals, select the appropriate book from a book bin. EX: During a unit on plants, draw, select, or take digital pictures of different plants.
	Proficient students perform without support the following: <ul style="list-style-type: none"> • Use science resources to gather information. EX: When given a picture book, locate pictures showing different stages of a frog’s life. EX: Watch and interact with a computer science program. EX: Point to different body parts on self upon request.
	Basic students perform with minimal support the following: <ul style="list-style-type: none"> • Recognize science resources in classroom. EX: Locate science book in desk or bookshelf. EX: When asked, go to science activity center versus reading area in classroom. EX: Point to science poster showing the circulatory system upon request.
	Minimal students attempt to perform with significant support the following: <ul style="list-style-type: none"> • Attend to science information. EX: Listen to science text read to them. EX: Watch a video depicting the life cycle of a frog.

Model Academic Standard:

C. Science Inquiry

Extended Grade 4 Objectives	Instructional Achievement Descriptors
Science C1 Use basic science vocabulary and tools.	Advanced students perform without support the following: <ul style="list-style-type: none"> • Select basic science vocabulary and tools for conducting simple science experiments. EX: Choose a scale, not a ruler, and weigh an object. EX: Choose a thermometer, not a magnifying glass, and check temperature of water.
	Proficient students perform without support the following: <ul style="list-style-type: none"> • Use basic science vocabulary and tools. EX: Play science picture bingo. EX: Select a magnifying glass to enlarge object. EX: Select a magnet to see if objects are magnetic.
	Basic students perform with minimal support the following: <ul style="list-style-type: none"> • Recognize basic science vocabulary and tools. EX: Play science picture Lotto. (Match 6 science pictures to same science pictures.) EX: Return scientific tools to correct location using picture cues.
	Minimal students attempt to perform with significant support the following: <ul style="list-style-type: none"> • Observe (see, hear, touch) scientific tools in use. EX: Watch video of scientist using various scientific tools. EX: Observe others using a scientific tool.

**Model Academic Standard:
D. Physical Science**

Objectives/Subskills:

- Properties of Earth Materials**
- Position and Motion of Objects**
- Light, Heat, Electricity, and Magnetism**

Extended Grade 4 Objectives	Instructional Achievement Descriptors
Science D1a Recognize differences in physical characteristics of an object.	Advanced students perform without support the following: <ul style="list-style-type: none"> • Describe changes in physical characteristics of an object. EX: Describe the changes in an apple after it is cut. EX: Describe picture cards showing different states of water based on temperature (e.g., ice, water, steam).
	Proficient students perform without support the following: <ul style="list-style-type: none"> • Recognize differences in physical characteristics of an object. EX: Sort pictures by speed of object. EX: Sort pictures by what is hot or cold. EX: Recognize which of two presented pictures is faster/slower (e.g., bike versus car, turtle versus rabbit). EX: Using a computer game with race cars, control and vary speed of assigned car.
	Basic students perform with minimal support the following: <ul style="list-style-type: none"> • Recognize physical characteristics of an object. EX: Pick out big ball from group of multicolored and different size objects. EX: Identify when moving or stopped (Red Light, Green Light).
	Minimal students attempt to perform with significant support the following: <ul style="list-style-type: none"> • Sort objects by color. EX: Sort colored bears according to yellow or blue. EX: Pick red ball when given a choice of a red and a green ball.

Model Academic Standard:
E. Earth and Space Science

Objectives/Subskills:
Properties of Earth Materials
Changes in Earth and Sky

Extended Grade 4 Objectives	Instructional Achievement Descriptors
<p>Science E1a Recognize properties of earth features.</p> <p>Science E2b Recognize changes in earth and sky.</p>	<p>Advanced students perform without support the following:</p> <ul style="list-style-type: none"> • Describe the properties of earth features. EX: Describe one characteristic of each of the four seasons (e.g., Winter—cold, Summer—hot, Fall—colored leaves, etc.). EX: Draw a river and a lake to show differences between the two. • Describe changes in earth and sky. EX: Draw a picture of a deciduous tree in each season (Winter—no leaves, Spring—buds, Summer—leaves, Fall—colored leaves and raking).
	<p>Proficient students perform without support the following:</p> <ul style="list-style-type: none"> • Recognize properties of earth features. EX: Pick out pictures of a geographical feature (mountains, lakes, and oceans). • Recognize changes in earth and sky. EX: When given a choice of four pictures, point to the requested season.
	<p>Basic students perform with minimal support the following:</p> <ul style="list-style-type: none"> • Recognize elements of earth and sky. EX: Sort picture or objects by earth versus sky. EX: Find pictures in a magazine of day or night.
	<p>Minimal students attempt to perform with significant support the following:</p> <ul style="list-style-type: none"> • Demonstrate awareness of earth materials. EX: Touch natural materials found on earth using a sensory table (e.g., sand, dirt, rocks, water).

