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MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Martell Menlove, Ph.D.
Chief Executive Officer

DATE: May 9, 2014

INFORMATION/ ACTION: Proficiency Level Descriptors (PLDs)

Background:
USOE is developing Proficiency Level Descriptors (PLDs) for the SAGE assessments. The PLDs will be used in standard setting for the purpose of determining proficiency levels. The SAGE general PLDs were approved by the Utah State Board of Education in November 2013. The approved levels are "highly proficient," "proficient," "approaching proficient," and "below proficient."

Key Points:
Groups of teachers and USOE staff met in mid-March to create PLDs for:

English Language Arts grades 3 – 11
Mathematics grades 3 – 8, Math I, Math II, Math III
Science grades 4 – 8, Earth Science, Biology, Physics, Chemistry.

These PLDs have been approved by the Policy Advisory Committee. They were also reviewed by 700 educators who responded to a survey which solicited comments, edits, etc.

Anticipated Action:
USOE staff will present the PLDs for each grade/course. Staff will be prepared to answer questions and receive edits from Board members. It is anticipated that the Board will approve PLDs for each grade/course.

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SAGE Proficiency Level Descriptors (PLDs)

What are PLDs?
A proficiency level descriptor (PLD) is a description of what students know and are able to do by content area, grade, and proficiency level. PLDs give teachers, parents/guardians and students more information about the typical skills and knowledge a student demonstrates on state assessments in each performance level.

Are PLDs required by federal or state law?
PLDs are not required by federal or state law, but represent established standards of acceptable assessment development practice.

Who has developed PLDs?
PLDs were developed for the Criterion-Referenced Tests (CRTs) that were administered previously in Utah. Each state has PLDs for their state assessments. The Smarter Balanced Assessment Consortium and The Partnership for Assessment of Readiness for College and Careers (PARCC) Consortiums have developed PLDs for their assessments. The National Assessment of Educational Progress (NAEP) has developed PLDs.

Who developed the SAGE PLDs?
The PLDs were developed by USOE, 100+ educators, AIR and the Center of Assessment. The Center of Assessment is the assessment and accountability firm that is currently under contract with USOE for statistical, psychometric and technical work. The Center of Assessment has provided expertise in Utah for over ten years, and is located in New Hampshire.

What PLDs were developed for SAGE?
The general PLDs were developed for the four proficiency levels (Below Proficient, Approaching Proficient, Proficient, Highly Proficient). These were approved by the Board in the November 2013 Board meeting. USOE is seeking approval of the specific PLDs for each grade/content in English Language Arts, Mathematics and Science for the four proficiency levels at the May 2014 Board Meeting.

How do the general PLDs (approved November 2013) differ from the grade/content PLDs (May 2014)?
General PLDs: There are four general PLDs, one for each proficiency level. They are located on the last page of this document.
Grade/Content PLDs: There are 27 PLDs, one PLD for each of the four proficiency levels in:

- English Language Arts grades 3 – 11
- Mathematics grades 3 – 8, Math I, Math II, Math III
- Science, grades 4 – 8, earth science, biology, physics, chemistry

How will PLDs be used?
PLDs have two purposes. The first purpose is to inform the standard setting process. The second purpose is to provide educators, students and parents with information in regards to expectations of student performance at each proficiency level. Student SAGE reports will include abbreviated PLD information.

How will PLDs be used in the Standard Setting Process?
Standard setting is a means of identifying cut scores that indicate whether a student has achieved an established level of proficiency. Standard setting involves expert judgment that will be informed by student performance data and PLDs, with ACT, NAEP and PISA used as referents in the process. The standard-setting procedures are intended to yield reasonable and supportable interpretations about the performance of students within a grade level and the growth of students' achievement across grade levels.

Proficiency level descriptors (PLDs) are a key element in the standard-setting process. PLDs define the content area knowledge, skills, and processes that students at a performance level are expected to possess.

Standard Setting will occur August 11-15, 2014 and will involve 190+ educators and stakeholders. The Bookmark procedure will be used to set the standards. This method has been successfully used by several test contractors in many states.

What information was sent to the Board, why was it sent and by whom?
When the general PLDs were approved by the board in November 2013, the board discussion included the future development of the specific grade/content PLDs. Due to the length and complexity of the PLDs, the board directed Judy Park to send the PLDs two weeks in advance of the Board meeting to allow the Board time to review the documents. The documents sent to the Board on Monday, April 28th were:

1. Grade/content PLDs for English language arts, mathematics and science
2. The process used for development and approval of the PLDs – prepared by Judy Park
3. The survey results – prepared by the Assessment Section of USOE
4. The survey summary results – prepared by the Assessment Section of USOE

Will approved PLDs be changed?
The approved PLDs will be used for standard setting, student SAGE reports and be available on the USOE website. Typically, PLDs are not revised after the original development and approval. If there is a request to modify or change the PLDs, this would require Board action.

What is the expected outcome of the request for Board approval?
All information has been provided to the Board to inform the board's knowledge and understanding of the PLDs and the procedures and expertise used in the development process. It is the desire of USOE that the Board approve the PLDs, recognizing the expertise that has contributed to this work.

SAGE Summative Proficiency Level Descriptors

Approved by Utah Board of Education Nov. 2013

4- Highly Proficient*

The Level 4 student is highly proficient in applying the English language arts/literacy, mathematics, and science knowledge/skills as specified in the Utah Core State Standards.
The student generally performs significantly above the standard for their grade level/course, is able to access above grade level content, and engage in higher order thinking skills independently.

** For Secondary Math III and English 11, this level of performance also likely indicates students are well prepared for postsecondary success in mathematics and language arts.*

3- Proficient**

The Level 3 student is proficient in applying the English language arts/literacy, mathematics, and science knowledge/skills as specified in the Utah Core State Standards.
The student generally performs at the standard for their grade level/course, is able to access grade level content, and engage in higher order thinking skills with some independence and minimal support.

*** For Secondary Math III and English 11, this level of performance also likely indicates students are sufficiently prepared for postsecondary success in mathematics and language arts.*

2- Approaching Proficient

The Level 2 student is approaching proficient in applying the English language arts/literacy, mathematics, and science knowledge/skills as specified in the Utah Core State Standards**.**
The student generally performs slightly below the standard for their grade level/course, is able to access grade level content and engage in higher order thinking skills with some independence and support.

1-Below Proficient

The Level 1 student is below proficient in applying the English language arts/literacy, mathematics, and science knowledge/skills as specified in the Utah Core State Standards.
The student generally performs significantly below the standard for their grade level/course, is likely able to partially access grade level content and engage with higher order thinking skills with extensive support.

Performance Level Descriptors (PLDs)

Development and Approval Process

General PLDs

- September 2013 — USOE created the four proficiency level general PLDs for English Language Arts, Mathematics and Science
- October 2013 — The general PLDs were reviewed by the Policy Advisory Committee and revisions made based on their feedback
  The general PLDs were vetted by the field through a survey process of 492 Respondents
- November 8, 2013 — State Board of Education reviewed the general PLDs and the survey responses, made revisions and approved the revised general PLDs

Grade/Content PLDs

- March 11 – 12, 2014 — With the assistance of AIR, and the Center for Assessment, the USOE worked with a group of over 100 educators to create draft grade/content PLDS aligned to the Utah Core Standards.
- March 13, 2014 — USOE with the assistance of AIR, and the Center for Assessment finalized and consolidated the draft grade/content PLDs to create consistency in verbiage and continuum of abilities through the grade/content levels.
- March 18, 2014 — The draft grade/content PLDs were reviewed by the Policy Advisory Committee and revisions made based on their feedback
- March/April, 2014 — USOE created a survey to collect responses from the field on the Draft PLDs. Over 700 educators responded. (See survey results)
- April 2014 — USOE consolidated feedback from the field and made additional edits to the draft grade/content PLDs
- April 22, 2014 — The draft grade/content PLDs were reviewed and approved by the Policy Advisory Committee
- May 9, 2014 — The State Board of Education will review and may suggest edits and/or approve grade/content PLDs for their use in standard setting in August.

PLD Survey Summary

How well are the PLDs aligned to the Utah Core Standards?			
ELA and Literacy			
Scale	**# of Responses**	**% of responses**	**Composite %**
Completely	49	18%	73%
Mostly	151	55%	
Somewhat	57	21%	21%
Minimally	12	4%	5%
Not Aligned	4	1%	
Total	273	99%	
Mathematics			
Completely	35	18%	76%
Mostly	112	58%	
Somewhat	40	21%	21%
Minimally	4	2%	4%
Not Aligned	3	2%	
Total	194	101%	
Science			
Completely	18	19%	74%
Mostly	52	55%	
Somewhat	18	19%	19%
Minimally	5	5%	7%
Not Aligned	2	2%	
Total	95	100%	

English Language Arts
Grade 3

PLD	Standard	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
Policy		The Level 1 student is below proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly below the standard for the grade level and is likely able to partially access grade-level content and engages with higher-order thinking skills with extensive support.	The Level 2 student is approaching proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs slightly below the standard for the grade level and is likely able to access grade-level content and engages in higher-order thinking skills with some independence and support.	The Level 3 student is proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs at the standard for the grade level, is able to access grade-level content, and engages in higher-order thinking skills with some independence and minimal support.	The Level 4 student is highly proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly above the standard for the grade level, is able to access above grade-level content, and engages in higher-order thinking skills independently.
		For a grade-appropriate, low complexity texts, the Level 1 student	For a grade-appropriate, low-to-moderate complexity texts, the Level 2 student	For a grade-appropriate, moderate-to-high complexity texts, the Level 3 student	For a grade-appropriate, high-complexity texts, the Level 4 student
Reading: Literature					
Range	RL.3.1	asks and answers explicit questions to demonstrate understanding of a text.	asks and answers explicit questions to demonstrate understanding text, referring to the text as the basis for answers.	asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.	asks and answers complex questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.
Range	RL.3.2	identifies details to recount stories; identifies explicitly stated central messages, lessons, or morals and identify details.	identifies key details to recount stories; determines central messages, lessons, or morals.	recounts stories, including fables, folktales, and myths from diverse cultures; determines the central message, lesson, or moral and explains how it is conveyed through key details in the text.	explains details to recount stories; determines implicitly stated central messages, lessons, or morals; and explains how they are conveyed through key details.

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Range	RL.3.3	identifies basic elements (e.g., traits, feelings) of characters in a story and explains how these elements contribute to the story.	describes basic elements (e.g., traits, feelings) of characters in a story and explains how these elements contribute to the story.	describes characters in a story (e.g., their traits, motivations, or feelings) and explains how their actions contribute to the sequence of events.	describes complex elements (e.g., traits, feelings, motivations) of complex characters in a story and explains how their actions contribute to a complex sequence of events.
Range	RL.3.4	uses easily located, explicitly stated details to determine the meanings of familiar words and phrases as they are used in a text.	uses explicitly stated details to determine the meaning of words and phrases as they are used in a text, identifying literal and nonliteral language.	determines the meaning of words and phases as they are used in a text, distinguishing literal from nonliteral language.	determines the meanings of unfamiliar words and phrases as they are used in a text, distinguishing literal from nonliteral language.
Range	RL.3.5	refers to easily identified parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; identifies how one part builds on an earlier section.	refers to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describes how one part builds on an earlier section.	refers to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describes how each successive part builds on earlier sections.	refers to intricate parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describes how each successive part builds on earlier sections.
Range	RL.3.6	identifies explicitly stated points of view of the narrator or characters.	distinguishes his or her own point of view from explicitly stated points of view of the narrator or characters.	distinguishes his or her own point of view from that of the narrator or those of the characters.	distinguishes his or her own point of view from implicitly stated points of view.
Range	RL.3.7	uses specific aspects of a text's simple illustrations to understand the text and identifies explicit details about how the illustrations reflect characters, setting or mood.	uses specific aspects of a text's simple illustrations to understand the text and make lower-level inferences about how the illustrations reflect characters, setting, or mood.	explains how specific aspects of a text's illustrations contribrute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	explains how specific aspects of a text's complex illustrations contribute to an understanding of the text; makes higher-level inferences about how the illustrations reflect mood, characters, and setting.
Range	RL.3.8	N/A	N/A	N/A	N/A

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Range	RL.3.9	identifies the simple and explicit themes, settings, and plots of stories written by the same author or about similar characters (e.g., books from a series).	describes expliciltly stated themes, settings, and plots of stories written by the same author or similar characters (e.g., books from a series).	compares and contrasts the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	compares and contrasts highly complex, implicitly stated themes, settings, and plots of stories written by the same author about the same or similar characters; makes higher-level inferences to identify support used by authors.
Reading: Informational Text					
Range	RI.3.1	asks and answers explicit questions to demonstrate understanding of a text.	asks and answers explicit questions to demonstrate understanding of a text, referring to the text as the basis for answers.	asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	asks and answers complex questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.
Range	RI.3.2	identifies an explicitly stated main idea of a text; identifies key details to recount the main idea.	determines the main idea of a text; identifies key details to recount the main idea.	determines the main idea of a text; recounts key details and explains how they support the main idea.	determines an implicitly stated main idea of a text; recounts key details and explains how they support the main idea.
Range	RI.3.3	identifies historical events, scientific ideas, or some steps in technical procedures in a text, using language with an attempt at time or sequence.	describes simple relationships between historical events, scientific ideas or concepts, or steps in technical procedures in a text, using limited language that pertains to time, sequence, and cause/effect.	describes the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	describes and analyzes complex relationships between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text with immerging application, using academic language that pertains to time, sequence, and cause/effect.
Range	RI.3.4	uses easily located, explicitly stated details to determine the meaning of basic academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area.	uses explicitly stated details to determine the meaning of basic academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area.	determines the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	determines the meaning of advanced academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

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Range	RI.3.5	uses basic text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information explicitly stated in the text.	uses basic text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic.	uses text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	uses complex text features and advanced search tools (e.g., key words, sidebars, hyperlinks) to analyze and interpret information relevant to a given topic efficiently.
Range	RI.3.6	identifies an explicitly stated point of view of the author of a text.	distinguishes his or her own point of view from an explicilty stated point of view of the author of a text.	distinguishes his or her own point of view from that of the author of a text.	distinguishes his or her own point of view from an implicitly stated point of view of the author of a text.
Range	RI.3.7	uses information gained from simple illustrations and the explicit statements within a text to demonstrate understanding of the text.	uses information gained from simple illustrations and lower-level inferences within a text to demonstrate understanding of the text.	uses information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	uses information gained from complex illustrations and the higher-level inferences within a text to demonstrate understanding of the text.
Range	RI.3.8	identifies simple connections between particular sentences in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	identifies the logical connections between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	describes the logical connections between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	describes complex connections between particular sentences and paragraphs in a text using textual evidence (e.g., comparison, cause/effect, first/second/third in a sequence).
Range	RI.3.9	identifies the most important points and key details presented in a text.	describes the most important points and key details presented in two texts on the same topic.	compares and contrasts the most important points and key details presented in two texts on the same topic.	compares and contrasts the most important points and key details presented in two texts on the same topic and provides textual evidence to support these comparisons

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Writing					
Range	W.3.1	writes an opinion that lacks organization, does not include an introduction or conclusion or includes an ineffective one, and provides irrelevant reasons to support the opinion.	writes a loosely organized opinion piece with a simple introduction and conclusion, and provides relevant and irrelevant reasons to support the opinion.	writes a well-organized opinion piece that introduces the topic, provides reasons that support the opinion, uses linking words and phrases, and provides a concluding statement.	writes a well-organized, multi-paragraph opinion piece that effectively introduces the topic, provides reasons that effectively support the opinion, uses linking words and phrases, and provides an effective concluding statement.
Range	W.3.2	writes an explanation that lacks organization, does not include an introduction or conclusion or includes an ineffective one, and provides irrelevant reasons to support the opinion.	writes a loosely organized explanatory piece with a simple introduction and conclusion, and provides relevant and irrelevant reasons to support the opinion.	writes a well-organized explanatory piece that introduces the topic, provides reasons that support the opinion, uses linking words and phrases, and provides a concluding statement.	writes a well-organized, multi-paragraph explanatory piece that effectively introduces the topic, provides reasons that effectively support the opinion, uses linking words and phrases, and provides an effective concluding statement.
Range	W.3.4-6	produces writing with guidance and support that includes insufficient development, revision, and collaborative elements.	produces writing with guidance and support that includes incomplete or insufficient development, revision, and collaborative elements.	produces writing with guidance and support that includes and exhibits development, revision, and collaborative elements.	produces writing with guidance and support that includes and exhibits complex development, concise revision, and collaborative elements.
Range	W.3.7-8	conducts some research and recalls some information from experiences and sources, providing evidence that is not relevant or sorted into the provided categories.	conducts some research and recalls some information from experiences and sources, providing some evidence that may not be sorted into the relevant provided categories.	conducts research and recalls information from experiences and sources, sorting relevant evidence into provided categories.	conducts research and recalls information from experiences and sources, sorting relevant evidence into provided categories.
Listening					
Range	SL.3.2	identifies details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	identifies the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	determines the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	summarizes the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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Range	SL.3.3	answers questions about information from a speaker.	asks and answers questions about information from a speaker.	asks and answers questions about information from a speaker, offering appropriate elaboration and detail.	asks and answers questions about information from a speaker, offering relevant and effective elaboration and detail.
Language					
Range	L.3.1	demonstrates command of grammar in simple sentences.	demonstrates command of grammar in simple and compound sentences and of the function of common and straightforward nouns, pronouns, adjectives, adverbs, and conjunctions.	demonstrates command of grammar in simple, compound, and complex sentences, including the function of nouns (plural and abstract), pronouns, adjectives (comparative and superlative), adverbs (comparative and superlative), conjunctions (coordinating and subordinating), verbs (regular and irregular) and simple verb tenses, and subject-verb and pronoun-antecedent agreement.	demonstrates strong command of grammar in simple, compound, and complex sentences, including the function of nouns (plural and abstract), pronouns, adjectives (comparative and superlative), adverbs (comparative and superlative), conjunctions (coordinating and subordinating), verbs (regular and irregular) and verb tenses, and subject-verb and pronoun-antecedent agreement.
Range	L.3.2	capitalizes some words in titles and uses some commas in addresses.	demonstrates command of capitalization conventions in titles and of commas in addresses.	demonstrates command of capitalization conventions in titles, commas in addresses, commas and quotation marks in dialogue, and how to form and use possessives.	demonstrates strong command of capitalization conventions in titles, commas in addresses, commas and quotation marks in dialogue, and how to form and use possessives.
Range	L.3.2	spells high-frequency words correctly.	spells high-frequency words correctly and uses spelling patterns and generalizations in writing unknown words.	spells high-frequency words correctly; uses spelling patterns and generalizations in writing unknown words and for adding suffixes to bases.	spells most words correctly; uses spelling patterns and generalizations in writing unknown words and for adding suffixes to bases, including use of complex patterns and irregularly spelled words.

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Range	L.3.3	chooses words/phrases without concern for effect.	chooses words/phrases for effect and recognizes the differences between spoken and written English.	chooses words/phrases for effect and recognizes and observes the differences between spoken and written English.	carefully chooses words/phrases for effect and to strengthen the message of the writing; recognizes and observes the differences between spoken and written English.
Range	L.3.4	clarifies the meaning of unknown words using immediate context clues.	clarifies the meaning of multiple-meaning words using sentence-level context clues; clarifies the meaning of unknown words using morphology (grade-level roots and affixes) and/or reference resources.	clarifies the meaning of unknown and multiple-meaning words using sentence-level context clues, morphology (grade-level roots and affixes), and/or reference resources.	clarifies the meaning of unknown and multiple-meaning words using sentence- and paragraph-level context clues, morphology (roots and affixes), and/or reference resources.
Range	L.3.5	recognizes simple figurative language, simple word relationships, and nuances in word meanings. Identifies real-life connections between words and their use (e.g., describe people who are friendly or helpful).	demonstrates understanding of simple figurative language, simple word relationships, and nuances in word meanings; recognizes the literal and nonliteral use of words and phrases in context (e.g., take steps); identifies real-life connections between words and their use (e.g., describe people who are friendly or helpful).	demonstrates understanding of figurative language, word relationships, and nuances in word meanings; distinguishes the literal and nonliteral meanings of words and phrases in context (e.g., take steps); identifies real-life connections between words and their use (e.g., describe people who are friendly or helpful); distinguishes shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	demonstrates understanding of complex figurative language, complex word relationships, and subtle nuances in word meanings; distinguishes the literal and nonliteral meanings of words and phrases in context (e.g., take steps); identifies subtle or complex real-life connections between words and their use (e.g., describe people who are friendly or helpful); distinguishes subtle shades of meaning among related words that describe states of mind or degrees of certainty.

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English Language Arts
Grade4

PLD	Standard	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
Policy		The Level 1 student is below proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly below the standard for the grade level, is likely able to partially access grade-level content and engages with higher-order thinking skills with extensive support.	The Level 2 student is approaching proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs slightly below the standard for the grade level, is likely able to access grade-level content and engages in higher-order thinking skills with some independence and support.	The Level 3 student is proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs at the standard for the grade level, is able to access grade-level content, and engages in higher-order thinking skills with some independence and minimal support.	The Level 4 student is highly proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly above the standard for the grade level, is able to access above grade-level content, and engages in higher-order thinking skills independently.
		For a grade-appropriate, low complexity text, the Level 1 student	For a grade-appropriate, low to moderate complexity text, the Level 2 student	For a grade-appropriate, moderate to high complexity text, the Level 3 student	For a grade-appropriate, high complexity text, the Level 4 student
Reading: Literature					
Range	RL.4.1	explains what the text says explicitly and draws simple inferences from the text.	explains what the text say explicitly and draws simple inferences; refers to details and examples in text when explaining what the text says explicitly.	refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	refers to details and examples in a text when explaining what the text says explicitly and when drawing complex inferences from the text.
Range	RL.4.2	identifies an explicitly stated theme in a story, drama, or poem; determines the details in the text.	determines an explicitly stated theme in a story, drama, or poem; determines the key details in the text.	determines the theme a story, drama, or poem; summarizes the text.	determines an implicitly stated theme a story, drama, or poem; summarizes the text.
Range	RL.4.3	identifies a character, setting, or event in a story or drama, drawing on explicitly stated details in the text.	describes a character, setting, or event in a story or drama, drawing on explicitly stated details in the text.	describes in depth a character, setting, or event in a story or drama, drawing on specific details in the text.	describes in depth a character, setting, or event in a story or drama, drawing on implicitly stated details in the text.

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Range	RL.4.4	uses easily located, explicitly stated details to determine the meaning of familiar words and phrases as they are used in a text.	uses explicitly stated details to determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.	determines the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.	determines the meaning of unfamiliar words and phrases as they are used in a text, including those that allude to significant characters found in mythology.
Range	RL.4.5	explains obvious differences between poems, drama, and prose, and refers to basic structural elements.	explains differences between poems, drama, and prose, and refers to basic structural elements.	explains major differences between poems, drama, and prose, and refers to the structural elements.	explains how major differences between poems, drama, and prose affect meaning, and refers to the complex structural elements.
Range	RL.4.6	compares and contrasts explicitly stated points of view from which different stories are narrated; identifies first- and third-person narrations.	compares and contrasts explicitly stated points of view from which different stories are narrated, including the difference between first- and third-person narrations.	compares and contrasts the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	compares and contrasts implicitly stated points of view from which different stories are narrated, including the difference between first- and third-person narrations.
Range	RL.4.7	identifies connections presented within the text of a story or drama and the visual or oral presentation of the text.	makes simple connections between the text of a story or drama and the visual or oral presentation of the text.	makes connections between the text of a story or drama and the visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	makes complex connections between inferred information within the text of a story or drama and the visual or oral presentation of the text, providing textual evidence where each version reflects specific descriptions and directions in the text.
Range	RL.4.9	identifies similar explicitly stated themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	describes the treatment of similar explicitly stated themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	compares and contrasts the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	compares and contrasts the treatment of implicitly stated themes and topics and patterns of events in complex stories, myths, and traditional literature from different cultures; makes higher level inferences to identify support used by authors.

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Reading: Informational Text					
Range	RI.4.1	explains what the text says explicitly and draws simple inferences from the text.	explains what the text says explicitly, referring to details and examples from the text, and draws simple inferences from the text.	refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	refers to details and examples in a text when explaining what the text says explicitly and when drawing complex inferences from the text.
Range	RI.4.2	identifies an explicitly stated main idea and key details of a text.	determines an explicitly stated main idea of a text and determines key details; provides a simple summary of the text.	determines the main idea of a text and explains how it is supported by key details; summarizes the text.	determines an implicitly stated main idea of a text and explains, using textual evidence, how it is supported by key details; summarizes the text.
Range	RI.4.3	identifies events, procedures, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	describes events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	explains events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	analyzes events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, using evidence from the text to justify the explanation.
Range	RI.4.4	uses easily located, explicitly stated details to determine the meaning of frequently used academic and domain-specific words or phrases in a text.	uses explicitly stated details to determine the meaning of general academic and domain-specific words or phrases in a text.	determines the meaning of general academic and domain-specific words or phrases in a text.	determines the meaning of advanced academic and domain-specific words or phrases in a text.
Range	RI.4.5	identifies the structure of events, ideas, concepts, or information in part of a text.	identifies the overall structure of events, ideas, concepts, or information in a text or part of a text.	describes the overall structure of events, ideas, concepts, or information in a text or part of a text	explains the overall structure of events, ideas, concepts, or information in a text or part of a text and how that contributes to the meaning of the text.
Range	RI.4.6	identifies whether texts written on the same event or topic are a firsthand or secondhand account.	identifies a firsthand and secondhand account of the same event or topic.	compares and contrasts a firsthand and secondhand account of the same event or topic; describes the difference in focus and the information provided.	compares and contrasts a firsthand and secondhand account of the same event or topic; describes, using textual evidence, the difference in focus and the information provided.

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Range	RI.4.7	identifies or describes information presented visually, orally, or quantitatively.	identifies information presented visually, orally, or quantitatively and describes how the information contributes to an understanding of the text in which it appears.	interprets information presented visually, orally, or quantitatively and explains how the information contributes to an understanding of the text in which it appears.	analyzes information presented visually, orally, or quantitatively and explains how the information contributes to the overall understanding of the text in which it appears.
Range	RI.4.8	identifies reasons and evidence to support particular points in a text.	describes how an author uses reasons and evidence to support particular points in a text.	explains how an author uses reasons and evidence to support particular points in a text.	analyzes how an author uses reasons and evidence to support particular points in a text.
Range	RI.4.9	uses information from one text in order to write or speak about the subject knowledgeably.	identifies explicitly stated information from two texts on the same topic that could be used to write or speak about the subject knowledgeably with support.	integrates information from two texts on the same topic in order to write or speak about the subject knowledgeably.	integrates complex and inferred information and textual evidence from two texts on the same topic in an organized manner in order to write or speak about the subject knowledgeably.
Writing					
Range	W.4.1	writes an opinion that lacks organization, does not include an introduction or conclusion or includes an ineffective one, provides irrelevant reasons to support the opinion, and does not include connections between opinions and reasons or includes ineffective connections.	writes a loosely organized opinion piece that introduces and concludes the topic, provides relevant and irrelevant reasons to support the opinion, and states opinions and reasons lacking clear connections.	writes a well-organized opinion piece that introduces the topic, provides reasons for the opinion that are supported by facts and details, links opinions and reasons, and provides a relevant concluding statement.	writes a well-organized opinion piece that effectively introduces the topic, provides reasons for the opinion that are effectively supported by facts and details, links opinions with established reasons, and provides an effective concluding statement.

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Range	W.4.2	writes an explanation that lacks organization, does not include an introduction or conclusion or includes an ineffective one, provides irrelevant reasons to support the opinion, and does not use domain-specific vocabulary to clarify the text.	writes a loosely organized explanatory piece that introduces the topic, develops the topic with facts and details that may or may not have support in the text, links ideas with categories of information that may or may not be demonstrated in the text, uses domain-specific vocabulary in an attempt to explain the topic, and provides a concluding statement.	writes a well-organized explanatory piece that clearly introduces the topic, develops the topic with concrete facts and details, links ideas with categories of information, uses domain-specific vocabulary, and provides a concluding statement.	writes a well-organized explanatory piece that clearly and effectively introduces the topic, develops the topic with concrete facts and details, links supported ideas with categories of information, uses domain-specific vocabulary efficiently, and provides an effective concluding statement.
Range	W.4.4-6	produces writing with guidance and support that includes insufficient development, revision, and collaborative elements and has no clear purpose or audience.	produces writing with guidance and support that includes incomplete or insufficient development, revision, and collaborative elements and an unclear or unfocused purpose or audience.	produces writing with guidance and support that includes and exhibits development, revision, and collaborative elements, a concise purpose, and a clear audience.	produces strong writing with guidance and support that includes and exhibits complex development, concise revision, and collaborative elements, as well as a clear target audience and a well-established purpose.
Range	W.4.7-8	conducts some research and recalls some information from experiences and sources, providing evidence that is not relevant or sorted into the provided categories and drawing irrelevant information from literary or informational texts to attempt to support his or her research.	conducts some research and recalls some information from experiences and sources, providing some evidence that may not be sorted into the relevant provided categories and drawing some relevant information from literary or informational texts to attempt to support his or her research.	conducts research and recalls information from experiences and sources, sorting relevant evidence into provided categories and drawing information from literary or informational texts to support his or her research.	conducts research and recalls information from experiences and sources, sorting relevant evidence into provided categories and drawing information from literary or informational texts as strong, relevant support for his or her research.
			Listening		
Range	SL.4.2	identifies a text read aloud or information presented in a singular media format, including visually, quantitatively, and orally.	identifies portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	paraphrases portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally, keeping the same organizational structure.

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Range	SL.4.3	identifies one reason or piece of evidence a speaker provides to support a particular point.	identifies one reason and evidence a speaker provides to support a particular point.	identifies the reasons and evidence a speaker provides to support particular points.	evaluates the strength of the reasons and evidence a speaker provides to support particular points.
			Language		
Range	L.4.1	attempts to meet the conventions of standard English grammar and usage when writing; forms and uses simple prepositional phrases.	demonstrates an understanding of the conventions of standard English grammar and usage when writing, including using relative pronouns and relative adverbs and forming and using the progressive verb tense; orders adjectives within sentences according to conventional patterns; forms and uses simple prepositional phrases; produces complete sentences, recognizing and correcting fragments and run-ons.	demonstrates command of the conventions of standard English grammar and usage when writing, including using relative pronouns and relative adverbs, forming and using the progressive verb tenses, and using modal auxiliaries (e.g., can, may, must) to convey various conditions; orders adjectives within sentences according to conventional patterns; forms and uses prepositional phrases; produces complete sentences, recognizing and correcting inappropriate fragments and run-ons; correctly uses frequently confused words (e.g., to, too, two; there, their).	demonstrates strong command of the conventions of standard English grammar and usage when writing, including using relative pronouns and relative adverbs, forming and using the progressive verb tenses, and using modal auxiliaries (e.g., can, may, must) to convey various conditions; orders adjectives within sentences according to conventional patterns; forms and uses complex prepositional phrases; produces complete sentences with varying complexity, recognizing and correcting inappropriate fragments and run-ons; correctly uses frequently confused words (e.g., to, too, two; there, their).
Range	L.4.2	attempts to meet the conventions of standard English capitalization, punctuation, and spelling when writing; uses commas and/or quotation marks to mark direct speech and quotations from a text; spells most words correctly, consulting references as needed.	demonstrates understanding of the conventions of standard English capitalization, punctuation, and spelling when writing; uses commas and/or quotation marks to mark direct speech and quotations from a text; spells most words correctly, consulting references as needed.	demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing; uses commas and quotation marks to mark direct speech and quotations from a text; uses a comma before a coordinating conjunction in a compound sentence; spells words correctly, consulting references as needed.	demonstrates strong command of the conventions of standard English capitalization, punctuation, and spelling when writing; uses commas and quotation marks to mark direct speech and quotations from a text; uses a comma before a coordinating conjunction in a compound sentence; spells low-frequency and above grade-level words correctly, consulting references as needed.

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Range	L.4.3	uses knowledge of language and its conventions when writing, speaking, reading, or listening; chooses words and phrases to form sentences; uses some punctuation.	uses some knowledge of language and its conventions when writing, speaking, reading, or listening; chooses words and phrases to convey ideas; uses appropriate punctuation; uses a consistently formal or informal tone.	uses knowledge of language and its conventions when writing, speaking, reading, or listening; chooses words and phrases to convey ideas precisely; chooses punctuation for effect; differentiates between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	uses knowledge of language and its conventions when writing, speaking, reading, or listening; chooses words and phrases to convey ideas precisely; chooses punctuation for effect; differentiates between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
Range	L.4.4	clarifies the meaning of unknown words and phrases, choosing from a limited range of strategies; uses immediate context as a clue to the meaning of a word or phrase; consults reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to determine the meaning of words and phrases.	determines or clarifies the meaning of unknown and multiple-meaning words and phrases; uses immediate context as a clue to the meaning of a word or phrase; recognizes Greek and Latin affixes and roots; consults reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the meaning of key words and phrases.	determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies; uses context as a clue to the meaning of a word or phrase; uses common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word; consults reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing strategically from a range of strategies; uses sentence- and paragraph-level context as a clue to the meaning of a word or phrase; uses Greek and Latin affixes and roots as clues to the meaning of a word; consults reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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Range	L.4.5	recognizes simple figurative language, simple word relationships, and nuances in word meanings; recognizes simple similes and metaphors; recognizes common idioms, adages, and proverbs; understands that words have direct opposites (antonyms) and some words have similar but not identical meanings (synonyms).	demonstrates understanding of simple figurative language, simple word relationships, and nuances in word meanings; explains the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context; recognizes and explains the meaning of common, simple idioms, adages, and proverbs; demonstrates understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	demonstrates understanding of figurative language, word relationships, and nuances in word meanings; explains the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context; recognizes and explains the meaning of common idioms, adages, and proverbs; demonstrates understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	demonstrates understanding of complex figurative language, complex word relationships, and subtle nuances in word meanings; explains the meaning of similes and metaphors in context; recognizes and explains the meaning of idioms, adages, and proverbs; demonstrates deep understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

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English Language Arts
Grade 5

PLD	Standard	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
Policy		The Level 1 student is below proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly below the standard for the grade level, is likely able to partially access grade-level content and engages with higher-order thinking skills with extensive support.	The Level 2 student is approaching proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs slightly below the standard for the grade level, is likely able to access grade-level content and engages in higher-order thinking skills with some independence and support.	The Level 3 student is proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs at the standard for the grade level, is able to access grade-level content, and engages in higher-order thinking skills with some independence and minimal support.	The Level 4 student is highly proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly above the standard for the grade level, is able to access above grade-level content, and engages in higher-order thinking skills independently.
		For a grade-appropriate, low-complexity texts, the Level 1 student	For a grade-appropriate, low-to-moderate complexity texts, the Level 2 student	For a grade-appropriate, moderate-to-high complexity texts, the Level 3 student	For a grade-appropriate, high-complexity texts, the Level 4 student
Reading: Literature					
Range	RL.5.1	explains what the text says explicitly and draws simple inferences.	explains what the text says explicitly and draws inferences; quotes accurately to support ideas stated explicitly.	quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	quotes accurately from a text when explaining what the text says explicitly and when drawing complex inferences.
Range	RL.5.2	identifies an explicitly stated theme of a story, drama, or poem; determines the details in the text.	determines an explicitly stated theme of a story, drama, or poem; determines the key details in the text.	determines a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarizes the text.	determines an implicitly stated theme of a story, drama, or poem, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarizes the text.

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Range	RL.5.3	compares and contrasts two or more characters, settings, or events in a story or drama, drawing on simplistic and explicitly stated details in the text.	compares and contrasts two or more characters, settings, or events in a story or drama, drawing on explicitly stated details in the text.	compares and contrasts two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	compares and contrasts, in depth, two or more characters, settings, or events in a story or drama, drawing on implicitly stated details in the text.
Range	RL.5.4	uses explicitly stated details to determine the meaning of familiar words and phrases as they are used in a text.	uses explicitly stated details to determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	determines the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	determines the meaning of unfamiliar words and phrases as they are used in a text, including figurative language such as metaphors and similes.
Range	RL.5.5	identifies how a series of chapters, scenes, or stanzas affect the basic structure of a particular story, drama, or poem.	explains how a series of chapters, scenes, or stanzas affect the basic structure of a particular story, drama, or poem.	explains how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	explains how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem; makes inferences about the interaction.
Range	RL.5.6	identifies how a narrator's or speaker's point of view influences events.	describes how a narrator's or speaker's point of view influences events.	describes how a narrator's or speaker's point of view influences how events are described.	describes how a narrator's or speaker's point of view influences how complex events are described.
Range	RL.5.7	identifies how visual and multimedia elements contribute to the meaning of a text.	describes how visual and multimedia elements contribute to the meaning of a text.	analyzes how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	analyzes and evaluates how visual and multimedia elements contribute to the meaning, tone, or beauty of an text.
Range	RL.5.8	N/A	N/A	N/A	N/A
Range	RL.5.9	compares and contrasts stories in the same genre.	compares and contrasts stories in the same genre on their approaches to similar explicitly stated topics.	compares and contrasts stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	compares and contrasts stories in the same genre on their approaches to similar implicitly stated themes and topics, providing evidence to support his or her claim.

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Reading: Informational Text					
Range	RI.5.1	explains what the text says explicitly and draws simple inferences.	explains what the text says explicitly and draws inferences; quotes accurately to support ideas stated explicitly from the text.	quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	quotes accurately from a text when explaining what the text says explicitly and when drawing complex inferences.
Range	RI.5.2	identifies an explicitly stated main idea of a text; determines key details.	determines an explicitly stated main idea of a text and explains how it is supported by key details; provides a simple summary of the text.	determines two or more main ideas of a text and explains how they are supported by key details; summarizes the text.	determines the relationship between two or more main ideas of a text and explains how they are supported by key details; provides a comprehensive summary of the text.
Range	RI.5.3	identifies the relationships or interactions between two individuals, events, ideas, or concepts in a historical, scientific, or technical text.	describes the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text.	explains the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	analyzes in detail the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text, providing evidence based on specific information in the text.
Range	RI.5.4	uses easily located, explicitly stated details to determine the meaning of frequently used academic and domain-specific words and phrases in a text.	uses explicitly stated details to determine the meaning of general academic and domain specific words and phrases in a text.	determines the meaning of general academic and domain-specific words and phrases in a text.	determines the meaning of advanced academic and domain specific words and phrases in a text.
Range	RI.5.5	identifies the overall structure of events, ideas, concepts, or information in a text.	explains the overall structure of events, ideas, concepts, or information in two or more texts.	compares and contrasts the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	compares and contrasts the overall structure of events, ideas, concepts, or information in two or more texts and describes how that structure contributes to overall meaning.

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Range	RI.5.6	identifies the point of view in multiple accounts of an event or topic.	determines the point of view in multiple accounts of the same event or topic.	analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and identifying examples where the author reveals the point of view.
Range	RI.5.7	identifies explicit information within print or digital sources in order to locate an answer or solve a problem.	draws on information from a print or digital source, making simple inferences and demonstrating the ability to locate an answer to a question or to solve a problem.	draws on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	draws on information from multiple print or digital sources, making complex inferences and demonstrating the ability to locate inferred information to answer complex questions or to solve a problem efficiently.
Range	RI.5.8	identifies which reasons or evidence support a point in a text.	describes how an author uses reasons and evidence to support particular points in a text.	explains how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	evaluates the strength of the reasons and evidence an author uses to support particular points in a text.
Range	RI.5.9	identifies information from two texts in order to write or speak about the subject knowledgably.	integrates explicitly stated similarities from several texts on the same topic in order to write or speak about the subject knowledgably.	integrates information from several texts on the same topic in order to write or speak about the subject knowledgably.	integrates complex or inferred information from several texts on the same topic in order to write or speak knowledgably, using textual evidence about the subject.
Writing					
Range	W.5.1	writes an opinion that lacks organization, that does not include an introduction or conclusion or includes an unclear one, provides irrelevant reasons to support an opinion, and provides facts and reasons that are not connected.	writes a moderately organized opinion piece that introduces the topic, provides relevant and irrelevant reasons for the opinion that may or may not be logially ordered and/or supported by facts and details, links opinions and reasons, and provides a concluding statement.	writes a well-organized opinion piece that introduces the topic, provides reasons for the opinion that are logically ordered and supported by facts and details, links opinions and reasons, and provides a relevant concluding statement.	writes a well-organized opinion piece that effectively introduces the topic, provides reasons for the opinion that are logically and purposefully ordered and supported by facts and details, links opinions and reasons, and provides a relevant and effective concluding statement.

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Range	W.5.2	writes an explanation that lacks organization, that does not include an introduction or conclusion or includes an ineffective one, provides irrelevant reasons to support the opinion, and does not use domain-specific vocabulary to clarify the text.	writes a loosely organized explanatory piece that introduces the topic, develops the topic with facts and details that may or may not have support in the text, links ideas with categories of information which may or may not be demonstrated in the text, uses domain-specific vocabulary in an attempt to explain the topic, and provides a concluding statement.	writes a well-organized explanatory piece that clearly introduces the topic, develops the topic with concrete facts and details, links ideas with categories of information using phrases and clauses, uses domain-specific vocabulary, and provides a concluding statement.	writes a well-organized explanatory piece that clearly and effectively introduces the topic, develops the topic with concrete facts and details, links supported ideas with categories of information using complex phrases and clauses, uses domain-specific vocabulary efficiently, and provides an effective concluding statement.
Range	W.5.4-6	produces writing with guidance and support that includes insufficient development, revision, and collaborative elements.	produces writing with guidance and support that includes incomplete or insufficient development, revision, and collaborative elements.	produces writing with guidance and support that includes and exhibits development, revision, and collaborative elements.	produces writing with guidance and support that includes and exhibits complex development, concise revision, and collaborative elements.
Range	W.5.7-8	conducts some research and recalls some information from experiences and sources, providing evidence that is not relevant or sorted into the provided categories and drawing irrelevant information from literary or informational texts to attempt to support his or her research and analysis.	conducts some research and recalls some information from experiences and sources, providing some evidence that may not be sorted into the relevant provided categories and drawing some relevant information from literary or informational texts to attempt to support his or her research and analysis.	conducts research and recalls information from experiences and sources, sorting relevant evidence into provided categories and drawing information from literary or informational texts to support his or her research and analysis.	conducts research and recalls information from experiences and sources, sorting relevant evidence into provided categories and drawing information from literary or informational texts as strong and relevant support for his or her research and analysis.
			Listening		
Range	SL.5.2	identifies key details of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	determines the key details of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	clearly and coherently summarizes a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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Range	SL.5.3	identifies the points a speaker makes.	determines the points a speaker makes and identifies how each claim is supported by reasons and evidence.	summarizes the points a speaker makes and explain how each claim is supported by reasons and evidence.	provides a comprehensive summary of the points a speaker makes and explains in detail how each claim is supported by reasons and evidence.
			Language		
Range	L.5.1	demonstrates a basic understanding of the conventions of standard English grammar and usage when writing or speaking; attempts to form and use the perfect verb tenses; attempts to use correlative conjunctions (e.g., either/or, neither/nor).	demonstrates an understanding of the conventions of standard English grammar and usage when writing or speaking, understanding the function of conjunctions, prepositions, and interjections in general and their function in particular sentences; forms and uses the perfect verb tenses, uses verb tense to convey various times, sequences, states, and conditions, and recognizes inappropriate shifts in verb tense; uses correlative conjunctions (e.g., either/or, neither/nor).	demonstrates command of the conventions of standard English grammar and usage when writing or speaking, explaining the function of conjunctions, prepositions, and interjections in general and their function in particular sentences; forms and uses the perfect verb tenses, uses verb tense to convey various times, sequences, states, and conditions, and recognizes and corrects inappropriate shifts in verb tense; uses correlative conjunctions (e.g., either/or, neither/nor).	demonstrates strong command of the conventions of standard English grammar and usage when writing or speaking, explaining the function of conjunctions, prepositions, and interjections in general and their function in particular sentences; forms and uses the perfect verb tenses, uses verb tense to convey various specific times, sequences, states, and conditions, and recognizes and corrects inappropriate shifts in verb tense; uses correlative conjunctions (e.g., either/or, neither/nor).

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Range	L.5.2	demonstrates basic understanding of the conventions of standard English capitalization, punctuation, and spelling when writing; uses punctuation to separate items in a series; spells words correctly, consulting references as needed.	demonstrates understanding of the conventions of standard English capitalization, punctuation, and spelling when writing; uses punctuation to separate items in a series; uses a comma to separate an introductory element from the rest of the sentence; uses a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address; spells words correctly, consulting references as needed.	demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing; uses punctuation to separate items in a series; uses a comma to separate an introductory element from the rest of the sentence; uses a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address; uses underlining, quotation marks, or italics to indicate titles of works; spells words correctly, consulting references as needed.	demonstrates strong command of the conventions of standard English capitalization, punctuation, and spelling when writing; uses punctuation to separate items in a series; uses a comma to separate an introductory element from the rest of the sentence; uses a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address; uses underlining, quotation marks, or italics to indicate titles of works; spells words correctly, consulting references as needed.
Range	L.5.3	uses a basic knowledge of language and its conventions when writing, speaking, reading, or listening; expands and reduces sentences for meaning; compares the language used in stories, dramas, or poems.	uses knowledge of language and its conventions when writing, speaking, reading, or listening; expands, combines, and reduces sentences for meaning; compares and contrasts the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	uses knowledge of language and its conventions when writing, speaking, reading, or listening; expands, combines, and reduces sentences for meaning, reader/listener interest, and style; compares and contrasts the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	uses deep knowledge of language and its conventions when writing, speaking, reading, or listening; effectively expands, combines, and reduces sentences for meaning, reader/listener interest, and style; compares and contrasts, in depth, the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

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Range	L.5.4	clarifies the meaning of unknown words and phrases, choosing from a limited range of strategies; uses immediate context as a clue to the meaning of a word or phrase; consults reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to determine the meaning of key words and phrases.	determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies; uses immediate context as a clue to the meaning of a word or phrase; recognizes Greek and Latin affixes and roots; consults reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the meaning of key words and phrases.	determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies; uses context as a clue to the meaning of a word or phrase; uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word; consults reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	determines or clarifies and applies the meaning of unknown and multiple-meaning words and phrases, choosing strategically from a range of strategies; uses sentence and paragraph level context as a clue to the meaning of a word or phrase; uses Greek and Latin affixes and roots as clues to the meaning of a word; consults reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
Range	L.5.5	recognizes figurative language, basic word relationships, and nuances in word meanings; recognizes common idioms, adages, and proverbs; understands the relationship between particular words (e.g., synonyms, antonyms, homographs).	demonstrates understanding of basic figurative language, basic word relationships, and nuances in word meanings; interprets basic figurative language, including similes and metaphors, in context; recognizes common idioms, adages, and proverbs; uses the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	demonstrates understanding of figurative language, word relationships, and nuances in word meanings; interprets figurative language, including similes and metaphors, in context; recognizes and explains the meaning of common idioms, adages, and proverbs; uses the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	demonstrates understanding of complex figurative language, complex word relationships, and subtle nuances in word meanings; interprets complex figurative language, including similes and metaphors, in context; recognizes and explains the meaning of idioms, adages, and proverbs; uses the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

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English Language Arts
Grade 6

PLD	Standard	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
Policy		The Level 1 student is below proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly below the standard for the grade level, is likely able to partially access grade-level content and engages with higher-order thinking skills with extensive support	The Level 2 student is approaching proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs slightly below the standard for the grade level, is likely able to access grade-level content and engages in higher-order thinking skills with some independence and support.	The Level 3 student is proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs at the standard for the grade level, is able to access grade-level content, and engages in higher-order thinking skills with some independence and minimal support.	The Level 4 student is highly proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly above the standard for the grade level, is able to access above grade-level content, and engages in higher-order thinking skills independently.
		For grade-appropriate, low-complexity texts, the Level 1 student	For grade-appropriate, low to moderate-complexity texts, the Level 2 student	For grade-appropriate, moderate-to-high-complexity texts, the Level 3 student	For grade-appropriate, high-complexity texts, the Level 4 student
Reading: Literature					
Range	RL.6.1	generally refers to the text to support analysis of what the text says explicitly.	identifies textual evidence to support analysis of what the text says explicitly.	cites textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	cites strong textual evidence to support a complex inference or analysis of the text.
Range	RL.6.2	identifies a central idea of a text; provides a basic sequence of events of a text.	identifies a central idea of a text; provides a simple summary of a text distinct from personal opinions or judgments.	determines a central idea of a text and how it is conveyed through particular details; provides a summary of the text distinct from personal opinions or judgments.	evaluates central ideas and how they are conveyed through particular details; provides a comprehensive summary of a text distinct from personal opinions or judgments.

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Range	RL.6.3	identifies a basic plot of a particular story or drama and how the main character changes.	explains how the plot of a particular story or drama unfolds and how the characters change.	describes how the plot of a particular story or drama unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.	analyzes how the plot of a particular story or drama unfolds in a series of episodes, as well as how the responses and changes of complex characters contribute to the plot as it moves toward a resolution.
Range	RL.6.4	determines the literal meaning of words and phrases as they are used in a text; identifies the tone of a text.	distinguishes literal, figurative, and connotative meanings of words and phrases as they are used in a text; identifies the impact of a specific word choice on meaning and tone.	determines the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyzes the impact of a specific word choice on meaning and tone.	analyzes the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, and assesses their effectiveness; evaluates the impact of specific word choice on meaning and tone.
Range	RL.6.5	identifies a particular sentence, chapter, scene, or stanza that contributes to the overall structure of a text.	describes how a particular sentence, chapter, scene, or stanza contributes to the overall structure of a text.	analyzes how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	analyzes how a particular sentence, chapter, scene, or stanza affects the overall structure of a text and contributes to the development of the theme, setting, or plot throughout the text.
Range	RL.6.6	describes a narrator's or speaker's explicitly stated point of view in a text.	describes the point of view of the narrator or speaker in a text.	explains how an author develops the point of view of the narrator or speaker in a text.	analyzes how an author develops the point of view of the narrator or speaker in a text, citing evidence to support the analysis.

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Range	RL.6.7	compares the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.	compares and contrasts the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.	compares and contrasts the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what he or she “sees” and “hears” when reading the text compared to perceiving when listening or watching.	compares and contrasts the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including analyzing what he or she "sees" and "hears" when reading the text compared to perceiving when listening or watching. Evidence is provided from the different versions of the text to support his or her perceptions.
Range	RL.6.9	identifies overtly differing textual elements in different forms or genres with similar themes or topics.	identifies differing textual elements in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) with similar themes or topics.	compares and contrasts texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	compares, contrasts and evaluates texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
Reading: Informational Text					
Range	RI.6.1	identifies textual evidence to support analysis of what the text says explicitly.	cites textual evidence to support analysis of what the text says explicitly as well as simple inferences drawn from the text.	cites textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	cites strong and thorough textual evidence to support analysis of what the text says explicitly as well as abstract and complex inferences drawn from the text.
Range	RI.6.2	identifies a central idea of a text; provides a basic sequence of events.	identifies a central idea of a text; provides a simple summary of the text distinct from personal opinions or judgments.	determines a central idea of a text and how it is conveyed through particular details; provides a summary of the text distinct from personal opinions or judgments.	evaluates central ideas and how they are conveyed through particular details in a text; provides a comprehensive summary of the text distinct from personal opinions or judgments.

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Range	RI.6.3	identifies how a key individual, event, or idea is introduced and illustrated in a text.	explains how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.	analyzes in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	analyzes in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes), Use evidence from the text to evaluate relationships among key individuals, events, or ideas.
Range	RI.6.4	determines the literal meaning of words and phrases as they are used in a text.	distinguishes between literal, figurative, and connotative meanings of words and phrases as they are used in a text.	determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	analyzes the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; evaluates the impact of a specific word choice.
Range	RI.6.5	locates a particular sentence, paragraph, chapter, or section that contributes to the development of the key ideas of a text.	explains how a particular sentence, paragraph, chapter, or section contributes to the overall structure of a text and contributes to the development of the ideas.	analyzes how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	articulates why the author uses a particular sentence, paragraph, chapter, or section in the overall structure of a text and explains how it contributes to the development of the ideas, citing evidence from the text to support the response.
Range	RI.6.6	identifies an author's explicitly stated point of view or purpose in a text.	identifies an author's point of view or purpose in a text and gives an example of how it is conveyed in the text.	determines an author's point of view or purpose in a text and explains how it is conveyed in the text.	analyzes an author's point of view *and* purpose in a text; provides textual evidence to show how the author's purpose is conveyed in the text.
Range	RI.6.7	identifies key information presented in different media or formats (e.g., visually, quantitatively) as well as in words.	integrates information presented in different media or formats (e.g., visually, quantitatively) as well as in words to show a partially developed understanding of a topic or issue.	integrates information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	synthesizes information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a comprehensive understanding of a topic or issue.

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Range	RI.6.8	identifies specific claims, reasoning, and evidence in a text.	traces the argument and specific claims, reasoning, and evidence in a text.	traces and evaluates the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	traces and evaluates the argument and specific claims in a text, explaining why the reasoning and evidence supports or does not support the claim.
Range	RI.6.9	compares and contrasts one author's presentation of events with that of another, identifying explicit similarities and differences.	compares and contrasts one author's presentation of essential events with that of another.	compares and contrasts one author's presentation of events with that of another (e.g., a memoir by one person and a biography of that person).	compares and contrasts one author's presentation of events with that of another (e.g., a memoir by one person and a biography of that person); provides evidence to illustrate the impact of the different presentations.

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Writing					
Range	W.6.1	writes arguments to support claims. a. Introduces claim(s). b. Supports the claim(s) with reasons, using sources or non-textual evidence but demonstrating a basic understanding of the topic or text. c. Uses words, phrases, and clauses to state the relationships among claim(s) and reasons. d. Uses an informal style. e. Provides a concluding statement or section that partially or illogically follows from the argument presented.	writes arguments to support claims with clear reasons and evidence. a. Introduces claim(s) and organizes the evidence. b. Supports claim(s) with reasons and evidence, using appropriate sources and demonstrating an understanding of the topic or text. c. Uses words, phrases, and clauses to state the relationships among claim(s) and reasons. d. Establishes a formal style. e. Provides a concluding statement or section that partially follows from the argument presented.	writes arguments to support claims with clear reasons and relevant evidence. a. Introduces claim(s) and organizes the reasons and evidence clearly. b. Supports claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Uses words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establishes and maintains a formal style. e. Provides a concluding statement or section that follows from the argument presented.	writes arguments that support claims with clear reasons and relevant evidence. a. Introduces solid claim(s) and organizes the reasons and evidence clearly. b. Supports the claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating a strong understanding of the topic or text. c. Uses words phrases and clauses to clarify and elaborate on the relationships among claim(s) and reasons. d. Establishes and maintains a formal style. e. Provides a well-developed concluding section that closely follows from the argument presented.

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Range	W.6.2	writes informative/explanatory texts to restate a topic and convey ideas, concepts, and information through the selection, organization of content. a. introduces a topic; organizes ideas, concepts, and information, inconsistently applying strategies such as definition, classification, comparison/contrast, and cause/effect. b. develops the topic with facts. c. uses basic transitions to connect the relationships among ideas and concepts. d. uses some domain-specific vocabulary to inform about or explain the topic. e. uses an informal style. f. provides a concluding statement or section that partially follows from the information or explanation presented.	writes informative/explanatory texts to explain a topic and convey ideas, concepts, and information through the selection and organization of relevant content. a. introduces a topic; organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; includes formatting (e.g., headings), graphics (e.g., charts, tables) when useful to aiding comprehension. b. develops the topic with facts, definitions, concrete details, quotations, or other information and examples. c. uses appropriate transitions to connect the relationships among ideas and concepts. d. uses some precise language and domain-specific vocabulary to inform about or explain the topic. e. establishes a formal style. f. provides a basic concluding statement or section that follows from the information or explanation presented.	writes informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. introduces a topic; organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; includes formatting (e.g., headings) and graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension. b. develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. uses appropriate transitions to clarify the relationships among ideas and concepts. d. uses precise language and domain-specific vocabulary to inform about or explain the topic. e. establishes and maintains a formal style. f. provides a concluding statement or section that follows from the information or explanation presented.	writes informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. introduces a topic; organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; includes formatting (e.g., headings) and graphics (e.g., charts, tables) in a way that enhances the explanation. b. develops the topic with significant facts, definitions, concrete details, quotations, or other information and examples. c. uses appropriate transitions to clarify and elaborate on the relationships among ideas and concepts. d. uses precise language and domain-specific vocabulary to enhance the explanation of the topic. e. establishes and maintains a formal style. f. provides a well-developed concluding statement or section that follows from the information or explanation presented.

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Range	W.6.4-6	produces clear writing in which the development, organization, and style are evident; develops writing with some planning, revising, and editing, including editing for conventions; demonstrates basic command of keyboarding skills.	produces clear writing in which the development, organization, and style are largely appropriate to task, purpose, and audience; develops writing by planning, revising, editing, rewriting, or trying a new approach, including editing for conventions; demonstrates sufficient command of keyboarding skills to type up to three pages in a single sitting.	produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; develops and strengthens writing by planning, revising, editing, rewriting, or trying a new approach, including editing for conventions; demonstrates sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	produces clear and well-developed writing in which the development, organization, and style are appropriate to task, purpose, and audience; develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, including editing for conventions; demonstrates sufficient command of keyboarding skills to type three or more pages in a single sitting.
Range	W.6.7-8	conducts short research projects to answer a question, drawing on several sources; gathers information from multiple sources; paraphrases the conclusions of others while avoiding plagiarism.	conducts short research projects to answer a question, drawing on several sources; gathers information from multiple sources; assesses the credibility of sources as appropriate; paraphrases the data and conclusions of others while avoiding plagiarism.	conducts short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate; gathers relevant information from multiple sources; assesses the credibility of sources as appropriate; quotes or paraphrases the data and conclusions of others while avoiding plagiarism.	conducts research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate; gathers relevant information from multiple sources; assesses the credibility of sources as appropriate; cites the data and conclusions of others while avoiding plagiarism and using standard format for citation.
Listening					
Range	SL.6.2	recalls information presented in diverse media and formats and identifies a topic, text, or issue under study.	recalls information presented in diverse media and formats and describes details related to a topic, text, or issue under study.	interprets information presented in diverse media and formats and explains how it contributes to a topic, text, or issue under study.	interprets and evaluates information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.
Range	SL.6.3	identifies a speaker's argument and specific claims.	identifies a speaker's argument and specific claims and makes some distinctions about claims that are supported by reasons and evidence from claims that are not.	delineates a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	delineates a speaker's argument and specific claims, critiquing claims that are supported by reasons and evidence from claims that are not.

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Language					
Range	L.6.1	demonstrates basic understanding of the conventions of standard English grammar and usage when writing or speaking: inconsistently uses pronouns in the correct case; inconsistently recognizes inappropriate shifts in pronoun number and person; and recognizes variations from standard English, using basic strategies to improve expression in conventional language.	demonstrates understanding of the conventions of standard English grammar and usage when writing or speaking: ensures that pronouns are in the proper case; uses intensive pronouns; recognizes inappropriate shifts in pronoun number and person; recognizes vague pronouns; and identifies variations from standard English and uses strategies to improve expression in conventional language.	demonstrates command of the conventions of standard English grammar and usage when writing or speaking: ensures that pronouns are in the proper case; uses intensive pronouns; recognizes and corrects inappropriate shifts in pronoun number and person; recognizes and corrects vague pronouns; and recognizes variations from standard English and uses strategies to improve expression in conventional language.	demonstrates strong command of the conventions of standard English grammar and usage when writing or speaking: ensures that pronouns are in the proper case; uses intensive pronouns; recognizes and corrects inappropriate shifts in pronoun number and person; and recognizes and corrects vague pronouns; and identifies variations from standard English and uses strategies to improve expression in conventional language.
Range	L.6.2	demonstrates a limited understanding of the conventions of standard English capitalization, punctuation, and spelling when writing: inconsistently uses punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements; spells correctly.	demonstrates an understanding of the conventions of standard English capitalization, punctuation, and spelling when writing: generally uses punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements; spells correctly.	demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing: uses punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements; spells correctly.	demonstrates strong and strategic command of the conventions of standard English capitalization, punctuation, and spelling when writing: uses punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements; spells correctly.
Range	L.6.3	uses basic knowledge of language and its conventions when writing, speaking, reading, or listening, applying basic variations in sentence patterns for meaning, interest, reader/listener interest, and style while attempting some consistency in style and tone.	uses knowledge of language and its conventions when writing, speaking, reading, or listening, sometimes varying sentence patterns for meaning, interest, reader/listener interest, and style while demonstrating some consistency in style and tone.	uses knowledge of language and its conventions when writing, speaking, reading, or listening, varying sentence patterns for meaning, interest, reader/listener interest, and style while maintaining consistency in style and tone.	strategically uses knowledge of language and its conventions when writing, speaking, reading, or listening, varying sentence patterns for meaning, interest, reader/listener interest, and style while maintaining strong consistency in style and tone.

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Range	L.6.4	with strong support, determines or clarifies the explicit meaning of basic words and phrases, using context, Greek and Latin affixes and roots as clues to the meaning, consulting reference materials as needed.	generally determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: uses context as a clue to the meaning of a word or phrase; uses common Greek and Latin affixes and roots as clues to the meaning of the word; consults reference materials as needed; and verifies the preliminary determination of the meaning of a word or phrase.	determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: uses context as a clue to the meaning of a word or phrase; uses common Greek and Latin affixes and roots as clues to the meaning of the word; consults reference materials as needed; and verifies the preliminary determination of the meaning of a word or phrase.	authoritatively determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: uses context as a clue to the meaning of a word or phrase; uses common Greek and Latin affixes and roots as clues to the meaning of the word; consults reference materials as needed; and verifies the preliminary determination of the meaning of a word or phrase.
Range	L.6.5	demonstrates a limited understanding of figurative language and word relationships in word meanings, including identifying figures of speech and using the relationship between particular words to better understand each of the words, and inconsistently distinguishing among the connotations of words with similar denotations.	demonstrates a basic understanding of figurative language, word relationships, and nuances in word meanings, including identifying figures of speech in context, using the relationship between particular words to better understand each of the words, and distinguishing among the connotations of words with similar denotations.	demonstrates understanding of figurative language, word relationships, and nuances in word meanings, including interpreting figures of speech in context, using the relationship between particular words to better understand each of the words, and distinguishing among the connotations of words with similar denotations.	demonstrates command of figurative language, word relationships, and nuances in word meanings, including interpreting figures of speech in context, evaluating the relationship between particular words to better understand each of the words, and distinguishing among the connotations of words with similar denotations and applying them in speaking and writing.

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PLD	Standard	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
Policy		The Level 1 student is below proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly below the standard for the grade level, is likely able to partially access grade-level content and engages with higher-order thinking skills with extensive support	The Level 2 student is approaching proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs slightly below the standard for the grade level, is likely able to access grade-level content and engages in higher-order thinking skills with some independence and support.	The Level 3 student is proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs at the standard for the grade level, is able to access grade-level content, and engages in higher-order thinking skills with some independence and minimal support.	The Level 4 student is highly proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly above the standard for the grade level, is able to access above grade-level content, and engages in higher-order thinking skills independently.
		For grade-appropriate, low-complexity texts, the Level 1 student	For grade-appropriate, low-to-moderate complexity texts, the Level 2 student	For grade-appropriate, moderate-to-high complexity texts, the Level 3 student	For grade-appropriate, high-complexity texts, the Level 4 student
Reading: Literature					
Range	7.RL.1	generally refers to the text to support analysis of what it says explicitly.	identifies textual evidence to support analysis of what the text says explicitly.	cites several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	cites strong and thorough textual evidence to support a complex inference or analysis of a text.
Range	7.RL.2	identifies a theme or central idea of a text; provides a basic sequence of events in a text.	identifies a theme or central idea of a text; provides a simple objective summary of a text.	determines a theme or central idea of a text and analyzes its development over the course of a text; provides an objective summary of a text.	evaluates themes or central ideas and their development over the course of a text; provides a comprehensive objective summary of a text.
Range	7.RL.3	identifies particular elements of a story or drama (e.g., setting or characters).	explains how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	analyzes how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	evaluates the impact of relationships between particular elements of a story or drama (e.g., how setting shapes the characters or plot).
Range	7.RL.4	with textual support (e.g. context clues, embedded definition, etc.), determines the literal meaning of words and phrases as they are used; identifies rhymes and other repetitions of sounds in a specific verse or stanza of a poem or section of a story or drama.	with textual support (e.g. context clues, embedded definition, etc.), determines the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; describes the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	determines the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyzes the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	determines the meaning and analyzes the impact of words and phrases as they are used in a text, including figurative and connotative meanings, and assesses their effectiveness; analyzes and evaluates the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
Range	7.RL.5	describes a drama's or poem's form or structure (e.g., soliloquy, sonnet).	describes and identifies how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	analyzes how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	analyzes and evaluates how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning and effectiveness.

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Range	7.RL.6	describes the points of view of different characters or narrators in a text.	analyzes the points of view of different characters or narrators in a text.	analyzes how an author develops and contrasts the points of view of different characters or narrators in a text.	analyzes how the author develops and contrasts the points of view of different, complex characters or narrators in a text and evaluates the effectiveness of the points of view.
Range	7.RL.7	compares and contrasts a written story, drama, or poem to its audio, filmed, staged, or multimedia version.	compares and contrasts a written story, drama, or poem to its audio, filmed, staged, or multimedia version, and identifies the techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	compares and contrasts a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	compares and contrasts a written story, drama, or poem to its audio, filmed, staged, or multimedia version, evaluating the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film) and critiquing its use by its director.
Range	7.RL.9	compares and contrasts a fictional portrayal of a time, place, or character and a historical account of the same period.	compares and contrasts a fictional portrayal of a time, place, or character and a historical account of the same period, identifying how the author uses or alters history.	compares and contrasts a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	cites evidence from both a fictional portrayal of a time, place, or character and a historical account of the same period to support an analysis and evaluation of how authors of fiction use or alter history.
Reading: Informational Text					
Range	7.RI.1	generally refers to the text to support analysis of what it says explicitly.	identifies textual evidence to support analysis of what the text says explicitly.	cites several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	cites strong and thorough textual evidence to support a complex inference or analysis of a text.
Range	7.RI.2	identifies a central of the text; provides a basic sequence of events or ideas in the text.	identifies two or more central ideas of the text; provides a simple summary of the text.	determines two or more central ideas in a text and analyzes their development over the course of the text; provides an objective summary of the text.	evaluates two or more central ideas and their development over the course of the text; provides a comprehensive, objective summary of the text.
Range	7.RI.3	identifies the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	describes the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	analyzes the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	evaluates the relationships between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
Range	7.RI.4	with textual support (e.g. context clues, embedded definition, etc.), determines the literal meaning of words and phrases as they are used in a text; identifies the impact of a specific word choice on meaning.	with textual support (e.g. context clues, embedded definition, etc.), determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; describes the impact of a specific word choice on meaning and tone.	determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzes the impact of a specific word choice on meaning and tone.	analyzes the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; evaluates the rhetorical effect of a specific word choice on meaning and tone.

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Range	7.RI.5	describes the structure an author uses to organize a text; identifies the major sections of the text.	describes and identifies the structure an author uses to organize a text; describes how the major sections contribute to the whole and to the development of the ideas.	analyzes the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	evaluates the rhetorical effect of the structure an author uses to organize a text and analyzes how the major sections contribute to the whole and to the development of the ideas; articulates how a different text structure might impact the meaning of the text.
Range	7.RI.6	identifies an author's purpose in a text and what distinguishes his or her position from that of others.	identifies an author's point of view or purpose in a text and describes how the author distinguishes his or her position from that of others.	determines an author's point of view or purpose in a text and analyzes how the author distinguishes his or her position from that of others.	analyzes an author's point of view and purpose in a text; evaluates how effectively the author distinguishes his or her position from that of others.
Range	7.RI.7	generally compares and contrasts a text to an audio, video, or multimedia version of the text.	compares and contrasts a text to an audio, video, or multimedia version of the text, describing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	compares and contrasts a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	compares and contrasts a text to an audio, filmed, staged, or multimedia version, evaluating each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words) and providing specific evidence to support evaluation.
Range	7.RI.8	traces the argument and claim in a text, identifying the reasoning and evidence used to support the claim.	traces and evaluates the argument and claims in a text, describing the reasoning and evidence used to support the claims.	traces and evaluates the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	explicates and evaluates the argument and specific claims in a complex text; cites specific language in the text in an assessment of why or why not the reasoning is sound and the evidence is relevant and sufficient to support the claims.
Range	7.RI.9	describes how two or more authors writing about the same topic shape their presentations of key information.	describes how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence.	analyzes how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	cites textual evidence in an evaluation of the different rhetorical effects of how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

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Writing					
Range	7.W.1	writes arguments which includes a claim or extra textual evidence. a. introduces claim(s) and organizes the reasons and evidence. b. supports claim(s) with reasoning and non-textual evidence, demonstrating a basic understanding of the topic or text. c. uses basic transitional words to link claim(s), reasons, and evidence. d. attempts to establish a formal style. e. provides a concluding statement or section.	writes arguments to support claims with extra textual evidence to support a claim. a. introduces claim(s) and organizes the reasons and evidence logically. b. supports claim(s) with reasoning and evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. uses words, phrases, and clauses to link claim(s), reasons, and evidence. d. establishes formal style. e. provides a concluding statement or section that follows from the argument presented.	writes arguments to support claims with clear reasons and relevant evidence. a. introduces claim(s), acknowledges alternate or opposing claims, and organizes the reasons and evidence logically. b. supports claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. uses words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. establishes and maintains a formal style. e. provides a concluding statement or section that follows from and supports the argument presented.	writes arguments to support claims with clear reasons and relevant evidence. a. introduces solid claim(s), acknowledges and evaluates alternate or opposing claim(s), and organizes the reasons and evidence logically. b. supports claim(s) with logical reasoning and specific evidence, using accurate, credible sources and demonstrating an acute understanding of the topic or text. c. uses precise words, phrases, and clauses to create cohesive links among major sections of the essay and clarify the relationships among claim(s), reasons, and evidence. d. establishes and maintains a formal style and objective tone. e. provides a compelling concluding statement or section that includes analysis of the evidence and follows and supports the argument presented.

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Range	7.W.2	writes informative/explanatory text to describe a topic through the selection and organization of content. a. introduces a topic; attempts an organization of ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect. b. describes the topic with facts, definitions, concrete details, quotations, or other information and examples. c. uses basic transitions to link ideas and concepts. d. uses topic-appropriate language and vocabulary to inform. e. attempts a formal style. f. provides a concluding statement or section.	writes informative/explanatory text to explain a topic through the selection and organization of relevant content. a. introduces a topic clearly; organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; includes formatting (e.g., headings) and graphics (e.g., charts, tables) when useful to aiding comprehension. b. develops the topic with facts, definitions, concrete details, quotations, or other information and examples. c. uses appropriate transitions to create cohesion. d. uses topic-appropriate language and domain-specific vocabulary to inform about or explain the topic. e. establishes formal style. f. provides a concluding statement or section that follows from the information or explanation presented.	writes informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. introduces a topic clearly, previewing what is to follow; organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; includes formatting (e.g., headings) and graphics (e.g., charts, tables) when useful to aiding comprehension. b. develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. uses precise language and domain-specific vocabulary to inform about or explain the topic. e. establishes and maintains a formal style. f. provides a concluding statement or section that follows from and supports the information or explanation presented.	writes informative/explanatory texts to examine a topic and convey complex ideas, concepts, and information with a strongly developed focus through the selection, organization, and analysis of relevant content. a. introduces a topic with a strongly developed focus using appropriate strategies such as definition, classification, comparison/contrast, and cause and effect; includes formal formatting (e.g., headings) and graphics (e.g., charts, tables) to enhance comprehension. b. develops the topic with analysis of relevant facts, complex ideas, definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. uses appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. uses precise language and domain-specific vocabulary to manage the complexity of the topic. e. establishes and maintains a formal style and objective tone. f. provides a compelling concluding statement or section that follows from, supports, and extends the information or explanation presented.

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Range	7.W.4-6	produces writing in which the development, organization, and style are appropriate to the task; develops writing by applying planning, revising, editing, or rewriting; editing should demonstrate basic command of Language standards 1–3 up to and including grade 7; uses technology to produce writing.	produces clear writing in which the development, organization, and style are appropriate to task and purpose; develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose has been addressed; editing should demonstrate basic command of Language standards 1–3 up to and including grade 7; uses technology to produce writing and refer to sources.	produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed; editing should demonstrate command of Language standards 1–3 up to and including grade 7; uses technology to produce writing and cite sources.	produces well-developed and cohesive writing in which the development, organization, and style are appropriate to task, purpose, and audience; develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, successfully addressing the intended purpose and audience; editing should demonstrate skillful command of Language standards 1–3 up to and including grade 7; uses technology to produce writing and cite sources as well as connect ideas efficiently.
Range	7.W.7-8	conducts short research projects to answer a question, drawing on several sources; gathers information from multiple sources; assesses the credibility of sources as appropriate; paraphrases the data and conclusions of others while avoiding plagiarism.	conducts short research projects to answer a question, drawing on several sources; gathers relevant information from multiple sources and redirects inquiry as appropriate; assesses the credibility and accuracy of each source; and quotes or paraphrases the data and conclusions of others while avoiding plagiarism.	conducts short research projects to answer a question, drawing on several sources and generating additional related, focused ideas; gathers relevant information from multiple sources; assesses the credibility and accuracy of each source; and quotes or paraphrases the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	conducts short research projects to answer a question, drawing on several sources and generating additional related, focused, and evaluative ideas; gathers relevant information from multiple sources; evaluates the credibility and accuracy of each source; and judiciously quotes or paraphrases the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
Listening					
Range	7.SL.2	identifies the main ideas and supporting details presented in diverse media and formats.	identifies the main ideas and supporting details presented in diverse media and formats and how they relate to the topic.	analyzes the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	analyzes and interprets the main ideas and supporting details presented in diverse media and formats and explains how the ideas clarify a topic, text, or issue under study.
Range	7.SL.3	delineates a speaker's argument and specific claims.	delineates a speaker’s argument and specific claims, identifying the relevance of the evidence introduced.	delineates a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	delineates a speaker's argument and specific claims, evaluating the soundness of reasoning and the relevance and sufficiency of the evidence using real world application and/or rhetorical analysis.

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Language					
Range	7.L.1	demonstrates basic understanding of the conventions of standard English grammar and usage when writing or speaking in the following areas: a. explains the function of phrases and clauses in general and their function in specific sentences. b. chooses among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. places phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	demonstrates understanding of the conventions of standard English grammar and usage when writing or speaking in the following areas: a. explains the function of phrases and clauses in general and their function in specific sentences. b. chooses among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. places phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	demonstrates command of the conventions of standard English grammar and usage when writing or speaking: a. explains the function of phrases and clauses in general and their function in specific sentences. b. chooses among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. places phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	demonstrates strong command of the conventions of standard English grammar and usage when writing or speaking: a. explains the function of phrases and clauses in general and evaluates their function in specific sentences. b. chooses among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. places phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
Range	7.L.2	demonstrates basic understanding of the conventions of standard English capitalization, punctuation, and spelling when writing: a. uses a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). b. spells correctly.	demonstrates understanding of the conventions of standard English capitalization, punctuation, and spelling when writing: a. uses a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). b. spells correctly.	demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing: a. uses a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). b. spells correctly.	demonstrates strong command of the conventions of standard English capitalization, punctuation, and spelling when writing: a. uses a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). b. spells correctly.
Range	7.L.3	attempts to use the conventions of language when writing, speaking, reading, or listening: a. inconsistently chooses language that expresses ideas without wordiness and redundancy.	generally uses knowledge of language and its conventions when writing, speaking, reading, or listening: a. attempts to choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	uses knowledge of language and its conventions when writing, speaking, reading, or listening: a. chooses language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	uses deep knowledge of language and its conventions when writing, speaking, reading, or listening: a. strategically chooses language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

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Range	7.L.4	with textual support (e.g. context clues, embedded definitions), tentatively determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies: a. uses context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. consults general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. inconsistently verifies the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	generally determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies: a. uses context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. consults general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. verifies the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies: a. uses context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. consults general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. verifies the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	authoritatively determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies: a. uses context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. consults general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. verifies the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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Range	7.L.5	demonstrates limited understanding of figurative language, word relationships, and nuances in word meanings: a. identifies some figures of speech (e.g., literary, biblical, mythological allusions) in context. b. uses the relationship between particular basic words (e.g., synonym/antonym, analogy) to better understand each of the words. c. inconsistently distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending)	demonstrates basic understanding of figurative language, word relationships, and nuances in word meanings: a. identifies figures of speech (e.g., literary, biblical, mythological allusions) in context. b. uses the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	demonstrates understanding of figurative language, word relationships, and nuances in word meanings: a. interprets figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. uses the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	demonstrates deep understanding of figurative language, word relationships, and nuances in word meanings: a. interprets figures of speech (e.g., literary, biblical, mythological allusions) in context. b. uses the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. distinguishes and evaluates the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

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English Language Arts
Grade 8

PLD	Standard	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
Policy		The Level 1 student is below proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly below the standard for the grade level, is likely able to partially access grade-level content and engages with higher-order thinking skills with extensive support	The Level 2 student is approaching proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs slightly below the standard for the grade level, is likely able to access grade-level content and engages in higher-order thinking skills with some independence and support.	The Level 3 student is proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs at the standard for the grade level, is able to access grade-level content, and engages in higher-order thinking skills with some independence and minimal support.	The Level 4 student is highly proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly above the standard for the grade level, is able to access above grade-level content, and engages in higher-order thinking skills independently.
		For grade-appropriate, low-complexity texts, the Level 1 student	For grade-appropriate, low- to moderate-complexity texts, the Level 2 student	For grade-appropriate, moderate- to high-complexity texts, the Level 3 student	For grade-appropriate, high-complexity texts, the Level 4 student
Reading: Literary Text					
Range	8.RL.1	cites textual evidence to support an analysis of what the text says explicitly.	cites multiple examples of textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text.	cites the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	cites the textual evidence that most strongly supports a deep analysis of the text as well as complex inferences drawn from the text.
Range	8.RL.2	identifies a theme or central idea of a text; identifies characters, setting, and plot; provides a basic retelling of the text.	identifies a theme or central idea of a text; analyzes characters, setting and plot; provides a simple objective summary of the text.	determines a theme or central idea of a text and analyzes its development over the course of a text, including its relationship to the characters, setting and plot; provides an objective summary of the text.	determines a theme or central idea and analyzes its development over the course of a text; evaluates its relationship to the narrative elements; provides a comprehensive objective summary of the text.
Range	8.RL.3	identifies specific lines of dialogue or incidents in a story or drama that propel the action and reveal aspects of the character.	describes how specific lines of dialogue or incidents in a story or drama propel the action and reveal aspects of the character.	analyzes how specific lines of dialogue or incidents in a story or drama propel the action, reveal aspects of the character, or provoke a decision.	analyzes and evaluates the effectiveness of an author's use of dialogue or incidents in a story or drama to propel the action, reveal aspects of the character, or provoke a decision.
Range	8.RL.4	With textual support (e.g. context clues, embedded definitions), determines the denotative meaning of words and phrases.	With textual support (e.g. context clues, embedded definitions), determines the meaning of words and phrases, including figurative and connotative meanings; analyzes the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	determines the meaning of words and phrases, including figurative and connotative meanings; analyzes the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	evaluates the impact of words and phrases, including figurative and connotative meanings; analyzes and evaluates the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

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Range	8.RL.5	compares and contrasts the content of two texts.	compares and contrasts the structure of two or more texts, describing the connection to their meaning and style.	compares and contrasts the structure of two or more texts, analyzing how the differing structure of each text contributes to its meaning and style.	compares and contrasts the structure of two or more texts, analyzing how the differing structure of each text contributes to its meaning and style and evaluating their effectiveness.
Range	8.RL.6	describes how differences in the points of view of the characters or the reader affect the text.	analyzes how differences in the points of view of the characters or the reader affect the text.	analyzes how differences in the points of view of the characters or the reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor in the text	analyzes how differences in the points of view of the characters and the reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor and evaluates their impact on the text.
Range	8.RL.7	describes the extent to which a film of a story of drama stays faithful to or departs from the text or script.	describes the extent to which a film of a story of drama stays faithful to or departs from the text or script, identifying the choices made by the director or actors.	analyzes the extent to which a film of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	analyzes the extent to which a film of a story of drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors and proposing alternate treatments.
Range	8.RL.9	identifies how a modern work of fiction draws on explicit patterns of events or character types from myths, traditional stories, or religious works.	identifies how a modern work of fiction draws on explicit themes, patterns of events, or character types from myths, traditional stories, or religious works, including how the material is rendered new.	analyzes how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including how the material is rendered new.	cites specific evidence to support an analysis and evaluation of how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including how the material is rendered new.
Reading: Informational Text					
Range	8.RI.1	cites textual evidence to support an analysis of what the text says explicitly.	cites multiple examples of textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text.	cites the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	cites the textual evidence that most strongly supports a deep analysis of the text as well as complex inferences drawn from the text.
Range	8.RI.2	identifies a central idea of a text; provides a basic retelling of the text.	identifies a central idea of a text and follows its development over the course of a text; provides a simple, objective summary of the text.	determines a central idea of a text and analyzes its development over the course of a text, including its relationship to supporting ideas; provides an objective summary of the text.	determines a central idea of a text and analyzes its development over the course of a text, including its relationship to supporting ideas; evaluates the strength of each supporting idea; provides a comprehensive, objective summary of the text.
Range	8.RI.3	describes how a text makes explicit connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	analyzes how a text makes explicit connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	analyzes how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	analyzes how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories) and evaluates their rhetorical impact on the text.

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Range	8.RI.4	with textual support (e.g. context clues, embedded definitions), determines the literal meaning of words and phrases as they are used in a text; identifies the impact of specific word choices on meaning and tone.	with textual support (e.g. context clues, embedded definitions), determines the meaning of words and phrases as they are used in a text, including common figurative, connotative, and technical meanings; describes the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzes the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	analyzes the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; evaluates the rhetorical effect of specific word choices on meaning and tone, including analogies or allusions to other texts.
Range	8.RI.5	describes the structure of a specific paragraph in a text; describes the role of particular sentences in creating that structure.	describes and identifies the structure of a specific paragraph in a text; describes the role of particular sentences in developing and refining a key concept.	analyzes in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	evaluates the rhetorical effect of the structure of a specific paragraph in a text and its role in the text as a whole, including the role of particular sentences in developing and refining a key concept.
Range	8.RI.6	identifies an author's point of view or purpose in a text; identifies examples where the author acknowledges or responds to conflicting evidence or viewpoints.	identifies an author's point of view or purpose in a text and describes how the author acknowledges and responds to conflicting evidence or viewpoints.	determines an author's point of view or purpose in a text and analyzes how the author acknowledges and responds to conflicting evidence or viewpoints.	analyzes an author's point of view or purpose in a text and evaluates the rhetorical effect of how the author acknowledges and responds to conflicting evidence or viewpoints.
Range	8.RI.7	identifies a particular topic or idea presented in two different media (e.g. print or digital text, video, multimedia).	compares and contrasts the use of different media (e.g. print or digital text, video, multimedia) in presenting a particular topic or idea.	evaluates the advantages and disadvantages of using different media (e.g. print or digital text, video, multimedia) to present a particular topic or idea.	evaluates the advantages and disadvantages of using different media (e.g. print or digital text, video, multimedia) to present a particular topic or idea, providing specific evidence to support the evaluation.
Range	8.RI.8	delineates the argument and specific claims in a text, describing the reasoning and evidence used to support the claims.	delineates and evaluates the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient.	delineates and evaluates the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	explicates and evaluates the argument and specific claims in a text, citing specific language in an assessment of whether the reasoning is sound and the evidence is relevant and sufficient; recognizes when irrelevant evidence is introduced and justifies reasoning.
Range	8.RI.9	describes a case in which two or more texts provide conflicting information on the same topic, and identifies where the texts disagree.	describes a case in which two or more texts provide conflicting information on the same topic, and identifies where the texts disagree on matters of fact.	analyzes a case in which two or more texts provide conflicting information on the same topic, and identifies where the texts disagree on matters of fact or interpretation.	analyzes a case in which two or more texts provide conflicting information on the same topic, and identifies where the texts disagree on matters of fact or interpretation, evaluating the strength or reliability of each.

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Writing					
Range	8.W.1	writes arguments to support claims with reasons and evidence a. introduces claim(s), states opposing claims, and organizes reasons and evidence b. supports claims with extra-textual evidence, and demonstrating a basic understanding of the topic or text c. uses basic transitions to link claim(s), counterclaims, reasons and evidence. d. attemps to establish a formal style e.provides a concluding statement or section	writes arguments to support claims with reasons and relevant evidence a. introduces claim(s), states alternate or opposing claims, and organizes the reasons and evidence logically b. supports claims with reasoning and evidence, using sources and demonstrating an understanding of the topic or text. c. uses words, phrases, and clauses to clarify the relationships among claim(s), counterclaims, reasons and evidence. d. establishes a formal style e. provides a concluding statement or section that supports the argument presented.	writes arguments to support claims with clear reasons and relevant evidence a. introduces claim(s), acknowledges and distinguishes the claim(s) from alternate or opposing claims, and organizes the reasons and evidence logically b. supports claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text c. uses words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence d. establishes and maintains a formal style e. provides a concluding statement or section that follows from and supports the argument presented	Write arguments to support claims with clear reasons and analysis of relevant evidence a. introduces claims, acknowledges and distinguishes the claims from alternate or opposing claims, evaluating their validity, and organizes the reasons and evidence logically b. supports claims with a clear position based on logical reasoning and relevant evidence using accurate, credible sources and demonstrating a deep understanding of the topic or text. c. uses a variety of words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence. d. Establishs and maintains a formal style and objective tone that enhances the argument. e. provides a compelling concluding statement or section that follows from and supports the argument presented.

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Range	8.W.2	writes informative/explanatory text to describe a topic through the selection and organization of content a. introduces a topic; attempts an organization of ideas, concepts, and information. b. summarizes the topic with facts, definitions, concrete details, quotations, or other information and examples c. uses appropriate transitions to create cohesion d. uses topic-appropriate language and vocabulary to inform e. attempts a formal style f. provides a concluding statement or section	writes informative/explanatory texts to explain a topic and convey ideas, concepts, and information through the selection and organization of content a. introduces a topic clearly, previewing what is to follow; organizes ideas, concepts, and information into broader categories. b. develops the topic with facts, definitions, concrete details, quotations, or other information and examples c. uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts d. uses topic-appropriate language and domain-specific vocabulary to inform about or explain the topic e. establishes a formal style f. provides a concluding statement or section that follows from the information or explanation presented	writes informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content a. introduces a topic clearly, previewing what is to follow; organizes ideas, concepts, and information into broader categories; includes formatting (e.g., headings), graphics (e.g., charts, tables), when useful to aiding comprehension. b. develops the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. uses appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. uses precise language and domain-specific vocabulary to inform about or explain the topic e. establishes and maintains a formal style f. provides a concluding statement or section that follows from and supports the information or explanation presented	writes informative/explanatory texts to examine a topic and convey ideas, concepts, and information with a strongly-developed focus through the selection, organization, and analysis of highly relevant content a. introduces a complex topic clearly, previewing what is to follow; organizes ideas, concepts, and information into broader categories; includes formatting (e.g., headings), and graphics (e.g., charts, tables) when useful to enhance comprehension b. develops and analyzes the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. effectively uses appropriate and varied transitions to create cohesion and clarify the relationships among complex ideas and concepts d. uses precise language and domain-specific vocabulary to manage the complexity of the topic e. establishes and maintains a formal style and objective tone while attending to the conventions of the discipline in which they are writing

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Range	8.W.4-6	produces writing in which the development, organization, and style are appropriate to task and purpose; develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on purpose and audience; editing should demonstrate basic command of Language standards 1-3 up to and including grade 8; uses technology to produce writing.	produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed; editing should demonstrate command of Language standards 1-3 up to and including grade 8; uses technology to produce writing and present the relationships between information and ideas	produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed; editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8; uses technology to produce writing and present the relationships between information and ideas efficiently	produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed, editing for conventions should demonstrate skillful command of Language standards 1-3 up to and including grade 8; uses technology to produce writing and present the relationships between information and ideas in a dynamic way
Range	8.W.7-8	conducts short research projects to answer a question, drawing on several sources ; gathers relevant information from multiple sources and redirects inquiry as appropriate; assesses the credibility and accuracy of each source; and quotes or paraphrase the data and conclusions of others while avoiding plagiarism. Attempts to follow a standard format for citation	conducts short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional ideas; gathers relevant information from multiple sources; assesses the credibility and accuracy of each source; and quotes or paraphrases the data and conclusions of others while avoiding plagiarism and following a standard format for citation	conducts short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration; gathers relevant information from multiple sources; assesses the credibility and accuracy of each source; and quotes or paraphrases the data and conclusions of others while avoiding plagiarism and following a standard format for citation	conducts short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration and evaluation; gathers and synthesizes relevant information from multiple sources; assesses the credibility and accuracy of each source; and judiciously quotes or paraphrases the data and conclusions of others while avoiding plagiarism and following a standard format for citation
Listening					
Range	8.SL.2	identifies the main ideas and supporting details presented in diverse media and formats.	identifies the main ideas and supporting details presented in diverse media and formats and the motives behind its presentation.	analyzes the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.	analyzes and interprets the motives, the main ideas and supporting details presented in diverse media and formats.
Range	8.SL.3	delineates a speaker's argument and specific claims.	delineates a speaker’s argument and specific claims, identifying whether irrelevant evidence is introduced.	delineates a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	delineates and evaluates a speaker's argument and specific claims for the soundness of reasoning and the relevance and sufficiency of the evidence; analyzes the relevance of evidence and explains why it was used.