Model Academic Standard:

F. Life and Environmental Science

Objectives/Subskills:

The Characteristics of Organisms

Life Cycles of Organisms

Organisms and Their Environment

Extended Grade 4 Objectives	Instructional Achievement Descriptors
Science F1a Recognize what plants and animals need to live and grow.	Advanced students perform without support the following: <ul style="list-style-type: none">• Describe what plants and animals need to live and grow. EX: Describe three things a plant needs to survive. EX: Match animals to their habitats (e.g., deer–forest, fish–lake, tiger–jungle). EX: Use sequence cards to describe how humans grow.
	Proficient students perform without support the following: <ul style="list-style-type: none">• Recognize what plants and animals need to live and grow. EX: Pick out three things a child needs to live out of a group of six things. EX: Match picture of an infant mammal to corresponding adult mammal (e.g., elephant calf to elephant, kitten to cat, bear cub to bear, etc.). EX: Match shelter to corresponding animal (e.g., dog to doghouse, person to house, bird to nest).
	Basic students perform with minimal support the following: <ul style="list-style-type: none">• Recognize one of their own basic needs. EX: Sort food versus shelter pictures. EX: Alert teacher when hungry.
	Minimal students attempt to perform with significant support the following: <ul style="list-style-type: none">• Recognize edible versus nonedible items. EX: Given two objects, pick out the food item.

Model Academic Standard:

G. Science Applications

H. Science in Social and Personal Perspectives

(Note: Extended Grade Objectives for Science Applications and Science in Social and Personal Perspectives are combined into a single Extended Grade Objective, consistent with the combined reporting in the general education assessments.)

Extended Grade 4 Objectives	Instructional Achievement Descriptors
Science G-H1 Recognize how science helps your life.	Advanced students perform without support the following: <ul style="list-style-type: none">• Describe the benefits of science on their life. EX: Describe one thing that will improve their health (e.g., treadmill, vitamins, sanitizing gels).
	Proficient students perform without support the following: <ul style="list-style-type: none">• Recognize how science helps your life. EX: Select modes of transportation (e.g., car, train, bus) from a group of random objects. EX: Match scientific profession to tool (e.g., doctor to stethoscope, astronaut to space shuttle). EX: Match technology to appropriate use in their lives (e.g., cell phone to call a parent).
	Basic students perform with minimal support the following: <ul style="list-style-type: none">• Access technology in their lives. EX: Use a computer mouse/adaptive device to choose and play a song selection. EX: Know which button to push to use the elevator.
	Minimal students attempt to perform with significant support the following: <ul style="list-style-type: none">• Use simple (one-step) assistive technology. EX: Hit a key on a computer or hit a switch to activate computer.

Science Extended Grade 4 Alternate Assessment Achievement Descriptors

Achievement Level	Achievement Descriptor
Advanced	<p>Students performing at the Advanced Level:</p> <ul style="list-style-type: none"> • Select and use appropriate science resources (including tools, books) to gather information. • Describe changes in earth and sky (seasons, day/night) and changes in characteristics of objects. • Describe properties of earth features (mountains, lakes, oceans) and needs of living things. • Describe the benefits of science on their life.
Proficient	<p>Students performing at the Proficient Level:</p> <ul style="list-style-type: none"> • Use basic science resources (including tools and vocabulary) to gather information. • Recognize changes in earth and sky (seasons, day/night) and differences in characteristics of objects. • Recognize properties of earth features (mountains, lakes, oceans) and needs of living things. • Recognize the benefits of science on their life.
Basic	<p>Students performing at the Basic Level:</p> <ul style="list-style-type: none"> • Recognize basic science resources, vocabulary, and tools. • Recognize the physical characteristics of an object and the elements of earth versus sky. • Recognize their own basic needs. • Access technology in their lives.
Minimal	<p>Students performing at the Minimal Level:</p> <ul style="list-style-type: none"> • Attend to and observe (see, hear, touch) presented science materials and use of scientific tools. • Sort objects by color. • Recognize edible versus nonedible items.

Wisconsin Extended Standards and Instructional Achievement Descriptors

Science - Grade 8

Model Academic Standard:

- A. Science Connections
- B. Nature of Science

(Note: Extended Grade Objectives for Science Connections and Nature of Science are combined into a single Extended Grade Objective, consistent with the combined reporting in the general education assessments.)

Extended Grade 8 Objectives	Instructional Achievement Descriptors
Science A-B1 Use specific materials to represent science concepts.	Advanced students perform without support the following: <ul style="list-style-type: none"> • Use variety of materials to represent science concepts. EX: Identify simple parts of the skeleton on a poster, model (skull/head, arm, legs, fingers). EX: Identify the parts of the water cycle diagram. EX: Put together a detailed science-related puzzle of not more than 10 pieces.
	Proficient students perform without support the following: <ul style="list-style-type: none"> • Use specific materials to represent science concepts. EX: Identify the globe as the model of the earth. EX: Identify the skeleton as the model of the human body. EX: Put together a simple science-related puzzle of not more than eight pieces.
	Basic students perform with minimal support the following: <ul style="list-style-type: none"> • Interact with materials that represent simple science concepts. EX: Point to parts of the human body on a model (eye, arm, leg, skull) when asked. EX: Identify cloud on a poster, picture card, etc.
	Minimal students attempt to perform with significant support the following: <ul style="list-style-type: none"> • Attend to materials that represent simple science concepts. EX: Imitate teacher or proctor by pointing to parts of the body on a model.

**Model Academic Standard:
C. Science Inquiry**

Extended Grade 8 Objectives	Instructional Achievement Descriptors
Science C1 Identify simple cause and effect relationships.	Advanced students perform without support the following: <ul style="list-style-type: none"> • Explain simple cause and effect relationships in science. EX: Use words or pictures to explain what happens when bread is put in a toaster. EX: Select pictures of sun, hand, or stove to cause ice cube to melt.
	Proficient students perform without support the following: <ul style="list-style-type: none"> • Identify simple cause and effect relationships. EX: Close blinds when sunny and room gets too hot. EX: When given several pictures, match picture of ice cream cone in sunshine with picture of melted ice cream. EX: Pour water and oil into a graduated cylinder to show how the two liquids don't mix.
	Basic students perform with minimal support the following: <ul style="list-style-type: none"> • Identify effect when given an event related to a science topic. EX: Use a switch to activate a computer program or device.
	Minimal students attempt to perform with significant support the following: <ul style="list-style-type: none"> • Observe (see, hear, touch) cause and effect. EX: Observe a science experiment.

**Model Academic Standard:
D. Physical Science**

**Objectives/Subskills:
Properties and Changes of Properties in Matter
Motions and Forces
Transfer of Energy**

Extended Grade 8 Objectives	Instructional Achievement Descriptors
<p>Science D1a Identify the direction of motion before the object is released.</p> <p>Science D1b Identify two or more physical characteristics of substance.</p>	<p>Advanced students perform without support the following:</p> <ul style="list-style-type: none"> • Predict the direction of motion before the object is thrown. EX: Before throwing a ball, predict direction of motion. • Compare physical characteristics of substance. EX: Given a sugar cube and a rock, compare their states of matter, shapes, colors, or textures.
	<p>Proficient students perform without support the following:</p> <ul style="list-style-type: none"> • Identify the direction of motion before the object is released. EX: Before releasing a ball, predict direction. • Identify two or more physical characteristics of substance. EX: Given a sugar cube, identify at least two of the following: state of matter, shape, or color.
	<p>Basic students perform with minimal support the following:</p> <ul style="list-style-type: none"> • Identify the direction of motion after the object is dropped. EX: Tell direction after ball is dropped. • Identify one or more physical characteristics of substance. EX: Given a sugar cube, identify at least one of the following: state of matter or shape or color.
	<p>Minimal students attempt to perform with significant support the following:</p> <ul style="list-style-type: none"> • Identify the direction of motion of the dropped object. EX: Track motion of a dropped ball.