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Language					
Range	8.L.1	demonstrates basic understanding of the conventions of standard English grammar and usage when writing or speaking: a. identifies the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences b. forms and uses verbs in the active and passive voice c. inconsistently forms and uses verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood d. recognizes and corrects inappropriate shifts in verb voice and mood	demonstrates understanding of the conventions of standard English grammar and usage when writing or speaking: a. explains the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences b. forms and uses verbs in the active and passive voice c. generally forms and uses verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood d. recognizes and corrects inappropriate shifts in verb voice and mood	demonstrates command of the conventions of standard English grammar and usage when writing or speaking: a. explains the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences b. forms and uses verbs in the active and passive voice c. forms and uses verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood d. recognizes and corrects inappropriate shifts in verb voice and mood	demonstrates strong command of the conventions of standard English grammar and usage when writing or speaking: a. explains with high accuracy the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences b. forms and uses verbs in the active and passive voice c. expertly forms and uses verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood d. recognizes and corrects inappropriate shifts in verb voice and mood
	8.L.2	demonstrates awareness of the conventions of standard English capitalization, punctuation, and spelling when writing: a. inconsistently uses punctuation (comma, ellipsis, dash) to indicate a pause or break b. inconsistently uses an ellipsis to indicate an omission c. spells correctly.	demonstrates basic understanding of the conventions of standard English capitalization, punctuation, and spelling when writing: a. generally uses punctuation (comma, ellipsis, dash) to indicate a pause or break b. uses an ellipsis to indicate an omission c. spells correctly.	demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing: a. uses punctuation (comma, ellipsis, dash) to indicate a pause or break b. uses an ellipsis to indicate an omission c. spells correctly.	demonstrates strong command of the conventions of standard English capitalization, punctuation, and spelling when writing: a. judiciously uses punctuation (comma, ellipsis, dash) to indicate a pause or break b. uses an ellipsis to indicate an omission c. spells correctly.

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Range	8.L.3	attempts to apply of the conventions of language when writing, speaking, reading, or listening: a. inconsistently uses verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	demonstrates basic knowledge of language and its conventions when writing, speaking, reading, or listening: a. uses verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	uses knowledge of language and its conventions when writing, speaking, reading, or listening: a. uses verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	uses deep knowledge of language and its conventions when writing, speaking, reading, or listening: a. expertly uses verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
Range	8.L.4	with textual support (e.g. context clues, embedded definitions), tentatively determines or clarifies the meaning of unknown and multiple-meaning words or phrases, choosing flexibly from a range of strategies: a. uses context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase b. uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede) c. consults general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech d. verifies the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	generally determines or clarifies the meaning of unknown and multiple-meaning words or phrases, choosing flexibly from a range of strategies: a. uses context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase b. uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede) c. consults general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech d. verifies the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	determines or clarifies the meaning of unknown and multiple-meaning words or phrases, choosing flexibly from a range of strategies: a. uses context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase b. uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede) c. consults general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech d. verifies the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	authoritatively determines or clarifies the meaning of unknown and multiple-meaning words or phrases, choosing flexibly from a range of strategies: a. uses context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase b. uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede) c. consults general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech d. verifies the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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Range	8.L.5	demonstrates limited understanding of figurative language, word relationships, and nuances in word meanings: a. identifies figures of speech (e.g. verbal irony, puns) in context b. uses the relationship between particular basic words to better understand each of the words c. generally distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	demonstrates basic understanding of figurative language, word relationships, and nuances in word meanings: a. interprets figures of speech (e.g. verbal irony, puns) in context b. uses the relationship between particular words to better understand each of the words c. distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	demonstrates understanding of figurative language, word relationships, and nuances in word meanings: a. interprets figures of speech (e.g. verbal irony, puns) in context b. uses the relationship between particular words to better understand each of the words c. distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	demonstrates deep understanding of figurative language, word relationships, and nuances in word meanings: a. interprets figures of speech (e.g. verbal irony, puns) in context b. uses the relationship between particular words to better understand each of the words c. distinguishes and evaluates the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

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English Language Arts
Grade 9

PLD	Standard	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
Policy		The Level 1 student is below proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly below the standard for the grade level, is likely able to partially access grade-level content and engages with higher-order thinking skills with extensive support	The Level 2 student is approaching proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs slightly below the standard for the grade level, is likely able to access grade-level content and engages in higher-order thinking skills with some independence and support.	The Level 3 student is proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs at the standard for the grade level, is able to access grade-level content, and engages in higher-order thinking skills with some independence and minimal support.	The Level 4 student is highly proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly above the standard for the grade level, is able to access above grade-level content, and engages in higher-order thinking skills independently.
		For grade-appropriate, low-complexity texts, the Level 1 student	For grade-appropriate, low-to-moderate complexity texts, the Level 2 student	For grade-appropriate, moderate-to-high complexity texts, the Level 3 student	For grade-appropriate, high complexity texts, the Level 4 student
Reading: Literature					
Range	9-10.RL.1	cites textual evidence to support analysis of what the text says explicitly as well as simple inferences drawn from the text.	cites strong textual evidence to support analysis of what the text says explicitly as well as simple inferences drawn from the text.	cites strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	cites strong and thorough textual evidence to support a deep analysis of what the text says explicitly as well as complex inferences drawn from the text.
Range	9-10.RL.2	determines a theme or central idea of a text and describes its development over the course of a text; provides a retelling of the text.	determines a theme or central idea of a text and describes in detail its development over the course of a text; provides a summary of the text.	determines a theme or central idea of a text and analyzes in detail its development over the course of a text, including how it emerges and is shaped and refined by specific details; provides an objective summary of the text.	determines and evaluates a theme or central idea of a text and analyzes in detail its development over the course of a text, including how it emerges and is shaped and refined by specific details; provides a comprehensive objective summary of the text.

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Range	9-10.RL.3	identifies how characters develop, interact with other characters, and advance the plot or develop the theme.	describes how characters develop over the course of the text, interact with other characters, and advance the plot or develop the theme.	analyzes how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of the text, interact with other characters, and advance the plot or develop the theme.	analyzes and evaluates the effectiveness of the author's development of complex characters (e.g., those with multiple or conflicting motivations) over the course of the text, including how they interact to advance the plot or shape the theme.
Range	9-10.RL.4	with textual support (e.g. context clues, embedded definition, etc.), determines the literal meaning of words and phrases as they are used in the text; describes the impact of specific word choices on meaning.	with textual support (e.g. context clues, embedded definition, etc.), determines the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyzes the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	determines the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyzes the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	determines the meaning of complex words and phrases as they are used in the text, including figurative and connotative meanings; analyzes and evaluates the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
Range	9-10.RL.5	identifies an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks).	describes an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks).	analyzes how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	analyzes how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise, and evaluates their impact on the text as a whole.
Range	9-10.RL.6	describes a particular point of view or cultural experience reflected in a work of literature from outside the United States.	describes a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on general knowledge of world literature.	analyzes a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	analyzes competing points of view or cultural experiences reflected in a work of literature from outside the United States, drawing on a deep understanding of world literary traditions.

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Range	9-10.RL.7	describes the differences in a depiction of a subject or a key scene in two different artistic mediums (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).	compares and contrasts the differences in a depiction of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).	analyzes the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).	analyzes the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*), and evaluates its effect on the reader's or viewer's interpretation.
Range	9-10.RL.8	N/A	N/A	N/A	N/A
Range	9-10.RL.9	recognizes that an author draws on source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	describes how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	analyzes how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	analyzes and evaluates the effectiveness of how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare) in a demonstration of deeper understanding of the text.
Reading: Informational Text					
Range	9-10.RI.1	cites textual evidence to support analysis of what the text says explicitly as well as simple inferences drawn from the text.	cites strong textual evidence to support analysis of what the text says explicitly as well as simple inferences drawn from the text.	cites strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	cites strong and thorough textual evidence to support a deep analysis of what the text says explicitly as well as complex inferences drawn from the text.
Range	9-10.RI.2	determines a central idea of a text and describes its development; provides a retelling of the text.	determines a central idea of a text and describes its development over the course of a text; provides a summary of the text.	determines a central idea of a text and analyzes its development over the course of the text, including how it emerges and is shaped and refined by specific details; provides an objective summary of the text.	determines and evaluates a central idea of a text and analyzes in detail its development over the course of a text, including how it emerges and is shaped and refined by specific details; provides a comprehensive, objective summary of the text.

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Range	9-10.RI.3	identifies how the author unfolds an analysis or series of ideas or events, including the order in which the points are made and how they are introduced and developed.	describes how the author unfolds an analysis or a series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	analyzes how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	evaluates the rhetorical effect of how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
Range	9-10.RI.4	with textual support (e.g. context clues, embedded definition, etc.), determines the meaning of words and phrases as they are used in a text; identifies the impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	with textual support (e.g. context clues, embedded definition, etc.), determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; describes the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzes the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	analyzes the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; evaluates the cumulative rhetorical effect of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
Range	9-10.RI.5	describes how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a considerate text (e.g., a section or chapter).	describes how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	analyzes in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	evaluates the rhetorical impact of how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
Range	9-10.RI.6	identifies an author's point of view or purpose in a text; identifies the author's use of rhetoric to advance that point of view or purpose.	identifies an author's point of view or purpose in a text and describes how an author uses rhetoric to advance that point of view or purpose.	determines an author's point of view or purpose in a text and analyzes how an author uses rhetoric to advance that point of view or purpose.	analyzes an author's point of view or purpose in a text and evaluates the effectiveness of an author's use of rhetoric to advance that point of view or purpose.
Range	9-10.RI.7	describes various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia).	compares and contrasts various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), identifying which details are emphasized in each account.	analyzes various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	analyzes various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), evaluating the rhetorical effect of the emphasis of different details in each account.

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Range	9-10.RI.8	delineates and evaluates the argument and claims in a text, describing the reasoning and evidence used to support the claim.	delineates and evaluates the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient.	delineates and evaluates the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identifies false statements and fallacious reasoning.	explicates and evaluates the argument and specific claims in a text, citing specific language from the text in an assessment of whether the reasoning is valid and the evidence is relevant and sufficient; identifies subtle instances of false statements and fallacious reasoning.
Range	9-10.RI.9	describes specific aspects of seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail").	analyzes specific aspects of seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail").	analyzes seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	evaluates the reasoning and rhetorical strategies employed in seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

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Grade 9

Writing					
Range	9-10.W.1	writes arguments to support claims in an analysis of substantive topics or texts, using reasoning and evidence. a. Introduces claim(s) and creates an organization, establishing relationships among claim(s), reasons, and evidence. b. Develops claim(s), supplying evidence in a manner that anticipates the audience's concerns. c. Uses words, phrases, and clauses to link the major sections of the text and clarify the relationships between claim(s) and reasons, and between reasons and evidence. d. Attempts a formal style and objective tone while demonstrating awareness of the norms and conventions of standard English. e. Provides a concluding statement or section.	writes arguments to support claims in an analysis of substantive topics or texts, using reasoning and relevant evidence. a. Introduces claim(s), distinguishes the claim(s) from alternate or opposing claims, and creates an organization that establishes relationships among claim(s), counterclaims, reasons, and evidence. b. Develops claim(s) and counterclaims, supplying evidence for each while pointing out the strengths of both in a manner that anticipates the audience's concerns. c. Uses words, phrases, and clauses to link the major sections of the text and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establishes a formal style and objective tone while demonstrating awareness of the norms and conventions of the discipline in which they are writing. e. Provides a concluding statement or section that supports the argument presented.	writes arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduces precise claim(s), distinguishes the claim(s) from alternate or opposing claims, and creates an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develops claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Uses words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provides a concluding statement or section that follows from and supports the argument presented.	writes highly effective arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduces strong and precise claim(s), distinguishes the claim(s) from alternate or opposing claims, and creates an effective organization that establishes strong, clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develops strong claim(s) and counterclaims fairly, supplying thorough evidence for each while pointing out the strengths and limitations of both in a manner that effectively anticipates the audience's knowledge level and concerns. c. Uses precise words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establishes and maintains a rhetorically appropriate formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provides an effective concluding statement or section that follows from and supports the argument presented.

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Range	9-10.W.2	writes informative/explanatory texts to examine and convey ideas, concepts, and information through the selection, organization, and analysis of content. A. States a topic; attempts an organization of ideas, concepts, and information to make connections and distinctions. B. Develops the topic with information and examples appropriate to the audience's knowledge of the topic. C. Uses appropriate transitions to link the major sections of the texts. D. Uses topic-appropriate language and vocabulary to describe the topic. E. Attempts a formal style and objective tone while demonstrating awareness of the norms and conventions of standard English. F. Provides a concluding statement or section.	writes informative/explanatory texts to examine and convey ideas, concepts, and information accurately through the selection, organization, and analysis of content. A. States a topic; organizes ideas, concepts, and information to make connections and distinctions; includes formatting (e.g., headings) and graphics (e.g., figures, tables) to aid comprehension. B. Develops the topic with relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience. C. Uses appropriate transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Uses topic-appropriate language and domain-specific vocabulary to manage the complexity of the topic. E. Establishes a formal style and objective tone while demonstrating awareness of the norms and conventions of the discipline in which they are writing. F. Provides a concluding statement or section that supports the information or explanation presented.	writes informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduces a topic; organizes complex ideas, concepts, and information to make important connections and distinctions; includes formatting (e.g., headings) and graphics (e.g., figures, tables) when useful to aiding comprehension. B. Develops the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Uses precise language and domain-specific vocabulary to manage the complexity of the topic. E. Establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. F. Provides a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	writes highly effective informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Clearly introduces a topic; strategically organizes complex ideas, concepts, and information to make important connections and distinctions; includes important formatting (e.g., headings) and graphics (e.g., figures, tables) when useful to aiding comprehension. B. Thoroughly develops the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Consistently and effectively uses appropriate and varied transitions to link the major sections of the text, creates cohesion, and clarifies the relationships among complex ideas and concepts. D. Uses **precise** language, domain-specific vocabulary, and figures of speech to manage the complexity of the topic. E. Establishes and maintains a rhetorically effective formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. F. Provides an effective concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
Range	9-10.W.3	N/A	N/A	N/A	N/A

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Range	9-10.W.4-6	produces writing in which the development, organization, and style is appropriate to the task and purpose; strengthens writing as needed by revising and editing; uses technology to produce writing.	produces coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience; strengthens writing as needed by planning, revising, and editing; uses technology, including the Internet, to produce and publish writing products, taking advantage of technology's capacity to display information flexibly and dynamically.	produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience; uses technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	produces clear and coherent writing in which the development, organization, and style are highly effective for the task, purpose, and audience; develops and strengthens writing by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience; uses technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
Range	9-10.W.7	conducts short research projects to answer a given simple question or solve a given simple problem; uses discrete information from sources on the subject, demonstrating a developing understanding of the subject under investigation.	conducts short as well as more sustained research projects to answer a simple question (including a self-generated question) or solve a simple problem; narrows or broadens the inquiry when appropriate; synthesizes sources on the subject, demonstrating understanding of the subject under investigation.	conducts short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrows or broadens the inquiry when appropriate; synthesizes multiple sources on the subject, demonstrating understanding of the subject under investigation.	conducts short as well as more sustained research projects to answer a complex question (including a self-generated question) or solve a complex problem; narrows or broadens the inquiry when appropriate; synthesizes multiple high-quality sources on the subject, demonstrating complete understanding of the subject under investigation.

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Range	9-10.W.8	gathers information from print and digital sources; integrates information into the text, avoiding plagiarism and following a standard format for citation.	gathers relevant information from multiple print and digital sources, using searches effectively; assesses the usefulness of each source in answering the research question; integrates information into the text to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	gathers relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assesses the usefulness of each source in answering the research question; integrates information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	gathers highly relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assesses and analyzes the usefulness of each source in answering the research question; seamlessly integrates information into the text selectively to create and maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
			Listening		
Range	9-10.SL.2	uses multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally).	uses multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	integrates multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	effectively integrates multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) to meet the needs of a specific task, audience, and purpose, while evaluating the credibility and accuracy of each source.
Range	9-10.SL.3	summarizes a speaker’s point of view, reasoning, and use of evidence.	evaluates a speaker's point of view, reasoning, and use of evidence, identifying any fallacious reasoning.	evaluates a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	thoroughly evaluates a speaker's point of view, reasoning, and use of evidence and rhetoric, analyzing any fallacious reasoning or exaggerated or distorted evidence.

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Language					
Range	9-10.L.1	attempts to meet the conventions of standard English grammar and usage when writing or speaking: uses various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to add interest to writing or presentations.	demonstrates basic understanding of the conventions of standard English grammar and usage when writing or speaking. a. Uses parallel structure. b. Uses various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey meanings and add interest to writing or presentations.	demonstrates command of the conventions of standard English grammar and usage when writing or speaking. a. Uses parallel structure. b. Uses various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	demonstrates strong command of the conventions of standard English grammar and usage when writing or speaking. a. Uses parallel structure. b. Uses various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety, craft, style, depth of meaning, and interest to writing or presentations.
Range	9-10.L.2	attempts to meet the conventions of standard English capitalization, punctuation, and spelling when writing.	demonstrates basic understanding of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Attempts to use a semicolon to link two or more closely related independent clauses. b. Attempts to use a colon to introduce a list or quotation. c. Spells correctly.	demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Uses a semicolon to link two or more closely related independent clauses. b. Uses a colon to introduce a list or quotation. c. Spells correctly.	demonstrates strong command of the conventions of standard English capitalization, punctuation, and spelling when writing, using that command to enhance style and meaning. a. Uses a semicolon to link two or more closely related independent clauses. b. Uses a colon to introduce a list or quotation. c. Spells correctly.

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Range	9-10.L.3	uses knowledge of language for comprehension when reading or listening and makes choices for meaning or style.	uses knowledge of language for comprehension when reading or listening and makes choices for meaning or style; writes and edits work to conform to a formal or informal style.	applies knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Writes and edits work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.	applies knowledge of language to demonstrate how language functions in different contexts, to make highly effective choices for meaning or style, and to fully comprehend when reading or listening; writes and edits work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
Range	9-10.L.4	determines the meaning of unknown or multiple meaning grade-level words by using immediate context clues or attempting to use patterns of word changes.	determines the meaning of unknown grade-level words by using context clues within the same sentence; identifies and attempts to use patterns of word changes that indicate different meanings; or consults general reference materials, both print and digital.	determines and clarifies the meaning of unknown or multiple-meaning grade level words by using context clues within the text; identifies and correctly uses patterns of word changes that indicate different meanings or parts of speech; consults general and specialized reference materials, both print and digital, to determine its part of speech or its etymology; and/or verifies the preliminary determination of the meaning of a word or phrase.	determines and clarifies the meanings of unknown and multiple-meaning words, including above grade-level words, by using context clues within the text; identifies and correctly uses patterns of word changes that indicate different meanings or parts of speech; consults general and specialized reference materials, both print and digital, to determine its part of speech or its etymology; and/or verifies the meaning of a word or phrase.

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Range	9-10.L.5	recognizes figurative language and word relationships by identifying figures of speech and nuances in word meanings.	demonstrates understanding of straightforward figurative language, clear word relationships, and nuances in word meanings by identifying and attempting to interpret figures of speech in texts and recognizing nuances in the meaning of words.	demonstrates understanding of figurative language, word relationships, and nuances in word meanings. a. Interprets figures of speech in context and analyzes their role in texts. b. Analyzes nuances in the meaning of words with similar denotations.	demonstrates understanding of compex figurative language, complex word relationships, and subtle nuances in word meanings. a. Interprets and uses figures of speech in context and analyzes their role in texts. b. Analyzes and uses nuances in the meaning of words with similar denotations.

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English Language Arts
Grade 10

PLD	Standard	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
Policy		The Level 1 student is below proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly below the standard for the grade level, is likely able to partially access grade-level content and engages with higher-order thinking skills with extensive support	The Level 2 student is approaching proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs slightly below the standard for the grade level, is likely able to access grade-level content and engages in higher-order thinking skills with some independence and support.	The Level 3 student is proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs at the standard for the grade level, is able to access grade-level content, and engages in higher-order thinking skills with some independence and minimal support.	The Level 4 student is highly proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly above the standard for the grade level, is able to access above grade-level content, and engages in higher-order thinking skills independently.
		For grade-appropriate, low-complexity texts, the Level 1 student	For grade-appropriate, low-to-moderate complexity texts, the Level 2 student	For grade-appropriate, moderate-to-high complexity texts, the Level 3 student	For grade-appropriate, high complexity texts, the Level 4 student
Reading: Literature					
Range	9-10.RL.1	cites textual evidence to support analysis of what the text says explicitly as well as simple inferences drawn from the text.	cites strong textual evidence to support analysis of what the text says explicitly as well as simple inferences drawn from the text.	cites strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	cites strong and thorough textual evidence to support a deep analysis of what the text says explicitly as well as complex inferences drawn from the text.
Range	9-10.RL.2	determines a theme or central idea of a text and describes its development over the course of a text; provides a retelling of the text.	determines a theme or central idea of a text and describes in detail its development over the course of a text; provides a summary of the text.	determines a theme or central idea of a text and analyzes in detail its development over the course of a text, including how it emerges and is shaped and refined by specific details; provides an objective summary of the text.	determines and evaluates a theme or central idea of a text and analyzes in detail its development over the course of a text, including how it emerges and is shaped and refined by specific details; provides a comprehensive objective summary of the text.

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Range	9-10.RL.3	identifies how characters develop, interact with other characters, and advance the plot or develop the theme.	describes how characters develop over the course of the text, interact with other characters, and advance the plot or develop the theme.	analyzes how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of the text, interact with other characters, and advance the plot or develop the theme.	analyzes and evaluates the effectiveness of the author's development of complex characters (e.g., those with multiple or conflicting motivations) over the course of the text, including how they interact to advance the plot or shape the theme.
Range	9-10.RL.4	with textual support (e.g. context clues, embedded definition, etc.), determines the literal meaning of words and phrases as they are used in the text; describes the impact of specific word choices on meaning.	with textual support (e.g. context clues, embedded definition, etc.), determines the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyzes the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	determines the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyzes the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	determines the meaning of complex words and phrases as they are used in the text, including figurative and connotative meanings; analyzes and evaluates the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
Range	9-10.RL.5	identifies an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks).	describes an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks).	analyzes how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	analyzes how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise, and evaluates their impact on the text as a whole.
Range	9-10.RL.6	describes a particular point of view or cultural experience reflected in a work of literature from outside the United States.	describes a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on general knowledge of world literature.	analyzes a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	analyzes competing points of view or cultural experiences reflected in a work of literature from outside the United States, drawing on a deep understanding of world literary traditions.

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Range	9-10.RL.7	describes the differences in a depiction of a subject or a key scene in two different artistic mediums (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).	compares and contrasts the differences in a depiction of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).	analyzes the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).	analyzes the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*), and evaluates its effect on the reader's or viewer's interpretation.
Range	9-10.RL.8	N/A	N/A	N/A	N/A
Range	9-10.RL.9	recognizes that an author draws on source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	describes how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	analyzes how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	analyzes and evaluates the effectiveness of how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare) in a demonstration of deeper understanding of the text.
Reading: Informational Text					
Range	9-10.RI.1	cites textual evidence to support analysis of what the text says explicitly as well as simple inferences drawn from the text.	cites strong textual evidence to support analysis of what the text says explicitly as well as simple inferences drawn from the text.	cites strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	cites strong and thorough textual evidence to support a deep analysis of what the text says explicitly as well as complex inferences drawn from the text.
Range	9-10.RI.2	determines a central idea of a text and describes its development; provides a retelling of the text.	determines a central idea of a text and describes its development over the course of a text; provides a summary of the text.	determines a central idea of a text and analyzes its development over the course of the text, including how it emerges and is shaped and refined by specific details; provides an objective summary of the text.	determines and evaluates a central idea of a text and analyzes in detail its development over the course of a text, including how it emerges and is shaped and refined by specific details; provides a comprehensive, objective summary of the text.

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Range	9-10.RI.3	identifies how the author unfolds an analysis or series of ideas or events, including the order in which the points are made and how they are introduced and developed.	describes how the author unfolds an analysis or a series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	analyzes how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	evaluates the rhetorical effect of how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
Range	9-10.RI.4	with textual support (e.g. context clues, embedded definition, etc.), determines the meaning of words and phrases as they are used in a text; identifies the impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	with textual support (e.g. context clues, embedded definition, etc.), determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; describes the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzes the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	analyzes the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; evaluates the cumulative rhetorical effect of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
Range	9-10.RI.5	describes how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a considerate text (e.g., a section or chapter).	describes how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	analyzes in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	evaluates the rhetorical impact of how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
Range	9-10.RI.6	identifies an author's point of view or purpose in a text; identifies the author's use of rhetoric to advance that point of view or purpose.	identifies an author's point of view or purpose in a text and describes how an author uses rhetoric to advance that point of view or purpose.	determines an author's point of view or purpose in a text and analyzes how an author uses rhetoric to advance that point of view or purpose.	analyzes an author's point of view or purpose in a text and evaluates the effectiveness of an author's use of rhetoric to advance that point of view or purpose.

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Range	9-10.RI.7	describes various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia).	compares and contrasts various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), identifying which details are emphasized in each account.	analyzes various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	analyzes various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), evaluating the rhetorical effect of the emphasis of different details in each account.
Range	9-10.RI.8	delineates and evaluates the argument and claims in a text, describing the reasoning and evidence used to support the claim.	delineates and evaluates the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient.	delineates and evaluates the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identifies false statements and fallacious reasoning.	explicates and evaluates the argument and specific claims in a text, citing specific language from the text in an assessment of whether the reasoning is valid and the evidence is relevant and sufficient; identifies subtle instances of false statements and fallacious reasoning.
Range	9-10.RI.9	describes specific aspects of seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail").	analyzes specific aspects of seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail").	analyzes seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	evaluates the reasoning and rhetorical strategies employed in seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

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Writing					
Range	9-10.W.1	writes arguments to support claims in an analysis of substantive topics or texts, using reasoning and evidence. a. Introduces claim(s) and creates an organization, establishing relationships among claim(s), reasons, and evidence. b. Develops claim(s), supplying evidence in a manner that anticipates the audience's concerns. c. Uses words, phrases, and clauses to link the major sections of the text and clarify the relationships between claim(s) and reasons, and between reasons and evidence. d. Attempts a formal style and objective tone while demonstrating awareness of the norms and conventions of standard English. e. Provides a concluding statement or section.	writes arguments to support claims in an analysis of substantive topics or texts, using reasoning and relevant evidence. a. Introduces claim(s), distinguishes the claim(s) from alternate or opposing claims, and creates an organization that establishes relationships among claim(s), counterclaims, reasons, and evidence. b. Develops claim(s) and counterclaims, supplying evidence for each while pointing out the strengths of both in a manner that anticipates the audience's concerns. c. Uses words, phrases, and clauses to link the major sections of the text and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establishes a formal style and objective tone while demonstrating awareness of the norms and conventions of the discipline in which they are writing. e. Provides a concluding statement or section that supports the argument presented.	writes arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduces precise claim(s), distinguishes the claim(s) from alternate or opposing claims, and creates an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develops claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Uses words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provides a concluding statement or section that follows from and supports the argument presented.	writes highly effective arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduces strong and precise claim(s), distinguishes the claim(s) from alternate or opposing claims, and creates an effective organization that establishes strong, clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develops strong claim(s) and counterclaims fairly, supplying thorough evidence for each while pointing out the strengths and limitations of both in a manner that effectively anticipates the audience's knowledge level and concerns. c. Uses precise words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establishes and maintains a rhetorically appropriate formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provides an effective concluding statement or section that follows from and supports the argument presented.

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Range	9-10.W.2	writes informative/explanatory texts to examine and convey ideas, concepts, and information through the selection, organization, and analysis of content. A. States a topic; attempts an organization of ideas, concepts, and information to make connections and distinctions. B. Develops the topic with information and examples appropriate to the audience's knowledge of the topic. C. Uses appropriate transitions to link the major sections of the texts. D. Uses topic-appropriate language and vocabulary to describe the topic. E. Attempts a formal style and objective tone while demonstrating awareness of the norms and conventions of standard English. F. Provides a concluding statement or section.	writes informative/explanatory texts to examine and convey ideas, concepts, and information accurately through the selection, organization, and analysis of content. A. States a topic; organizes ideas, concepts, and information to make connections and distinctions; includes formatting (e.g., headings) and graphics (e.g., figures, tables) to aid comprehension. B. Develops the topic with relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience. C. Uses appropriate transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Uses topic-appropriate language and domain-specific vocabulary to manage the complexity of the topic. E. Establishes a formal style and objective tone while demonstrating awareness of the norms and conventions of the discipline in which they are writing. F. Provides a concluding statement or section that supports the information or explanation presented.	writes informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduces a topic; organizes complex ideas, concepts, and information to make important connections and distinctions; includes formatting (e.g., headings) and graphics (e.g., figures, tables) when useful to aiding comprehension. B. Develops the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Uses precise language and domain-specific vocabulary to manage the complexity of the topic. E. Establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. F. Provides a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	writes highly effective informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Clearly introduces a topic; strategically organizes complex ideas, concepts, and information to make important connections and distinctions; includes important formatting (e.g., headings) and graphics (e.g., figures, tables) when useful to aiding comprehension. B. Thoroughly develops the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Consistently and effectively uses appropriate and varied transitions to link the major sections of the text, creates cohesion, and clarifies the relationships among complex ideas and concepts. D. Uses **precise** language, domain-specific vocabulary, and figures of speech to manage the complexity of the topic. E. Establishes and maintains a rhetorically effective formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. F. Provides an effective concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
Range	9-10.W.3	N/A	N/A	N/A	N/A

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Range	9-10.W.4-6	produces writing in which the development, organization, and style is appropriate to the task and purpose; strengthens writing as needed by revising and editing; uses technology to produce writing.	produces coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience; strengthens writing as needed by planning, revising, and editing; uses technology, including the Internet, to produce and publish writing products, taking advantage of technology's capacity to display information flexibly and dynamically.	produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience; uses technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	produces clear and coherent writing in which the development, organization, and style are highly effective for the task, purpose, and audience; develops and strengthens writing by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience; uses technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
Range	9-10.W.7	conducts short research projects to answer a given simple question or solve a given simple problem; uses discrete information from sources on the subject, demonstrating a developing understanding of the subject under investigation.	conducts short as well as more sustained research projects to answer a simple question (including a self-generated question) or solve a simple problem; narrows or broadens the inquiry when appropriate; synthesizes sources on the subject, demonstrating understanding of the subject under investigation.	conducts short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrows or broadens the inquiry when appropriate; synthesizes multiple sources on the subject, demonstrating understanding of the subject under investigation.	conducts short as well as more sustained research projects to answer a complex question (including a self-generated question) or solve a complex problem; narrows or broadens the inquiry when appropriate; synthesizes multiple high-quality sources on the subject, demonstrating complete understanding of the subject under investigation.

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Range	9-10.W.8	gathers information from print and digital sources; integrates information into the text, avoiding plagiarism and following a standard format for citation.	gathers relevant information from multiple print and digital sources, using searches effectively; assesses the usefulness of each source in answering the research question; integrates information into the text to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	gathers relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assesses the usefulness of each source in answering the research question; integrates information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	gathers highly relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assesses and analyzes the usefulness of each source in answering the research question; seamlessly integrates information into the text selectively to create and maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
Listening					
Range	9-10.SL.2	uses multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally).	uses multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	integrates multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	effectively integrates multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) to meet the needs of a specific task, audience, and purpose, while evaluating the credibility and accuracy of each source.
Range	9-10.SL.3	summarizes a speaker’s point of view, reasoning, and use of evidence.	evaluates a speaker's point of view, reasoning, and use of evidence, identifying any fallacious reasoning.	evaluates a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	thoroughly evaluates a speaker's point of view, reasoning, and use of evidence and rhetoric, analyzing any fallacious reasoning or exaggerated or distorted evidence.

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Language					
Range	9-10.L.1	attempts to meet the conventions of standard English grammar and usage when writing or speaking: uses various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to add interest to writing or presentations.	demonstrates basic understanding of the conventions of standard English grammar and usage when writing or speaking. a. Uses parallel structure. b. Uses various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey meanings and add interest to writing or presentations.	demonstrates command of the conventions of standard English grammar and usage when writing or speaking. a. Uses parallel structure. b. Uses various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	demonstrates strong command of the conventions of standard English grammar and usage when writing or speaking. a. Uses parallel structure. b. Uses various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety, craft, style, depth of meaning, and interest to writing or presentations.
Range	9-10.L.2	attempts to meet the conventions of standard English capitalization, punctuation, and spelling when writing.	demonstrates basic understanding of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Attempts to use a semicolon to link two or more closely related independent clauses. b. Attempts to use a colon to introduce a list or quotation. c. Spells correctly.	demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Uses a semicolon to link two or more closely related independent clauses. b. Uses a colon to introduce a list or quotation. c. Spells correctly.	demonstrates strong command of the conventions of standard English capitalization, punctuation, and spelling when writing, using that command to enhance style and meaning. a. Uses a semicolon to link two or more closely related independent clauses. b. Uses a colon to introduce a list or quotation. c. Spells correctly.

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Range	9-10.L.3	uses knowledge of language for comprehension when reading or listening and makes choices for meaning or style.	uses knowledge of language for comprehension when reading or listening and makes choices for meaning or style; writes and edits work to conform to a formal or informal style.	applies knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Writes and edits work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.	applies knowledge of language to demonstrate how language functions in different contexts, to make highly effective choices for meaning or style, and to fully comprehend when reading or listening; writes and edits work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
Range	9-10.L.4	determines the meaning of unknown or multiple meaning grade-level words by using immediate context clues or attempting to use patterns of word changes.	determines the meaning of unknown grade-level words by using context clues within the same sentence; identifies and attempts to use patterns of word changes that indicate different meanings; or consults general reference materials, both print and digital.	determines and clarifies the meaning of unknown or multiple-meaning grade level words by using context clues within the text; identifies and correctly uses patterns of word changes that indicate different meanings or parts of speech; consults general and specialized reference materials, both print and digital, to determine its part of speech or its etymology; and/or verifies the preliminary determination of the meaning of a word or phrase.	determines and clarifies the meanings of unknown and multiple-meaning words, including above grade-level words, by using context clues within the text; identifies and correctly uses patterns of word changes that indicate different meanings or parts of speech; consults general and specialized reference materials, both print and digital, to determine its part of speech or its etymology; and/or verifies the meaning of a word or phrase.

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Range	9-10.L.5	recognizes figurative language and word relationships by identifying figures of speech and nuances in word meanings.	demonstrates understanding of straightforward figurative language, clear word relationships, and nuances in word meanings by identifying and attempting to interpret figures of speech in texts and recognizing nuances in the meaning of words.	demonstrates understanding of figurative language, word relationships, and nuances in word meanings. a. Interprets figures of speech in context and analyzes their role in texts. b. Analyzes nuances in the meaning of words with similar denotations.	demonstrates understanding of compex figurative language, complex word relationships, and subtle nuances in word meanings. a. Interprets and uses figures of speech in context and analyzes their role in texts. b. Analyzes and uses nuances in the meaning of words with similar denotations.

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English Language Arts
Grade 11

PLD	Standard	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
Policy		The Level 1 student is below proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly below the standard for the grade level, is likely able to partially access grade-level content and engages with higher-order thinking skills with extensive support.	The Level 2 student is approaching proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs slightly below the standard for the grade level, is likely able to access grade-level content and engages in higher-order thinking skills with some independence and support.	The Level 3 student is proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs at the standard for the grade level, is able to access grade-level content, and engages in higher-order thinking skills with some independence and minimal support.	The Level 4 student is highly proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly above the standard for the grade level, is able to access above grade-level content, and engages in higher-order thinking skills independently.
		For grade-appropriate, low-complexity texts, the Level 1 student	For grade-appropriate, low- to moderate-complexity texts, the Level 2 student	For grade-appropriate, moderate- to high-complexity texts, the Level 3 student	For grade-appropriate, high-complexity texts, the Level 4 student
Reading: Literature					
Range	11.RL.1	cites textual evidence to support analysis of what the text says explicitly as well as simple inferences drawn from the text.	cites strong textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	cites strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	cites strong and thorough textual evidence to support a deep analysis of what the text says explicitly as well as complex inferences drawn from the text, including determining where the text leaves matters uncertain and how they could be clarified.
Range	11.RL.2	determines two explicit themes or central ideas of a text and describes their development over the course of the text; provides a simple summary of the text.	determines two themes or central ideas of a text and analyzes their development over the course of the text; provides a simple objective summary of the text.	determines two or more themes or central ideas of a text and analyzes their development over the course of the text, including how they interact and build on one another to produce a complex account; provides an objective summary of the text.	determines two or more subtle themes or central ideas of a text; analyzes and evaluates their development over the course of the text, including how they interact and build on one another to produce a complex account; provides a comprehensive objective summary of the text.

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Range	11.RL.3	describes the author's choices regarding how to develop and relate basic elements of a story or drama (e.g., setting, characters, plot).	analyzes the impact of the author's choices regarding how to develop and relate basic elements of a story or drama (e.g., setting, characters, plot).	analyzes the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	analyzes and evaluates the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
Range	11.RL.4	With textual support (e.g. context clues, embedded definitions), determines the literal meaning of words and phrases as they are used in the text, including figurative and connotative meanings.	With textual support (e.g. context clues, embedded definitions), determines the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyzes the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	determines the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyzes the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	determines the meaning of complex words and phrases as they are used in the text, including figurative and connotative meanings; analyzes and evaluates the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
Range	11.RL.5	identifies an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution).	describes an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution).	analyzes how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	analyzes and evaluates the effectiveness of an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution), including how they contribute to its overall structure and meaning as well as its aesthetic impact.

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Range	11.RL.6	identifies a clear case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	identifies a subtle case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	analyzes a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	analyzes a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement), and evaluates its rhetorical effect and aesthetic impact.
Range	11.RL.7	describes differences in interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), identifying how each version interprets the source text.	compares and contrasts multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), describing how each version interprets the source text.	analyzes multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.	analyzes multiple, subtly different interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating each version's interpretation of the source text and how that interpretation affects the overall meaning.
Range	11.RL.9	demonstrates knowledge of some eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two texts treat similar topics.	demonstrates knowledge of a core group of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two texts from the same period treat similar themes or topics.	demonstrates knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	demonstrates thorough knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, citing evidence from two or more texts from the same period in an analysis of their treatment of similar themes or topics.
Reading: Informational Text					
Range	11.RI.1	cites textual evidence to support analysis of what the text says explicitly as well as simple inferences drawn from the text.	cites strong textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	cites strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	cites strong and thorough textual evidence to support a deep analysis of what the text says explicitly as well as complex inferences drawn from the text, including determining where the text leaves matters uncertain and how they could be clarified.

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Range	11.RI.2	determines two explicit central ideas of a text and describes their development over the course of the text; provides a simple summary of the text.	determines two central ideas of a text and analyzes their development over the course of the text; provides a simple, objective summary of the text.	determines two or more central ideas of a text and analyzes their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provides an objective summary of the text.	determines two or more subtle central ideas of a text; analyzes and evaluates their development over the course of the text, including how they interact and build on one another to produce a complex analysis; provides a comprehensive, objective summary of the text.
Range	11.RI.3	describes a set of ideas or sequence of events and identifies how specific individuals, ideas, or events interact and develop in specific sections of the text.	analyzes a set of ideas or sequence of events and explains how specific individuals, ideas, or events interact and develop in specific sections of the text.	analyzes a complex set of ideas or sequence of events and explains how specific individuals, ideas, or events interact and develop over the course of the text.	evaluates the rhetorical effect of the presentation of a complex set of ideas or sequence of events and explains how specific individuals, ideas, or events interact and develop over the course of the text.
Range	11.RI.4	with textual support (e.g. context clues, embedded definitions), determines the meaning of words and phrases as they are used in a text; identifies how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	with textual support (e.g. context clues, embedded definitions), determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; describes how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzes how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).	analyzes the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; evaluates the rhetorical effect of how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
Range	11.RI.5	analyzes the structure the author uses in his or her exposition or argument.	analyzes and evaluates the effectiveness of the structure an author uses in his or her exposition or argument.	analyzes and evaluates the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	analyzes and evaluates the effectiveness of both the structure an author uses in his or her exposition or argument and alternate structures, including whether the structure makes points clear, convincing, and engaging.

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Range	11.RI.6	identifies an author's point of view or purpose in a text in which the rhetoric is particularly effective; identifies the contribution of the text's style and content.	identifies an author's point of view or purpose in a text in which the rhetoric is particularly effective, describing how style and content contribute to the power, persuasiveness, or beauty of the text.	determines an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	analyzes an author's point of view or purpose in a text in which the rhetoric is particularly effective; evaluates the effectiveness of the author's style and content, including their contribution to the power, persuasiveness, or beauty of the text.
Range	11.RI.7	uses information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	integrates multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	integrates and evaluates multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	synthesizes, integrates, and evaluates multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem; evaluates the effect of the proposed answer or solution.
Range	11.RI.8	delineates and evaluates the reasoning in seminal U.S. texts, describing the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents).	delineates and evaluates the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents).	delineates and evaluates the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The *Federalist,* presidential addresses).	explicates and evaluates the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses); extrapolates and evaluates the effects of these decisions on public life.

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Range	11.RI.9	describes the themes, purposes, and rhetorical features of seventeenth, eighteenth, and nineteenth century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address).	performs a basic analysis of the themes, purposes, and rhetorical features in seventeenth, eighteenth, and nineteenth century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address).	analyzes seventeenth, eighteenth, and nineteenth century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	refers to specific textual evidence in an analysis of seventeenth, eighteenth, and nineteenth century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address), evaluating the implications of their themes, purposes, and rhetorical features.