Model Academic Standard:
E. Earth and Space Science

Objectives/Subskills:
Structure of Earth System
Earth's History
Earth in the Solar System

Extended Grade 8 Objectives	Instructional Achievement Descriptors
Science E1a Identify changes in the earth. Science E1b Recognize cycles that happen on the earth (e.g., seasons, day/night, etc.).	Advanced students perform without support the following: <ul style="list-style-type: none"> • Predict changes in the earth from wind and water. EX: Identify the destructive effects of a tornado. • Recognize and sequence cycles that happen on the earth (e.g., seasons, day/night). EX: Order pictures of the four seasons. EX: Provide pictures of seasonal activities, identify the season.
	Proficient students perform without support the following: <ul style="list-style-type: none"> • Identify changes in the earth. EX: From an array of pictures, select ones that show storm damage or effects. • Recognize cycles that happen on the earth (e.g., seasons, day/night, etc.). EX: Identify the four seasons using pictures.
	Basic students perform with minimal support the following: <ul style="list-style-type: none"> • Identify seasons and day/night. EX: Identify day or night activities from pictures. EX: Identify the four seasons using pictures.
	Minimal students attempt to perform with significant support the following: <ul style="list-style-type: none"> • Recognize day or night. EX: Given two pictures, select day.

Model Academic Standard:

F. Life and Environmental Science

Objectives/Subskills:

Structure and Function in Living Things

Reproduction and Heredity

Regulation and Behavior

Populations and Ecosystems

Diversity and Adaptations of Organisms

Extended Grade 8 Objectives	Instructional Achievement Descriptors
Science F1a Identify characteristics of living things.	Advanced students perform without support the following: <ul style="list-style-type: none">• Compare characteristics of living things (e.g., reproduce their own species). EX: Given a picture of an animal, select the correct offspring from pictures. Use pictures of animals with dissimilar offspring (frog and tadpole, butterfly and caterpillar).
	Proficient students perform without support the following: <ul style="list-style-type: none">• Identify characteristics of living things. EX: Given a picture of an egg, match to a picture of a chicken instead of a human.
	Basic students perform with minimal support the following: <ul style="list-style-type: none">• Identify living versus non-living things. EX: Given a choice between pictures of a rock and a fish, select the fish as living. EX: Given a picture of an animal, select the correct offspring from pictures (e.g., puppy/dog, kitten/cat). EX: Given two to three pictures, sort into living and non-living.
	Minimal students attempt to perform with significant support the following: <ul style="list-style-type: none">• Identify an animal as a living thing. EX: Differentiate between a living animal and inanimate object, using yes or no responses.

Model Academic Standard:

G. Science Applications

H. Science in Social and Personal Perspectives

(Note: Extended Grade Objectives for Science Applications and Science in Social and Personal Perspectives are combined into a single Extended Grade Objective, consistent with the combined reporting in the general education assessments.)

Extended Grade 8 Objectives	Instructional Achievement Descriptors
Science G-H1 Identify technologies and habits that help people learn or work safely.	Advanced students perform without support the following: <ul style="list-style-type: none">• Describe technologies and habits that help people learn or work safely. EX: Given a picture of a computer, describe how people use it to learn. EX: Given a picture of a bike helmet or seat belt, describe how it keeps people safe.
	Proficient students perform without support the following: <ul style="list-style-type: none">• Identify technologies and habits that help people learn or work safely. EX: Using a variety of pictures or objects, choose things that would help them and others learn. EX: Identify safe behaviors from a variety of pictures or activities.
	Basic students perform with minimal support the following: <ul style="list-style-type: none">• Recognize safe and unsafe behaviors/habits. EX: Given pictures of safe and unsafe behaviors, point to the picture showing a safe behavior.
	Minimal students attempt to perform with significant support the following: <ul style="list-style-type: none">• Imitate safe behavior. EX: Teacher demonstrates hand washing; student imitates.

Science Extended Grade 8 Alternate Assessment Achievement Descriptors

Achievement Level	Achievement Descriptor
Advanced	<p>Students performing at the Advanced Level:</p> <ul style="list-style-type: none"> • Describe the materials and safe habits used, and explain cause and effect relationships in science. • Predict changes in the earth (e.g., storms, natural disasters) and its cycles (e.g., seasons, day and night). • Predict the direction of motion of thrown objects. • Compare characteristics of living (e.g., reproduction) and non-living (e.g., state of matter, color, shape, size) things.
Proficient	<p>Students performing at the Proficient Level:</p> <ul style="list-style-type: none"> • Identify specific materials and safe habits used, and identify simple cause and effect relationships in science. • Recognize that the earth goes through cycles (e.g., seasons, day and night) and changes (e.g., storms, natural disasters). • Identify 2 or more characteristics of living (e.g., reproduction) and non-living (e.g., state of matter, color, shape, size) things. • Identify the direction of motion of released objects.
Basic	<p>Students performing at the Basic Level:</p> <ul style="list-style-type: none"> • Recognize safe habits to use while participating in simple science activities and identify effect when a science-related event is presented. • Identify seasons, day versus night, and living versus non-living things. • Identify a characteristic of matter (e.g., state of matter, color, shape, size, direction of motion).
Minimal	<p>Students performing at the Minimal Level:</p> <ul style="list-style-type: none"> • Imitate safe behaviors while attending to science instruction and activities. • Identify the direction of a dropped object. • Identify things that are living. • Recognize day or night.

Wisconsin Extended Standards and Instructional Achievement Descriptors

Science - Grade 10

Model Academic Standard:

- A. Science Connections
- B. Nature of Science

(Note: Extended Grade Objectives for Science Connections and Nature of Science are combined into a single Extended Grade Objective, consistent with the combined reporting in the general education assessments.)

Extended Grade 10 Objectives	Instructional Achievement Descriptors
Science A-B1 Use models to demonstrate knowledge of scientific concepts.	Advanced students perform without support the following: <ul style="list-style-type: none"> • Use and construct a model to demonstrate knowledge of scientific concepts. EX: Draw simple weather forecast chart based on information given.
	Proficient students perform without support the following: <ul style="list-style-type: none"> • Use models to demonstrate knowledge of scientific concepts. EX: Identify arm, leg, and head on a skeleton.
	Basic students perform with minimal support the following: <ul style="list-style-type: none"> • Recognize that a scientific model is composed of different parts. EX: When given the parts of a simple model (no more than 5 pieces), assemble it correctly.
	Minimal students attempt to perform with significant support the following: <ul style="list-style-type: none"> • Recognize that models exist. EX: Tell the difference between a plastic apple and a real apple.

**Model Academic Standard:
C. Science Inquiry**

Extended Grade 10 Objectives	Instructional Achievement Descriptors
Science C1 Follow directions to complete basic steps of science inquiry.	Advanced students perform without support the following: <ul style="list-style-type: none"> • Follow steps of science inquiry. (<i>What did they do, what did they see, what did they use, and what happened?</i>) EX: Given pictures of equipment, communicate the ones used in science lab. EX: How far can you jump? Select the tape measure, measure the distance, and report the results.
	Proficient students perform without support the following: <ul style="list-style-type: none"> • Follow directions to complete basic steps of science inquiry. (<i>What did they do, what did they see, and what happened?</i>) EX: After following the steps for a plant experiment, answer the following questions when asked: What did you do? “We watered the plant.” What did you see? “The dirt got wet.” What happened? “The plant grew.” EX: While participating in a science activity, communicate up to three observations in response to questions. EX: In response to questions, report what happened after observing a burning candle.
	Basic students perform with minimal support the following: <ul style="list-style-type: none"> • Participate in two or more basic steps of science inquiry. EX: Help to gather materials for an experiment and help in cleanup. EX: Observe and report one or more observations.
	Minimal students attempt to perform with significant support the following: <ul style="list-style-type: none"> • Attend to one or more basic steps of science inquiry. EX: Help to gather materials for an experiment or help in cleanup. EX: View peers doing an experiment in lab.