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Grade 11

Writing					
Range	11.W.1	writes arguments to support claims in an analysis of substantive topics or texts, using reasoning and evidence. a. Introduces claim(s), states the significance of the claim(s), and establishes relationships among some claim(s), reasons, and evidence. b. Develops claim(s), supplying evidence in a manner that anticipates the audience's concerns. c. Uses words, phrases, and clauses to link sections of the text and clarify the relationships between claim(s) and reasons, and between reasons and evidence. d. Attempts a formal style and objective tone while demonstrating awareness of the norms and conventions of standard English. e. Provides a concluding statement or section.	writes arguments to support claims in an analysis of substantive topics or texts, using reasoning and relevant evidence. a. Introduces claim(s), states the significance of the claim(s), distinguishes the claim(s) from alternate or opposing claims, and creates an organization that establishes relationships among claim(s), counterclaims, reasons, and evidence. b. Develops claim(s) and counterclaims, supplying evidence for each while pointing out the strengths of both in a manner that anticipates the audience's concerns. c. Uses words, phrases, and clauses to link sections of the text and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establishes a formal style and objective tone while demonstrating awareness of the norms and conventions of the discipline in which they are writing. e. Provides a concluding statement or section that supports the argument presented.	writes arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduces precise claim(s), establishes the significance of the claim(s), distinguishes the claim(s) from alternate or opposing claims, and creates an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develops claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Uses words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which he or she is writing. e. Provides a concluding statement or section that follows from and supports the argument presented.	writes highly effective arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduces strong and precise claim(s), establishes the significance of the claim(s), distinguishes the claim(s) from alternate or opposing claims, and creates an effective organization that establishes strong, clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develops strong claim(s) and counterclaims fairly, supplying thorough evidence for each while establishing the strengths and limitations of both in a manner that effectively anticipates the audience's knowledge level and concerns. c. Uses precise words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d.Establishes and maintains a rhetorically appropriate formal style and objective tone while attending to the norms and conventions of the discipline in which he or she is writing. e. Provides an effective concluding statement or section that follows from and supports the argument presented. f. Evaluates and reflects on the writing and how well it addresses the purpose, audience, and task.

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Range	11.W.2	writes informative/explanatory texts to examine and convey ideas, concepts, and information through the selection, organization, and analysis of content. a. States a topic; organizes ideas, concepts, and information to make connections and distinctions. b. Develops the topic by selecting relevant facts, extended definitions, concrete details, quotations, or other information and examples. c. Uses appropriate transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Uses topic-appropriate language, vocabulary, and techniques such as metaphor, simile, and analogy to describe the topic. e. Attempts a formal style and objective tone while demonstrating awareness of the norms and conventions ofstandard English. f. Provides a concluding statement or section.	writes informative/explanatory texts to examine and convey ideas, concepts, and information accurately through the effective selection, organization, and analysis of content. a. Introduces a topic; organizes ideas, concepts, and information to make connections and distinctions; includes formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia in an attempt to aid comprehension. b. Develops the topic by selecting significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience. c. Uses appropriate transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Uses topic-appropriate language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establishes a formal style and objective tone while demonstrating awareness of the norms and conventions of the discipline in which he or she is writing. f. Provides a concluding statement or section that supports the information or explanation presented.	writes informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduces a topic; organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; includes formatting (e.g., headings) and graphics (e.g., figures, tables) when useful to aiding comprehension. b. Develops the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Uses precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which he or she is writing. f. Provides a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	writes highly effective informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Clearly introduces a topic; strategically organizes complex ideas, concepts, and information to make important connections and distinctions; includes important formatting (e.g., headings) and graphics (e.g., figures, tables) when useful to aiding comprehension. b. Develops the topic strategically by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate and relevant to the audience's knowledge of the topic. c. Consistently and effectively uses appropriate and varied transitions to link the major sections of the text, creates cohesion, and clarifies the relationships among complex ideas and concepts. d. Effectively uses precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic and achieve a desired rhetorical effect. e. Establishes and maintains a rhetorically effective formal style and objective tone while attending to the norms and conventions of the discipline in which he or she is writing. f. Provides an effective concluding statement or section that articulates the significance of the topic, and follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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Range	11.W.4-6	produces writing in which the development, organization, and style is appropriate to the task and purpose. Strengthens writing as needed by revising and editing. Uses technology to produce and update writing products.	produces coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Strengthens writing as needed by planning, revising, editing. Uses technology, including the Internet, to produce, publish, and update writing products in response to ongoing feedback, including new arguments or information.	produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Uses technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	produces clear and coherent writing in which the development, organization, and style are highly effective for the task, purpose, and audience. Develops and strengthens writing by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Uses technology, including the Internet, to produce, publish, and effectively update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Range	11.W.7	conducts short research projects to answer a given simple question or solve a given simple problem; uses discrete information from sources on the subject, demonstrating a developing understanding of the subject under investigation.	conducts short as well as more sustained research projects to answer a simple question (including a self-generated question) or solve a simple problem; narrows or broadens the inquiry when appropriate; synthesizes sources on the subject, demonstrating an understanding of the subject under investigation.	conducts short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrows or broadens the inquiry when appropriate; synthesizes multiple sources on the subject, demonstrating understanding of the subject under investigation.	conducts short as well as more sustained research projects to answer a complex question (including a self-generated question) or solve a complex problem; narrows, broadens, or reformulates the inquiry when appropriate; synthesizes multiple high quality sources on the subject, demonstrating complete understanding of the subject under investigation.

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Range	11.W.8	gathers information from multiple print and digital sources; assesses the strengths of each source in terms of the task, purpose, and audience; integrates information into the text avoiding plagiarism and following a standard format for citation.	gathers relevant information from multiple print and digital sources, using searches effectively; assesses the strengths and limitations of each source in terms of the task, purpose, and audience; integrates information into the text to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	gathers relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assesses the strengths and limitations of each source in terms of the task, purpose, and audience; integrates information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	gathers highly relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assesses the strengths and limitations of each source in terms of the task, purpose, and audience; seamlessly integrates information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and adhering to a standard format for citation.
Listening					
Range	11.SL.2	uses multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems.	uses multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	integrates multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	effectively integrates multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
Range	11.SL.3	describes a speaker's point of view, reasoning, and use of evidence and rhetoric.	describes a speaker's point of view, reasoning, and use of evidence and rhetoric, including the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	evaluates a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	evaluates and critiques a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing and analyzing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

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English Language Arts
Grade 11

Language					
Range	11.L.1	attempts to meet the conventions of standard grade level English grammar and usage when writing or speaking: (a) demonstrates the understanding that usage is a matter of convention; (b) clarifies issues of usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	demonstrates awareness of the conventions of standard grade level English grammar and usage when writing or speaking: (a) demonstrates the understanding that usage is a matter of convention, can change over time, and is sometimes contested; (b) resolves issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	demonstrates command of the conventions of standard grade level English grammar and usage when writing or speaking: (a) applies the understanding that usage is a matter of convention, can change over time, and is sometimes contested; (b) resolves issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	demonstrates strong command of the conventions of standard grade level English grammar and usage when writing or speaking: (a) applies the understanding that usage is a matter of convention, can change over time, and is sometimes contested; (b) resolves issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
Range	11.L.2	attempts to meet the conventions of standard English capitalization, punctuation, and spelling when writing.	demonstrates awareness of the conventions of standard English capitalization, punctuation, and spelling when writing: (a) attempts to observe hyphenation conventions; (b) spells correctly.	demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing: (a) observes hyphenation conventions; (b) spells correctly.	demonstrates strong command of the conventions of standard English capitalization, punctuation, and spelling when writing: (a) observes hyphenation conventions; (b) spells correctly.
Range	11.L.3	uses knowledge of language for comprehension when reading or listening.	uses knowledge of language to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Varies syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.	applies knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Varies syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; applies an understanding of syntax to the study of complex texts when reading.	applies deep knowledge of language to understand how language functions in different contexts, to make highly effective choices for meaning or style, and to aid deep comprehension when reading or listening. Varies syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; applies a thorough understanding of syntax to the study of complex texts when reading.

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Range	11.L.4	determines the meaning of unknown and multiple-meaning words and phrases by using immediate context clues and consulting general reference materials, both print and digital, to find the pronunciation of a word or determine its meaning or its standard usage; and verifying the preliminary determination of the meaning of a word or phrase.	determines the meaning of unknown and multiple-meaning words and phrases by using context clues within the same sentence; identifying patterns of word changes that indicate different meanings or parts of speech; consulting general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage; and verifying the preliminary determination of the meaning of a word or phrase.	determines or clarifies the meaning of unknown and multiple-meaning grade level words and phrases by using context clues as a clue to the meaning of a word or phrase; identifying and correctly using patterns of word changes that indicate different meanings or parts of speech; consulting general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage; and verifying the preliminary determination of the meaning of a word or phrase.	determines or clarifies the meaning of unknown and multiple-meaning words and phrases, including above grade level content, by using context clues as a clue to the meaning of a word or phrase; identifying and correctly using patterns of word changes that indicate different meanings or parts of speech; consulting general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage; and verifying the preliminary determination of the meaning of a word or phrase.
Range	11.L.5	recognizes figurative language and word relationships. Recognizes figures of speech in context. Recognizes nuances in the meaning of words with similar denotations.	demonstrates understanding of straightforward figurative language, clear word relationships, and nuances in word meanings. Interprets figures of speech in context. Recognizes nuances in the meaning of words with similar denotations.	demonstrates understanding of figurative language, word relationships, and nuances in word meanings. Interprets figures of speech in context and analyze their role in the text. Analyzes nuances in the meaning of words with similar denotations.	demonstrates a deep understanding of figurative language, complex word relationships, and complex nuances in word meanings. Interprets complex figures of speech in context and analyzes their role in the text. Analyzes nuances in the meaning of words with similar denotations.

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Science 4

PLD Type	Objective	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
Policy		The Level 1 Student is below proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The Student generally performs significantly below the standard for his or her grade level, is likely able to partially access grade-level content and engage with higher-order thinking skills with extensive support.	The Level 2 Student is approaching proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The Student generally performs slightly below the standard for his or her grade level, is likely able to access grade-level content and engage in higher-order thinking skills with some independence and support.	The Level 3 Student is proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The Student generally performs at the standard for his or her grade level, is able to access grade level content, and engage in higher order thinking skills with some independence and minimal support.	The Level 4 Student is highly proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The Student generally performs significantly above the standard for his or her grade level, is able to access above grade level content, and engage in higher order thinking skills independently.
Water Cycle					
		The Level 1 Student:	The Level 2 Student:	The Level 3 Student:	The Level 4 Student:
Range	I.1 Describe the relationship between heat energy, evaporation and condensation of water on Earth.	Identifies that water is stored in various locations. Describes the sun as an energy source that results in evaporation. Identifies examples of the states of water.	Recognizes relative percentages of water found in various locations on Earth. Creates a model showing the sun as an energy source that results in evaporation. Gives examples of the states of water pertaining to evaporation and condensation.	Compares the locations and percentages of water found in various locations on Earth. Investigates and records data showing the effect of temperature on the state of water. Records evidence of evaporation and condensation.	Compares and contrasts the effects of temperature change on evaporation and condensation. Collects, records, and interprets data from an experiment of changing states of water. Forms predictions of states of water from data.
Range	I.2 Describe the water cycle.	Identifies the processes of evaporation, condensation, and precipitation. Draws a simple diagram or model of the water cycle.	Describes the processes of evaporation, condensation, and precipitation. Explains how water passes through the water cycle and is distributed to different locations. Constructs and labels a diagram modeling the water cycle.	Constructs a model of the processes of evaporation, condensation, and precipitation. Identifies that evaporation occurs from people, plants, ice, and ground water. Supports predictions and inferences based on the water cycle with data and evidence. Using provided resources, constructs a complex diagram of the water cycle including the concept that the total amount of water on Earth is constant.	Independently constructs a complex diagram of the water cycle. Explains how the water cycle affects human activities.
Weather					
		The Level 1 Student:	The Level 2 Student:	The Level 3 Student:	The Level 4 Student:

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Science 4

PLD Type	Objective	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
Policy		The Level 1 Student is below proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The Student generally performs significantly below the standard for his or her grade level, is likely able to partially access grade-level content and engage with higher-order thinking skills with extensive support.	The Level 2 Student is approaching proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The Student generally performs slightly below the standard for his or her grade level, is likely able to access grade-level content and engage in higher-order thinking skills with some independence and support.	The Level 3 Student is proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The Student generally performs at the standard for his or her grade level, is able to access grade level content, and engage in higher order thinking skills with some independence and minimal support.	The Level 4 Student is highly proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The Student generally performs significantly above the standard for his or her grade level, is able to access above grade level content, and engage in higher order thinking skills independently.
Range	II.1 Observe, measure, and record the basic elements of weather.	Identifies clouds using a cloud chart. Observes and records data on simple elements of weather using a provided resource. Recognizes examples showing that air is a substance. Differentiates between severe weather phenomena and normal weather conditions.	Observes and records data on the basic elements of weather, including identifying basic cloud types. Demonstrates that air is a substance. Lists characteristics of different severe and normal weather conditions.	Observes, measures, and records data on the basic elements of weather. Compares and contrasts different cloud types. Compares and contrasts severe weather and normal weather conditions. Uses a variety of examples to show that air is a substance (e.g., flying a kite, blowing up a balloon).	Interprets data on the basic elements of weather to make weather inferences. Compares, contrasts, and reports on the air temperature differences recorded during a thunderstorm and a rainstorm. Experiments, investigates, and explains air as a substance and its effect on weather.
Range	II.2 Interpret recorded weather data for simple patterns.	Collects data and completes a pre-made graph, including cloud patterns, precipitation, and temperature. Identifies that strong winds typically indicate a change in weather. Identifies how air temperatures affect the type of precipitation. Identifies seasonal weather patterns.	Collects and graphs data on cloud type, temperature, and precipitation. Characterizes daily and seasonal weather patterns. Describes the wind patterns that result in an approaching front and the accompanying change in weather.	Graphs daily weather change based on collected weather data including precipitation, temperature, and wind direction and force.	Collects and analyzes weather data to make inferences about daily and seasonal patterns. Given a real world situation, infers and predicts the connections of weather change due to wind, temperature, and precipitation on seasonal weather patterns.
Range	II.3 Evaluate weather predictions based upon observational data.	Identifies the tools meteorologists use to collect basic weather data. Uses a weather prediction to influence daily decisions.	Use tools meteorologists use to collect weather data. Describes how weather and forecasts affect people's lives. Makes simple predictions of short-term weather.	Collects weather data and uses it to predict short-term weather. Compares the accuracy of his or her own prediction to that of a professional weather forecast.	Develops an accurate forecast based on collected data to predict long-term weather. Justifies predictions using observable evidence.
Rocks, Soils, and Plant Growth					
		The Level 1 Student:	The Level 2 Student:	The Level 3 Student:	The Level 4 Student:

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Science 4

PLD Type	Objective	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
Policy		The Level 1 Student is below proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The Student generally performs significantly below the standard for his or her grade level, is likely able to partially access grade-level content and engage with higher-order thinking skills with extensive support.	The Level 2 Student is approaching proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The Student generally performs slightly below the standard for his or her grade level, is likely able to access grade-level content and engage in higher-order thinking skills with some independence and support.	The Level 3 Student is proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The Student generally performs at the standard for his or her grade level, is able to access grade level content, and engage in higher order thinking skills with some independence and minimal support.	The Level 4 Student is highly proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The Student generally performs significantly above the standard for his or her grade level, is able to access above grade level content, and engage in higher order thinking skills independently.
Range	III.1 Identify basic properties of minerals and rocks.	Observes and describes basic characteristics of sedimentary, igneous, metamorphic rocks, and minerals.	Sorts rocks according to characteristics of sedimentary, igneous, and metamorphic rocks. Distinguishes between rocks and minerals.	Compares and contrasts the characteristics of minerals and rocks. Names common rocks found in Utah.	Based on the evidence of colors, layers, observable crystals, holes, texture, etc., classifies common rocks found in Utah as sedimentary, igneous, or metamorphic.
Range	III.2 Explain how the processes of weathering and erosion change and move materials that become soil.	Identifies the processes of physical weathering from a visual representation.	Distinguishes between weathering and erosion and identifies the causes of each.	Models erosion. Explains that weathering and erosion contribute to soil formation. Predict the sources of sand and rocks in a locally collected soil sample.	Creates a scenario to show how processes of weathering and erosion can occur. Designs an investigation of a local soil sample leading to predictions of soil formation.
Range	III.3 Observe the basic components of soil and relate the components to plant growth.	From a list or visual representation, identifies the living, nonliving, and once-living components of soil.	Labels the layers of a soil profile. Lists the components of soil.	Explains how the components of soil contribute to the growth of plants. Constructs a model of a soil profile with the different layers and explains how the layers differ in composition. Describes how plant roots help control erosion.	Investigates ways plants can grow without soil. Explains the role of mineral nutrients in plant growth.
Fossils					
		The Level 1 Student:	The Level 2 Student:	The Level 3 Student:	The Level 4 Student:
Range	IV.1 Describe Utah fossils and explain how they were formed.	Identifies fossils as evidence of once-living organisms by matching visual representations of fossils to the original organisms. Identifies Utah locations where fossils are found.	Identifies fossils as evidence of once-living organisms and compares them to familiar living organisms.	Compares evidence of once-living organisms to familiar living organisms using shape, size, and structure. Explains the three ways fossils are formed. Constructs a map showing where fossils are found in Utah.	Constructs a fossil map of Utah and explain why certain areas have more fossils than others.

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Science 4

PLD Type	Objective	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
Policy		The Level 1 Student is below proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The Student generally performs significantly below the standard for his or her grade level, is likely able to partially access grade-level content and engage with higher-order thinking skills with extensive support.	The Level 2 Student is approaching proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The Student generally performs slightly below the standard for his or her grade level, is likely able to access grade-level content and engage in higher-order thinking skills with some independence and support.	The Level 3 Student is proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The Student generally performs at the standard for his or her grade level, is able to access grade level content, and engage in higher order thinking skills with some independence and minimal support.	The Level 4 Student is highly proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The Student generally performs significantly above the standard for his or her grade level, is able to access above grade level content, and engage in higher order thinking skills independently.
Range	IV.2 Explain how fossils can be used to make inferences about past life, climate, geology, and environments.	Identifies the environment of a once-living organism from a visual representation of fossils.	Uses visual representations of fossils to explain how Utah's environments and climate have changed over time. States one theory for the extinction of dinosaurs.	Explains two theories for the extinction of dinosaurs and other prehistoric organisms. Explains why fossils are usually found in sedimentary rock.	Justifies why fossils are usually found in sedimentary rock. Creates questions that can be investigated using geologic evidence to explain the extinction of prehistoric organisms.
Utah Wetlands, Forests, and Deserts					
		The Level 1 Student:	The Level 2 Student:	The Level 3 Student:	The Level 4 Student:
Range	V.1 Describe the physical characteristics of Utah's wetlands, forests, and deserts.	Identifies a wetland, forest, or desert based on its physical characteristics from a visual representation.	Identifies and describes two physical characteristics of Utah wetlands, forests, and deserts.	Locates and compares Utah's wetlands, forests, and deserts using multiple examples of physical characteristics. Creates a basic model of wetlands, forests, and deserts.	Creates a detailed model of wetlands, forests, and deserts and explains why certain plants and animals are suited to those regions.
Range	V.2 Describe the common plants and animals found in Utah environments and how these organisms have adapted to the environment in which they live.	Identifies common plants and animals that inhabit each of Utah's environments.	Describes characteristics of common plants and animals in specific Utah environments and lists physical features that allow them to live in these environments.	Describes interactions between the plants and animals in Utah environments. Explains the effect elevation has on plant and animal life.	Uses a food chain to describe interactions between the plants and animals in Utah environments. Describes steps being taken to protect endangered Utah species.
Range	V.3 Use a simple scheme to classify Utah plants and animals.	Classifies familiar Utah plants and animals into simple groups, such as vertebrates and invertebrates or tree/shrub/grass.	Classifies Utah plants and animals using a simple classification scheme, such as a dichotomous key.	Classifies unfamiliar Utah plant and animals using a simple classification scheme, such as a dichotomous key. Explains how scientists use these schemes.	Classifies familiar and unfamiliar Utah plants and animals using a cladogram. Explains and evaluates how and why scientists use classification schemes.

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Science 4

PLD Type	Objective	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
Policy		The Level 1 Student is below proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The Student generally performs significantly below the standard for his or her grade level, is likely able to partially access grade-level content and engage with higher-order thinking skills with extensive support.	The Level 2 Student is approaching proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The Student generally performs slightly below the standard for his or her grade level, is likely able to access grade-level content and engage in higher-order thinking skills with some independence and support.	The Level 3 Student is proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The Student generally performs at the standard for his or her grade level, is able to access grade level content, and engage in higher order thinking skills with some independence and minimal support.	The Level 4 Student is highly proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The Student generally performs significantly above the standard for his or her grade level, is able to access above grade level content, and engage in higher order thinking skills independently.
Range	V.4 Observe and record the behavior of Utah animals.	With support, observes the behavior of Utah animals and records data in a pre-made graphic organizer.	Observes, compares, and describes the behavior of Utah animals and records data in a pre-made graphic organizer.	Observes, records, and describes the behavior and adaptations of Utah animals. Compares the similarities and differences between amphibians and reptiles. Sorts insects and spiders using classification schemes. Identifies animal adaptations that help Utah mammals survive the winter.	Explains animal adaptations that help Utah mammals survive the winter, and analyzes how these adaptations are beneficial.

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Science 5

PLD Type	Objective	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
Policy		The Level 1 student is below proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly below the standard for his or her grade level, is likely able to partially access grade-level content and engage with higher-order thinking skills with extensive support.	The Level 2 student is approaching proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The student generally performs slightly below the standard for his or her grade level, is likely able to access grade-level content and engage in higher-order thinking skills with some independence and support.	The Level 3 student is proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The student generally performs at the standard for his or her grade level, is able to access grade level content, and engage in higher order thinking skills with some independence and minimal support.	The Level 4 student is highly proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly above the standard for his or her grade level, is able to access above grade level content, and engage in higher order thinking skills independently.
Chemical and Physical Changes					
		The Level 1 Student:	The Level 2 Student:	The Level 3 Student:	The Level 4 Student:
Range	I.1 Describe that matter is neither created nor destroyed even though it may undergo change.	Explains that matter cannot be created or destroyed but that it can be changed. Performs simple experiments that demonstrate a change in matter.	Compares the total weight of an object to the weight of its individual parts after being disassembled. Performs an experiment to compare the weight of a quantity of matter before and after melting or freezing. Performs an experiment involving chemical changes in which the total weight of the materials before and after reaction is the same.	Investigates the combined weights of a liquid and a solid after the solid has been dissolved and then recovered from the liquid. Compares weights of a substance before and after a chemical change occurs.	Forms hypotheses about changes in the weights of substances following physical or chemical changes. Designs and conducts experiments to test hypotheses about chemical and physical properties. Uses observations to make and justify predictions about the weight of substances in an investigation.
Range	I.2 Evaluate evidence that indicates a physical change has occurred.	States that the three states of matter are solid, liquid, and gas. Provides an example of each state of matter.	Lists the physical properties of each state of matter. Draws a simple diagram showing the dispersion of molecules in each state of matter.	Compares changes in substances that indicate a physical change has occurred. Describes the appearance of a substance before and after a physical change.	Creates models and graphs to illustrate and explain how a physical change has occurred.
Range	I.3 Investigate evidence for changes in matter that occur during a chemical reaction.	Identify examples of chemical changes in daily life.	Identifies the observable evidence of a chemical reaction (temperature change, light production, give off gas, or change colors).	Explains why the measured weight of the remaining products is less than the original reactants when a gas is produced in a chemical change. Compares physical changes to chemical changes. Hypothesizes how changing one of the materials in a chemical reaction will change the results.	Designs and conducts experiments to test hypotheses about chemical changes. Uses observations to make and justify explanations concerning chemical changes. Creates models and graphs to illustrate and explain how a chemical change has occurred.
Processes that Reshape Earth's Surface					

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Science 5

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Policy		The Level 1 student is below proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly below the standard for his or her grade level, is likely able to partially access grade-level content and engage with higher-order thinking skills with extensive support.	The Level 2 student is approaching proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The student generally performs slightly below the standard for his or her grade level, is likely able to access grade-level content and engage in higher-order thinking skills with some independence and support.	The Level 3 student is proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The student generally performs at the standard for his or her grade level, is able to access grade level content, and engage in higher order thinking skills with some independence and minimal support.	The Level 4 student is highly proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly above the standard for his or her grade level, is able to access above grade level content, and engage in higher order thinking skills independently.
		The Level 1 Student:	The Level 2 Student:	The Level 3 Student:	The Level 4 Student:
Range	II.1 Describe how weathering and erosion change Earth's surface.	Given a picture and list of options, identifies which geologic changes occur quickly and which occur slowly. Recognizes geological features that are changed by weathering and erosion.	Describes how earthquakes, landslides, and volcanoes change Earth's surface quickly. Identifies objects, processes, and forces that weather and erode Earth's surface. Explains how canyons may be formed by streams, rivers, or glaciers.	Explains how weathering and erosion create a variety of geological features on Earth's surface, such as valleys, canyons, buttes, and arches. Using supporting evidence, describes which objects, processes, and forces formed specific geological features.	Analyzes the relationship between time and geological features. Predicts the future appearance of landscapes based on patterns of weathering and erosion evident in the area.
Range	II.2 Explain how volcanoes, earthquakes, and uplift affect Earth's surface.	Given a list of options, identifies which geologic features are created by volcanoes, earthquakes, and uplift.	Classifies geologic features created by volcanoes (i.e. islands, craters, and domes); earthquakes (i.e. faults and valleys); and uplift (i.e. mountains and canyons). Identifies technology that can predict volcanoes and earthquakes.	Explains and describes how volcanoes, earthquakes, and uplift change landforms. Explains how scientists use technology to predict earthquakes and volcanic activity.	Predicts the future appearance of landscapes based on evidence from earthquake faults and volcanic activity. Evaluates the accuracy of predictions concerning earthquakes and volcanic activity based on data collected using technology. Uses physical evidence to explain why particular geologic features were formed in a certain way.
Range	II.3 Relate the building up and breaking down of Earth's surface over time to the various physical land features.	Identifies which natural processes erode rock over long periods of time. Identifies which land features are created over long periods of time.	Uses a provided time line with visual representations to sort the sequence and time required for building and breaking down of geologic features. Identifies that deposition fills bodies of water with sediment.	Explains how layers of exposed rock are the result of natural processes acting over long periods of time. Describes the role of deposition in changing Earth's surface. Predicts how the Earth's surface would appear if there were no mountain uplift, weathering, or erosion.	Analyzes layers of exposed rock to predict the relative ages of different layers. Independently creates a time line depicting the formation of a specified geologic features. Describes positive and negative effects to Earth's surface of deposition.
Magnetism					

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Range	III.1 Investigate and compare the behavior of magnetism using magnets.	Identifies the differences and similarities of permanent magnets, temporary magnets, and electromagnets.	Defines "attract" and "repel." Investigates magnets' abilities to push or pull iron objects they are not touching. Creates diagrams of magnets showing attraction and repulsion. Labels poles appropriately.	Compares and contrasts permanent, temporary, and electromagnets. Investigates how magnets will both attract and repel other magnets. Compares permanent magnets and electromagnets.	Describes historic and modern real world uses of magnets. Distinguishes uses of magnets that are supported by sound scientific principles.
Range	III.2 Describe how the magnetic field of Earth and a magnet are similar.	Creates a simple diagram of the Earth and its magnetic field. Explains key features of his or her diagram. Explains why a compass needle points north.	Experiments with, diagrams, and labels the magnetic field of various types of magnets. Builds a simple compass. Investigates the effects of magnets on the needle of a compass.	Compares and contrasts the magnetic fields of various types of magnets. Compares Earth's magnetic field to the magnetic field of various types of magnet. Explains how a compass works. Explains the effects of magnets on the needle of a compass and compares this to the effects of Earth's magnetic field on the needle of a compass.	Investigates how the strength of a magnet varies with distance from the magnet. Explains why some materials are suitable for use as a compass needle.
Electricity					
		The Level 1 Student:	The Level 2 Student:	The Level 3 Student:	The Level 4 Student:

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Range	IV.1 Describe the behavior of static electricity as observed in nature and everyday occurrences.	Defines static electricity as stationary electricity. Describes evidence of static electricity in everyday life.	Lists several examples of static electricity found in everyday life. Identifies lightning as an example of static electricity found in nature. Describes various ways that static electricity can be produced.	Describes the behavior of charged objects to attract or repel without touching. Investigates how various materials react differently to statically charged objects.	Designs and conducts experiments to test hypotheses about statically charged objects. Uses observations to make and justify explanations concerning behavior of statically charged objects. Creates models and graphs to illustrate and explain behavior of statically charged objects.
Range	IV.2 Analyze the behavior of current electricity.	Identifies a complete circuit. Recognizes that some materials conduct electricity and some do not.	Diagrams and labels a complete electrical circuit. Identifies materials that conduct electricity and materials that do not conduct electricity.	Uses provided supplies to create a complete electrical circuit including a switch and a load. Predicts the effect of changing one or more component in an electric circuit. Investigates properties of materials that conduct the flow of electricity and materials that insulate the flow of electricity.	Troubleshoots problems with an electrical circuit and determines a solution to make it a working circuit. Predicts the effect of changing one or more of the components in an electric circuit, and explains reasons for these changes.
Inherited Traits					
		The Level 1 Student:	The Level 2 Student:	The Level 3 Student:	The Level 4 Student:

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Science 5

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Range	V.1 Using supporting evidence, show that traits are transferred from a parent organism to its offspring.	Sorts like organisms by their physical traits. Identifies similar traits of parent and offspring. Recognizes that some organisms do not initially resemble their parents.	Retrieves data on a chart showing traits among a given population. Identifies similar traits of parent and offspring. Identifies examples of offspring that don't initially resemble their parents. Recognizes that some traits are inherited and some behaviors are learned or induced by environmental factors. Recognizes that seeds grown from the same parent plant may produce plants that do not appear identical.	Collects data and charts traits of given populations. Identifies similar traits of parent and offspring. Compares various examples of offspring that don't resemble parents but grow to resemble parents. Contrasts inherited traits with traits that are learned or induced by environmental factors. Investigates variations and similarities in plants grown from seeds of parent plants.	Identifies the potential implications of traits of given populations. Describes the life cycles of organisms whose offspring don't initially resemble parents but grow to resemble parents. Designs and conducts experiments to test hypotheses about specific traits. Uses observations to make and justify explanations concerning whether or not a trait is determined by heredity, learned, or induced by environmental factors.
Range	V.2 Describe how some characteristics could give a species a survival advantage in a particular environment.	Identifies traits that allow an organism to survive in its habitat. Identifies environmental differences that may affect organisms' survival. Identifies traits of a specific organism.	Identifies traits of similar species for physical abilities and specialized body structures that increase the survival of one species in a specific environment over another species. Describes how a particular physical attribute may provide an advantage for survival in one environment but not in another. Discusses survival traits of a specific plant or animal.	Compares the traits of similar species for instinctual behaviors that increase the survival of one species in a specific environment over another species. Explains how some environments give one species a survival advantage over another.	Synthesizes understanding of physical abilities, instinctual behaviors and specialized body structures to create a theoretical organism well adapted to a given environment. Analyzes the physical attributes of an organism to determine the environment for which it is best suited.

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Science 6

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Moon Change Cycle					
		The Level 1 Student:	The Level 2 Student:	The Level 3 Student:	The Level 4 Student:
Range	I.1 Explain patterns of changes in the appearance of the moon as it orbits Earth.	Identifies the pattern of change in the moon's appearance as seen from Earth.	Sequences pictorial representations of the changes in the moon's appearance as seen from Earth. While using observable evidence, explains the movement of the moon in relation to Earth. Completes an investigation with support to depict phases of the moon.	Describes the pattern of change in the moon's appearance. Independently completes an investigation, constructs a chart, and interprets data depicting the phases of the moon.	Predicts future changes in the moon's appearance as seen from Earth based on observable patterns. Designs and carries out an investigation, constructs a chart, and collects and interprets data depicting the phases of the moon.
Range	I.2 Demonstrate how the relative positions of Earth, the moon, and the sun create the appearance of the moon's phases.	When given an example, identifies whether an object is rotating on its axis or revolving in an orbit. Recognizes that objects in the sky change positions.	Explains and illustrates the terms "rotation" and "revolution." Summarizes the movement and relative positions of the Earth, moon, and sun throughout a month.	Compares and models the movement and relative positions of Earth, the moon, and the sun to describe why the moon's appearance changes as seen from Earth.	Provides examples of the difference between the motion of an object rotating on its axis and an object revolving in orbit. Relates the relative motions of Earth, the moon, and the sun to the changing appearance of the moon, planets, and stars.
Earth's Tilted Axis					
		The Level 1 Student:	The Level 2 Student:	The Level 3 Student:	The Level 4 Student:

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Range	II.1 Describe the relationship between the tilt of Earth's axis and its yearly orbit around the sun.	States that it takes Earth one year to revolve around the sun. Recognizes that the Earth is tilted on its axis. Identifies that the part of Earth angled toward the sun receives the most heat.	Describes the yearly revolution (orbit) of Earth around the sun. Recognizes that Earth's axis is tilted relative to its yearly orbit around the sun. Given an illustration, identifies locations at which Earth receives the most heat.	Recognizes that the tilt of Earth's axis in its yearly orbit around the sun affects the amount of heat locations on Earth receive. Investigates the relationship between the amount of heat received from a light source and the angle at which light strikes a surface.	Infers how the yearly revolution (orbit) around the sun and the tilt of a planet's axis toward the sun affects the energy available to the planet. Demonstrates and explains the relationship between the amount of heat absorbed and the angle to the light source.
Range	II.2 Explain how the relationship between the tilt of Earth's axis and its yearly orbit around the sun produces the seasons.	Recognizes that the angle of the Earth's tilt in relation to the sun causes the seasons. Recognizes that the hours of daylight varies for each season. Identifies that seasons are opposite in the Northern and Southern Hemispheres.	Compares Earth's position in relationship to the sun during each season. Compares the hours of daylight and illustrates the angle that the sun's rays strike the surface of Earth during each season in the Northern Hemisphere. Uses a drawing and/or models to explain that changes in the angle at which light from the sun strikes Earth and the length of daylight determines seasonal differences.	Uses collected data to compare patterns relating to seasonal daylight changes. Uses a drawing and/or models to explain the relationships between the changes in the angle at which light from the sun strikes Earth, the amount of energy absorbed, and the seasonal differences in temperatures and daylight hours. Uses a model to explain why the seasons are reversed in the Northern and Southern Hemispheres.	Relates Earth's position in relationship to the sun during each season to the hours of daylight and illustrates the angle that the sun's rays strike the surface of Earth during each season in the Northern and Southern Hemispheres. Designs an investigation and collects data comparing patterns relating to seasonal daylight changes. Creates a model to explain why the seasons are reversed in the Northern and Southern Hemispheres.
Solar System					
		The Level 1 Student:	The Level 2 Student:	The Level 3 Student:	The Level 4 Student:

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Range	III.1 Describe and compare the components of the solar system.	Given the planet's names, sequences them in order from the sun. Given a bank of options, identifies characteristics of comets, asteroids, and meteors. Defines manmade satellites. Given a list of options, identifies possible uses for manmade satellites.	Identifies the planets in the solar system by name and relative location from the sun. Classifies the planets as rocky or gaseous. Retrieves information from a graph depicting the size and the distance between objects in the solar system. Explains the characteristics of comets, asteroids, and meteors. Identifies uses of manmade satellites orbiting Earth and various planets.	Using references, describes the physical properties of the planets. Uses models and graphs that accurately depict scale to compare the sizes and distance between objects in the solar system. Compares and contrasts the characteristics of comets, asteroids, and meteors. Reports on the use of manmade satellites orbiting Earth and various planets.	Creates a model to accurately depict the planets in the solar system by relative size and location from the sun (the model does not need to be to exact scale). Compares and contrasts the physical properties of the planets. Analyzes and evaluates the use of manmade satellites orbiting Earth and various planets.
Range	III.2 Describe the use of technology to observe objects in the solar system and relate this to science's understanding of the solar system.	Identifies instruments used to observe and explore the moon and planets. When given a list, identifies examples of how technology has been and is being used to investigate the solar system.	Describes the use of instruments to observe and explore the moon and planets. Explains how technology helps people understand the solar system. Lists ways technology has been and is being used to investigate the solar system.	Relates science's understanding of the solar system to the instrumentation and technology used to investigate it. Reports on ways technology has been and is being used to investigate the solar system.	Describes the advantages and gives specific examples of instruments used to observe and explore the moon and planets. Analyzes the role of computers in understanding the solar system. Relate science's understanding of the solar system to the potential advantages and limitations of technology used to investigate it. Evaluates ways technology has been and is being used to investigate the solar system.

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Science 6

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Range	III.3 Describe the forces that keep objects in orbit in the solar system.	Recognizes that gravity holds Earth in orbit around the sun, and the moon in orbit around Earth. Recognizes that objects with mass have a gravitational pull on other objects. States that gravity keeps the solar system together.	Explains that forces hold the Earth in orbit around the sun, and the moon in orbit around Earth. Recognizes that objects with greater mass have a greater gravitational force on other objects. Identifies the role gravity plays in the structure of the solar system.	Describes the forces holding Earth in orbit around the sun, and the moon in orbit around Earth. Relates a celestial object's mass to its gravitational force on other objects. Describes the role gravity plays in the structure of the solar system.	Generalizes the concept of forces holding Earth in orbit around the sun, and the moon in orbit around Earth to other situations. Predicts the effect of changing an object's mass on its gravitational pull on other objects. Analyzes the role gravity plays in the structure of the solar system.
Universe					
		The Level 1 Student:	The Level 2 Student:	The Level 3 Student:	The Level 4 Student:
Range	IV.1 Compare the size and distance of objects within systems in the universe.	Identifies a light year as a measure of large distances. Identifies that objects in our solar system are not equally spaced apart in space. States that the solar system is smaller than the Milky Way, and that the Milky Way is smaller than the universe.	Recognizes that light years are used to measure distances to objects outside our solar system. Compares relative distances between solar system objects. Given a model, sequences solar system objects by relative size and distance.	Explains why light years are used to measure great distances. Compares the relative size and distance of objects in the universe, Milky Way, and solar system.	Predicts the time it would take to get to an object in space if traveling at the speed of light when given the distance in light years. Describes why it is not practical to represent the distances between objects in the solar system in a single model. Explains why distances between objects in space make space travel difficult.

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Range	IV.2 Describe the appearance and apparent motion of groups of stars in the night sky relative to Earth and how various cultures have understood and used them.	Describes a constellation.	Identifies that ancient cultures grouped stars in the night sky and used them to navigate. Explains that stars in a constellation are at different distances from Earth.	Explains why constellations change based on the season. Describes ways people have grouped stars and used these groupings of stars for navigation and calendars.	Predicts the movement of a constellation, in a given night, based on Earth's rotation. Analyzes the patterns and movements of constellations, over a given amount of time, to infer the relative movement of Earth. Predicts the appearance of a constellation in different seasons.
Microorganisms					
		The Level 1 Student:	The Level 2 Student:	The Level 3 Student:	The Level 4 Student:
Range	V.1 Observe and summarize information about microorganisms.	Defines what a microorganism is.	Identifies the functions of structures and characteristics of microorganisms.	Labels a microorganism within a given environment. Describes and/or illustrates the characteristics and functions of microorganisms. Identifies the organism's requirements for survival.	Predicts what will happen to a given microorganism based on experimental data and information concerning their characteristics and functions. Reports on microorganisms' requirements for survival.
Range	V.2 Demonstrate the skills needed to plan and conduct an experiment to determine a microorganism's requirements in a specific environment.	Formulates a question about microorganisms and their requirements.	With support, poses a hypothesis and carries out a simple investigation of microorganisms and their requirements. Records data in a provided template. Summarizes his or her findings from the investigation.	Independently formulates a research question and hypothesis. Plans and carries out an investigation about microorganisms and their requirements. Displays the results of his or her investigation in an appropriate format. Explains his or her findings.	Analyzes and predicts what will happen with further testing of his or her hypothesis. Infers which microorganisms will best survive in certain environments.

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Science 6

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Range	V.3 Identify positive and negative effects of microorganisms and how science has developed positive uses for some microorganisms and overcome the negative effects of others.	Identifies that some microorganisms can have positive and negative effects for humans. Identifies an example of microorganisms used in food production.	Identifies that some microorganisms have positive and negative effects on people, food production and the environment. Gives an example of how microorganisms are helpful and harmful to people, food, and the environment.	Describes how microorganisms are used in food production. Identifies how some microorganisms are the causes of diseases, while others are helpful in medicine and food production. Describes how microorganisms have harmful effects on food. Describes how microorganisms serve as decomposers and are helpful to the environment.	Predicts how microorganisms will affect our environment in the future. Uses evidence and data analysis concerning the uses, studies, and effects of microbes to make inferences about ecological issues. Describes ways microbes can be used to affect and change the world around us. Explains interactions between microorganisms and human environments.
Heat, Light, and Sound					
		The Level 1 Student:	The Level 2 Student:	The Level 3 Student:	The Level 4 Student:
Range	VI.1 Investigate the movement of heat between objects by conduction, convection, and radiation.	Compares thermal insulators and conductors.	Defines and identifies examples of conduction, convection, and radiation.	Creates a model showing the movement of heat from warmer to cooler objects by conduction and convection. Following provided instructions, conducts an experiment on the movement of heat energy. Explains that heat transfer can occur without direct contact between the source and object.	Designs and conducts an investigation on the movement of heat energy. Compares and contrasts the movement of heat by conduction, convection, and radiation. Forms conclusions of how conduction, convection, and radiation are relevant to his or her environment.

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Science 6

PLD Type	Objective	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
Policy		The Level 1 student is below proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly below the standard for his or her grade level, is likely able to partially access grade-level content and engage with higher-order thinking skills with extensive support.	The Level 2 student is approaching proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The student generally performs slightly below the standard for his or her grade level, is likely able to access grade-level content and engage in higher-order thinking skills with some independence and support.	The Level 3 student is proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The student generally performs at the standard for his or her grade level, is able to access grade level content, and engage in higher-order thinking skills with some independence and minimal support.	The Level 4 student is highly proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly above the standard for his or her grade level, is able to access above grade level content, and engage in higher-order thinking skills independently.
Range	VI.2 Describe how light can be produced, reflected, refracted, and separated into visible light of various colors.	Compares properties of light from various sources (brightness, intensity, direction, color).	Identifies and defines reflection and refraction of light. Compares the reflection of light from various surfaces.	Describes and analyzes how light is produced, reflected, refracted, and separated into visible light of various colors. Predicts and tests the behavior of light as it interacts with various substances. Predicts and tests the appearance of various materials when light of different colors is shone on them.	Analyzes data from a given experiment to determine or predict a given property or behavior of light.
Range	VI.3 Describe the production of sound in terms of vibration of objects that create vibrations in other materials.	Describes how sound is made from vibration and moves in all directions from the source in waves. Constructs a simple musical instrument.	Compares the volume of a sound to the amount of energy used to create the vibration of the object producing the sound.	Explains the relationships between the size and shape of a vibrating object, the pitch and volume of the sound produced, and the force and energy used to create it.	Builds a musical instrument, demonstrates and reports on how it produces the type(s) of sound (s) produced.