**Model Academic Standard:
D. Physical Science**

Objectives/Subskills:

- Structures of Atoms and Matter**
- Chemical Reactions**
- Motions and Forces**
- Conservation of Energy and the Increase in Disorder**
- Interactions of Matter and Energy**

Extended Grade 10 Objectives	Instructional Achievement Descriptors
<p>Science D1a Identify types of energy needed by multiple kinds of organisms.</p> <p>Science D1b Use principles of force and motion.</p> <p>(Atoms are judged to be beyond the ability level for extended standards for this group of students.)</p>	<p>Advanced students perform without support the following:</p> <ul style="list-style-type: none"> • List organisms and the types of energy needed. EX: Given a group of organisms (person, dog, dandelion), identify the energy source each needs (dog needs dog food, plants need sunlight, etc.). • Apply principles of force and motion. EX: Predict that a ball thrown up will come back down. EX: When an object is moved, identify the direction (left vs. right).
	<p>Proficient students perform without support the following:</p> <ul style="list-style-type: none"> • Identify types of energy needed by multiple kinds of organisms. EX: Using flash cards, match the object to the energy source it needs (dog needs dog food, plants need sunlight, etc.). • Use principles of force and motion. EX: Demonstrate the difference between push and pull. EX: Differentiate between slow and fast (turtle moves slow, car moves fast, etc.).
	<p>Basic students perform with minimal support the following:</p> <ul style="list-style-type: none"> • Match types of energy needed with animals and humans that need them. EX: Identify that dog food is needed by dog, humans need fruit, etc. • Predict the motion of an object. EX: Predict the direction of a dropped object.

Extended Grade 10 Objectives	Instructional Achievement Descriptors
	<p>Minimal students attempt to perform with significant support the following:</p> <ul style="list-style-type: none"><li data-bbox="512 298 1276 362">• Recognize that humans need food. EX: Recognize that humans need fruit and other edible items.<li data-bbox="512 399 1199 462">• Identify up and down movement. EX: Indicate whether an object has moved up or down.

Model Academic Standard:

E. Earth and Space Science

Objectives/Subskills:

Energy in the Earth System

Geochemical Cycles

The Origin and Evolution of the Earth System

The Origin and Evolution of the Universe

Extended Grade 10 Objectives	Instructional Achievement Descriptors
Science E1a Identify earth's position within the solar system.	Advanced students perform without support the following: <ul style="list-style-type: none">• Illustrate earth's relationship to the moon and sun. EX: Draw a picture showing the earth, moon, and sun.• Identify different kinds of natural disasters and their consequences. EX: Draw a basic picture of a volcano erupting, a tsunami, etc.
Science E1b Identify a natural disaster and its consequences.	Proficient students perform without support the following: <ul style="list-style-type: none">• Identify earth's position within the solar system. EX: Using a picture of the solar system, identify which planet is the earth.• Identify a natural disaster and its consequences. EX: Follow steps to simulate a volcano by using baking soda and vinegar. EX: When asked to select a picture of a natural disaster, find the picture that shows a flood (e.g., flooded house, streets, or city).
	Basic students perform with minimal support the following: <ul style="list-style-type: none">• Identify earth and sun. EX: Using pictures, identify the earth and sun.• Recognize consequences of natural disasters. EX: When asked to show what happens when a volcano causes a natural disaster, select a picture that shows a volcano erupting and destroying a city.

Extended Grade 10 Objectives	Instructional Achievement Descriptors
	<p>Minimal students attempt to perform with significant support the following:</p> <ul style="list-style-type: none"> • Recognize earth as a planet. EX: Given 2 pictures, select planet earth. • Recognize natural disasters. EX: Select picture that shows a volcano rather than a tree or other object.

Model Academic Standard:

F. Life and Environmental Science

Objectives/Subskills:

The Cell

The Molecular Basis of Heredity

Biological Evolution

The Interdependence of Organisms

Matter, Energy, and Organization in Living Systems

The Behavior of Organisms

Extended Grade 10 Objectives	Instructional Achievement Descriptors
<p>Science F1a Recognize that adaptations are part of natural processes.</p> <p>Science F1b Recognize that characteristics are transferred from parent(s) to offspring.</p>	<p>Advanced students perform without support the following:</p> <ul style="list-style-type: none"> • Explain why organisms adapt. EX: Given a picture of an animal, explain reason for adaptations (birds have wings to fly, fish have gills to breathe underwater, etc.) • Identify the transfer of characteristics in different species. EX: From a group of pictures, identify which two dogs are of the same breed.
	<p>Proficient students perform without support the following:</p> <ul style="list-style-type: none"> • Recognize that adaptations are part of natural processes. EX: Using pictures, recognize animals' use of camouflage. • Recognize that characteristics are transferred from parent(s) to offspring. EX: Looking at family pictures, identify similarity in physical characteristics (eye color, shape of nose, etc.).
	<p>Basic students perform with minimal support the following:</p> <ul style="list-style-type: none"> • Recognize that animals living in different locations look different. EX: Match animals to environment (those that live in water have fins, etc.). • Recognize that we get characteristics from our parents. EX: Looking at family pictures, identify a single similar characteristic between themselves and their parent(s).

Extended Grade 10 Objectives	Instructional Achievement Descriptors
	<p>Minimal students attempt to perform with significant support the following:</p> <ul style="list-style-type: none"> • Identify basic habitats. EX: From a group of three pictures, find one animal that lives in the jungle. • Match parent to their children. EX: Given pictures, match baby bear to adult bear, etc.

Model Academic Standard:

G. Science Applications

H. Science in Social and Personal Perspectives

(Note: Extended Grade Objectives for Science Applications and Science in Social and Personal Perspectives are combined into a single Extended Grade Objective, consistent with the combined reporting in the general education assessments.)

Extended Grade 10 Objectives	Instructional Achievement Descriptors
<p>Science G-H1 Identify different career options related to science.</p> <p>Science G-H2 Determine an action that improves quality of life.</p>	<p>Advanced students perform without support the following:</p> <ul style="list-style-type: none"> • Identify different scientific career options that may be of interest. EX: List or describe science-related careers they are interested in. • Determine steps that improve quality of life. EX: Collect and sort recyclable materials.
	<p>Proficient students perform without support the following:</p> <ul style="list-style-type: none"> • Identify different career options related to science. EX: From a list of varied careers, select several that relate to science. • Determine an action that improves quality of life. EX: Put plants in sunlight to make them grow.
	<p>Basic students perform with minimal support the following:</p> <ul style="list-style-type: none"> • Match scientific equipment with career. EX: Match picture of microscope with person in laboratory. • Identify a way to improve their own quality of life. EX: State something that could make them happier.
	<p>Minimal students attempt to perform with significant support the following:</p> <ul style="list-style-type: none"> • Recognize science-related careers. EX: From a group of pictures (person on bulldozer, person with microscope, etc.), identify a science-related career. • Identify unsafe behaviors. EX: Select a picture that shows an unsafe behavior.

Science Extended Grade 10 Alternate Assessment Achievement Descriptors

Achievement Level	Achievement Descriptor
Advanced	<p>Students performing at the Advanced Level:</p> <ul style="list-style-type: none"> • Construct and use models and follow the steps of science inquiry to make observations about the natural world (e.g., solar system, force and motion, natural disasters). • Explain why certain characteristics of organisms (e.g., physical characteristics, heredity, energy, adaptations) improve their quality of life. • Identify different scientific career options that may be of personal interest.
Proficient	<p>Students performing at the Proficient Level:</p> <ul style="list-style-type: none"> • Use models and the basic steps of science inquiry as directed to make observations about the natural world (e.g., solar system, force and motion, natural disasters). • Identify characteristics of organisms (e.g., physical characteristics, heredity, energy, adaptations). • Determine an action that improves quality of life. • Identify different career options related to science.
Basic	<p>Students performing at the Basic Level:</p> <ul style="list-style-type: none"> • Identify parts of a model (e.g., earth and sun within the solar system, arms and legs on a skeleton) to make an observation about the natural world. • Identify a way to improve their own quality of life by assisting in a science experiment using two or more basic steps of science inquiry. • Recognize different animals have different needs (e.g., food, shelter) and pass unique characteristics to their children. • Match scientific equipment with career.
Minimal	<p>Students performing at the Minimal Level:</p> <ul style="list-style-type: none"> • Recognize that models exist (e.g., plastic apple, globe represents the earth). • Attend to other's use of one basic step of science inquiry and safe behaviors in experiments, such as those related to movement. • Recognize that humans and animals need food and shelter. • Recognize science-related careers.