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Science 7

PLD Type	Objective	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
Policy		The Level 1 student is below proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly below the standard for his or her grade level, is likely able to partially access grade-level content and engage with higher-order thinking skills with extensive support	The Level 2 student is approaching proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The student generally performs slightly below the standard for his or her grade level, is likely able to access grade-level content and engage in higher-order thinking skills with some independence and support.	The Level 3 student is proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The student generally performs at the standard for his or her grade level, is able to access grade level content, and engage in higher-order thinking skills with some independence and minimal support.	The Level 4 student is highly proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly above the standard for his or her grade level, is able to access above grade level content, and engage in higher order-thinking skills independently.
Structure of Matter					
		The Level 1 student:	The Level 2 student:	The Level 3 student:	The Level 4 student:
Range	I.1 Describe the structure of matter in terms of atoms and molecules.	Recognizes that atoms are too small to see and that matter can exist in different physical states.	Recognizes the difference between atoms and molecules. Explains how our knowledge of the structure of matter has developed over time.	Diagrams the particles in different states of matter. Describes the limitations of using models to represent atoms. Draws conclusions about how our knowledge of the atom has changed models over time.	Gathers, analyzes, and evaluates information from historical experiments that have contributed to our knowledge of the structure of matter and reports on his or her findings.
Range	I.2 Accurately measure the characteristics of matter in different states.	Recognizes that the mass of an object is related to its density. Accurately uses instruments to measure mass and volume of a substance/object.	Given the formula for density and the mass and volume of an object, calculates the density of the object. Given multiple objects of similar size and the mass of those objects, compares the relative densities of the objects.	Given samples of matter in different states, measures the mass and volume, calculates the density, and compares the relative densities of the samples. Explains how mass and volume relate to density.	Designs and conducts an experiment to measure the mass and volume of gases and calculates the density of the gases.
Range	I.3 Investigate the motion of particles.	Recognizes that particles are in constant motion and that the amount of motion is related to the temperature of the particles.	Recognizes that diffusion occurs when a substance moves from an area of high concentration to an area of low concentration.	Compares the volume of a substance at different temperatures and relates it to the particle motion. Recognizes that diffusion occurs because of particle motion. Recognizes that materials expand and contract as their temperatures change and the effect this has on solid materials.	Designs and conducts an experiment investigating the diffusion of particles. Formulates and tests a hypothesis on the relationship between temperature and motion. Predicts the effects of repeated expansion and contraction of solids on human-made structures.
Properties of Matter and Earth's Structure					
		The Level 1 student:	The Level 2 student:	The Level 3 student:	The Level 4 student:

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Science 7

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Policy		The Level 1 student is below proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly below the standard for his or her grade level, is likely able to partially access grade-level content and engage with higher-order thinking skills with extensive support	The Level 2 student is approaching proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The student generally performs slightly below the standard for his or her grade level, is likely able to access grade-level content and engage in higher-order thinking skills with some independence and support.	The Level 3 student is proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The student generally performs at the standard for his or her grade level, is able to access grade level content, and engage in higher-order thinking skills with some independence and minimal support.	The Level 4 student is highly proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly above the standard for his or her grade level, is able to access above grade level content, and engage in higher order-thinking skills independently.
Range	II.1 Examine the effects of density and particle size on the behavior of materials in mixtures.	Recognizes that particle sorting is related to particle size and density. Observes and describes the sorting of Earth materials in a mixture.	Given the formula for density, calculates the density of Earth materials and compares them to the densities of various objects of known density.	Given a model of a streambed, road cut, or beach, indicates where different materials would generally be located based on density and size.	Designs and conducts an experiment that provides data on the natural sorting of various Earth materials. Predicts locations where Earth materials would be sorted by natural processes.
Range	II.2 Analyze how density affects Earth's structure.	Recognizes that Earth has layers and that these layers are organized by density.	Given a model of Earth's layers, compares the densities of Earth's atmosphere, water, crust, and interior layers.	Relates density to the relative positioning of Earth's atmosphere, water, crust, and interior.	Distinguishes between models of Earth with accurate and inaccurate attributes and creates an accurate model showing the layering of Earth's atmosphere, water, crust, and interior.
Organ, Tissue, and Cell Structure and Function					
		The Level 1 student:	The Level 2 student:	The Level 3 student:	The Level 4 student:
Range	III.1 Observe and describe cellular structures and functions.	Uses provided instruments to observe various types of cells. Observes and identifies the cell membrane and cell nucleus.	Selects and uses appropriate instruments to observe various types of cells. Describes basic features of observed cells. Observes and identifies the cytoplasm of cells. Given diagrams of plant and animal cells, compares similarities and differences. Explains that osmosis happens in cells. Identifies that plant cells produce their own food.	Observes, describes, and compares various types of cells. Observes and distinguishes the cell wall, cell membrane, nucleus, chloroplast, and cytoplasm of cells. Differentiates between plant and animal cells based on cell wall and cell membrane. Models the cell processes of diffusion and osmosis and relates them to the motion of particles. Gathers information to report on how the basic functions of organisms are carried out within cells.	Compares and contrasts various types of cells. Describes the cell wall, cell membrane, nucleus, chloroplast, and cytoplasm of cells. Explains the purpose of the differences between plant and animal cells based on cell wall and cell membrane. Plans and conducts an investigation modeling the cell processes of diffusion and osmosis. Given a passage, cites evidence and reports on how the functions of organisms are carried out within cells.

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Science 7

PLD Type	Objective	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
Policy		The Level 1 student is below proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly below the standard for his or her grade level, is likely able to partially access grade-level content and engage with higher-order thinking skills with extensive support	The Level 2 student is approaching proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The student generally performs slightly below the standard for his or her grade level, is likely able to access grade-level content and engage in higher-order thinking skills with some independence and support.	The Level 3 student is proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The student generally performs at the standard for his or her grade level, is able to access grade level content, and engage in higher-order thinking skills with some independence and minimal support.	The Level 4 student is highly proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly above the standard for his or her grade level, is able to access above grade level content, and engage in higher order-thinking skills independently.
Range	III.2 Identify and describe the function and interdependence of various organs and tissues.	Recognizes that a cell is the simplest level of organization and an organism is the most complex. Matches a particular structure to the appropriate level, limited to cells and organisms. Recognizes that needs of organisms at the cellular level for food, air, and waste removal are met by tissues and organs.	Recognizes that a cell is the simplest level of organization, an organ is more complex, and an organism is the most complex. Matches a particular structure to the appropriate level, limited to cells, organs, and organisms. Relates the structure of an organ to its component parts and the larger system of which it is a part, limited to circulatory and respiratory systems. Recognizes that the needs of organisms at the cellular level for food, air, and waste removal are met by tissues and organs.	Orders the levels of organization from simple to complex beginning with a cell and ending with an organism. Matches a particular structure to the appropriate level. Relates the structure of an organ to its component parts and the larger system of which it is a part. Describes how the needs of organisms at the cellular level for food, air, and waste removal are met by tissues and organs.	Compares and contrasts the levels of organization from simple to complex. Matches a particular structure to the appropriate level and provides reasoning for the distinction. Relates and discusses the structure and function of an organ to its component parts and the larger system of which it is a part. Gathers, analyzes, and evaluates information about how the needs of organisms at the cellular level for food, air, and waste removal are met by tissues and organs.
Effect of Inherited Traits on Survival					
		The Level 1 student:	The Level 2 student:	The Level 3 student:	The Level 4 student:

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Science 7

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Policy		The Level 1 student is below proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly below the standard for his or her grade level, is likely able to partially access grade-level content and engage with higher-order thinking skills with extensive support	The Level 2 student is approaching proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The student generally performs slightly below the standard for his or her grade level, is likely able to access grade-level content and engage in higher-order thinking skills with some independence and support.	The Level 3 student is proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The student generally performs at the standard for his or her grade level, is able to access grade level content, and engage in higher-order thinking skills with some independence and minimal support.	The Level 4 student is highly proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly above the standard for his or her grade level, is able to access above grade level content, and engage in higher order-thinking skills independently.
Range	IV.1 Compare how sexual and asexual reproduction passes genetic information from parent to offspring.	Recalls that reproduction passes genetic information from parent to offspring. Generalizes the definition of a trait. Recognizes that organisms reproduce differently. Recognizes that inherited structural traits are passed from parents to offspring.	Compares how sexual and asexual reproduction passes genetic information from parent to offspring from given examples. When given a list, identifies inherited traits. Contrasts the exchange of genetic information in sexual and asexual reproduction from provided examples. Selects examples of organisms that reproduce sexually and those that reproduce asexually from a given list. Gives examples of inherited structural traits of offspring and their parents.	Compares how sexual and asexual reproduction passes genetic information from parent to offspring. Distinguishes between inherited and acquired traits. Contrasts the exchange of genetic information in sexual and asexual reproduction. Cites examples of organisms that reproduce sexually and those that reproduce asexually. Compares inherited structural traits of offspring and their parents.	Compares and contrasts how sexual and asexual reproduction pass genetic information from parent to offspring and provides examples of each. Cites examples of inherited and acquired traits and rationalizes the categorization of each. Gathers, analyzes, and evaluates multiple examples of organisms that reproduce sexually and those that reproduce asexually. Compares and contrasts inherited structural traits of offspring and their parents.

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Science 7

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Range	IV.2 Relate the adaptability of organisms in an environment to their inherited traits and structures.	Recognizes simple examples of the adaptability of organisms in an environment to their inherited traits and structures. Given a list, makes simple predictions of why traits may help an organism survive. Given a list, chooses examples of traits that provide an advantage for survival in one environment. Recalls that both humans and nature can cause changes in genetic traits. Recognizes that the structure of organs relates to an organism's ability to survive.	Recognizes that inherited traits and structures allow organisms to adapt in an environment. Identifies why certain traits such as structure of teeth, body structure, or coloration are more likely to offer an advantage for survival of an organism. Cites examples of traits that provide an advantage for survival in one environment but not other environments. Recognizes examples of changes in genetic traits due to natural and human-made influences such as mimicry in insects or breeding of dairy cows to produce more milk. Relates the structure of organs to an organism's ability to survive in a specific environment.	Relates the adaptability of organisms in an environment to his or her inherited traits and structures. Predicts why certain traits such as structure of teeth, body structure, or coloration are more likely to offer an advantage for survival of an organism. Cites examples of traits that provide an advantage for survival in one environment but not others. Cites examples of changes in genetic traits due to natural and human-made influences such as mimicry in insects, plant hybridization to develop a specific trait, or breeding of dairy cows to produce more milk. Relates the structure of organs to an organism's ability to survive in a specific environment.	Synthesizes how the adaptability of organisms in an environment relates to their inherited traits and structures. Evaluates why certain traits such as structure of teeth, body structure, or coloration are more likely to offer an advantage for survival of an organism. Evaluates and analyzes examples of traits that provide for long-term survival in one environment but not other environments. Gathers and analyzes examples of changes in genetic traits due to natural and human-made influences.
Classification Systems					
		The Level 1 student:	The Level 2 student:	The Level 3 student:	The Level 4 student:

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Science 7

PLD Type	Objective	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
Policy		The Level 1 student is below proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly below the standard for his or her grade level, is likely able to partially access grade-level content and engage with higher-order thinking skills with extensive support	The Level 2 student is approaching proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The student generally performs slightly below the standard for his or her grade level, is likely able to access grade-level content and engage in higher-order thinking skills with some independence and support.	The Level 3 student is proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The student generally performs at the standard for his or her grade level, is able to access grade level content, and engage in higher-order thinking skills with some independence and minimal support.	The Level 4 student is highly proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly above the standard for his or her grade level, is able to access above grade level content, and engage in higher order-thinking skills independently.
Range	V.1 Classify based on observable properties.	Classifies very simple items based on observations. Places names of nonliving objects into simple lists based on observed similarities. Identifies living, once living, and nonliving things. Recognizes that observations are needed to classify things. Recalls that things can be classified in different ways.	Classifies simple items based on observable properties. Organizes nonliving objects based on external structures such as hard or soft. Compares living, once living, and nonliving things. Summarizes the importance of observation in classification. Explains that there are many ways to classify things.	Classifies items based on observable properties. Categorizes nonliving objects based on external structures such as hard or soft. Defends the importance of observation in scientific classification. Demonstrates that there are many ways to classify things.	Classifies unfamiliar items based on observable properties. Constructs a diagram to categorize nonliving objects based on complex external structures. Devises a comparison between living, once living, and nonliving things. Defends and evaluates the importance of observation in scientific classification. Evaluates different ways to classify things.
Range	V.2 Use and develop a simple classification scheme.	Recognizes that classification schemes are used to classify things. Recognizes that there are rules for classification and gives a reason for classifying things.	Uses a provided simple classification system to classify a given item based on observed structural characteristics. Identifies simple rules for classification. Given examples, relates the importance of classification systems to the development of science knowledge. Recognizes that classification is a tool made by science to understand nature.	Develops and uses a simple classification system based upon observed structural characteristics. Generalizes rules for classification. Relates the importance of classification systems to the development of science knowledge. Recognizes that classification is a tool made by scientists to describe perceived patterns in nature.	Develops and uses a classification system for a variety of items based upon observed structural characteristics. Synthesizes and applies rules for classification. Justifies the importance of classification systems to the development of science knowledge. Evaluates classification as a tool constructed by scientists to describe perceived patterns in nature.

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Science 7

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Range	V.3 Classify organisms using an orderly pattern based upon structure.	Classifies organisms given simplified illustrations. Identifies types of organisms that are not plants or animals given simplified illustrations. Arranges simplified illustrations of organisms according to kingdom. Uses a simplified classification key or field guide to identify an organism. Recalls that changes can occur in classification systems due to new knowledge.	Classifies organisms using a simple orderly pattern based upon structure. Identifies types of organisms that are not classified as either plant or animal given support. Arranges organisms according to kingdom, given illustrations. Gives an example of changes in classification systems due to new information.	Classifies organisms using an orderly pattern based upon structure. Arranges organisms according to kingdom. Uses a classification key or field guide to identify organisms. Reports on changes in classification systems as a result of new information or technology.	Classifies multiple organisms using an orderly pattern based upon structure. Identifies unfamiliar types of organisms that are not classified as either plant or animal such as bacteria, fungi, and protists. Arranges unfamiliar organisms according to kingdom. Uses a complex classification key or field guide to identify organisms. Evaluates changes in classification systems as a result of new information or technology.

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Science 8

PLD Type	Objective	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
Policy		The Level 1 student is below proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly below the standard for his or her grade level, is likely able to partially access grade-level content and engage with higher-order thinking skills with extensive support	The Level 2 student is approaching proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The student generally performs slightly below the standard for his or her grade level, is likely able to access grade-level content and engage in higher-order thinking skills with some independence and support.	The Level 3 student is proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The student generally performs at the standard for his or her grade level, is able to access grade level content, and engage in higher-order thinking skills with some independence and minimal support.	The Level 4 student is highly proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly above the standard for his or her grade level, is able to access above grade level content, and engage in higher-order thinking skills independently.
Changes in Matter					
		The Level 1 Student:	The Level 2 Student:	The Level 3 Student:	The Level 4 Student:
Range	I.1 Describe the chemical and physical properties of various substances.	Recognizes that matter can have different physical properties. Recognizes that matter can have different chemical properties.	Differentiates between chemical and physical properties of matter. Matches examples of physical properties with a given list. Matches examples of chemical properties with a given list. Using a list, classifies familiar substances based on their chemical and physical properties.	Describes and gives examples of physical properties of matter including color, hardness, mass, phase, evaporates and melts at room temperature. Describes and gives examples for chemical properties of matter such as reactivity with water, flammable, non-flammable, color change, gas given off, odor change. Classifies unfamiliar substances based on their chemical and physical properties.	Uses reasoning and evidence to explain why reactivity with water, other elements, molecules and compounds is a chemical property. Applies knowledge of physical and chemical properties to report on uncommon substances.
Range	I.2 Observe and evaluate evidence of chemical and physical change.	Identifies changes in matter when given examples. Recognizes that a change in shape/size is a physical change. Identifies a change of phase as a physical change.	Categorizes changes as chemical or physical. Realizes that a change in shape/size is a physical change. Identifies that evidence of a chemical change includes color change, heat or light given off.	Differentiates between chemical and physical changes. Gives examples of physical changes including phase change, change in shape, or size. Gives examples of evidence of chemical changes including color change, heat or light given off, change in odor, gas given off, rust forming, combustion, respiration, photosynthesis. Explains that physical properties can be altered by a chemical change in a substance.	Analyzes observations of changes and explains how each gives evidence of a chemical or physical change. Investigates changes in physical properties resulting from chemical changes.

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Science 8

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Policy		The Level 1 student is below proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly below the standard for his or her grade level, is likely able to partially access grade-level content and engage with higher-order thinking skills with extensive support	The Level 2 student is approaching proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The student generally performs slightly below the standard for his or her grade level, is likely able to access grade-level content and engage in higher-order thinking skills with some independence and support.	The Level 3 student is proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The student generally performs at the standard for his or her grade level, is able to access grade level content, and engage in higher-order thinking skills with some independence and minimal support.	The Level 4 student is highly proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly above the standard for his or her grade level, is able to access above grade level content, and engage in higher-order thinking skills independently.
Range	I.3 Investigate and measure the effects of increasing or decreasing the amount of energy in a physical or chemical change, and relate the kind of energy added to the motion of the particles.	Recognizes that heat, light, and sound are forms of energy associated with chemical and physical changes. Explains that matter is made of atoms and molecules using a diagram. Interprets a graph showing temperature change of a substance.	Identifies examples of energy associated with chemical and physical changes. Recalls that atoms and molecules move more rapidly as temperature increases. Identifies sections of a graph showing where temperature is increasing and/or decreasing. Recalls that temperature does not change during phase change.	Explains why atoms and molecules move more rapidly as temperature rises and heat energy increases. Explains that the melting and boiling points of water define the conditions in which liquid water exists. Uses a graph of temperature of a substance to infer phases and phase changes. Explains evidence of heat during a chemical reaction. Conducts an experiment, and reports the effect of adding or removing energy on chemical and physical changes.	Measures temperature and graphs the relationship between the states of water and changes in its temperature. Gathers and explains evidence showing that heat may be given off or taken in during a chemical change and a physical change. Plans and conducts an experiment of the effect of adding or removing energy on chemical and physical changes and reports on the results.
Range	I.4 Identify the observable features of chemical reactions.	Identifies the reactants and products of a given chemical reaction. Identifies the presence of the same atoms in products and reactants. Recognizes that mass is conserved in a chemical reaction. Recognizes that chemical reaction rates can be affected by heating or cooling the reactants. Cites examples of common significant chemical reactions: photosynthesis, respiration, rusting.	With guidance, experiments with variables affecting reaction rate. Matches heating, cooling, stirring, and concentration to their effects on chemical reactions. Explains simple examples of mass conservation in common significant chemical reactions (e.g. photosynthesis, respiration, rusting). Identifies examples of chemistry applied to daily life.	Demonstrates that mass is constant in a chemical reaction as long as nothing is added or removed. Predicts the result of heating, cooling, stirring, crushing, and concentration in familiar situations. Experiments with the effect of heating, cooling, stirring, crushing, and concentration on chemical reactions, and explains the results of his or her experiment. Reports on one application of chemistry to everyday life.	Explains why mass does not change in a chemical reaction as long as nothing is added or removed. Predicts the effects of heating, cooling, stirring, crushing, and concentration in unfamiliar situations. Generalizes the reasons why heating, cooling, stirring, crushing, and concentration affect chemical reaction rates. Explains how scientists and engineers have applied chemistry to everyday life.

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Science 8

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Policy		The Level 1 student is below proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly below the standard for his or her grade level, is likely able to partially access grade-level content and engage with higher-order thinking skills with extensive support	The Level 2 student is approaching proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The student generally performs slightly below the standard for his or her grade level, is likely able to access grade-level content and engage in higher-order thinking skills with some independence and support.	The Level 3 student is proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The student generally performs at the standard for his or her grade level, is able to access grade level content, and engage in higher-order thinking skills with some independence and minimal support.	The Level 4 student is highly proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly above the standard for his or her grade level, is able to access above grade level content, and engage in higher-order thinking skills independently.
Energy Transfers and Transformations					
		The Level 1 Student:	The Level 2 Student:	The Level 3 Student:	The Level 4 Student:
Range	II.1 Compare ways that plants and animals obtain and use energy.	Recalls that both plants and animals use energy. Identifies the role of the sun in photosynthesis. Recognizes that respiration is a process in animals that changes food energy into heat and movement. Uses a diagram to trace the path of energy from the sun to food for an organism.	Compares the different ways that plants and animals obtain and use energy. Explains the importance of light energy in photosynthesis. Explains that respiration in animals changes food into energy. Creates a diagram tracing the path of energy from the sun to an organism.	Analyzes similar ways that plants and animals obtain and use energy. Explains the importance of photosynthesis, which uses light energy as part of the chemical process that builds plant materials. Explains how respiration in animals converts food energy into mechanical and heat energy. Explains the path of energy from the sun to mechanical energy in an organism.	Gathers, analyzes, and evaluates information about the different ways that plants and animals obtain and use energy. Devises and performs an experiment on how respiration in animals is a process that converts food energy into mechanical and heat energy. Designs a diagram that traces the path of energy from the sun to mechanical energy in an organism.

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Science 8

PLD Type	Objective	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
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Range	II.2 Generalize the dependent relationships between organisms.	Recalls and identifies the relationships between producers and consumers and with support, gives an example. Recognizes a food chain. Given support, tests the effects of air, temperature, water, or light on plant growth. Recognizes that different types of scientists can work in the same ecosystem.	Compares the relationships between producers and consumers and gives examples. Identifies the relationship between predator and prey given a food chain or food web. With support, constructs a food chain to show flow of energy. Given minimal support, tests a hypothesis on the effects of air, temperature, water, or light on plant growth. Recognizes that there are multiple ways that scientists investigate the same ecosystem.	Describes the dependent relationships between organisms. Categorizes the relationships between organisms such as producer/consumer, predator/prey, mutualism/parasitism/decomposer and provides common examples of each. Uses models to trace the flow of energy in food chains and food webs. Formulates and tests a hypothesis on the effects of air, temperature, water, or light on plant seed germination and growth rates. Describes ways that different scientists may investigate the same ecosystem.	Analyzes the dependent relationships between producers and consumers, predator and prey, mutualism/parasitism/decomposer and provide multiple examples of each. Designs, analyzes, and evaluates models to trace the flow of energy in food chains and food webs. Generalizes multiple ways that different scientists have investigated the same ecosystem.

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Range	II.3 Analyze human influence on the capacity of an environment to sustain living things.	Recalls that humans influence living things. Gives an example of how humans have changed the environment. Identifies evidence in an article about humans affecting the environment. With support, compares the effects of humans on food chains. Identifies arguments for and against allowing a species to become extinct.	Explains that humans have an influence on the living things in the environment. Lists examples of humans changing the environment to affect organisms. Identifies inferences and evidence in a newspaper or magazine article about the effect of humans on the environment. Predicts the effects of human-made changes to a simple food web. With support, generates arguments for and against allowing a specific species of plant or animal to become extinct.	Analyzes human influence on the capacity of an environment to sustain living things. Describes specific examples of how humans have changed the capacity of an environment to support specific life forms. Distinguishes between inference and evidence in a newspaper or magazine article relating to the effect of humans on the environment. Infers human activities by observing effects on a specific food web. Evaluates and presents arguments for and against allowing a specific species of plant or animal to become extinct, and relates the argument to the of flow energy in an ecosystem.	Gathers, analyzes, and evaluates data about the influence of humans on the capacity of an environment to sustain living things. Finds and presents evidence of specific examples of how humans have changed the capacity of an environment to support specific life forms. Finds coherence between inference and evidence presented in a newspaper or magazine article relating to the effect of humans on the environment. Predicts the potential effects of humans on a specific food web.
Rock and Fossil Formation					
		The Level 1 Student:	The Level 2 Student:	The Level 3 Student:	The Level 4 Student:
Range	III.1 Compare rocks and minerals and describe how they are related.	Identifies that most rocks are composed of minerals. Recognizes that rocks can be sedimentary, metamorphic, and igneous.	Given a classification chart, classifies rocks as sedimentary, metamorphic, or igneous. Observes and describes the minerals found in rocks.	Classifies unfamiliar rocks as sedimentary, metamorphic, or igneous. Given a classification chart, categorizes rocks and minerals based on shape, color, luster, texture, and hardness.	Using a classification chart, applies the properties of rock categorization by identifying and conducting a proper test to infer whether a given sample is sedimentary, metamorphic, or igneous.

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Range	III.2 Describe the nature of the changes that rocks undergo over long periods of time.	Using a simple diagram of the rock cycle, recognizes that energy flows through the Earth and plays a role in changing rock materials over time. Gives simple descriptions of how fossils are formed. Defines weathering.	Using a simple diagram of the rock cycle, explains the flow of energy through the Earth and sedimentary processes as rock materials change over time. Completes a partially filled diagram of the rock cycle. Identifies the role of weathering in soil formation.	Using a diagram of the rock cycle, explains the role of energy in the formation of different rock types. Describes how other forces (such as gravity) drive change on Earth's surface. Explains the role of weathering in the rock cycle. Diagrams sedimentary processes in the formation of fossils, soil, and other surface formations. Distinguishes the formation of different rock types and the energy used to make the rocks.	Constructs a model, applying the role of energy, to demonstrate the processes of the rock cycle, fossil formation, and other sedimentary processes to analyze how rocks change over time.
Range	III.3 Describe how rock and fossil evidence is used to infer Earth's history.	Given an example of dated rock layers and dated fossils, matches the fossils to the layers they would be found in. Recognizes that deposition forms sedimentary layers. Recognizes that older rock layers are frequently below younger rock layers.	Given an example of rock layers containing fossils, identifies the distinct layers of sedimentary rock and recognizes features that show folding or faulting. Explains why older rock layers are frequently below younger rock layers. Explains that fossils can be used to infer age of rock layers. Recognizes that younger rock layers are more likely to contain fossils resembling existing species.	Given an example of rock layers containing fossils, explains the changes to Earth's surface, including deposition, layering, folding, and faulting. Hypothesizes why the fossils in more recently deposited layers most closely resemble existing species. Identifies the assumptions scientists make to determine relative ages of rock layers. Proposes why more recently deposited rock layers are more likely to contain fossils resembling existing species than older rock layers.	Given an example of rock layers containing fossils, infers the processes that formed the rock layers and fossils, and the relative age of the layers and fossils. Infers which fossils are most closely related to living species and what changes to Earth's surface the fossil evidence shows. Constructs a model to describe folding, deposition, and faulting.

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Range	III.4 Compare rapid and gradual changes to Earth's surface.	Recognizes that volcanoes and earthquakes change the Earth's surface and release energy from inside the Earth. Recognizes that small changes over time can add up to major changes to Earth's surface.	Given a model, identifies the energy buildup and release in earthquakes. Defines what volcanoes and earthquakes are and describes in simple terms how they transfer energy from inside the Earth. Explains how small changes over time can add up to major changes to Earth's surface. Identifies reasons why best engineering and ecological practices may not always be followed in the building of certain manmade structures.	Compares and contrasts gradual and rapid changes to Earth's surface and relates these changes to the release of Earth's interior energy through volcanic eruptions and earthquakes. Models the process of energy buildup and release in earthquakes. Given examples, explains the reasons why best engineering and ecological practices may not have been followed in the building of certain manmade structures. Models how small changes over time add up to major changes to Earth's surface.	Creates a model or illustration incorporating the transfer of mechanical energy to demonstrate how many small changes accumulate to create major changes to Earths surface and the impact the energy transfer has on building and engineering projects.
Energy, Force, and Motion					
		The Level 1 Student:	The Level 2 Student:	The Level 3 Student:	The Level 4 Student:
Range	IV.1 Investigate the transfer of energy through various materials.	States that different types of energy are transferred as waves through various mediums. Identifies the spread of energy away from an energy-producing source.	Provides examples of energy transferred by conduction, convection, and radiation. Draws a wave; labels wavelength. Recognizes that white light can be separated into the visible color spectrum.	Relates the energy of a wave to its wavelength. Explains how wavelength determines the color of visible light. Gives examples of energy spreading from a source by conduction, convection, and radiation, and how various mediums affect the transfer of energy.	Conducts an investigation of energy transferred by conduction, convection, or radiation. Analyzes the evidence of change in energy of a wave as it travels through various mediums and relates the change of energy to the properties of the wave.

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Range	IV.2 Examine the force exerted on objects by gravity.	Defines mass and weight. States that gravity is a force exerted on objects. Follows instructions to build a simple structure that supports a minimal load.	Describes the difference between mass and weight. Recognizes that mass and distance affect the force of gravity exerted on an object. Identifies characteristics of a structure that make it able to support greater loads. Identifies how machines use gravity to accomplish a task.	Compares and contrasts mass and weight. Explains how mass and distance affect the force exerted on an object by gravity. Designs and builds a simple structure to support a load. Designs and builds a machine that uses gravity to accomplish a task.	Designs and builds a complex structure to support a load. Applies an understanding of how distance and mass affect the force of gravity by engineering a machine that uses gravity to accomplish a task.
Range	IV.3 Investigate the application of forces that act on objects, and the resulting motion.	Recognizes that levers and inclined planes make work easier. Recognizes that friction can be used to control the motion of an object.	Makes and records observations of simple machines creating a mechanical advantage. Describes ways that friction can control motion. Recognizes a complex machine as a combination of simple machines.	Design and builds a complex machine that uses levers, inclined planes, and friction to control the motion of an object. Calculates the mechanical advantage of levers while manipulating the fulcrum.	Analyzes the principles of force and motion for each component of a complex machine built by the student. Calculates the mechanical advantage of levers used in the machine. Investigates the principles used to engineer changes in forces and motion: efficiency, mechanical advantage, cost vs. benefit, desired outcome and task accomplishment.

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Range	IV.4 Analyze various forms of energy and how living organisms sense and respond to energy.	Defines potential and kinetic energy. Recognizes that organisms sense and respond to energy.	Recognizes that energy can transform from one form to another. Classifies examples of potential and kinetic energy. Identifies examples of organisms sensing and responding to various forms of energy.	Analyzes the cyclic nature of potential and kinetic energy. Given a diagram, identifies the conversions of energy from one form to another. Identifies technological advances that enable humans to sense various forms of energy. Describes and explains the relationship between the sensing mechanism, the energy being detected and the energy provided when organisms sense and respond to various forms of energy.	Designs and builds a model that demonstrates the cyclic nature of potential and kinetic energy. Analyzes the changes in energy demonstrated by the model. Draws and labels a complex diagram identifying the conversion of energy from one form to another. Investigates different types of technology developed to help humans sense various types of energy.

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Organism Interaction					
		The Level 1 Student:	The Level 2 Student:	The Level 3 Student:	The Level 4 Student:
Range	I.1 Summarize how energy flows through an ecosystem.	Given the components of a food chain, identifies feeding relationships. Recognizes that available energy decreases when moving up the steps of the energy pyramid. Recognizes that organisms can modify behavior to obtain energy.	Places organisms on a food web when given information on feeding relationships. Given an energy pyramid, compares the amount of available energy for producers and consumers. Given details about an organism, identifies strategies used to obtain energy.	Identifies relationships of organisms on a food web. Given a food chain, creates a graph showing energy available at different trophic levels. Given multiple organisms' feeding strategies, identifies which strategy best balances energy expended to energy obtained. Given an article, cites examples of energy used to produce or obtain food.	Predicts the effect of a disturbance to a food web. Given an energy pyramid, calculates the energy difference between trophic levels. Given multiple organisms' feeding strategies, cites evidence to show which strategy best balances energy expended to energy obtained. Predicts how an organism would change feeding strategies when given information about an environmental change. Given a text, evaluates the pros and cons of a system of food production.
Range	I.2 Explain relationships between matter cycles and organisms.	Labels a diagram of the carbon and water cycles. Identifies water as a limiting factor in ecosystems.	Given a diagram, identifies how matter cycles into and out of organisms. Using a newspaper, magazine, journal, or Internet article, identifies which statements give evidence based on scientific data. Given a text, identifies ways human activity has affected ecosystems.	Describes how matter cycles into and out of organisms. Recognizes that the amount of matter in a system remains constant. Predicts the effect of a limiting factor on a population. Given a newspaper, magazine, journal, or Internet article, cites instances of inference and evidence and bias. Identifies the cause and effect relationship of personal choices to the cycling of matter within an ecosystem.	Predicts how one matter cycle affects another cycle. Given an ecosystem, distinguishes adaptations that are advantageous when water is limited. Given two articles, evaluates which contains more bias. Evaluates the impact of personal choices in relation to the cycling of matter within an ecosystem. Designs an investigation to analyze the interactions in an ecosystem.

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Range	I.3 Describe how interactions among organisms and their environment help shape ecosystems.	Categorizes predator/prey relationships among living things. Differentiates between abiotic and biotic factors. Identifies types of data within an ecosystem. Given text, identifies ways human activity has affected ecosystems.	Categorizes relationships among living things as predator/prey, competition, or symbiosis. Identities biotic and abiotic factors within an ecosystem. Determines which is the best procedure to investigate interactions in an ecosystem.	Designs an investigation and tests a hypothesis about the effect of changing a variable in a small ecosystem. Uses data to interpret interactions among biotic and abiotic factors within an ecosystem. Given data, draws conclusions about the interactions within ecosystems. Given text, cites evidence showing how human activities affect ecosystems. Differentiates between qualitative and quantitative data.	Analyzes and critiques an experiment where a claim is made based on changes to only one variable, since ecosystems tend to be more multivariate. Predicts the effects of changing biotic and abiotic factors on an ecosystem. Given texts, evaluates how human activities have affected an ecosystem.
Cells					
		The Level 1 Student:	The Level 2 Student:	The Level 3 Student:	The Level 4 Student:
Range	II.1 Describe the fundamental chemistry of living cells.	Identifies the major chemical elements in cells. Identifies the properties of water. States that enzymes increase reaction rate.	Matches macromolecules to their uses in the cell. Matches the name of a property of water to a description.	Describes how macromolecules are used in cells. Given a cellular process, identifies which properties of water contribute to the process. Given two graphs, differentiates between enzyme-catalyzed reactions and non-catalyzed reactions.	Identifies which of the elements are in each macromolecule. Given a cellular process, explains how the properties of water contribute to the process. Interprets data from an experiment testing the role of enzymes in cell chemistry.

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Range	II.2 Describe the flow of energy and matter in cellular function.	Recognizes the features of autotrophic and heterotrophic cells. Recognizes that the sun provides energy for photosynthesis, which provides energy for cellular respiration.	Identifies at least one product of photosynthesis that is used by cell respiration and at least one product of cellular respiration that is used by photosynthesis.	Explains the differences between autotrophic and heterotrophic cells. Identifies two products of photosynthesis that are used by cell respiration and at least two products of cellular respiration used by photosynthesis. Given a set of variables, sets up an experiment and collects data about products of photosynthesis.	Recognizes that all cells perform respiration but only autotrophic cells photosynthesize. Given an experiment, analyzes data about the products of photosynthesis.
Range	II.3 Investigate the structure and function of cells and cell parts.	Explains that new cells come from preexisting cells. Identifies that some forms of cellular transport require energy and some do not. States that a cell's structure can differ depending on its function.	Given pictures, sequences the events of cell division. Identifies the three parts of cell theory. Matches osmosis, diffusion, and active transport with their definitions. Matches an organelle to its function. Recognizes the environmental factors that can influence the growth and reproduction of organisms.	Describes the events of cell division. Given text, identifies scientific discoveries that contributed to the development of cell theory. Given a diagram, describes how the transport of materials in and out of a cell enables cells to maintain homeostasis. Given either a diagram or a description, identifies possible functions of a cell. Given a set of materials, designs an investigation with microorganisms and/or plants of growth and reproduction.	Explains the importance of cell division in unicellular and multicellular organisms. Cites evidence from text of how advancements in technology contributed to the development of cell theory. Explains how various transport mechanisms maintain homeostasis. Given a description or picture of a cell, identifies an organ in which the cell could be found. Analyzes data from an experiment investigating growth and reproduction of microorganisms and/or plants.
Organ Structure and Function					
		The Level 1 Student:	The Level 2 Student:	The Level 3 Student:	The Level 4 Student:

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Range	III.1 Describe the structure and function of organs.	Labels a diagram of an organ, given a word bank. Recognizes that the organs of different organisms are similar. Identifies one technological development related to organs.	Labels a diagram of an organ, with a word bank. Recognizes that the organs and the organ functions of different organisms are similar. Identifies and explains one technological development related to organs.	Labels a diagram of an organ, with a word bank and matches the function of each part in relation to the organ. Compares the structure and function of organs in one organism to the structure and function of organs in a similar organism (e.g., animal/animal). Identifies and explains some technological development related to organs.	Labels a diagram of an organ, without a word bank and matches the function of the organ in relation to the system. Compares the structure and function of organs in one organism to the structure and function of organs in a different organism (e.g., animal/plant).
Range	III.2 Describe the relationship between structure and function of organ systems in plants and animals.	Labels a diagram of an organ system, with a word bank. Recognizes the organs of different organ systems and how they are similar.	Labels a diagram of an organ system, with a word bank. Recognizes that the organ system's structure and function of different organisms are similar.	Labels a diagram of an organ system, with a word bank and matches the function of each part in relation to the organ system and different tissues that make up that organ. Compares the structure and function of organ systems in one organism to the structure and function of organ systems in a similar organism (e.g., animal/animal).	Labels a diagram of an organ system, without a word bank and matches the function of the organ system in relation to the structure and function of a different organ system and how these systems contribute to homeostasis. Compares the structure and function of organ systems in one organism to the structure and function of organ systems in a different organism (e.g., animal/plant).
DNA					
		The Level 1 Student:	The Level 2 Student:	The Level 3 Student:	The Level 4 Student:

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Range	IV.1 Compare sexual and asexual reproduction.	Given text, identifies whether the statement is an advantage or disadvantage in relation to both sexual reproduction and asexual reproduction.	Describes how fertilization mixes genetic material. Compares the advantages and disadvantages of sexual and asexual reproduction.	Explains the significance of meiosis and fertilization in genetic variation. Given data, identifies advantages and disadvantages of sexual and asexual reproduction. Defends an opinion of a bioethical issue related to intentional or unintentional chromosomal mutations.	Describes how the processes of meiosis and fertilization increase genetic variation. Interprets data and draws conclusions about advantages and disadvantages of sexual and asexual reproduction. Formulates, defends, and supports an opinion of a bioethical issue related to intentional or unintentional chromosomal mutations.
Range	PIV.2 Predict and interpret patterns of inheritance in sexually reproducing organisms.	Describes in simple terms that genetic information gets shuffled in sexual reproduction. Describes that parents can pass on recessive genes that they do not express.	Complete a diagram (e.g., Punnett square) to demonstrate possible results of recombination in sexually reproducing organisms using one trait in a simple dominance/recessive monohybrid cross. Relates Mendelian principles to modern-day practices of plant and animal breeding.	Explains Mendel's laws of segregation and independent assortment. Use a diagram (e.g., Punnett square) to demonstrate possible results of recombination in sexually reproducing organisms using one trait, monohybrid, in a dominance/recessive, incomplete dominance, co-dominance, and sex-linked traits. Identifies current bioethical issues related to genetics.	Given results of a dihybrid cross, relates Mendel's laws of segregation and independent assortment to their roles in genetic inheritance. Analyzes bioethical issues and considers the role of science in determining public policy.

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Biology

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Policy		The Level 1 student is below proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly below the standard for his or her grade level, is likely able to partially access grade-level content and engage with higher-order thinking skills with extensive support.	The Level 2 student is approaching proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The student generally performs slightly below the standard for his or her grade level, is likely able to access grade-level content and engage in higher-order thinking skills with some independence and support.	The Level 3 student is proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The student generally performs at the standard for his or her grade level, is able to access grade level content, and engage in higher order thinking-skills with some independence and minimal support.	The Level 4 student is highly proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly above the standard for his or her grade level, is able to access above grade level content, and engage in higher-order thinking skills independently.
Range	IV.3 Explain how the structure and replication of DNA are essential to heredity and protein synthesis.	Identifies that DNA molecules are double helix. Demonstrates that sequence of DNA is a gene. Identifies genetic technologies that have improved the quality of life.	Describes the specific chemical make-up of DNA that consists of repeating subunits ATCG. Describes that DNA is replicated prior to cell reproduction. Illustrates that a specific sequence of DNA codes for a specific sequence of RNA, which in turn is decoded into protein. Describes how a mutation affects gene expression. Identifies and explains how a genetic technology may improve the quality of life.	Describes the specific chemical make-up and base pairing (A-T, C-G) of DNA structure. Describes the simple process of DNA replication including the creating of sister chromatids and their role in the cell cycle. Diagrams how the specific sequence of DNA is transcribed into RNA, which is then translated into a protein. Identifies specific types of mutations and mutagens that cause mutations that affect gene expression. Given a text, relates important historical events leading to understanding of DNA. Identifies pros and cons of a specific genetic technology.	Explains key scientific discoveries leading to the discovery of the structure of DNA. Using a sequence of DNA and a codon chart, transcribes, translates, and shows resulting sequences of amino acids. Explains the principle of gene expression and the effects of changing DNA on the protein the gene expressed. Explains the short- and long-term impacts of mutations on populations. Formulates an argument for or against a form of genetic technology using scientific reasoning and evidence.
Evolution and Diversity					
		The Level 1 Student:	The Level 2 Student:	The Level 3 Student:	The Level 4 Student:
Range	V.1 Relate principles of evolution to biological diversity.	Identifies in a text the effects of environmental factors on natural selection. States that a species can evolve into two new species. Identifies natural selection and selective breeding as two modes of change in a species.	Relates genetic variability to a species' potential for adaptation to a changing environment. Given text, relates reproductive isolation to speciation. Describes the differences and similarities between selective breeding and natural selection.	Describes the effects of environmental factors on natural selection. Interprets data to describe the variability of a species' potential for adaptation to a changing environment. Given different mechanisms of reproductive isolation, predicts speciation. Compares selective breeding to natural selection and relates the differences to agricultural practices.	Shows or infers, from given data, the effects of environmental factors on natural selection. Performs an experiment and extracts data to show that genetic variability in a species is essential for adaptation to a changing environment. Given data, infers which reproductive isolation mechanism caused speciation. Evaluates pros and cons of selective breeding practices in agricultural practices.

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Biology

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Range	V.2 Cite evidence for changes in populations over time and use concepts of evolution to explain these changes.	Recognizes that species exhibit variations and change over time.	Given text, cites evidence that supports biological evolution over time. Identifies the role of mutation in evolution.	Identifies in a scientific article the scientific methods used to gather evidence that documents the evolution of a species. Describes the role of mutation and recombination in evolution. Relates the nature of science to the historical development of the theory of evolution.	Distinguishes between observations and inferences in making interpretations related to evolution. Describes the role of mutation and recombination in evolution and relates this to changes in DNA. Reviews a scientific article and identifies the research methods used to gather evidence that documents the evolution of a species.
Range	V.3 Classify organisms into a hierarchy of groups based on similarities that reflect their evolutionary relationships.	Recognizes that organisms can be grouped by similarities. Recognizes one way organisms can be classified. Recognizes that classification schemes have changed throughout history.	Identifies an organism using a classification tool. Identifies two criteria used to classify organisms. Explains that evolutionary relationships are related to classification systems. Identifies ways classification schemes have changed.	Generalizes criteria used to classify organisms. Describes how evolutionary relationships are related to classification systems. Justifies the ongoing changes to classification schemes.	Justifies which classification tool is most accurate to classify organisms. Compares and contrasts criteria used to classify organisms. Creates a classification diagram based on given evolutionary relationships. Gives examples of how classification systems have changed throughout history.

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Chemistry

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Structure & Origin of Matter					
		The Level 1 Student:	The Level 2 Student:	The Level 3 Student:	The Level 4 Student:
Range	I.1 Recognize the origin and distribution of elements in the universe.	Identifies that all elements formed in stars.	Recognizes that all matter in the universe is composed of the same elements.	Identifies the distribution of elements. Compares the occurrence of heavier elements on Earth and in the universe.	Relates the assumption that matter in the universe has a common origin to matter on Earth and the distribution of elements in the universe.
Range	I.2 Relate the structure, behavior, and scale of an atom to the particles that compose it.	Identifies protons, neutrons, and electrons as parts of the atom. Identifies the protons of an element. Recognizes that the current model of the atom is based on historical evidence.	Matches the charge and position of protons, neutrons, and electrons. Given texts that describe a discovery, makes connection to how the model of the atom has changed. States that there is a fixed number of atoms in a mole.	Compares the relative sizes of protons, neutrons, and electrons. Explains the relationship between proton number and an element's identity. When given text, evaluates the limitation of atomic models. Relates the mass and the number of atoms to gram-sized quantities of matter in a mole.	Explains why atomic models are limited and gives specific evidence. Determines mass, number of atoms, or number of moles in a sample.
Range	I.3 Correlate atomic structure and the physical and chemical properties of an element to the position of the element on the periodic table.	Identifies the number of protons in atoms of an element using the periodic table. Recognizes that position on the periodic table is based on properties of the elements.	Identifies the number of electrons in neutral atoms of an element using the periodic table. Recognizes that different isotopes have different masses. Explains that an element's properties determine its position on the period table.	Determines the number of neutrons in a given isotope. Compares the protons and neutrons of different isotopes of the same element. Explains that properties of elements are similar going down groups and properties of elements change across periods. Generalizes the trends of reactivity within a group.	Determines the number of neutrons in atoms using the periodic table. Makes the connection between the masses of isotopes and on the periodic table. Compares and contrasts the properties exhibited by elements within groups of the periodic table. Generalizes the trends of reactivity between groups.

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Atoms & Energy					
		The Level 1 Student:	The Level 2 Student:	The Level 3 Student:	The Level 4 Student:
Range	II.1 Evaluate quantum energy changes in the atom in terms of the energy contained in light emissions.	Recognizes that light is energy. Recognizes that different elements have different emission spectra.	Recognizes that there is a relationship between wavelength and energy of electromagnetic waves. Recognizes that the light being given off in an emission spectrum is energy. Recognizes that different colors have different energies.	Given a graph, describes the relationship between wavelength and energy. Given experimental evidence, identifies an unknown element from its emission spectrum. Ranks colors of light based on energy. Indicates if energy is being absorbed or released by electrons from emission/absorption spectra evidence.	Calculates and describes the wavelength, energy, or frequency of a wave. Explains the connection between electron movement and the energy of the associated photons.
Range	II.2 Evaluate how changes in the nucleus of an atom result in emission of radioactivity.	Recognizes that radioactive elements give off radiation. Identifies that different types of radiation are classified by energy. Recognizes that a large amount of energy is given off in a nuclear reaction. Recognizes that nuclear radiation affects organisms.	Recognizes alpha, beta, and gamma radiation as forms of radioactive decay. Identifies the mass, energy, and penetrating power of alpha, beta, and gamma radiation. Recognizes that there is a difference in the amount of energy being given off between a nuclear reaction and a chemical reaction. Recognizes that overexposure to nuclear radiation is harmful to organisms.	Recognizes and explains that radioactive particles and electromagnetic radiation are products of the decay of an unstable nucleus. Compares the mass, energy, and penetrating power of alpha, beta, and gamma radiation. Compares the amount of energy released in a nuclear reaction vs. a chemical reaction. Given text, identifies the effects of nuclear radiation on organisms.	Predicts the products of the decay of an unstable nucleus. Determines the type of radiation from data about penetration power. Compares the dangers of the three types of radiation to organisms. Compares the strong nuclear force to the amount of energy released in nuclear reactions. Given text, evaluates the effects of nuclear radiation on organisms.

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Chemical Bonds					
		The Level 1 Student:	The Level 2 Student:	The Level 3 Student:	The Level 4 Student:
Range	III.1 Analyze the relationship between the valence (outermost) electrons of an atom and the type of bond formed between atoms.	Identifies that ions have an electrical charge. Identifies the three types of chemical bonds. Recognizes that electrons are involved in bonds.	Defines valence electron. Recognizes that charges on ions come from gaining and losing electrons. Identifies the type of chemical bond based on the behavior of valence electrons. Recognizes that different types of bonds have different strengths.	Determines the number of valence electrons from the periodic table. Predicts the charge of an atom when it forms an ion. Predicts the type of bond based on the behavior of valence electrons. Compares the different bond strengths relative to type of bond.	Based on the number of valence electrons, predicts reactivity. Understands why the group has a specific charge.
Range	III.2 Explain that the properties of a compound may be different from those of the elements or compounds from which it is formed.	Recognizes that chemical formulas are made of chemical symbols. Recognizes that different compounds have different physical and chemical properties.	Given a chemical formula, determines the number of atoms of each element that are represented. Recognizes that compounds made of elements in differing proportions have different physical and chemical properties.	Explains that each chemical formula is unique to a specific compound. Compares the physical and chemical properties of a compound to the elements that form it.	Writes the chemical formulas of unfamiliar compounds. Infers physical and chemical properties of unfamiliar compounds based on similarities to familiar compounds.
Range	III.3 Relate the properties of simple compounds to the type of bonding, shape of molecules, and intermolecular forces.	Recognizes that molecules with different types of bonds have different types of physical properties. Recognizes that molecules are polar or nonpolar. Recognizes that water has unique properties.	Matches the physical properties of a molecule to the type of bond comprising the molecule. Recognizes that molecular shape produced by the orientation of bonds affects polarity. Recognizes that there is a connection between water's unique properties and hydrogen bonding.	Given data, determines the physical properties of molecules with different bond types. Given a model, describes the shape and polarity of water, ammonia, and methane molecules. Identifies how hydrogen bonding affects water's properties.	Identifies the types of bonds of unknown compounds based on experimental data. Explains why water has its unique properties.

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Chemical Reactions					
		The Level 1 Student:	The Level 2 Student:	The Level 3 Student:	The Level 4 Student:
Range	IV.1 Identify evidence of chemical reactions and demonstrate how chemical equations are used to describe them.	Recognizes that a visual change in the appearance of a substance can indicate a chemical reaction. Recognizes that a chemical reaction can be represented by a chemical equation. Recognizes that chemical reactions occur everyday.	Recognizes that the release of heat and light are evidence of a chemical reaction. Recognizes that reactants and products do not have the same properties. Given a reaction, identifies the reactants and products of a reaction. Recognizes that the number of atoms in a chemical reaction do not change. Recognizes that coefficients indicate molar proportions. Distinguishes chemical reactions from examples of physical change.	Describes all evidences of chemical reactions. Explains why the properties of products are independent of the properties of reactants. Given a reaction, writes a balanced chemical equation. Determines molar proportions from a balanced chemical equation. Gives examples of chemical reactions in everyday life.	Uses evidences of chemical reactions to predict products. Given the reactants of a chemical reaction, predicts the products and balances the equation. Uses molar proportions to predict the amount of products.
Range	IV.2 Analyze evidence for the laws of conservation of mass and conservation of energy in chemical reactions.	Recognizes that reactions can produce heat. States that batteries produce electricity through chemical reactions.	Recognizes that mass cannot be created nor destroyed during a chemical reaction. Recognizes that the amount of product is determined by the amount of reactant. Defines exothermic and endothermic reactions. Recognizes that chemical reactions can absorb or produce energy.	Interprets evidence supporting conservation of mass in reactions. Uses molar relationships from a balanced reaction to predict mass of product in a reaction that goes to completion. Analyzes evidence of energy transformation and classifies it as endothermic or exothermic. Describes how electrical energy is produced by an electrochemical cell.	Shows mathematically the conservation of mass in a chemical reaction. Determines which reactant is the limiting factor in a chemical reaction. Classifies everyday reactions as endothermic or exothermic. Explains why reversing a chemical reaction reverses the energy flow.

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Equilibrium					
		The Level 1 Student:	The Level 2 Student:	The Level 3 Student:	The Level 4 Student:
Range	V.1 Evaluate factors specific to collisions (e.g., temperature, particle size, concentration, and catalysts) that affect the rate of chemical reaction.	Identifies factors that speed up or slow down reactions. Explains that collisions between particles must occur in order for reactions to happen. Recalls that some chemicals increase reaction rates.	Follows a procedure to conduct an experiment comparing reaction rates. Identifies a trend in reaction rate from a graph. Correlates frequency of collisions to reaction rates. Identifies that catalysts are effective in increasing reaction rates.	Conducts an experiment to determine factors affecting reaction rate. Interprets graphs to draw conclusions about reaction rates. Correlates frequency and energy of collisions to reaction rates. Describes how catalysts increase reaction rates.	Designs and conducts an experiment to determine factors affecting reaction rate. Makes inferences about the rates of unknown reactions based on similarities to known reactions. Uses information from graphs to draw conclusions about reaction rates and uses the findings to generalize the results to other reactions. Creates energy diagrams showing how catalysts affect reaction rate.
Range	V.2 Recognize that certain reactions do not convert all reactants to products, but achieve a state of dynamic equilibrium that can be changed.	Recognizes that not all reactions go to completion. Observes that equilibrium will change in different conditions.	Recognizes that at equilibrium, amounts of reactants and products do not change. Given an equation, identifies the effect of adding either a product or a reactant to a shift in equilibrium. Indicates that temperature changes equilibrium.	Explains the concept of dynamic equilibrium, showing that the rates of forward and reverse reactions are equal and that the reaction has not stopped. Given an equation, predicts how to shift equilibrium towards the product or reactant. Indicates the effect of temperature change on equilibrium, using an equation containing a heat term.	Explains the concept of dynamic equilibrium, showing that the rates of forward and reverse reactions are equal, but the amounts of reactants and products are not usually equal. Describes uses of equilibrium in industry. Designs a method to shift equilibrium by altering reaction variables.

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Solutions					
		The Level 1 Student:	The Level 2 Student:	The Level 3 Student:	The Level 4 Student:
Range	VI.1 Describe factors affecting the process of dissolving and evaluate the effects that changes in concentration have on solutions.	Identifies common chemical solutions. Describes the relative amount of solute particles in concentrated and dilute solutions. Identifies factors that affect the rate of dissolution.	Identifies the solute and solvent in solutions given a description or model. Identifies examples of solutions and non-solutions from sketches. Given the molarity of different solutions, states which is more concentrated and which is more dilute. Follows a procedure to conduct an experiment to compare rates of dissolution. Connects the concept of ppm to environmental issues.	Describes the action of dissolution at the molecular level. Sketches a solution, showing even distribution at the particle level. Expresses concentration in terms of molarity and molality. Conducts an experiment to determine factors affecting rate of dissolution. Draws conclusions from graphs of ppm about environmental issues.	Sketches a solution, showing direction of forces, relative numbers of solvent and solute particles, and separation of ions, at the particle level. Distinguishes between molarity and molality and calculates those quantities. Designs and conducts an experiment to determine factors affecting rate of dissolution.
Range	VI.2 Summarize the quantitative and qualitative effects of colligative properties on a solution when a solute is added.	Recognizes what boiling and freezing points are. Recognizes that solutes have practical applications.	Recognizes that different concentrations of solutions have different boiling and freezing points. Determines the boiling or freezing point of a solution given a graph of concentration vs. temperature. Identifies an example of solutes being used in everyday applications.	Recognizes that boiling point increases and freezing point decreases as concentration of solute increases. Measures change in boiling and/or freezing point of a solvent when a solute is added. Describes how colligative properties affect the behavior of solutions in everyday applications.	Designs an experiment to collect and analyze data and makes inferences about freezing or boiling point of different solutes in the same concentrations. Extrapolates examples of colligative properties to unfamiliar situations.
Range	VI.3 Differentiate between acids and bases in terms of hydrogen ion concentration.	Recognizes that the pH scale includes acids, bases, and neutral solutions. Recognizes that acids and bases neutralize each other. Recognizes that acids and bases are used in industry.	Using a common indicator, classifies a solution as an acid or base. Identifies neutralization using simple acid-base titration. Recognizes that acids and bases are used differently in different industries. Recognizes that acids and bases affect the environment.	Relates hydrogen ion concentration to pH values and to the terms acidic, basic, or neutral. Using an indicator, measures the pH of common household substances. Determines the relative acidity or basicity of solutions using simple acid-base titration. Reports on the uses of acids and bases in industry, citing evidence. Identifies ways that acids and bases affect the environment.	Recognizes the logarithmic nature of the pH scale. Determines the concentration of an acid or a base using simple acid-base titration. Describes situations and makes inferences about the uses of acids or bases in industry. Evaluates mechanisms by which pollutants modify the pH of environments.

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Earth Science

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Earth, Solar System, and Universe					
		The Level 1 Student:	The Level 2 Student:	The Level 3 Student:	The Level 4 Student:
Range	I.1 Describe both the big bang theory of universe formation and the nebular theory of solar system formation and evidence supporting them.	Recognizes the big bang theory and recalls that heavy elements on Earth came from stars. Provides an example of how technology has helped scientists investigate the universe.	Recognizes evidence and theories for the age and formation of the solar system. Describes the big bang theory in simple terms. Simply describes the nebular theory of solar system formation.	Explains how scientists determine the age of the solar system. Describes and gives evidences for the big bang and nebular theories. Describes how heavy elements on Earth were formed. From a given text, relates past scientific findings to current understanding of the universe composition and origin. Distinguishes how scientists form and support theories.	Describes the evidence for the big bang and how scientists use the evidence to infer past events. Generalizes the nebular theory to the formation of other solar systems. Reports on the development of theories for the formation of the universe.
Range	I.2 Analyze Earth as part of the solar system, which is part of the Milky Way galaxy.	Recalls that the distance from the sun is a predictor for the composition of objects in the solar system. Identifies conditions necessary for life. Recognizes that the solar system is much larger than Earth and that the Milky Way is much larger than the solar system.	Given a table, organizes objects in the solar system by size, composition, or distance from the sun. Produces a list of the conditions necessary for life. Draws a diagram comparing the sizes of the solar system and the Milky Way.	Relates the composition of objects in the solar system to their distance from the sun. Models the size of the solar system compared to the Milky Way Galaxy. Compares the size and scale of objects within the solar system. Evaluates the conditions that currently support life on Earth and compares them to the conditions that exist on other planets and moons in the solar system.	Constructs a model using conditions of the lithosphere, atmosphere, and hydrosphere that affect the biosphere. Uses this model to compare conditions on Earth that support life compared to other planets and moons in the solar system.
Earth's Internal Heat and Structure					
		The Level 1 Student:	The Level 2 Student:	The Level 3 Student:	The Level 4 Student:

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Range	II.1 Evaluate the source of Earth's internal heat and the evidence of Earth's internal structure.	Recognizes Earth's internal heat is a source of energy on Earth. Labels a diagram of Earth's physical layers. Given a diagram recognizes convection currents that help distribute heat within the mantle.	Recognizes radioactive decay of elements and heat of formation as sources of Earth's internal heat. Recognizes and labels Earth's interior layers when given a diagram. Recognizes that Earth's layers are separated based on physical properties. Given a model, describes how convection currents within the mantle distribute heat.	Describes how radioactive decay of elements and heat of formation are the sources of Earth's internal heat. Identifies the scientific evidence that supports the claim that separation of Earth's core, mantle, and crust are based on composition. Summarizes the scientific evidence leading to the inference that the lithosphere, asthenosphere, mesosphere, outer core and inner core are separated based on physical properties. Explains the results of convection currents within the mantle.	Analyzes the physical properties and composition of Earth's interior. Describes how seismic activity and wave behavior distinguishes between the physical properties of each layer in Earth's interior. Creates a model demonstrating how convection currents distribute heat within the mantle.
Range	II.2 Describe the development of the current theory of plate tectonics and the evidence that supports this theory.	Given an illustration, recognizes evidence that supports the theory of plate tectonics, specifically mid-ocean ridges, oceanic trenches, and magnetic striping. Recalls evidence of Alfred Wegener's continental drift theory. Illustrates tectonic plate motion.	Identifies evidence supporting the current theory of plate tectonics. Identifies hot spots and mantle plumes from a model. Identifies examples of evidence of past change preserved in the geological record. Identifies evidence of mantle plumes. Recognizes evidence for the rate and direction of tectonic plate motion.	Explains Alfred Wegener's continental drift hypothesis and why evidence for it was not accepted in his time. Explains and analyzes how the past is inferred from the geologic record. Explains how mantle plumes provide evidence for the rate and direction of tectonic plate motion.	Analyzes the evidence for the current theory of plate tectonics: sea floor spreading, age of sea floor, distribution of earthquakes and volcanoes. Compares and contrasts the discovery of mid-ocean ridges, oceanic trenches, and magnetic striping of the sea floor to the development of the modern theory of plate tectonics.

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Earth Science

PLD Type	Objective	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
Policy		The Level 1 student is below proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly below the standard for his or her grade level, is likely able to partially access grade-level content and engage with higher-order thinking skills with extensive support	The Level 2 student is approaching proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The student generally performs slightly below the standard for his or her grade level, is likely able to access grade-level content and engage in higher-order thinking skills with some independence and support.	The Level 3 student is proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The student generally performs at the standard for his or her grade level, is able to access grade level content, and engage in higher-order thinking skills with some independence and minimal support.	The Level 4 student is highly proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly above the standard for his or her grade level, is able to access above grade level content, and engage in higher-order thinking skills independently.
Range	II.3 Demonstrate how motion of tectonic plates affects Earth and living things.	Recognizes that the Earth's crust is made of major plates. Given a model identifies convergent, divergent, transform plate boundaries. Recalls that earthquakes and volcanoes transfer energy.	Describes convergent, divergent, and transform boundaries, and draws a diagram of each boundary. From a graphic, identifies Earth's major plates. Recognizes that many factors cause plate tectonic movement. Identifies geologic processes and their possible effects on human-made structures.	Describes a lithospheric plate. Describes how earthquakes and volcanoes transfer energy from Earth's interior to the surface. Constructs a model demonstrating factors that cause tectonic plates to move. Labels types of boundaries and the resulting formation of mountains, volcanoes, trenches, mid-oceanic ridges and earthquakes. From a news source or reference, analyzes how geologic processes may affect human-engineered structures.	Designs, builds, and tests a model that investigates local geologic processes and the possible effects on human-engineered structures. Explains complex plate interactions and the energy sources that produce them. Constructs a model demonstrating factors that cause plate tectonics and analyzes the effect of these factors on plate movement and changes to Earth's surface.
Atmospheric Processes, Weather, and Climate					
		The Level 1 Student:	The Level 2 Student:	The Level 3 Student:	The Level 4 Student:
Range	III.1 Relate how energy from the sun drives atmospheric processes and how atmospheric currents transport matter and transfer energy.	On a diagram, labels energy transfer between the sun, ocean, atmosphere and land masses. Recalls that there are factors that cause uneven heating of the Earth's surface. Recognizes the greenhouse effect from a diagram.	On a diagram, identifies energy from the sun that is reflected, absorbed or scattered by the atmosphere, oceans, and land masses. Defines Coriolis effect, Hadley cells, trade winds, and prevailing westerlies. Using a diagram, explains that the greenhouse effect maintains higher atmospheric temperatures. Observes effects of Hadley cells, trade winds, prevailing westerlies, Coriolis effect and the tilt of the Earth on the distribution of heat and sunlight on Earth's surface.	Given a model demonstrates energy transfer from the sun by the atmosphere, oceans, and land masses and determines the effects of greenhouse gasses on that model. Designs and conducts an experiment on how the tilt of Earth's axis causes variations in the intensity and duration of sunlight striking Earth. Describes how Coriolis effect, Hadley cells, trade winds, and prevailing westerlies affect Earth's atmosphere. Identify locations in the atmosphere in which ozone is beneficial to life and locations in which ozone is a pollutant.	Designs a demonstration to show movement and uneven distribution of heat energy in the Earth's atmosphere from various factors. Compares the effects of ozone in the troposphere and stratosphere. Models Earth's energy budget.

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Range	III.2 Describe elements of weather and the factors that cause them to vary from day to day.	Identifies the instruments used to measure weather. Recognizes conditions that give rise to severe weather phenomena. Given a weather map, identifies low pressure and high pressure zones.	Identifies the elements of weather and matches them with the instruments used to measure them. Identifies conditions that give rise to severe weather phenomena. Using a map, identifies a low pressure system and its weather and a high pressure system and its weather.	Describes conditions that give rise to severe weather phenomena. Explains the difference between a low pressure system and a high pressure system, including the weather associated with them. Given a map, identifies the location of a cold front, a warm front, occluded and stationary boundaries.	Diagrams and describes cold, warm, occluded, and stationary boundaries between air masses. Designs and conducts a weather investigation, uses appropriate weather tools, uses an appropriate display of the data, and interprets the combined observations and data.
Range	III.3 Examine the natural and human-caused processes that cause Earth's climate to change over intervals of time ranging from decades to millennia.	Identifies the difference between weather and climate. Recognizes that Earth's climate has changed over time. Given a picture, identifies parts of the carbon cycle. Recognizes that use of fossil fuels produces pollutants. Identifies that climate change could have an ecological consequence.	Identifies the methods used to investigate evidence for changes in climate. Given textual information, cites evidence of how Earth's climate has changed over time. Given a diagram, identifies where human activities affect the carbon cycle. Defines the differences between air pollution and climate change. Cites examples of how pollution is related to the use of fossil fuels. Cites evidence from given information about the current and potential consequences of climate change on ecosystems.	Given diagrams, explains how Earth's climate has changed over time and describes the natural causes for these changes. Describes how human activity influences the carbon cycle and may contribute to climate change. Explains the differences between air pollution and climate change and how these are related to society's use of fossil fuels. Draws conclusions from given evidence about the current and potential consequences of climate change on ecosystems, including human communities.	Applies differences between weather and climate and the methods used to investigate evidence for changes in climate to real life situations. Compares and contrasts opposing views on how Earth's climate has changed over time and describes the natural causes for these changes. Anazlyzes multiple sources documenting how human activity influences the carbon cycle and may contribute to climate change. Synthesizes information across multiple texts to compare the differences between air pollution and climate change and how these are related to society's use of fossil fuels.
Hydrosphere					
		The Level 1 Student:	The Level 2 Student:	The Level 3 Student:	The Level 4 Student:

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Range	IV.1 Characterize the water cycle in terms of its reservoirs, water movement among reservoirs, and how water has been recycled throughout time.	Identifies bodies of water as the reservoirs within Earth's water cycle. Identifies evaporation, condensation, precipitation, and surface runoff.	Identifies oceans, lakes, running water, frozen water, ground water, and atmospheric moisture as the reservoirs of Earth's water cycle. Describes the processes of evaporation, condensation, precipitation, surface runoff, ground infiltration, and transpiration. Identifies that natural purification of water occurs through those processes.	Interprets a graph or chart of the relative amounts of water in each reservoir of the water cycle. Describes how the processes of evaporation, condensation, precipitation, surface runoff, ground infiltration, and transpiration contribute to the cycling of water through Earth's reservoirs. Interprets a diagram of the natural purification of water as it moves through the water cycle.	Creates a chart or graph identifying the relative amount of water in each of Earth's hydrologic reservoirs. Creates a diagram illustrating how the processes of evaporation, condensation, precipitation, surface runoff, ground infiltration, and transpiration contribute to the cycling of water through Earth's reservoirs. Models the natural purification of water as it moves through the water cycle. Given textual information, compares natural purification to processes used in local sewage treatment plants.
Range	IV.2 Analyze the characteristics and importance of freshwater found on Earth's surface and its effect on living systems.	Given a picture or diagram, recognizes properties of water: exists in all three phases and dissolves many substances. Recognizes biotic and abiotic factors that affect freshwater systems. Recognizes that pollution can make water unavailable.	Identifies properties of water: exists in all three states and dissolves many substances, density of solid vs. liquid water. Describes biotic and abiotic factors that affect freshwater ecosystems. Given basic information, cites evidence about how pollution can make water unavailable. Given textual evidence, identifies how communities manage water resources.	Identifies the properties of water: exists in all three states, dissolves many substances, exhibits adhesion and cohesion, density of solid vs. liquid water. Given experimental data, interprets biotic and abiotic factors that affect freshwater ecosystems. Using given data, interprets water quality and concludes how pollution can make water unavailable or unsuitable for life. Given textual information, cites evidence on how communities manage water resources.	Explains the properties of water: exists in all three states, dissolves many substances, exhibits adhesion and cohesion, density of solid vs. liquid water. Plans and conducts an experiment to investigate biotic and abiotic factors that affect freshwater ecosystems. Collects data to evaluate water quality and concludes how pollution can make water unavailable or unsuitable for life. Reports on how communities manage water resources to address social, economic, and environmental concerns.

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Range	IV.3 Analyze the physical, chemical, and biological dynamics of the oceans and the flow of energy through the oceans.	Given pictorial information, identifies how the oceans formed from outgassing by volcanoes and ice from comets. Identifies that salt water and cold water are more dense than fresh or warm water. Recognizes that freshwater and saltwater have different chemical and physical properties. Recognizes convection currents. Recognizes human influences on ocean systems.	Diagrams how the oceans formed from outgassing by volcanoes and ice from comets. Identifies how salinity, temperature, and pressure at different depths and locations in oceans and lakes affect saltwater ecosystems. Identifies chemical properties and physical properties of freshwater and saltwater. When given a model identifies the energy flow in the physical dynamics of oceans. Identifies the impact of human activities on ocean systems.	Describes how the oceans formed from outgassing by volcanoes and ice from comets. Describes how salinity, temperature, and pressure at different depths and locations in oceans and lakes affect saltwater ecosystems. Given data, interprets an experiment comparing chemical properties and physical properties of freshwater samples to saltwater samples from different sources. Interprets a diagram modeling energy flow in the physical dynamics of oceans. Cites examples of the impact of human activities on ocean systems.	Creates a diagram or reports about how the oceans formed from outgassing by volcanoes and ice from comets. Investigates how salinity, temperature, and pressure at different depths and locations in oceans and lakes affect saltwater ecosystems. Designs and conducts an experiment comparing chemical properties and physical properties of freshwater samples to saltwater samples from different sources. Models energy flow in the physical dynamics of oceans. Evaluates the impact of human activities on ocean systems.
Interaction of Earth Science with Society					
		The Level 1 Student:	The Level 2 Student:	The Level 3 Student:	The Level 4 Student:

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Range	V.1 Characterize Earth as a changing and complex system of interacting spheres.	Identifies Earth's biosphere, geosphere, atmosphere, and hydrosphere. Given illustrations or diagrams, recognizes how Earth's systems continually change. Given a pictorial example, recognizes how technological advances help human understanding of scientific principles.	Identifies energy flowing and matter cycling within Earth's biosphere, geosphere, atmosphere. Given textual evidence, identifies how Earth's systems are dynamic and continually react to natural and human caused changes. Given textual examples, cites evidence about how technological advances lead to increased human knowledge. Given a graph or text example, identifies human-caused change. Given a visual, identifies feedback loops.	Illustrates how energy flowing and matter cycling within Earth's biosphere, geosphere, atmosphere, and hydrosphere give rise to processes that shape Earth. Explains how Earth's systems are dynamic and continually react to natural and human caused changes. Explains how technological advances lead to increased human knowledge and ability to predict how changes affect Earth's systems. Interprets an experiment that investigates how Earth's biosphere, geosphere, atmosphere, or hydrosphere react to human-caused change. Given evidence, summarizes how scientists study feedback loops to inform the public about Earth's interacting systems.	Designs and conducts an experiment to investigate how Earth's biosphere, geosphere, atmosphere, or hydrosphere react to human-caused change. Given evidence, compares and contrasts opposing views on how scientists study feedback loops to inform the public about Earth's interacting systems.

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Range	V.2 Describe how humans depend on Earth's resources.	Given pictorial scenarios, identifies Earth's resources. Given external information, identifies how human populations depend on Earth resources. Given a scenario, identifies the role of scientists in the discussion of Earth resource use.	Given a map, identifies how Earth's resources are distributed across an area. Given external information, cites evidence about how human populations depend on and affect Earth's resources. Given a scenario, cites evidence of the role of scientists in providing data to inform the discussion of Earth resource use. Identifies a claim about how Earth science literacy can help the public make informed choices related to the use of natural resources.	Investigates how Earth's resources are distributed across an area. Summarizes how human populations depend on Earth's resources and how changing conditions over time have affected these resources. Identify how resource development and use alters Earth systems. Describes the role of scientists in providing data to inform the discussion of Earth resource use. Summarizes and cites evidence for the claim that Earth science literacy can help the public make informed choices related to the extraction and use of natural resources.	Investigates how Earth's resources are distributed across the state, the country, and the world. Compares and contrasts opposing views on how human populations depend on Earth resources for sustenance and how changing conditions over time have affected these resources. Predicts how resource development and use alters Earth systems. Develops a logical argument about the role of scientists in providing data to inform the discussion of Earth resource use. Justifies the claim that Earth science literacy can help the public make informed choices related to the extraction and use of natural resources.
Range	V.3 Indicate how natural hazards pose risks to humans.	Identifies a natural hazard. States that human activities that can contribute to natural hazards. Identifies technology used to predict natural hazards.	Identifies natural hazards that occur locally and globally. Identifies examples of human activities that can contribute to natural hazards. Given textual evidence, cites scientists' use of technology to estimate when and where natural hazards may occur. Given textual scenarios, cites evidence about how social, economic, and environmental issues affect decisions about human-engineered structures.	Describes natural hazards that occur locally and globally. Given examples, justifies the statement that human activities that can contribute to natural hazards. Summarizes how scientists use technology to continually improve estimates of when and where natural hazards may occur. Explains how social, economic, and environmental issues affect decisions about human-engineered structures.	Describes how natural hazards that occur locally and globally pose a risk to humans. Evaluates and gives examples of human activities that can contribute to the frequency and intensity of some natural hazards. Compares and contrasts opposing views about how social, economic, and environmental issues affect decisions about human-engineered structures.

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Physics

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Motion and Newton's First Law					
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Range	I.1 Describe the motion of an object in terms of position, time, and velocity.	Describes and calculates distance and speed. Compares magnitude of average and instantaneous velocity given explicit values. Compares velocities from position vs. time graphs for objects with constant velocity.	Describes and calculates the magnitude of displacement and velocity. Creates a position vs. time graph for an object with constant velocity and identifies position at different times.	Distinguishes between distance vs. displacement and speed vs. velocity. Describes and calculates the magnitude and direction of displacement and velocity. Determines and compares average and instantaneous velocities using position vs. time graphs. Creates a position vs. time graph for an object with non-constant velocity using experimental data. Interprets motion of an object from a position vs. time graph.	Calculates velocity from data, complex graphs, and charts. Infers from data the average and instantaneous velocity for any time interval. Collects and analyzes data graphically or mathematically.
Range	I.2 Analyze the motion of an object in terms of velocity, time, and acceleration.	Calculates acceleration given explicit data. Recognizes that an object at rest has zero acceleration. Recognizes that an increase of positive velocity is positive acceleration.	Recognizes that an object with constant velocity has zero acceleration. Creates a velocity vs. time graph for an object with constant acceleration and identifies velocity at different times. Recognizes that a change in direction results in a nonzero acceleration.	Calculates average acceleration from data. Describes the conditions at which acceleration is zero. Creates a velocity vs. time graph for an object with non-constant acceleration using experimental data. Interprets the motion of the object from a velocity vs. time graph. Describes that circular motion or any change in direction results in a nonzero acceleration.	Calculates average acceleration from self-generated data. Infers the motion of real world objects when the object is either accelerating or not. Collects data and analyzes it graphically or mathematically.
Range	I.3 Relate the motion of objects to a frame of reference.	Relates the motion of an object to the student's own frame of reference.	Recognizes that the motion of an object would seem different in a different frame of reference.	Compares and predicts the motion of an object relative to two frames of reference and chooses an appropriate frame of reference to describe an object's motion.	Compares and predicts the two-dimensional motion of an object from multiple frames of reference and recognizes the relationship between various frames of reference.

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Range	I.4 Use Newton's first law to explain the motion of an object.	Identifies balanced forces in a diagram.	Identifies the balanced forces in a diagram and recognizes that the object may be at rest.	Describes and states the direction of balanced forces. Recognizes that an object experiencing balanced forces may be at rest or moving with a constant velocity.	Describes and states the direction of the balanced forces and describes the motion of an object in real world or abstract situations.
Forces and Newton's Second and Third Laws					
		The Level 1 Student:	The Level 2 Student:	The Level 3 Student:	The Level 4 Student:
Range	II.1 Analyze forces acting on an object.	Describes and observes some forces given a labeled vector diagram. Measures and calculates net force when given detailed instructions and group guidance.	Describes, observes, and states the direction of everyday forces and labels the forces in a provided vector diagram. Uses data to calculate the net force acting on an object, provided with instructions.	Describes, observes, and states the direction of everyday forces and represents the forces in a vector diagram. Measures forces and uses the data to calculate the net force acting on an object.	Describes, observes, and states the direction of a wide range of forces and represents the forces in a vector diagram. Designs and conducts an experiment to measure forces and uses the data to calculate the net force acting on an object.
Range	II.2 Use Newton's second law, relate the force, mass, and acceleration of an object.	Recognizes that changing either a force or mass can affect the acceleration. Measures force, mass, and acceleration given appropriate tools.	Recognizes the relationship between net force, mass, and acceleration. Calculates the net force on an object given the mass and acceleration.	Explains the relationship between net force, mass, and acceleration on an object with unbalanced forces. Calculates the net force on an object and predicts the change on the object's motion due to unbalanced forces.	Applies the relationship between net force, mass, and acceleration on an object with unbalanced forces to unfamiliar situations. Designs and conducts an experiment to measure net force, mass and/or acceleration and compares the results to Newton's second law.
Range	II.3 Explain that forces act in pairs as described by Newton's third law.	Identifies the directions of two forces in force pairs. Recognizes Newton's development of the laws of motion.	Identifies magnitude and direction of contact force pairs. Realizes that Newton's laws of motion still have applications today.	Identifies magnitude and direction of force pairs, including contact and long-range forces. Makes connections between Newton's laws of motion to current understanding. Distinguishes between force pairs and balanced forces.	Identifies magnitude and direction of force pairs with multiple sets of force pairs in a system. Makes connections between Newton's laws and modern systems.

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Gravitational and Electrostatic Forces					
		The Level 1 Student:	The Level 2 Student:	The Level 3 Student:	The Level 4 Student:
Range	III.1 Relate the strength of the gravitational force to the distance between two objects and the mass of the objects (i.e., Newton's law of universal gravitation).	Recognizes that there is a connection between mass and weight. Recognizes that gravity affects everyday life.	Investigates and describes qualitatively how the amount of mass and the distance between two objects affect the gravitational force. Describes common gravitational interactions on Earth.	Distinguishes between mass and weight. Investigates and describes quantitatively how the amount of mass and the distance between two objects affect the gravitational force. Describes evidence and makes inferences of gravitational forces on objects in nature.	Creates a visual representation that shows relationships between amount of mass and distance between objects and the gravitational force between these objects. Describes modern day applications of gravitational force.
Range	III.2 Describe the factors that affect the electric force (i.e., Coulomb's law).	Relates the type of charge to the effect on electric force (i.e., like charges repel, unlike charges attract). Recognizes electric forces found in nature and technology.	Investigates and describes qualitatively how the amount of charge, type of charge, and distance between charged objects affects the electric force. Cites evidence that electric forces occur in nature and technology.	Investigates and describes quantitatively how the amount of charge, type of charge, and distance between charged objects affects the strength of the electric force. Summarizes how electric forces affect everyday life.	Creates a visual representation that shows relationships between amount of charge, type of charge, and distance between charged objects and the force between these objects. Makes inferences about how electric forces impact everyday life.

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Energy					
		The Level 1 Student:	The Level 2 Student:	The Level 3 Student:	The Level 4 Student:
Range	IV.1 Determine kinetic and potential energy in a system.	Identifies gravitational potential energy, elastic potential energy, and kinetic energy in a system.	Identifies types of potential energy (i.e., gravitational, elastic, chemical, electrostatic, and nuclear), kinetic, and heat energy in a system.	Describes many types of energy in a system. Calculates the kinetic energy of an object given the velocity and mass of an object.	Develops generalizations about types of energy. Uses kinetic and potential energies to quantitatively describe real world situations.
Range	IV.2 Describe conservation of energy in terms of systems.	Describes a closed system in terms of its total energy. Recognizes the transformations between kinetic and potential energy. Calculates gravitational potential energy and kinetic energy of an object. Recognizes social, economic, and environmental issues related to the production of electrical energy.	Specifies transformations between kinetic and potential energy in a system and shows that total energy remains constant. Uses data to calculate gravitational potential energy and kinetic energy of an object. Cites evidence for social, economic, and environmental issues related to the production of electrical energy based on provided information.	Analyzes and draws qualitative conclusions from data, explaining the transformations between kinetic energy and various types of potential energy in a system. Gathers data and calculates the gravitational potential energy and kinetic energy of an object and relates this to conservation of energy. Summarizes the social, economic, and environmental issues related to the production of electrical energy based on provided information.	Draws quantitative conclusions explaining the transformations between kinetic and various types of potential energy in a system. Designs an investigation and collects data to show the relationship between kinetic and potential energies of a system. Evaluates the social, economic, and environmental issues related to the production of electric energy.
Range	IV.3 Describe common energy transformations and the effect on availability of energy.	Identifies that when energy is transferred, useful energy is lost. Recognize radiation, conduction, and convection. Recognizes that mechanical energy can transform into electrical energy.	Identifies that when energy is transferred, useful energy is lost to a variety of energy forms. Classifies examples of radiation, conduction, and convection. Identifies where/when energy transformations (between mechanical and electrical) have occurred in a given situation. Given evidence, identifies energy transformations in electrical generation plants.	Explains that when energy is transferred, useful energy is lost to a variety of energy forms. Draws conclusions about the type of heat transfer (radiation, conduction, or convection) from evidence. Describes the transformation of mechanical energy to electrical energy. Gathers and analyzes information to report on the energy transformations in electrical generation plants.	Shows the relationship between the amount of initial energy and final energy of a system. Draws conclusions and cites evidence about the type of heat transfer. Gathers, analyzes, and evaluates information about the energy transformations in a variety of electrical generation plants.

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Physics

PLD Type	Objective	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
Policy		The Level 1 student is below proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly below the standard for his or her grade level, is likely able to partially access grade-level content and engage with higher-order thinking skills with extensive support.	The Level 2 student is approaching proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The student generally performs slightly below the standard for his or her grade level, is likely able to access grade-level content and engage in higher-order thinking skills with some independence and support.	The Level 3 student is proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The student generally performs at the standard for his or her grade level, is able to access grade level content, and engage in higher order thinking skills with some independence and minimal support.	The Level 4 student is highly proficient in applying the science knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly above the standard for his or her grade level, is able to access above grade level content, and engage in higher-order thinking skills independently.
Waves					
		The Level 1 Student:	The Level 2 Student:	The Level 3 Student:	The Level 4 Student:
Range	V.1 Demonstrate an understanding of mechanical waves in terms of general wave properties.	Identifies amplitude and wavelength of a wave. Identifies examples of reflection and refraction, from a diagram. Identifies examples of waves commonly found in nature.	Differentiates between period, frequency, wavelength, and amplitude. Recognizes examples of reflection, refraction, and diffraction. Provides examples of waves found in nature. Identifies relationships between wavelength and frequency. Determines direction of relative motion given changes in frequency. Recognizes that energy can move through a medium.	Compares reflection, refraction, and diffraction. Identifies and uses relationships between speed, wavelength, and frequency of a wave. Predicts changes in frequency based on relative motion of an object. Recognizes that energy moves through an object, rather than matter moving.	Investigates reflection, refraction, and diffraction and provides models to describe each. Designs models and interprets data (for stationary or moving objects) and makes inferences on the changes to frequency, wavelength, and speed of the waves created. Explains and models how energy moves through an object.
Range	V.2 Describe the nature of electromagnetic radiation and visible light.	Given a diagram of the EM spectrum showing frequency or wavelength, orders waves by energy. Provides examples of EM radiation in everyday life.	Recognizes that all EM waves travel the same speed in a vacuum. Distinguishes and orders EM waves by frequency, wavelength, or energy. Recognizes relationships between energy and frequency. Determines direction of relative motion given changes in frequency.	Compares and diagrams parts of the EM spectrum, including color, use of the waves' energies, frequencies, wavelengths, and speeds. Identifies relationships between wavelength, frequency, and energy. Predicts changes in frequency based on relative motion of objects and distinguishes between red and blue shift.	Creates a graph of energy vs. frequency and/or wavelength. Justifies relationship differences in frequency, wavelength, or energy. Designs models and interprets data for stationary or moving objects and makes inferences on changes to frequency, wavelength, and speed.

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ELEMENTARY MATH GRADE 3

PLD	Standard	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
Policy		The Level 1 student is below proficient in applying mathematics knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly below the standard for the grade-level/course, is likely able to partially access grade level content and engages with higher order thinking skills with extensive support.	The Level 2 student is approaching proficient in applying mathematics knowledge/skills as specified in the Utah Core State Standards. The student generally performs slightly below the standard for the grade level/course, is able to access grade-level content and engages in higher order thinking skills with some independence and support.	The Level 3 student is proficient in applying mathematics knowledge/skills as specified in the Utah Core State Standards. The student generally performs at the standard for the grade level/course, is able to access grade-level content, and engages in higher order thinking skills with some independence and minimal support.	The Level 4 student is highly proficient in applying mathematics knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly above the standard for the grade level/course, is able to access above grade-level content, and engages in higher order thinking skills independently.

Operations and Algebraic Thinking					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	3.OA.1	Interprets products of single-digit whole numbers (using factors up to 5) with visual support.	Interprets products of single-digit whole numbers (using factors up to 9) with visual support.	Interprets products of single-digit whole numbers using equal groups of objects, arrays of objects and comparison.	Interprets products of whole numbers within 100, representing context using pictures, numbers, and words.
Range	3.OA.2	Interprets whole-number quotients of whole numbers (with a divisor up to 5) with a visual support.	Interprets whole-number quotients of whole numbers (with a divisor up to 9) with visual support.	Interprets quotients of whole-number division problems using equal groups of objects, arrays of objects and comparison.	Interprets quotients of whole-number division problems, representing context using pictures, numbers, and words.
Range	3.OA.3	Multiplies and divides within 100 to solve word problems involving equal groups and arrays when a visual model is given (with factors and divisors that are less than or equal to 5).	Multiplies and divides within 100 to solve word problems involving equal groups and arrays (with factors and divisors that are less than or equal to 9).	Multiplies and divides within 100 to solve single-step word problems involving equal groups, arrays, and measurement quantities.	Multiplies and divides within 100 to solve multi-step word problems involving equal groups, arrays, and measurement quantities.
Range	3.OA.4	Determines the unknown whole number in a multiplication or division equation, when the unknown number is the product or quotient.	Determines the unknown whole number in a multiplication or division equation, in any position, when the factor or divisor is less than or equal to 5.	Determines an unknown whole number, in any position, in a multiplication and division equation.	Determines an unknown whole number in a multiplication and division equation. Students will use the given context to generate an equation or create a word problem.

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Range	3.OA.5	Applies the properties of operations to multiply and divide with factors or divisors less than or equal to 5.	Applies the properties of operations to multiply and divide when factors and divisors are less than or equal to 9.	Applies the properties of operations as strategies to multiply and divide. Determines an appropriate strategy for a given situation.	Applies multiple strategies of operations within a word problem.
Range	3.OA.6	Solves division as unknown factor problems by finding missing number in the second factor position (with factors that are less than or equal to 5) with visual support.	Solves division as unknown factor problems by finding missing numbers in any position (with factors less than 10) with visual support.	Understands that division can be expressed as an unknown factor problem by using the relationship between multiplication and division.	Solves division as unknown factor problems by using the relationship between multiplication and division, models multiplication and division in a variety of ways.
Range	3.OA.7	Multiplies and divides single-digit numbers using a variety of strategies and supports.	Fluently multiplies and divides all single-digit numbers using variety strategies.	Knows from memory all products of two single-digit numbers, fluently multiplies products within 100, fluently divides dividends that are less than 100.	Fluently multiplies and divides within 100 using a wide range of contexts.
Range	3.OA.8	Solves two-step word problems using addition and subtraction with simple context and concrete objects or visual representations.	Solve two-step word problems using the four operations with simple context and visual representations (with the unknown in a variety of positions).	Solve two-step word problems using equations in the four operations (with the unknown in a variety of positions, using a letter standing for the unknown quantity). Recognizes the reasonableness of answers using mental computation and estimation strategies.	Creates two-step word problems using multiple operations.
Range	3.OA.9	Identifies additive arithmetic patterns using visual supports, such as an addition table.	Identifies multiplicative and subtractive arithmetic patterns using visual supports.	Identifies arithmetic patterns and explains them using properties of operations.	Creates and extends arithmetic patterns, explains patterns using properties of operations.
Number and Operations in Base Ten					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	3.NBT.1	Uses place value understanding to round a two-digit number to the nearest 10.	Uses place value understanding to round a three-digit number to the nearest 100.	Uses place value understanding to round whole numbers (up to 1,000) to the nearest 10 or 100.	Uses rounding strategies in real-world situations.
Range	3.NBT.2	Adds and subtracts two digit numbers using visual models or support.	Adds and subtracts numbers within 1,000 using visual models or support.	Fluently adds and subtracts within 1,000 using strategies and algorithms based in place value, properties of operations, and/or the relationship between addition and subtraction.	Fluently adds and subtracts within 1,000; explains the method used in finding the sum or difference; recognizes and identifies an error and shows the correct answer.

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Range	3.NBT.3	Skip counts by 10, 20 or 50 to multiply single-digit whole numbers by multiples of 10 in the range 10-90.	Uses grouping strategies (associative property) to multiply single-digit whole numbers by multiples of 10 in the range 10-90.	Multiplies single-digit whole numbers by multiples of 10 in the range 10-90 using any of a variety of place value strategies and properties of operations.	Multiplies single-digit whole numbers by multiples of 10 in the range 10-90 using strategies based on place value and properties of operations; shows product using multiple strategies.
Number and Operations - Fractions					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	3.NF.1	Identifies the numerator and identifies the denominator.	Identifies that the numerator is the number of equal parts being considered; identifies that the denominator is the number of equal parts that make up the whole.	Understands 1/*b* is equal to one part when the whole is partitioned into *b* equal parts (where the denominators are 2, 3, 4, 6 or 8).	Applies understanding of unit fractions to real world situations and problems.
Range	3.NF.2a 3.NF.2b	Identifies the fraction on the number line where the increments are equal to the denominator.	Represents a fraction on a partitioned number line.	Represents a fraction on a number line by partitioning into equal parts.	Represents a set of fractions with unlike denominators on a number line by partitioning into equal parts.
Range	3.NF.3a 3.NF.3b	Understands, recognizes, and generates equivalent fractions using denominators of 2, 4 and 8 given visual models.	Understands, recognizes, and generates equivalent fractions using denominators of 2, 4 and 8.	Understand, recognizes, and generates equivalent fractions using denominators of 2, 3, 4, 6, and 8; explains why the fractions are equivalent using a visual model.	Understands, recognizes, and generates equivalent fractions using denominators of 2, 3, 4, 6, and 8; explains why the fractions are equivalent.
Range	3.NF.3c	Expresses and recognizes fractions that are equivalent to 1.	Expresses and recognizes fractions that are equivalent to whole numbers.	Expresses whole numbers as fractions; recognizes fractions that are equivalent to whole numbers.	Identifies equivalent fractions by creating fraction models to compare fractions with different denominators that pertain to the same whole.
Range	3.NF.3d	Compares two fractions with the same denominator and records results using symbols.	Compares two fractions with the same numerator and records results using symbols.	Compares two fractions that have the same numerator or same denominator using symbols and visual fraction models.	Compares two fractions that have the same numerator or same denominator using symbols.
Measurement and Data & Geometry					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	3.MD.1	Tells, writes, and measures time to the nearest minute.	Tells, writes, and measures time to the nearest minute. Solves one-step word problems involving addition or subtraction of time intervals with scaffolding.	Tells, writes, and measures time to the nearest minute. Solves one-step word problems involving addition and subtraction of time intervals in minutes.	Tells, writes, and measures time to the nearest minute. Solves two-step real world problems involving addition and subtraction of time intervals in minutes.

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Range	3.MD.2	Using grams, kilograms or liters, measures and estimates liquid volumes and masses of objects using models.	Using grams, kilograms or liters, measures and estimates liquid volumes and masses of objects and solves simple one-step word problems using either addition or subtraction.	Using grams, kilograms or liters: measures, estimates, and solves one-step word problems involving liquid volumes and masses of objects using any of the four operations.	Using grams, kilograms or liters: measures, estimates, and solves two-step word problems involving liquid volumes and masses of object using any of the four operations.
Range	3.MD.3	Completes a scaled picture graph and a scaled bar graph (with a scale factor of 1 or 5) to represent data set with supports, such as using a model as a guide.	Completes a scaled picture graph and a scaled bar graph to represent data set, with supports, such as using a model as a guide. Solves one-step "how many more" and "how many less" problems using information presented in scaled bar graphs.	Creates a scaled picture graph and a scaled bar graph to represent a data set. Solves one- and two-step "how many more" and how many less" problems using information presented in scaled bar graphs.	Creates a scaled picture graph and a scaled bar graph to represent a data set. Solves multi-step "how many more" and how many less" problems using information presented in scaled bar graphs.
Range	3.MD.4	Generates measurement data by measuring lengths to the nearest half-inch. Shows the data by making a line plot, where the horizontal scale is marked in appropriate units (whole number or halves) with supports.	Generates measurement data by measuring lengths to the nearest half- and quarter-inch. Shows the data by making a line plot, where the horizontal scales is marked in appropriate units (whole numbers, halves, and quarters) with supports.	Generates measurement data by measuring lengths to the nearest half- and quarter-inch. Shows the data by making a line plot, where the horizontal scale is marked in appropriate units (whole number, halves or quarters).	Generates measurement data by measuring lengths to the nearest half- and quarter- inch. Shows the data by making a line plot, and marking the horizontal scale in appropriate units (whole number, halves or quarters). Uses the line plot to answer questions or solve problems.
Range	3.MD.5a 3.MD.5b 3.MD.6	Understands what a square unit is and that a plane figure can be covered without gaps or overlaps to find an area.	Understands area is measured using square units, finds area of a rectangle by counting the square units.	Understands area is measured using square units, finds area of a plane figure by counting the square units.	Finds the area of 2 plane figures by counting the square units and compares their sizes.
Range	3.MD.7a 3.MD.7b	Finds the area of a rectangle by tiling.	Finds the area of a rectangle by tiling and shows that the area is the same as would be found by multiplying the side lengths.	Finds areas of rectangles by multiplying the side lengths, in the context of solving real-world and mathematical problems, and represents whole number products as rectangular areas in mathematical reasoning.	Finds the area of 2 plane figures of different sizes, and compares their sizes.

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	3.MD.7c 3.MD.7d	Finds the area of two rectangles by tiling.	Finds the area of two rectangles by tiling and adds the areas of the rectangles.	Multiplies the side lengths of a rectangle composed of two rectangles and uses the distributive property to find the overall area; decomposes a rectangle into two rectangular parts and finds the area of the new rectangles.	Creates a word problem using the distributive property to find the area of rectangles.
Range	3.MD.8	Finds the perimeter and area of polygons (given the side lengths).	Solves mathematical problems involving perimeters of polygons, including finding the perimeter and area (given the side lengths); compares and contrasts area and perimeter.	Solves real-word and mathematical problems involving perimeters of polygons, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	Constructs rectangles that have the same perimeter but different areas and the reverse.
Range	3.G.1	Identifies examples of quadrilaterals; recognizes that examples of quadrilaterals have shared attributes, and that the shared attributes can define a larger category.	Understands the properties of quadrilaterals and the subcategories of quadrilaterals.	Recognizes and sorts examples of quadrilaterals that have shared attributes and that the shared attributes can define a larger category; draws examples of quadrilaterals that don't belong to the categories of rhombuses, rectangles, and squares.	Recognizes and sorts examples of quadrilaterals that have shared attributes and that the shared attributes can define a larger category; draws examples and non-examples of quadrilaterals that are not rhombuses, rectangles, or squares.
Range	3.G.2	Partitions shapes into parts with equal areas and expresses the area as a unit fraction of the whole (limited to halves and quarters).	Partitions shapes into parts with equal areas and expresses the area as a unit fraction of the whole (limited to halves, quarters, and eighths).	Partitions shapes into parts with equal areas and expresses the area as a unit fraction (with denominator of 2, 3, 4, 6, or 8) of the whole.	Partitions shapes in multiple ways into parts with equal areas and expresses the area as a unit fraction of the whole.

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ELEMENTARY MATH GRADE 4					
PLD	**Standard**	**Below Proficient**	**Approaching Proficient**	**Proficient**	**Highly Proficient**
Policy		The Level 1 student is below proficient in applying mathematics knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly below the standard for the grade-level/course, is likely able to partially access grade level content and engages with higher order thinking skills with extensive support.	The Level 2 student is approaching proficient in applying mathematics knowledge/skills as specified in the Utah Core State Standards. The student generally performs slightly below the standard for the grade level/course, is able to access grade-level content and engages in higher order thinking skills with some independence and support.	The Level 3 student is proficient in applying mathematics knowledge/skills as specified in the Utah Core State Standards. The student generally performs at the standard for the grade level/course, is able to access grade-level content, and engages in higher order thinking skills with some independence and minimal support.	The Level 4 student is highly proficient in applying mathematics knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly above the standard for the grade level/course, is able to access above grade-level content, and engages in higher order thinking skills independently.
Operations and Algebraic Thinking					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	4.OA.1	Recognizes that any two factors and their product can be read as a comparison using supports.	Recognizes that any two factors and their product can be read as a comparison; represents those comparisons as equations using supports.	Recognizes that any two factors and their product can be read as a comparison; represents verbal comparisons as equations.	Recognizes that any two factors and their product can be read as a comparison; uses multiple strategies and creates his or her own to represent and describe those comparisons.
Range	4.OA.2	Multiplies or divides to solve word problems involving multiplicative comparison (where the unknown is the product or quotient), given visual representations.	Multiplies or divides to solve word problems involving multiplicative comparison (where the unknown is in a variety of positions), given visual representations.	Multiplies or divides to solve word problems involving multiplicative comparison, where the unknown is in a variety of positions.	Creates own context for multiplicative comparison.
Range	4.OA.3	Solves multi-step word problems (which may or may not include remainders) using the four operations with simple context and scaffolding. The sum, difference, product, or quotient is always the unknown.	Solves multi-step word problems (which may include interpreting remainders) using the four operations with simple context and scaffolding. The sum, difference, product, or quotient is always the unknown. Uses rounding where appropriate.	Solves multi-step word problems (including interpreting remainders) using the four operations. The unknown is in a variety of positions, and can be represented by a symbol/letter. Uses estimation strategies when appropriate. Recognizes the reasonableness of answers using mental computation and estimation strategies.	Solves complex multi-step word problems with multiple possible solutions and determines which would be the most reasonable based upon given criteria.

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Range	4.OA.4	Finds factor pairs for multiples of 10 in the range of 1 to 100. Determines whether a whole number in the range of 1 to 25 is prime or composite, given visual representations (such as arrays, hundreds chart, number line).	Finds all factor pairs for whole numbers in the range of 1 to 100. Determines whether a whole number in the range of 1 to 50 is prime or composite, given visual representations (such as arrays, hundreds chart, number line).	Recognizes that a whole number is a multiple of each of its factors and determines a given whole number in the range of 1 to 100 is a multiple of a given single-digit number (i.e.: given 56, determine whether or not 8 is a factor). Determines whether a whole number in the range of 1 to 100 is prime or composite.	Applies the concepts of both factors and prime and composite numbers in problem-solving contexts.
Range	4.OA.5	Generates a number or shape pattern that follows a given rule, using visual models.	Generates a number or shape pattern that follows a given rule.	Generates a number or shape pattern that follows a given rule; identifies apparent features that are not explicit in the rule.	Generates a number or shape pattern that combines two operations for a given rule.
Number and Operations in Base Ten					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	4.NBT.1	Recognizes that a digit in one place represents 10 times as much as it represents in the place to its right (within 10,000), with visual representations.	Recognizes that a digit in one place represents 10 times as much as it represents in the place to its right (within 100,000).	Recognizes that a digit in one place represents 10 times as much as it represents in the place to its right (for numbers up to and including 1,000,000).	Uses place value strategies in context to determine the place value of any given digit.
Range	4.NBT.2	Reads and writes multi-digit whole numbers using base ten numerals, and number names. They should be able to compare two multi-digit numbers (up to 10,000), using symbols to record the results.	Reads and writes multi-digit whole numbers using base ten numerals, number names, and expanded form; compares two multi-digit numbers (up to 100,000) using symbols to record the results.	Reads and writes multi-digit whole numbers using base ten numerals, number names, and expanded form; compares two multi-digit numbers (up to a million) using symbols to record the results.	Applies comparisons to real-world and mathematical contexts.
Range	4.NBT.3	Uses place value understanding to round multi-digit whole numbers to any place within 10,000.	Uses place value understanding to round multi-digit whole numbers to any place within 100,000.	Uses place value understanding to round whole numbers up to any place within 1,000,000.	Uses rounding strategies in real-world situations.
Range	4.NBT.4	Fluently adds and subtracts multi-digit whole numbers using the standard algorithm without regrouping.	Fluently adds and subtracts multi-digit whole numbers using the standard algorithm with supports.	Fluently adds and subtracts multi-digit whole numbers using the standard algorithm.	Recognizes and identifies an error and shows the correct answer.

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Range	4.NBT.5	Multiplies a whole number (of up to three digits) by a single-digit whole number, using strategies based on place value and the properties of operations.	Multiplies a whole number (of up to four digits) by a single-digit whole number, using strategies based on place value and the properties of operations.	Multiplies a whole number (of up to four digits) by a single-digit whole number and multiplies two double-digit numbers, in context, using strategies based on place value and the properties of operations; illustrates and explains the calculation by using equations, rectangular arrays, and/or area models.	Interprets a context and explains strategies used to solve.
Range	4.NBT.6	Finds whole number quotients and remainders (with up to double-digit dividends and single-digit divisors), using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division.	Finds whole number quotients and remainders (with up to three-digit dividends and single-digit divisors), using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division.	Finds whole number quotients and remainders (with up to four-digit dividends and single-digit divisors), in context, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrates and explains the calculation by using equations, rectangular arrays and/or area models.	Interprets a context and explains strategies used to solve.
Number and Operations - Fractions					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	4.NF.1	Uses area fraction models to represent equivalent fractions by partitioning unit fraction pieces into smaller equal pieces.	Uses area fraction models to represent equivalent fractions by partitioning unit fraction pieces into smaller pieces (and understands that this is the same), and multiplies by 1 represented as a fraction.	Uses area fraction models and double number lines to generate and explain why fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$, where n is a non-negative whole number.	Uses a variety of strategies to generate and explain why fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$, where n is a non-negative whole number.

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Range	4.NF.2	Uses visual fraction model to compare two fractions with different numerators and different denominators (2, 3, 4, 6 and 8), using <, >, and =, with the understanding that the fractions must refer to the same whole.	Compares two fractions with different numerators and different denominators (grade 4 fraction expectations), using benchmark fractions and <, >, and =, with the understanding that the fractions must refer to the same whole.	Compares two fractions with different numerators and different denominators (grade 4 fraction expectations), using benchmark fractions and <, >, and =, with the understanding that the fractions must refer to the same whole. Justifies answers using visual fraction models.	Extends understanding to compare and order fractions with different numerators and different denominators (grade 4 fraction expectations), <, >, and =, with the understanding that the fractions must refer to the same whole. Recognizes and generates equivalent fractions
Range	4.NF.3a 4.NF.3b	Adds and subtracts fractions with like denominators by joining and separating parts referring to the same whole using visual and/or manipulative models.	Adds and subtracts fractions with like denominators by joining and separating parts referring to the same whole using visual and/or manipulative models. Decomposes a fraction into a sum of fractions with the same denominator in more than one way and records the decomposition using an equation.	Adds and subtracts fractions with like denominators by joining and separating parts referring to the same whole. Decomposes a fraction into a sum of fractions with the same denominator in more than one way and records the decomposition using an equation.	Adds and subtracts fractions with like denominators by joining and separating parts referring to the same whole. Decomposes a fraction into a sum of fractions with the same denominator in multiple ways and records the decomposition using an equation.
	4.NF.3c	Converts a mixed number into an equivalent fraction.	Converts mixed numbers into equivalent fractions and adds and subtracts them.	Adds and subtracts mixed numbers with like denominators by replacing each mixed number with an equivalent fraction, and/or by using the properties of operations and the relationship between addition and subtraction.	Adds and subtracts mixed numbers with like denominators by replacing each mixed number with an equivalent fraction, and by using the properties of operations and the relationship between addition and subtraction.
Range	4.NF.3d	Solves word problems involving addition and subtraction of fractions (referring to the same whole and having like denominators of 2, 3, 4, 6 or 8) with visual fraction models.	Solves word problems involving addition and subtraction of fractions (referring to the same whole and having like denominators, as per grade 4 fraction expectations) with visual fraction models.	Solves word problems involving addition and subtraction of fractions (referring to the same whole and having like denominators, as per grade 4 fraction expectations) using equations.	Solve multi-step word problems involving addition and subtraction of fractions (referring to the same whole and having like denominators, as per grade 4 fraction expectations) using equations.

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Range	4.NF.4a 4.NF.4b 4.NF.4c	Understands a fraction *a/b* as a multiple of *1/b* by using visual fraction models.	Understands 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.	Understands and solves simple 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*).	Understands and solves more complex 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*).
Range	4. NF.5	Expresses a fraction with denominator 10 as an equivalent fraction with denominator 100 by using a model.	Adds two fractions with respective denominators 10 and 100 by first finding equivalent fractions with like denominators by using a model.	Adds two fractions with respective denominators 10 and 100 by first finding equivalent fractions with like denominators.	Solves missing addend problems with respective denominators 10 and 100 by first finding equivalent fractions with like denominators.
Range	4.NF.6	Uses decimal notation for fractions with a denominator of 10, with supports.	Uses decimal notation for fractions with denominators of 10 or 100, with supports.	Uses decimal notation for fractions with denominators of 10 or 100.	Demonstrates knowledge of decimal notation for fractions with denominators of 10 or 100 by converting a number with decimal notation to a decimal fraction.
Range	4.NF.7	Compares two decimals with the same number of places (tenths or hundredths) using supports.	Compares two decimals to the hundredth (using <, >, and =) by reasoning about their size using models. Recognizes that the decimals must refer to the same whole.	Compares two decimals in the tenths and the hundredths (using <, >, and =) by reasoning about their size. Recognizes that the decimals must refer to the same whole, and records the results using the correct symbols.	Orders decimal set composed of tenths and hundredths by reasoning about their size. Recognizes that the decimals must refer to the same whole.
Measurement and Data & Geometry					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	4.MD.1	Knows relative size of measurement units, within one system of units.	Expresses measurements in a larger unit in terms of a smaller unit, within a single system, using supports and adjacent units.	Expresses measurements in a larger unit in terms of a variety of smaller units, within a single system, and records that data in a two-column table.	Given a context, determines the appropriate unit needed and expresses the measurement to the level of accuracy needed.

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Range	4.MD.2	Uses the four operations to solve word problems (involving distance, liquid volumes, masses of objects, intervals of time and money), including problems involving whole numbers, using supports.	Uses the four operations to solve word problems (involving distance, liquid volumes, masses of objects, intervals of time and money), including problems involving simple fractions or decimals, using supports.	Uses the four operations to solve word problems (involving distance, liquid volumes, masses of objects, intervals of time and money), including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represents measurement quantities using diagrams.	Uses the four operations to solve multi-step word problems (involving distance, liquid volumes, masses of objects, intervals of time and money), including problems involving fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represents measurement quantities using diagrams.
Range	4.MD.3	Applies the area and perimeter formulas when given all side measurements, using supports.	Applies the area and perimeter formulas for rectangles in real- world and mathematical problems, using supports.	Applies the area and perimeter formulas for rectangles in real-world and mathematical problems, including those where the area/perimeter and one factor (length or width) are known.	Applies the area and perimeter formulas for rectilinear shapes in real-world and mathematical problems.
Range	4.MD.4	Makes a line plot to display a data set of measurements in fractions of a unit (with like denominators of 2 or 4).	Makes a line plot to display a data set of measurements in fractions of a unit (with like denominators of 2 or 4), and uses addition and subtraction of fractions to solve problems involving information in the line plot.	Makes a line plot to display a data set of measurements in fractions of a unit (with like denominators limited to 2, 4 and 8), and uses addition and subtraction of fractions to solve problems involving information in the line plot.	Uses data in a line plot to solve a multi-step word problem.
Range	4.MD.5a 4.MD.5b 4.MD.6	Measures benchmark angles.	Understands that angles are measured in reference to a circle, and can measure angles in whole number degrees using a protractor.	Understands that angles are measured in reference to a circle, and can measure angles in whole number degrees using a protractor. Sketches angles of specific measure.	Recognizes how angles are formed, understands that angles are measured in reference to a circle, and can measure angles in whole number degrees using a protractor. Sketches angles of specific measure.

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Range	4.MD.7	Recognizes that angle measure is additive. Solves addition real-world mathematical problems to find unknown angles on a diagram with no more than two angles, within a 90-degree angle.	Recognizes that angle measure is additive. Solves addition and subtraction real-world mathematical problems to find unknown angles on a diagram with no more than two angles, within a 180-degree angle.	Recognizes that angle measure is additive. Solves addition and subtraction real-world mathematical problems to find unknown angles on a diagram.	Given angle parameters, decomposes into multiple angles and gives the measure of each angle in relationship to the whole.
Range	4.G.1	Identifies points, lines, line segments, rays, perpendicular and parallel lines; classifies angles (right, acute, obtuse).	Identifies and draws points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines.	Draws points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines; identifies these in two-dimensional figures.	Creates a two-dimensional shape when given specific attributes.
Range	4.G.2	Identifies two-dimensional figures, including right triangles.	Classifies two-dimensional figures based on the presence or absence of parallel or perpendicular lines; identifies triangles.	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 triangles.	Constructs 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 triangles.
Range	4.G.3	Identifies line-symmetric regular figures.	Identifies line-symmetric figures and draws lines of symmetry for regular two-dimensional figures.	Identifies line-symmetric figures and draws lines of symmetry for two-dimensional figures.	Constructs a figure with a given number of lines of symmetry.

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ELEMENTARY MATH GRADE 5					
PLD	**Standard**	**Below Proficient**	**Approaching Proficient**	**Proficient**	**Highly Proficient**
Policy		The Level 1 student is below proficient in applying mathematics knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly below the standard for the grade-level/course, is likely able to partially access grade level content and engages with higher order thinking skills with extensive support.	The Level 2 student is approaching proficient in applying mathematics knowledge/skills as specified in the Utah Core State Standards. The student generally performs slightly below the standard for the grade level/course, is able to access grade-level content and engages in higher order thinking skills with some independence and support.	The Level 3 student is proficient in applying mathematics knowledge/skills as specified in the Utah Core State Standards. The student generally performs at the standard for the grade level/course, is able to access grade-level content, and engages in higher order thinking skills with some independence and minimal support.	The Level 4 student is highly proficient in applying mathematics knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly above the standard for the grade level/course, is able to access above grade-level content, and engages in higher order thinking skills independently.
Operations and Algebraic Thinking					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	5.OA.1	Evaluates a **simple** numerical expression using parentheses, brackets, **or** braces (without nesting).	Evaluates a numerical expression using parentheses, brackets, **or** braces (without nesting).	Uses parentheses, brackets, **or** braces in numerical expressions (without nesting), and evaluates expressions with these symbols.	Inserts parentheses, brackets, **or** braces (without nesting), in numerical expressions to make a statement true.
Range	5.OA.2	Writes a numerical expression, using one operation, from a written statement (e.g., divide 144 by 12).	Writes simple numerical expressions and interprets numerical expressions, without evaluating them.	Writes numerical expressions (limited to two operations; e.g., "divide 144 by 12, and then subtract 9") and interprets numerical expressions, without evaluating them.	Writes numerical expressions using multiple operations, involving real-world and mathematical contexts.
Range	5.OA.3	Continues two numerical patterns (when given a table), using two given rules.	Continues two numerical patterns using two given rules.	Generates two numerical patterns using two given rules. Identifies apparent relationships between corresponding terms.	Generates two numerical patterns using two multi-step given rules, in mathematical contexts. Explains the relationship between corresponding terms.

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Number and Operations in Base Ten					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	5.NBT.1	Uses visual models or calculation (in any multi-digit whole number) to demonstrate a digit in one place represents 10 times as much as it represents in the place to its right, **or** 1/10 of what it represents in the place to its left.	Uses visual models or calculation (in any multi-digit whole number) to recognize that a digit in one place represents 10 times as much as it represents in the place to its right **and** 1/10 of what it represents in the place to its left.	Recognizes (in any multi-digit number, including decimals to thousandths) that a digit in one place represents 10 times as much as it represents in the place to its right **and** 1/10 of what it represents in the place to its left.	Recognizes (in any multi-digit number, including decimals to thousandths) that a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left, in real-world or mathematical context problems.
Range	5.NBT.2	Continues a given pattern that shows the number of zeroes of the product when multiplying a number by powers of 10.	Recognizes patterns in the number of zeroes of products when multiplying a number by powers of 10. Can use whole number exponents greater than zero to denote powers of 10.	Explains patterns in the number of zeroes of the product when multiplying a number by powers of 10, and explains patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Uses whole number exponents to denote powers of 10, including 10 to the power of zero.	Interprets a multiplication problem to identify the factor of 10 by which one number is greater or lesser than another.
Range	5.NBT.3a	Reads decimals to the thousandths place.	Reads and writes decimals to the thousandths place, using base-ten numerals and number names.	Reads and writes decimals to the thousandths place, using base-ten numerals, number names, and expanded form (e.g., 347.392 = 3 X 100 + 4 X 10 + 7 X 1 + 3 X (1/10) + 9 X (1/100) + 2 X (1/1000).	Writes numbers in expanded form in a variety of formats (e.g., 347.392 = 7 X 1 + 3.4 X 100 + 3 X (1/10) + 2 X (1/1000) + (1/100) X 9).
Range	5.NBT.3b	Compares two decimals to the tenths place, using >, =, and < symbols to record the results of comparisons.	Compares two decimals to the hundredths place, using >, =, and < symbols to record the results of comparisons.	Compares two decimals to the thousandths place (with varying place values), using >, =, and < symbols to record the results of comparisons.	Compares and orders decimals to the thousandths place (with varying place values), from least to greatest or vice-versa.

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Range	5.NBT.4	Uses place value understanding to round multi-digit numbers to the tenths place.	Uses place value understanding to round multi-digit whole numbers to the hundredths place.	Uses place value understanding to round multi-digit numbers up to any place (within content limits).	Uses rounding strategies in real-world situations.
Range	5.NBT.5	Multiplies two two-digit numbers using a standard algorithm.	Multiplies three-digit by two-digit whole numbers, using a standard algorithm.	Fluently multiplies multi-digit whole numbers using a standard algorithm.	Fluently multiplies multi-digit whole numbers, in real-world and mathematical contexts, using a standard algorithm.
Range	5.NBT.6	Finds whole-number quotients of whole numbers (with up to two digit dividends and two-digit divisors), using rectangular arrays or area models.	Finds whole-number quotients of whole numbers (with up to three digit dividends and two-digit divisors), using strategies based on place value and the properties of operations.	Finds whole-number quotients of whole numbers (with up to four digit dividends and two-digit divisors), using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrates and explains the calculation by using equations, rectangular arrays, and/or area models.	Finds whole-number quotients of whole numbers (with up to four digit dividends and two-digit divisors) in context.
Range	5.NBT.7	Adds, subtracts, multiplies, and divides decimals to the tenths place, using concrete models, drawings, **or** strategies based on place value.	Adds, subtracts, multiplies, and divides decimals to the hundredths place, using concrete models or drawings, strategies based on place value, and/or the relationship between addition and subtraction; relates the strategy to a written method.	Adds, subtracts, multiplies, and divides decimals to the hundredths place, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relates the strategy to a written method and explains the reasoning used.	Adds, subtracts, multiplies, and divides decimals to the hundredths place, using multiple strategies, in a real-world or mathematical context.

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Number and Operations - Fractions					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	5.NF.1	Adds/subtracts fractions with unlike denominators, where one denominator is a multiple of the other denominator. Can determine a common denominator, with use of a visual model (no regrouping or mixed numbers involved).	Adds/subtracts fractions with unlike denominators, where one denominator is a multiple of the other denominator (no regrouping involved).	Adds and subtracts fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.	Adds or subtracts at least 3 or more fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
Range	5.NF.2	Solves word problems involving addition and subtraction of fractions with unlike denominators, where one denominator is a multiple of the other denominator, using visual representations. Determines a common denominator (excluding mixed numbers).	Solves word problems involving addition and subtraction of fractions with unlike denominators, where one denominator is a multiple of the other denominator (excluding regrouping).	Solves word problems involving addition and subtraction of fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. Assesses and justifies reasonableness of the answer by using benchmark fractions, visual models, or equations.	Solves word problems involving addition or subtraction with at least 3 or more fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
Range	5.NF.3	Rewrites a fraction as a division problem; uses manipulatives or visual models to solve problems involving division of whole numbers, leading to answers in the form of fractions or mixed numbers.	Solves word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers.	Interprets a fraction as division of the numerator by the denominator ($a/b = a \div b$); solves word problems involving division of whole numbers, leading to answers in the form of fractions or mixed numbers.	Creates his or her own model to demonstrate division of fractions.

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Range	5.NF.4a 5.NF.4b	Shows the product of a fraction by a whole number by repeated addition, using visual fraction models.	Shows the product of two fractions by using an area model.	Shows the product of two fractions using an area model and creates a story context for this equation. Finds the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and shows that the area is the same as would be found by multiplying the side lengths. Multiplies fractional side lengths to find areas of rectangles, and represents fraction products as rectangular areas.	Creates a real-world context and models representing multiplication of fractions. Demonstrates reasoning about fractions in both an additive and multiplicative sense with different wholes, and displays the quantities with visual models.
Range	5.NF.5.a 5.NF.5b	Interprets multiplication scaling by comparing the size of a product to the size of one factor on the basis of the size of the second factor, without performing the indicated multiplication (where both factors are whole numbers).	Interprets multiplication scaling by comparing the size of a product to the size of one factor on the basis of the size of the second factor, without performing the indicated multiplication (where one factor is a fraction less than one).	Interprets multiplication scaling by comparing the size of a product to the size of one factor on the basis of the size of the second factor, without performing the indicated multiplication, focusing on one factor being a fraction greater than or lesser than one.	Interprets multiplication scaling by comparing the size of a product to the size of one factor on the basis of the size of the second factor by performing the indicated multiplication with 2 fractions.
Range	5.NF.6	Solves real-world problems involving multiplication of fractions by using visual fraction models or equations to represent the problem (limited to fractions with single-digit numerators or denominators).	Solves real-world problems involving multiplication of fractions by using visual fraction models or equations to represent the problem.	Solves real-world problems involving multiplication of fractions and mixed numbers.	Uses several mixed numbers, often with multi-digit numerators or denominators, to solve real-world problems.

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Range	5.NF.7	Solves real-world problems involving division of whole numbers by unit fractions, using visual fraction models and equations to represent the problem.	Solves real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, using visual fraction models and equations to represent the problem (limited to single digit whole numbers and denominators).	Solves real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, using visual fraction models and equations to represent the problem.	Creates real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, using visual fraction models and equations to represent the problem.
Measurement and Data & Geometry					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	5.MD.1	Converts among different-sized standard measurement units within a given measurement system.	Converts among different-sized standard measurement units within a given measurement system; uses these conversions to solve single-step problems, using manipulatives or visual models.	Converts among different-sized standard measurement units within a given measurement system; uses these conversions in solving multi-step, real-world problems.	Creates real-world multi-step problems. Chooses the appropriate measurement unit based on the given context.
Range	5.MD.2	Plots data on a given line plot with a data set of measurements in fractions of a unit (1/2, 1/4, 1/8), where the given data set is limited to a common denominator. Solves addition and subtraction comparison problems using the data.	Makes a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, or 1/8), where the given data set is limited to a common denominator. Solves problems using all four operations.	Makes a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Uses operations on fractions to solve problems involving information presented in line plots (division is limited to a whole number divided by a fraction or a fraction divided by a whole number).	Makes a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solves multi-step word problems using the four operations and interprets the solution to the data.
Range	5.MD.3 5.MD.4	Uses unit cubes to find the volume of rectangular prisms with whole number edges (limited to single digit dimensions).	Uses unit cubes (number of unit cubes, edge length, height) to find the volume of rectangular prisms. Uses the information that the number of unit cubes is related to the edge length; uses visual models.	Uses unit cubes (number of unit cubes, edge length, height) to find the volume of rectangular prisms. Represents the volume of a solid figure as *n* cubic units (including cubic cm, cubic, in., cubic ft., and improvised units).	Compares the volumes of different prisms by using unit cubes.

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Range	5.MD.5	Solves volume problems of a right rectangular prism by using unit cubes.	Solves volume problems by relating the number of unit cubes in a prism to the multiplication of the edge lengths.	Solves real-world and mathematical problems by applying the formulas for volume. Finds the volume of two non-overlapping right rectangular prisms by adding the volumes of the two non-overlapping parts.	Creates real-world mathematical problems that would be solved by finding volume.
Range	5.G.1 5.G.2	Identifies the key components of the coordinate plane (x-axis, x-coordinate, y-axis, y-coordinate and origin). Locates given points in the first quadrant of the coordinate plane.	Interprets coordinate values of points in the first quadrant (e.g., reading line graphs), in context.	Represents real-world and mathematical problems by locating and graphing points in the first quadrant of the coordinate plane.	Using real-world data, creates a representation and draws conclusions based on the data presented.
Range	5.G.3 5.G.4	Identifies two-dimensional (fifth grade) figures based on properties limited to sides and angles.	Classifies some two-dimensional (fifth grade) figures into categories based on their properties (sides and angles).	Understands that attributes belonging to a category of two-dimensional (fifth grade) figures also belong to all subcategories of that category and classifies two-dimensional (fifth grade) figures in the hierarchy based on these properties.	Draws or constructs specific two-dimensional figures according to the definitions provided, attributes described, or categories given.

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ELEMENTARY MATH GRADE 6

PLD	Standard	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
Policy		The Level 1 student is below proficient in applying mathematics knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly below the standard for the grade-level/course, is likely able to partially access grade level content and engages with higher order thinking skills with extensive support.	The Level 2 student is approaching proficient in applying mathematics knowledge/skills as specified in the Utah Core State Standards. The student generally performs slightly below the standard for the grade level/course, is able to access grade-level content and engages in higher order thinking skills with some independence and support.	The Level 3 student is proficient in applying mathematics knowledge/skills as specified in the Utah Core State Standards. The student generally performs at the standard for the grade level/course, is able to access grade-level content, and engages in higher order thinking skills with some independence and minimal support.	The Level 4 student is highly proficient in applying mathematics knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly above the standard for the grade level/course, is able to access above grade-level content, and engages in higher order thinking skills independently.
Ratios and Proportional Relationships					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	6.RP.1	Describes the concept of ratio using one symbol or basic language notation.	Describes the concept of ratio using a limited variety of representations.	Uses the concept of a ratio, ratio language and notation to precisely describe a ratio relationship between two quantities.	Uses and connects between representations for ratio situations. For example, 7 blue marbles and 8 red marbles (e.g., 7:8, 7/8, 8:7, 7 to 8, 8/15, 8 red marbles to 15 total marbles).
Range	6.RP.2	Identifies unit rates.	Determines a unit rate.	Understands the concept of a unit rate associated with a ratio and uses rate language in context.	Finds a unit rate with multiple steps.
Range	6.RP.3a 6.RP.3b	Identifies proportional relationships presented in graphical, tabular, or verbal formats. Finds missing values in tables and plots values on the coordinate plane involving whole numbers.	Uses a limited variety of representations to solve ratio and unit rate mathematical problems involving whole numbers. Finds missing values in tables and plots values on the coordinate plane.	Uses ratio and rate reasoning to solve real-world and mathematical problems. Solves unit rate problems, including those involving unit pricing and constant speed. Creates a table of equivalent ratios.	Creates and solves real-world word problems using ratio and rate reasoning.

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Range	6.RP.3c	Knows the meaning of percent of a quantity as a rate per hundred.	Finds the percent of a quantity.	Determines the percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solves problems involving finding the whole, given a part and the percent.	Solves non-routine real-world or mathematical problems involving percent.
Range	6.RP.3d	Identifies ratio relationships presented in graphical, tabular, or verbal formats using measurement units.	Uses representations to convert measurement units; manipulates and transforms units appropriately when multiplying or dividing quantities.	Uses ratio reasoning to convert measurement units.	Applies ratio reasoning to real-world word problems where students convert measurement units.
The Number System					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	6.NS.1	Solves mathematical problems in contexts (involving division of whole numbers by unit fractions), using visual fraction models and equations to represent the problem.	Solves mathematical problems in contexts (involving division of fractions by non-zero whole numbers and division of whole numbers by fractions), using visual fraction models and equations to represent the problem.	Solves and interprets division of fractions word problems (involving division of fractions by fractions).	Solves and interprets real-world multi-step division of fractions word problems (involving more heavily-focused mixed numbers).
Range	6.NS.2	Finds whole-number quotients and remainders (with up to **four**-digit dividends and **one**-digit divisors), using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrates and explains the calculation by using equations, rectangular arrays, and/or area models.	Finds whole-number quotients of whole numbers (with up to **four**-digit dividends and **two**-digit divisors), using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrates and explains the calculation by using equations, rectangular arrays, and/or area models.	Fluently divides multi-digit numbers using the standard algorithm.	Fluently divides multi-digit numbers using the standard algorithm, and assesses the reasonableness of the result.

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Range	6.NS.3	Adds, subtracts, and multiplies using strategies based on place value, the properties of operations, and/or the relationship between operations. Limit decimals to hundredths.	Add, subtracts, multiplies, and divides, using strategies based on place value, the properties of operations, and/or the relationship between operations. Limit decimal dividend by whole number.	Fluently adds, subtracts, multiplies, and divides multi-digit decimals, using the standard algorithm for each operation.	Solves word problems with multi-digit decimals by adding, subtracting, multiplying, and dividing using the standard algorithm for each operation.
Range	6.NS.4	Finds common factors (less than or equal to 50) and common multiples (less than or equal to 10), using a visual model or strategies.	Finds the greatest common factor of two whole numbers (less than or equal to 50) and the least common multiple of two whole numbers (less than or equal to 10).	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).	Interprets a context to construct an equivalent expression, using greatest common factors and least common multiples, and the distributive property.
Range	6.NS.5	Places integers on the number line (with whole number increments), extending the counting pattern to integers.	Places integers on the number line. In a given situation (e.g. elevation, sea level), student is able to determine the meaning of zero.	Demonstrates that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); uses positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. (May use any rational number, including fractions and decimals.)	Recognizes patterns and makes generalizations about characteristics of positive and negative numbers. (May use any rational number, including fractions and decimals.)

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Range	6.NS.6	Plots points in all four quadrants. Plots integer pairs on a coordinate plane (with one unit increments on both axes) and on a horizontal number line.	Plots points in all four quadrants. Plots ordered pairs, including rational numbers, on a coordinate plane, and on both horizontal and vertical number lines. Recognizes that two points are reflections across one axis on the coordinate plane.	Plots points in all four quadrants. Understands signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognizes that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.	Solves real-world problems involving the coordinate plane. Recognizes that when two ordered pairs differ only by signs, the locations of the points are related by reflections across both axes.
Range	6.NS.7	Compares two rational numbers on a number line diagram. Writes the comparison using mathematical notation. Finds the absolute value of a rational number using representations.	Determines the greater or lesser rational number, including absolute values in a real-world context. Uses mathematical notation and words to express these statements of order.	Writes, interprets, and explains statements of order for rational numbers in real-world contexts. Interprets absolute value as magnitude for a positive or negative quantity in a real-world situation. Distinguishes comparisons of absolute value from statements about order.	Draws conclusions about a real-world situation involving absolute values of rational numbers and compares values.
Range	6.NS.8	Determines the distances between two points on the coordinate plane by counting the spaces between points.	Solves mathematical problems by graphing points in all four quadrants on the coordinate plane; finds distances between points with the same first or second coordinate.	Solves real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Includes use of coordinates and absolute value to find distances between points with the same first or second coordinate.	Applies absolute value to the coordinate grid to real-world multi-step problems. For example, constructs a polygon (with given side lengths) across axes.
Expressions and Equations					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	6.EE.1	Recognizes exponential notation as repeated multiplication (e.g., 2 x 2 x 2 = 2^3).	Writes and evaluates a single term in numerical expressions involving whole-number exponents (e.g., 7^2 = 49 or 49 = 7^2).	Writes and evaluates numerical expressions involving whole-number exponents.	Writes and evaluates numerical expressions involving whole-number exponents in real-world contexts.

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Range	6.EE.2a 6.EE.2b	Identifies an expression that matches a written statement, with numbers and with letters standing for numbers, using correct mathematical terms.	Writes expressions from written statements that record a single operation (with numbers and with letters standing for numbers); recognizes one or more parts of an expression as single entities.	Writes expressions that record operations (with numbers and with letters standing for numbers).	Writes expressions that record operations (with numbers and with letters standing for numbers), involving real world and mathematical contexts.
Range	6.EE.2c	Evaluates expressions at specific values of their variables (e.g., substitution).	Evaluates expressions at specific values of their variables, and includes expressions that arise from formulas used in real-world problems.	Performs arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).	Evaluates multi-step real-world problems (involving rational numbers and whole number exponents).
Range	6.EE.3 6.EE.4	Identifies when two expressions are equivalent.	Applies properties of operations to identify equivalent expressions.	Applies the properties of operations to identify and generate equivalent expressions.	Uses a real-world context to construct multiple equivalent expressions.
Range	6.EE.5	Uses substitution to determine whether **a given number** makes an equation or inequality (with a single operation) true.	Solves an equation or inequality, using substitution to determine whether a given number **in a specified set** makes an equation or inequality (with a single operation) true.	Solves an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true.	Creates a set of values that makes an equation or inequality true.
Range	6.EE.6	Identifies a single operation expression (with one variable), in a real-world mathematical problem.	Writes a single operation expression (with one variable) to portray a real-world mathematical problem.	Uses variables to represent numbers and write expressions when solving a real-world or mathematical problem; understands that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.	Creates a real-world situation that corresponds to a given expression.

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Range	6.EE.7	Solves $x + p = q$, $x - p = q$ and $px = q$, $p/x = q$ (with whole numbers) with a visual/manipulative model.	Solves $x + p = q$, $x - p = q$ and $px = q$, $p/x = q$ (with non-negative whole numbers and unit fractions and decimals).	Solves real-world and mathematical problems by writing and solving equations of the form $x + p = q$, $x - p = q$ and $px = q$, $p/x = q$, for cases in which p, q, and x are all non-negative, rational numbers.	Interprets and solves real-world and mathematical problems with multiple steps
Range	6.EE.8	Recognizes that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions, and identifies solutions of such inequalities on number line diagrams.	Given a number line diagram, writes an inequality of the form $x > c$ or $x < c$; **or,** given an inequality of the form $x > c$ or $x < c$, graphs solutions on a number line diagram.	Writes an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognizes that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions, and represents solutions of such inequalities on number line diagrams.	Writes a real-world problem to represent a constraint given an inequality of the form $x > c$ or $x < c$.
Range	6.EE.9	Given a graph/table, identifies an algebraic expression for the two quantities in a real-world problem that change in relationship to one another.	Given a graph/table in a real-world or mathematical problem, identifies dependent and independent variables, and writes an algebraic equation to represent how these quantities change in relationship to one another.	Given a real-world situation, a student writes an equation to express the relationship between the dependent and independent variables, using graphs and tables, and relates these to the equation.	Creates a real-world context using dependent and independent variables.
Geometry & Statistics and Probability					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	6.G.1	Finds the area of triangles, special quadrilaterals, and polygons that have been composed or decomposed into rectangles or triangles; given all the measurements	Finds the area of triangles and special quadrilaterals by composing or decomposing into triangles and/or rectangles.	Finds the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; a student applies these techniques in the context of solving real-world and mathematical problems.	Solves geometric multi-step, real-world and mathematical problems including decimal and fractional measurements.

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Range	6.G.2	Visually represents the volume of a right rectangular prism with **whole number** edge lengths.	Represents and finds the volume of a right rectangular prism with one fractional edge length. Shows that the volume of their representation is the same as multiplying the edge lengths.	Finds the volume of a right rectangular prism with fractional edge lengths. Applies the formulas $V = l\,w\,h$ and $V = B$ h in the context of solving real-world and mathematical problems.	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.
Range	6.G.3	Draws polygons in the coordinate plane given coordinates for the vertices.	Uses coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate.	Use coordinates 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.
Range	6.G.4	Represents three-dimensional figures using nets made up of rectangles and triangles.	Uses nets to find the surface area of 3-dimensional figures.	Solves real-world and mathematical problems using nets and 3-dimensional figures.	Solves real-world and mathematical problems using nets and 3-dimensional figures including fractional and decimal measurements.
Range	6.SP.1	Recognizes a statistical question from a list of questions.	Changes a question from a non-statistical question to a statistical question.	Recognizes a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.	Writes a statistical question given a context.
Range	6.SP.2	Identifies the corresponding graph from a given set of data or given a graph, a student identifies its corresponding data.	Demonstrates that a set of data collected to answer a statistical question has a distribution which can be described by using measures of center and spread.	Demonstrates that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	Creates a set of data with a given center, spread, and shape.
Range	6.SP.3	Recognizes that a measure of center is the mean, median, and mode while a measure of variation is the range.	Recognizes and can find the mean, median, and/or mode; and can find the range.	Recognizes that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.	Determines how additional data points affect the measure of center in a numerical data set.

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Range	6.SP.4	Identifies an appropriate display of numerical data in plots on a number line, including dot plots **or** histograms **or** box plots.	Constructs a display of numerical data on a number line, including dot plots and/or histograms.	Displays numerical data in plots on a number line, including dot plots, histograms, and box plots.	Constructs a histogram or box plot from data displayed in a dot plot.
Range	6.SP.5a 6.SP.5b 6.SP.5c 6.SP.5d	Summarizes the data in a line plot by counting the number of observations; identifies the range and measure of center used.	Summarizes a numerical data set by counting the number of observations; identifies the range and measures of center and any striking deviations (e.g., outliers).	Summarizes numerical data sets in relation to their context.	Creates a set of data from a given box plot.

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7th Grade PLD	Standard	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
Policy		The Level 1 student is below proficient in applying the English language arts/literacy, mathematics, and science knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly below the standard for the grade-level/course, is likely able to partially access grade level content and engages with higher order thinking skills with extensive support.	The Level 2 student is approaching proficient in applying the English language arts/literacy, mathematics, and science knowledge/skills as specified in the Utah Core State Standards. The student generally performs slightly below the standard for the grade level/course, is able to access grade- level content and engages in higher order thinking skills with some independence and support.	The Level 3 student is proficient in applying the English language arts/literacy, mathematics, and science knowledge/skills as specified in the Utah Core State Standards. The student generally performs at the standard for the grade level/course, is able to access grade-level content, and engages in higher order thinking skills with some independence and minimal support.	The Level 4 student is highly proficient in applying the English language arts/literacy, mathematics, and science knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly above the standard for the grade level/course, is able to access above grade-level content, and engages in higher order thinking skills independently.
Ratio and Proportional Relationships					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	7.RP.1	Computes unit rates with ratios of two unit fractions having like or different units.	Computes unit rates with ratios of one non-unit fraction and one unit fraction having like or different units.	Computes unit rates with ratios of two non-unit fractions having like or different units.	Computes unit rates with ratios of two mixed numbers having like or different units.
Range	7.RP.2 (ab)	Decides whether two quantities are in a proportional relationship and identifies the constant of proportionality (unit rate) in a representation that includes (0,0).	Decides whether two quantities are in a proportional relationship and identifies the constant of proportionality (unit rate) in any simple representation, i.e. tables, equations, diagrams, verbal descriptions, graphs.	Decides whether two quantities are in a proportional relationship and identifies the constant of proportionality (unit rate) in any complex representation, (i.e. tables, equations, diagrams, verbal descriptions, graphs).	Extends the given representation or creates a different representation that would represent the same proportional relationship.
Range	7.RP.2 (c)	Identifies the equation that models a relationship from a given representation with a proportional relationship.	Models a proportional relationship using an equation when given a simple table, graph, or verbal description.	Models a proportional relationship using an equation given a complex table, graph, or verbal description.	Creates a representation with a context that would represent a given proportional equation.

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Range	7.RP.2 (d)	Explains what any point (x,y) on the graph of a proportional relationship means in terms of the situation, but not identify the unit rate.	Explains what any point (x,y) on the graph of a proportional relationship means in terms of the situation, and can identify the unit rate when given the point (1,r).	Explains what any point (x,y) on the graph of a proportional relationship means in terms of the situation and identify the unit rate.	Identifies a point (x,y) on the same graph as the point (1,r) for a proportional relationship and interprets the meaning of (x,y) in terms of the situation.
Range	7.RP.3	Uses proportional relationships to solve simple ratio and percent problems.	Uses proportional relationships to solve simple ratio and percent problems in context.	Uses proportional relationships to solve multistep ratio and percent problems in context.	Creates equivalent proportional equations that could be used to solve the same ratio/percent problem in context.
Number System					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	7.NS.1 (abcd)	Adds or subtracts rational numbers using a number line or other manipulatives.	Adds or subtracts simple rational numbers.	Adds or subtracts rational numbers and determines the reasonableness of the solution. Recognizes that the sum of a number and its opposite equals zero, understand p + q as the number located a distance |q| from p in a positive or negative direction, and understand subtraction as adding the additive inverse.	Justifies the steps taken to add or subtract rational numbers.
Range	7.NS.2 (abcd)	Multiplies or divides rational numbers using a number line or other manipulatives.	Multiplies or divides simple rational numbers.	Multiplies or divides rational numbers and determines the reasonableness of the solution. Understands 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. Knows that division by zero is undefined.	Interprets products and quotients of rational numbers in a real-world context.
Range	7.NS.3	Solves simple real-world and mathematical problems involving the four operations with rational numbers using the number line or other manipulatives.	Solves simple real-world and mathematical problems involving the four operations with rational numbers.	Solves real-world and multistep mathematical problems involving the four operations with rational numbers.	Creates a story problem to model a given number sentence.

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Expressions and Equations					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	7.EE.1	Applies properties of operations as strategies to add, subtract, factor, and expand linear expressions (with whole number coefficients).	Applies properties of operations as strategies to add, subtract, factor, and expand linear expressions (with integer coefficients).	Applies properties of operations as strategies to add, subtract, factor, and expand linear expressions (with simple rational coefficients).	Applies properties of operations as strategies to add, subtract, factor, and expand linear expressions (with complex rational coefficients).
Range	7.EE.2	Recognizes and explains the meaning of an expression in context (with integer coefficients).	Recognizes and explains the meaning of an expression in context (with rational coefficients).	Understands 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.	Creates equivalent expressions given a problem context and explains key terms and factors of the problem for each expression.
Range	7.EE.3	*Note: combined with 7.EE.4			
Range	7.EE.4 (ab)	Solves equations of the form px + q = r and p(x + q) = r with (rational coefficients).	Solves real-world or mathematical problems of the form px + q = r and p(x + q) = r, with rational coefficients, using equations and inequalities.	Creates a model and solves real-world or mathematical problems of the form px + q = r and p(x + q) = r, (with rational coefficients), using equations and inequalities.	Creates a model and solves real-world or mathematical problems using equations and inequalities with rational coefficients and explains what the solution means.
Geometry					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	7.G.1	Finds actual lengths given a geometric figure and a scale factor.	Finds actual lengths given two geometric figures with some unknown side measure.	Computes actual lengths and areas from a scale drawing and reproduces a scale drawing using a different scale.	Explains the relationship between scale factors of length and scale factors of areas for geometric figures.
Range	7.G.2	Constructs geometric shapes given conditions on the sides or angles and determines if it makes a particular shape.	Constructs geometric shapes given a combination of angle and side conditions and determines whether it makes a particular shape.	Notices when conditions determine a unique triangle, more than one triangle, or no triangle.	Justifies the conditions for a unique triangle, more than one triangle or no triangle.
Range	7.G.3	Identifies the 2-dimensional figure that results from a vertical or horizontal cut of a right rectangular prism.	Identifies the 2-dimensional figure that results from a vertical or horizontal cut of right rectangular pyramids.	Describes the 2-dimensional figure that results from a vertical, horizontal, or angled slice of a right rectangular prism.	Draws the 2-dimensional figure that results from a vertical, horizontal or angled slice of a right prism or pyramid.

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Range	7.G.4	Recognizes the formulas for area and circumference of a circle.	Calculates area and circumference given radius or diameter. Calculates radius or diameter given the circumference.	Determines the area given the circumference or vice versa. Solves real-world problems involving area and circumference. Gives an informal derivation of the relationship between circumference and area of a circle.	Understands how and why the formulas for area and circumference of a circle work. Explains the relationship between area of a circle and area of a parallelogram.
Range	7.G.5	Identifies supplementary, complementary, vertical and adjacent angles.	Finds the unknown angle given another angle and their relationship.	Finds any of the unknown angles formed by two intersecting lines when measures are given algebraic expressions.	Creates and solves multi-step equations to find unknown angle measures given a figure with intersecting lines.
Range	7.G.6	Finds the area of triangles, quadrilaterals and regular polygons. Finds the volume of cubes and right prisms.	Solves real-world problems involving surface area of 2-dimensional figures. Solve real-world volume problems for cubes and right prisms.	Solves real-world problems involving surface area of composite 2- dimensional figures. Solves real-word problems involving volume of 3- dimensional objects.	Uses relationships between volume and surface area of 3 dimensional shapes to solve real-world problems.
Statistics and Probability					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	7.SP.1	Identifies and recognizes sample populations given a scenario describing the entire population.	Recognizes that a random sample produces the most valid representation of the entire population.	Makes inferences about a population based on representative samples. Uses multiple samples to gauge variations in estimates or predictions.	Identifies and justifies the most representative sampling method for a situation.
Range	7.SP.2	*Note: Combined with 7.SP.1			
Range	7.SP.3	Uses basic measures of central tendency to compare two different populations.	Uses measures of central tendency to draw comparisons about two different populations.	Uses measures of central tendency and variability to make comparative inferences about two populations in any context.	Uses measures of variability for numerical data from random samples to draw comparative inferences about two populations.
Range	7.SP.4	*Note: Combined with 7.SP.3			
Range	7.SP.5	Understands that the probability of a chance event is a number between 0 and 1.	Understands that the probability if a chance event is closer to 1 it is likely to happen and if it is closer to 0 it is not likely to happen.	Identifies the probability of a chance event as impossible (0), unlikely, equally likely or unlikely (.5), more likely, or certain (1). Represents the probability as a fraction, decimal, or percent.	Compares probabilities of two or more events and justify the likelihood of each event.

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Range	7.SP.6	Makes approximations of probability for a chance event.	Uses the results of an experiment to make approximations of probability for an event.	Compares the relative frequency of an event to the theoretical probability of the event.	Recognizes and justifies why the experimental probability approaches the theoretical probability as the relative frequesncy of an event increases.
Range	7.SP.7 (ab)	Determines the theoretical probability of a simple event.	Determines the theoretical probability of a simple event and uses observed frequencies to create a uniform probability model.	Determines the theoretical probability of an event and uses observed frequencies to create a probability model for the data from a chance process (where outcomes are uniform or not uniform).	Compares and justifies the experimental and theoretical probability in a given situation.
Range	7.SP.8 (abc)	Determines the sample space for compound events.	Determines the theoretical probability of a compound event.	Designs a simulation to generate frequencies for compound events.	Compares different simulations to see which best predicts the probability.

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MATH
Grade 8

8th Grade PLD		Below Proficient	Approaching Proficient	Proficient	Highly Proficient
Policy	Standard	The Level 1 student is below proficient in applying the English language arts/literacy, mathematics, and science knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly below the standard for the grade-level/course, is likely able to partially access grade level content and engages with higher order thinking skills with extensive support	The Level 2 student is approaching proficient in applying the English language arts/literacy, mathematics, and science knowledge/skills as specified in the Utah Core State Standards. The student generally performs slightly below the standard for the grade level/course, is able to access grade-level content and engages in higher order thinking skills with some independence and support.	The Level 3 student is proficient in applying the English language arts/literacy, mathematics, and science knowledge/skills as specified in the Utah Core State Standards. The student generally performs at the standard for the grade level/course, is able to access grade-level content, and engages in higher order thinking skills with some independence and minimal support.	The Level 4 student is highly proficient in applying the English language arts/literacy, mathematics, and science knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly above the standard for the grade level/course, is able to access above grade-level content, and engages in higher order thinking skills independently.
Number System					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	8.NS.1	Identifies square roots of nonsquare numbers and pi as irrational numbers. Understands that every number has a decimal expansion. Identifies rational or irrational numbers and converts familiar rational numbers with one repeating digit to fraction form.	Compares and orders rational and irrational numbers. Identifies irrational decimal expansions as approximations. Identifies rational and irrational numbers and converts less familiar rational numbers to fraction form.	Places irrational numbers on a number line. Uses approximations of irrational numbers to estimate the value of an expression.	Explains how to get more precise approximations of square roots. Notices and explains the patterns that exist when writing rational numbers as fractions.
Range	8.NS.2	COMBINED WITH 8.NS.1			
Expressions and Equations					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	8.EE.1	Knows the properties of natural number exponents.	Applies the properties of natural number exponents to generate equivalent numerical expressions.	Knows and applies the properties of integer exponents to generate equivalent numerical expressions.	Uses properties of integer exponents to order or evaluate multiple numerical expressions with integer exponents.

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Range	8.EE.2	Evaluates square roots of small perfect squares.	Solves mathematical equations (without context) of the form x2=p and x3=p, where	Uses square root and cube root symbols to represent solutions to equations of the	Explains how square roots and cube roots relate to each other and to their radicands.
Range	8.EE.3	Uses numbers expressed in the form of a single digit times an integer power of	Uses numbers expressed in the form of a single digit times an integer power of 10 to	Expresses how many times a number written as an integer power of 10 is than	Converts between decimal notation and scientific notation and compares numbers
Range	8.EE.4	Represents very large and very small quantities in scientific notation and use	Multiplies and divides numbers in scientific notation.	Performs operations with numbers expressed in scientific notation, including	Calculates and interprets values written in scientific notation within a context.
Range	8.EE.5	Graphs proportional relationships, interpreting the unit rate as the slope.	Graphs proportional relationships, interpreting the unit rate as the slope and compare two different proportional relationships using the same representation.	Graphs proportional relationships, interpreting the unit rate as the slope of the graph and compare two different proportional relationships represented in	Generates a representation of a proportional relationship with specific qualities.
Range	8.EE.6	Determines the slope of a line given a graph.	Derives the equation $y=mx$ for a line through the origin.	Recognizes and explains why the slope m is the same between any two distinct	Compares and contrast situations in which similar triangles would and would not yield the
Range	8.EE.7 (ab)	Solves simplelinear equations with integer coefficients.	Solves multistep linear equations with rational coefficients and identifies equations that have one solution, infinitely many solutions, or no solutions.	Solves multistep linear equations with rational coefficients and variables on both sides and provides examples of equations that have one solution, infinitely many solutions, or no solutions.	Justifies why an equation has one solution, infinitely many solutions, or no solution.
Range	8.EE.8 (abc)	Identifies systems of equations that have one, infinite, or no solutions from graph. Estimates the solution of a system given a graph.	Solves a system of linear equations algebraically, by inspection, and graphically.	Provides examples of systems of equations that have one solution, infinitely many solutions, or no solutions. Creates and utilizes a system of linear equations to solve a real-world problem.	Creates a system of equations or situation given a solution and/or parameters.

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MATH
Grade 8

Functions					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	8.F.1	Identifies whether a relation is a function from a graph or a mapping.	Identifies whether a function is a relation from any representation.	Explains that a function is a rule that assigns to each input exactly one output and that the graph of a function is the set of ordered pairs consisting of an input and the corresponding output.	Creates any representation of a relation and explain why it is a function or not a function.
Range	8.F.2	Compares properties (i.e. slope, y- intercept, values) of two functions in a graph.	Compares properties (i.e. slope, y- intercept, values) of two functions each represented in the same way.	Compares properties (i.e. slope, y- intercept, values) of two functions each represented in a different way (algebraically, graphically, numerically in tables, or verbal descriptions).	Justifies whether two functions represented in different ways are equivalent or not by comparing their properties.
Range	8.F.3	Determines whether a function is linear or nonlinear from a graph.	Determines whether a function is linear or nonlinear from an equation in the form y=mx+b.	Determines whether or not a function is linear or nonlinear (from a graph, table and equation). Give examples of functions that are not linear.	Explains why the function is linear or nonlinear.
Range	8.F.4	Determines the rate of change of the function from a verbal description of the linear function.	Determines the rate of change and initial value of the function from two (x,y) values..	Interprets the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values. Constructs a function to model a linear relationship between two quantities.	Identifies what prevents a set of values in either a table or graph from being linear and adjusts the values to make them linear.
Range	8.F.5	Describes qualitatively the functional relationship between two quantities by analyzing some features of a graph (e.g., linear and nonlinear).	Describes qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear).	Sketches a graph that exhibits given qualitative features of a function.	Interprets qualitative features of a function in a context.
Geometry					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	8.G.1	Identifies or creates a translation of a geometric figure.	Creates an image of a geometric figure using a reflection and/or translation.	Creates an image of a geometric figure using a sequence of transformations.	Recognizes that rigid transformations maintain a) angle measure and side length.

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Range	8.G.2	Identifies two congruent figures.	Describes a rigid transformation between two congruent figures. that exhibits the congruence between them.	Describes a sequence of rigid transformations between two congruent figures.	Compare rigid and non-rigid transformations and explain the relationship between transformations and
Range	8.G.3	Identifies a dilation, translation, rotation, or reflection.	Describes the effect of reflections and translations on two-dimensional figures using coordinates.	Describes the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates and coordinate notation.	Describes the effect of multiple transformations including a dilation on two- dimensional figures using coordinates and coordinate notation.
Range	8.G.4	Recognizes that a dilation produces a similar figure.	Creates dilations of figures by a given scale factor.	Describes a sequence of rigid transformations and a dilation and that results in similar	Recognizes that a dilation with a scale factor of 1 leads to congruence.
Range	8.G.5	Knows that the sum of angles of a triangle equals 180, and identifies angle pairs when parallel lines are cut by a transversal.	Finds unknown angle measures in a triangle, and 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 · the measure of an exterior angle of a triangle is equal to the sum of the measures of the non-adjacent angles · congruent angle relationships when parallel lines are cut by a transversal.	Give an informal argument that a triangle can only have one 90 angle. Give an informal argument for the pairs of angles that are supplementary when parallel lines are cut by a transversal.
Range	8.G.6	Knows the Pythagorean Theorem and that it applies to right triangles.	Understands the proof of the Pythagorean Theorem and its converse.	Understands and explains the proof of the Pythagorean Theorem and its converse.	Models a proof of the Pythagorean Theorem and its converse using a pictorial representation.
Range	8.G.7	Calculates unknown sign lengths given the Pythagorean Theorem.	Calculates unknown side lengths using the Pythagorean Theorem given a picture of a right triangle.	Applies the Pythagorean Theorem to a real-world situations in two and three dimensions to determine unknown side lengths.	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. Recognizes situations and applies the Pythagorean Theorem in multi- step problems.

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Range	8.G.8	Applies the Pythagorean Theorem to find the distance between two points in a coordinate system with the right triangle drawn where the Pythagorean Theorem is given.	Applies the Pythagorean Theorem to find the distance between two points in a coordinate system with the right triangle drawn where the Pythagorean Theorem is not given.	Applies the Pythagorean Theorem to find the distance between two points in a coordinate system.	Finds the coordinates of a point which is a given distance (non-vertical and non- horizontal) from another point.
Range	8.G.9	Finds the volume of cylinder.	Finds the volume of a cone, cylinder or sphere.	Knows the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world mathematical problems.	Justifies the relationship between the formulas for volumes of cones, cylinders, or spheres. Explains the derivation of the formulas for cones, cylinders, and spheres.
Statistics and Probability					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	8.SP.1	Constructs a scatter plot.	Constructs a scatter plot and describes the pattern as positive, negative or no relationship.	Describes patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.	Constructs and interprets scatter plots for bivariate measurements data to investigate patterns of association between two
Range	8.SP.2	Recognizes a straight line can be used to describe a linear association on a scatter plot.	Draws a straight line on a scatter plot that closely fits the data points.	Judges how well the trend line fits the data by looking at the closeness of the data points.	Compares more than one trend line for the same scatter plot and justify the best one.
Range	8.SP.3	Identifies the slope and y-intercept of a linear model on a scatter plot. Given a	Identifies possible data points given a linear model. Given a linear model, create	Interprets the meaning of the slope as a rate of change and the meaning of the y-	Creates and uses a linear model based on a set of bivariate data to solve a
Range	8.SP.4	Completes a partially filled-in two-way table and interpret the table by row or column.	Constructs a two-way table of categorical data.	Interprets and describes relative frequencies for possible associations from a two-way table.	Interprets and compares relative frequencies to identify patterns of association.

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Secondary Math I

SEC I PLD	Standard	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
Policy		The Level 1 student is below proficient in applying the English language arts/literacy, mathematics, and science knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly below the standard for the grade-level/course, is likely able to partially access grade level content and engages with higher order thinking skills with extensive support.	The Level 2 student is approaching proficient in applying the English language arts/literacy, mathematics, and science knowledge/skills as specified in the Utah Core State Standards. The student generally performs slightly below the standard for the grade level/course, is able to access grade-level content and engages in higher order thinking skills with some independence and support.	The Level 3 student is proficient in applying the English language arts/literacy, mathematics, and science knowledge/skills as specified in the Utah Core State Standards. The student generally performs at the standard for the grade level/course, is able to access grade-level content, and engages in higher order thinking skills with some independence and minimal support.	The Level 4 student is highly proficient in applying the English language arts/literacy, mathematics, and science knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly above the standard for the grade level/course, is able to access above grade-level content, and engages in higher order thinking skills independently.
NUMBER AND QUANTITY/Functions					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	N.Q.1	Draws conclusions and makes inferences with respect to the units involved when given a scaled graph.	Selects and uses appropriate scales to create linear and exponential graphs with context.	Uses units as a way to understand problems and to guide the solution of multi-step problems; chooses and interprets units consistently in formulas; chooses and interprets the scale and the origin in graphs and data displays.	Evaluates aspects of misleading graphs and explains needed corrections.
Range	N.Q.2	Selects the most appropriate unit for the situation when given a context.	Identifies a situation or context which can be measured using a given unit or quantity.	Creates and defines appropriate quantities for the purpose of descriptive modeling.	Justifies the units or quantities selected for a given context or situation.
Range	N.Q.3	Determines the appropriate power of ten to reasonably measure a quantity. Determines whether whole numbers, fractions, or decimals are most appropriate.	Determines what level of rounding should be used in a problem-solving situation. Determines the resulting accuracy in calculations.	Chooses a level of accuracy appropriate to limitations on measurement when reporting quantities.	Explains the level of accuracy selected.

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Number and Quantity/FUNCTIONS					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	F.IF.1	Identifies functions, including functions represented in equations, tables, graphs, or context.	Writes relations in function notation.	Demonstrates understanding that a function's domain assigns to exactly one element of the range. Understands input and output values.	Applies and extends knowledge of domain and range to real world situations and contexts.
Range	F.IF.2	Evaluates simple functions in their domains. Rewrites an equation in function notation when given in y = form.	Evaluates functions for inputs in their domain. Writes functions using function notation (without context).	Uses function notation and evaluates functions for inputs in their domain, and interprets statements that use function notation in terms of context.	Creates context from a given domain and range and uses function notation to write an equation to model the context.
Range	F.IF.3	Identifies the parts of a recursive function or sequence.	Defines and expresses a recursive sequence as a function.	Recognizes that sequences are functions. Recognizes that a sequence has a domain which is the subset of integers and can generate a sequence given a recursive function.	Applies the ideas of sequences being functions to real world contexts.
Range	F.IF.4	Identifies the key features (as listed in the Standard) when given a linear or exponential graph.	Interprets the key features (as listed in the Standard) when given a linear or exponential graph.	Identifies and interprets the key features (as listed in the Standard) when given a table of values for a linear or exponential function. Sketches graphs of linear or exponential functions, showing key features, when given a verbal description of the relationship.	Accurately creates a story or context that models the given key features of linear or exponential functions.
Range	F.IF.5	Identifies domains of functions when given a graph.	Relates the domain of a function to its graph and graphs a function given a restricted domain.	Relates the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. Graphs a function given a restricted domain and identifies reasonability of a domain in a particular context.	Creates a function for a given context where the domain meets given parameters.

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Range	F.IF.6	Determines the rate of change of a linear function presented algebraically.	Determines the rate of change of an exponential function presented algebraically.	Calculates and interprets the average rate of change of a function presented symbolically or as a table over a specified interval.	Estimates the rate of change from a graph.
Range	F.IF.7a	Identifies the graph of a linear function given its equation.	Constructs the graph of a linear function given its equation.	Constructs the graph of a linear function given its equation and identifies the x - and y - intercepts.	Graphs linear equations generated from real-life contexts.
Range	F.IF.7e	Identifies the graph of an exponential function given its equation.	Constructs the graph of an exponential function given its equation.	Constructs the graph of an exponential function given its equation and identifies the intercepts and end behavior.	Graphs exponential equations generated from real-life contexts.
Range	F.IF.9	Compares slopes and y - intercepts of two linear functions where one is presented graphically and the other is presented in slope- intercept form.	Compares growth rates and intercepts of two exponential functions where one is presented graphically and the other is presented in function notation.	Uses tables, graphs, algebra, and verbal descriptions to compare properties of two functions (linear and/or exponential).	Constructs a linear or exponential function that has a characteristic (i.e. slope, intercept, maximum) that is greater than or lesser than a given function.
Range	F.BF.1a	Recognizes a relationship as explicit or recursive.	Writes an explicit or recursive expression for a linear function.	Writes an explicit or recursive expression for a linear or exponential function or recursive process for a given context.	Describes steps to model a given linear or exponential context with mathematical representations.
Range	F.BF.1b	Combines linear functions using addition and multiplication.	Combines linear and/or exponential functions using addition and multiplication.	Combines linear and/or exponential functions using addition, subtraction, multiplication, and division.	Builds a function that models a given situation by adding another function that alters the situation, and relates these individual and combined functions to the model.
Range	F.BF.2	Recognizes if a sequence is arithmetic, geometric, or neither.	Writes arithmetic and/or geometric sequences with an explicit formula.	Writes arithmetic and geometric sequences both recursively and with an explicit formula.	Models contextual situations with arithmetic and geometric sequences (as appropriate).

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Range	F.BF.3	Relates the vertical translation of a linear function to its y -intercept.	Performs vertical translations on linear functions.	Performs vertical translations on linear and exponential graphs. Describes what will happen to a linear or exponential function when $f(x)$ is replaced by $f(x) + k$ for different values of k.	Find the value of k given $f(x)$ replaced by $f(x) + k$ on a graph of linear or exponential functions.
Range	F.LE.1a, b, c	Recognizes relationships in tables and graphs that can be modeled with linear functions (constant rate of change) and with exponential functions (exponential rate of change).	Shows that linear functions grow by equal differences over equal intervals; exponential functions grow by equal factors over equal intervals.	Recognizes situations in which one quantity changes at a constant rate per unit interval relative to another.	Describes the rate of change per unit as constant or the growth factor as a constant percentage. Proves that linear functions grow by equal differences over equal intervals; exponential functions grow by equal factors over equal intervals.
Range	F.LE.2	Constructs linear functions of arithmetic sequences when given a graph.	Constructs linear and exponential functions, including arithmetic and geometric sequences, given a graph.	Constructs linear functions and exponential functions, including arithmetic sequences and geometric sequences, given input-output pairs, including those in a table.	Constructs linear and exponential functions, including arithmetic and geometric sequences, given the description of a relationship.
Range	F.LE.3	Graphs a linear and exponential function on the same coordinate plane and describes how the graphs compare.	Recognizes that linear and exponential functions may have points in common when graphed on the same coordinate plane.	Observes that a quantity increasing exponentially eventually exceeds a quantity increasing linearly using graphs and tables.	Describes and compares the changes of behavior between a linear and an exponential function including the approximate point(s) of intersection.
Range	F.LE.5	Identifies which values are constant from a given context.	Interprets the slope and x - and y- intercepts in a linear function in terms of a context.	Interprets the base value and vertical shifts in an exponential function of the form $f(x) = bx + k$, where b is an integer and k can equal zero.	Interprets the base value and initial value in an exponential function of the form $f(x) = abx$, where b is an integer, and a can be any positive integer including one.

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Algebra					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	A.SSE.1 a & b	Identifies some of the basic terms (base, exponent, coefficient, and factor) of a linear **or** exponential expression.	Identifies all of the basic terms (base, exponent, coefficient, and factor) of linear and exponential expressions.	Interprets complicated expressions by viewing one or more of their parts as a single entity.	Explains the context of different parts of a formula presented as a complicated expression.
Range	A.CED.1	Distinguishes between one-variable linear equations and inequalities within contextual situations.	Creates one-variable linear equations and inequalities from contextual situations.	Solves and interprets the solution to multi-step linear equations and inequalities in context.	Uses properties of exponents to solve and interpret the solution to exponential equations and inequalities in context.
Range	A.CED.2	Constructs a graph of a linear of exponential function given the equation.	Writes an equation to represent a linear relationship.	Constructs equations and graphs that model linear and exponential relationships (with context).	Compares and contrasts equations and graphs that model linear and exponential relationships.
Range	A.CED.3	Determines whether a point is a solution to a system of equations and/or inequalities given a graph or equations.	Interprets solutions as viable or non-viable options in a modeling context where constraints are presented verbally.	Represents constraints by equations or inequalities, and by systems of equations and/or inequalities.	Defends and justifies solutions or non-solutions in a modeling context.
Range	A.CED.4	Rearranges a linear equation that contains only one variable.	Rearranges a linear equation that includes several steps with scaffolding.	Uses linear equation solving techniques to rearrange formulas to highlight a specific quantity by extending concepts used in solving numerical equations.	Identifies useful quantities to highlight the variable of interest and applies the rearranged linear formula to solve problems in context.
Range	A.REI.1	Solves a linear equation with multiple steps, without justifying the steps involved in solving.	Describes the steps in solving linear equations.	Explains and justifies the steps in solving linear equations by applying the properties of equality, inverse, and identity.	Explains and justifies the steps in solving linear equations by applying **and naming** the properties of equality, inverse, and identity.
Range	A.REI.3	Solves linear equations and inequalities in one variable.	Solves linear equations and inequalities in one variable, where that variable is included on both sides of the equal sign or inequality.	Solves linear equations and inequalities in one variable, including equations with coefficients represented by letters.	Solves linear equations and inequalities in one variable, including equations with coefficients represented by letters within a real-world context.

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Range	A.REI.5	Identifies what value one of the equations can be multiplied by in order to solve the system of equations.	Multiplies one of the equations in a system to show how to solve the system.	Solves a system of linear equations exactly when given the equations in Standard Form.	Proves that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.
Range	A.REI.6	Solves a system of linear equations approximately when given a graph of the system.	Explains whether a system of equations has one, infinitely many, or no solutions.	Solves a system of linear equations exactly when given the equations in standard form.	Analyzes the system of equations and is able to solve exactly and approximately given a context or real-world situation. Solves a system of equations and manipulates one of the equations to provide additional information or an additional given solution.
Range	A.REI.10	Identifies at least some of the solutions of a linear equation in two variables graphed on the coordinate plane.	Identifies at least some of the solutions of an exponential equation in two variables graphed on the coordinate plane.	Identifies that a continuous curve or line contains an infinite number of solutions and identifies solutions and non- solutions of linear and exponential equations.	Identifies viable solutions using the knowledge that continuous lines and curves contain an infinite number of solutions.
Range	A.REI.11	Finds the point where two lines or exponential curves intersect on a graph or approximates solutions using other methods such as a table or technology.	Finds and explains why the solution to a system of linear/exponential equations is the point where the two intersect.	Models the solutions of a system of linear equations and/or exponential equations showing the solutions using technology, tables, graphics, approximations.	Explains why there are infinitely many solutions when $f(x) = g(x)$.
Range	A.REI.12	Identifies a solution region when the graph of a linear inequality is given.	Graphs the solutions to a linear inequality in two variables as a half-plane.	Graphs solutions of the system of inequalities and identifies the solution set as a region of the coordinate plane that satisfies both inequalities.	Writes or creates a system of linear inequalities given a context or graph and identifies the solution set as a region of the coordinate plane that satisfies all

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Geometry					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	G.CO.1	Identifies an angle, circle, perpendicular line, parallel line, and line segment.	Informally defines an angle, circle, perpendicular line, parallel line, and line segment using examples and non- examples.	Defines an angle, circle, perpendicular line, parallel line, and line segment based on the notions of point, line, distance along a line, and distance around a circular arc.	Identifies real-life examples of an angle, circle, perpendicular line, parallel line, and line segment using precise definitions.
Range	G.CO.2	Identifies reflections, rotations, and translations.	Identifies dilations.	Creates transformations in the plane and understands them as functions that take points in the plane as inputs and give other points as outputs.	Creates functions to describe transformations.
Range	G.CO.3	Distinguishes between rotations and reflections given a rectangle, parallelogram, trapezoid, or regular polygon and its transformation.	Identifies lines and points of symmetry given a rectangle, parallelogram, trapezoid, or regular polygon and its reflection or rotation.	Describes the rotations and reflections that a given rectangle, parallelogram, trapezoid, or regular polygon carries onto itself.	Identifies a rectangle, parallelogram, trapezoid, or regular polygon that satisfies a description of rotational symmetry or lines of symmetry.
Range	G.CO.4	Identifies rotations, reflections, and translations given an image and its transformation.	Informally describes rotations, reflections, and translations using examples and non- examples.	Develops definitions of rotations, reflections, and translations using the terms angles, circles, perpendicular lines, parallel lines, and line segments.	Justifies statements about rotations, reflections, and translations on the coordinate plane.
Range	G.CO.5	Performs rotations, reflections, and translations on a given figure.	Identifies a sequence of transformations that will carry a given figure onto another.	Performs rotations, reflections, and translations using a variety of methods and specifies the sequence of transformations that will carry a given figure onto another.	Explains how the order of a sequence of transformations is performed may result in different outcomes.
Range	G.CO.6	Identifies transformations of a given figure based on descriptions of rigid motion.	Creates transformations of a given figure based on descriptions of rigid motion.	Identifies the congruence of two figures using transformations of rigid motion.	Justifies the congruence of two complex figures using properties of rigid motion.

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Range	G.CO.7	Identifies corresponding pairs of angles or corresponding pairs of sides of two triangles are congruent.	Identifies corresponding pairs of angles and corresponding pairs of sides of two triangles are congruent.	Shows that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent (CPCTC) using the definition of congruence in terms of rigid motions.	Justifies that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent in a context.
Range	G.CO.8	Identifies corresponding parts of two congruent triangles.	Identifies the minimum conditions necessary for triangle congruence (ASA, SAS, SSS).	Demonstrates how the criteria for triangle congruence (ASA, SAS, SSS) follow from the definition of congruence in terms of rigid motions.	Understands and explains why SSA and AAA do not provide enough evidence for triangle congruence.
Range	G.CO.12	Copies a line segment or an angle.	Bisects a line segment and an angle.	Constructs perpendicular lines, a perpendicular bisector of a line segment, and a line parallel to a given line through a point not on the line.	Creates a polygon using geometric constructions.
Range	G.CO.13	Constructs congruent segments and perpendicular lines.	Constructs an equilateral triangle, a square, and a regular hexagon.	Constructs an equilateral triangle, a square, and a regular hexagon inscribed in a circle.	Explores the construction of other regular polygons inscribed in a circle.
Range	G.GPE.4	Identifies if segments on a coordinate plane are parallel or perpendicular by calculating slope.	Identifies if segments on a coordinate plane are congruent by calculating length.	Proves a triangle is a special triangle, or a quadrilateral is a special quadrilateral (such as a rectangle or parallelogram), algebraically, using coordinates.	Justifies statements about geometric figures using coordinates.
Range	G.GPE.5	Identifies that the slopes of parallel lines are equal and the slopes of perpendicular lines are negative reciprocals or one that is 0 and the other that is undefined.	Creates the equation of a line that passes through a specific point given its slope.	Creates the equation of a line parallel or perpendicular to a given line that passes through a given point.	Creates the equation of a line parallel or perpendicular to a given line that passes through a given point in a context.
Range	G.GPE.7	Identifies the perimeter of a polygon.	Identifies areas of a rectangle and right triangle using coordinates.	Identifies areas of any triangle using coordinates.	Identifies perimeters of polygons and areas of triangles and rectangles using coordinates in a context.

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Statistics and Probability					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	S.ID.1	Identifies dot plots, histograms, and box plots for a given set of data.	Graphs numerical data on a real number line using dot plots, histograms, and box plots.	Describes and gives a simple interpretation of a graphical representation of data on dot plots, histograms, and box plots.	Determines and justifies which type of data plot on a real number line would be most appropriate for a set of data. Identify advantages and disadvantages of different types of data plots.
Range	S.ID.2	Describes informally the center and spread of a single set of data or graph.	Compares informally the similarities or differences in shape, center, or spread between two graphs.	Explains similarities and differences using specific measures of center and spread, given two sets of data or two graphs.	Plots data based on situations with multiple data sets, and then compares and discusses using measures of center and spread. Justifies which measure(s) are most appropriate for comparison. Identifies advantages and disadvantages of using each measure of center and spread.
Range	S.ID.3	Identifies shape, center, and spread of a data set.	Identifies and states the effects of existing outliers.	Interprets similarities and differences between shape, center, and spread in the context of data sets with possible effects from existing outliers.	Plots and interprets data based on contextual situations involving outliers, and then compares and discusses center and spread and explores the manipulation of additional data points.
Range	S.ID.5	Presents data in a frequency table.	Creates a two-way frequency table showing the relationship between two categorical variables.	Finds and interprets joint, marginal and conditional relative frequencies. Recognizes possible associations and trends in the data.	Given a context, interprets, identifies, and describes associations and trends using a two-way frequency table.
Range	S.ID.6a, b, and c	Creates a scatter plot of bivariate data.	Determines if a plotted data set is approximately linear.	Creates a scatter plot of bivariate data and estimates a linear function that fits the data. Uses this function to solve problems in the context of the data.	Compares the fit of different functions to data and determines which function has the best fit.

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Range	S.ID.7	Identifies a linear model of bivariate data.	Graphs data in a scatter plot. Identifies the slope and y-intercept from the linear model.	Using the line of best fit, interprets the slope (rate of change) and the intercept (constant term) of a linear model in the context of the situation and data.	Using the function of best fit, interpolates and extrapolates trends in the data.
Range	S.ID.8	Uses a table or graph of a set of data to informally describe a correlation.	Computes the correlation coefficient of a set of linearly-related data using technology.	Interprets the correlation coefficient of a linear fit in the context of a situation using technology. Determines whether the correlation shows a weak positive, strong positive, weak negative, strong negative, or no correlation.	Supports or refutes a hypothesized correlation between two sets of data.
Range	S.ID.9	Defines causation and correlation.	Identifies the existence of causation or correlation in the context of a problem.	Distinguishes between causation and correlation in the context of a situation with data.	Supports or refutes claims of causation with the understanding that a strong correlation does not imply causation.

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Secondary Math
II

SEC II PLD	Standard	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
Policy		The Level 1 student is below proficient in applying the English language arts/literacy, mathematics, and science knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly below the standard for the grade- level/course, is likely able to partially access grade level content and engages with higher order thinking skills with extensive support.	The Level 2 student is approaching proficient in applying the English language arts/literacy, mathematics, and science knowledge/skills as specified in the Utah Core State Standards. The student generally performs slightly below the standard for the grade level/course, is able to access grade-level content and engages in higher order thinking skills with some independence and support.	The Level 3 student is proficient in applying the English language arts/literacy, mathematics, and science knowledge/skills as specified in the Utah Core State Standards. The student generally performs at the standard for the grade level/course, is able to access grade-level content, and engages in higher order thinking skills with some independence and minimal support.	The Level 4 student is highly proficient in applying the English language arts/literacy, mathematics, and science knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly above the standard for the grade level/course, is able to access above grade-level content, and engages in higher order thinking skills independently.
Number and Quantity					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	N.RN.1	Uses proper notation and uses structure for integer exponents only.	Uses rational exponents and proper notation for radicals in terms of rational exponents, but is unable to explain the meaning.	Explains and uses the meaning of rational exponents in terms of properties of integer exponents, and uses proper notation for radicals in terms of rational exponents.	Proves, uses, and explains the properties of rational exponents (which are an extension of the properties of integer exponents), and extends to real world context.
Range	N.RN.2	Converts radical notation to rational exponent notation.	Identifies equivalent forms of expressions involving rational exponents (but is not able to re-write or find the product of multiple radical expressions).	Rewrites expressions involving radicals and rational exponents, using the properties of exponents; identifies equivalent forms of expressions involving rational exponents; and converts radical notation to rational exponent notation.	Compares contexts where radical form is preferable to rational exponents, and vice versa.
Range	N.RN.3	Identifies the sum of rational and irrational numbers (where only one irrational value is used).	Identifies the product of rational and irrational numbers (where only one irrational value is used).	Identifies the sum or product of rational and irrational numbers (where multiple irrational values are used).	Generalizes and develops rules for sum and product properties of rational and irrational numbers.

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Range	N.CN.1	Recognizes that a negative square root is not a real number.	Converts simple "perfect" squares to complex number form *(bi)* , such as the square root of -25 is 5*i* .	Knows that there is a complex number *i* such that *i^2=-1* , and identifies the proper *a+bi* form (with *a* and *b* real).	Generalizes or develops a rule that explains complex numbers and their properties.
Range	N.CN.2	Adds, subtracts, and multiplies simple complex numbers (e.g.: *4i + 5i =9i*).	Uses the Commutative, Associative, and Distributive properties to identify products and sums of complex numbers.	Identifies sums and products of complex numbers for multi-step problems.	Generalizes or develops rules for abstract problems, such as explaining what type of expression results, when given *(a + bi)(c + di)* .
Range	N.CN.7	Solves quadratic equations (with real coefficients) that have non-complex solutions.	Understands the meaning of a complex number and identifies when quadratic equations will have non-real solutions (but is unable to identify the complex solution)	Solves quadratic equations (with any real coefficients) that have complex solutions.	Creates a quadratic function without *x* -intercepts, and verifies that the solutions are complex.
Range	N.CN.8	Identifies expanded forms of polynomials with complex numbers.	Identifies factored forms of polynomials, using conjugates (with complex numbers).	Identifies multi-step factored forms of polynomials with complex numbers, such as *(x^2 + 4)^2 - y^2* .	Generalizes and develops rules for situations involving factored and expanded forms of polynomials, with complex numbers.
Range	N.CN.9	Explains the definition of the Fundamental Theorem of Algebra.	Explains and shows the Fundamental Theorem of Algebra is true for quadratic equations (only with real roots).	Knows the Fundamental Theorem of Algebra, shows that it is true for quadratic polynomials, and explains that the Fundamental Theorem of Algebra guarantees that any quadratic function will have a solution in the complex number system.	Identifies what values of *a* , *b* , and *c* will provide rational solutions, irrational solutions, and complex solutions, given *y=ax^2+bx+c* .
Algebra					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	A.SSE.1a, & 1b	Identifies some of the basic terms (base, exponent, coefficient, and factor) of a quadratic expression.	Identifies the parts of any quadratic expression (not in a context).	Identifies and interprets the parts of quadratic expressions in terms of their context.	Identifies and interprets parts of a variety of different quadratic expressions in terms of their context as more than a single entity.

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Range	A.SSE.2	Identifies structure used to rewrite quadratic expressions.	Identifies structure used to rewrite exponential expressions.	Recognizes equivalent forms of complicated expressions, particularly those involving quadratic and exponential functions, and uses the structure of the expression to identify ways to rewrite it.	Rewrites complicated expressions, including those involving quadratic and exponential functions, to equivalent forms, using the structure of the expression. Makes generalizations by rewriting expressions in context, using their structure.
Range	A.SSE.3a	Identifies the zeroes of a quadratic expression written in factored form.	Factors a quadratic expression without a leading coefficient.	Factors a quadratic expression to reveal the zeroes of the function it defines.	Explains conditions for two, one, and no real roots.
Range	A.SSE.3b	Identifies the maximum or minimum of a function, using the graph.	Identifies the maximum or minimum of a function when given in vertex form.	Completes the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.	Completes the square in a quadratic expression (where b is not divisible by two).
Range	A.SSE.3c	Knows the properties of exponents.	Applies the properties of exponents.	Uses the properties of exponents to transform expressions for exponential functions.	Rewrites rational exponents as radicals.
Range	A.APR.1	Adds or subtracts monomials, where the sum or difference is quadratic.	Multiplies a monomial by a monomial, where the product has a degree of two.	Adds, subtracts, and multiplies polynomials, where the result is quadratic.	Adds, subtracts, and multiplies a quadratic expression in a problem-solving context.
Range	A.CED.1	Identifies a quadratic equation or inequality that models a given situation.	Uses a quadratic equation or inequality to solve a problem.	Creates a quadratic equation or inequality and uses it to solve problems.	Explains the meaning of solutions, and determines when solutions are valid in reference to context.
Range	A.CED.2	Identifies a quadratic graph that represents relationships between quantities.	Graphs a quadratic function.	Writes an equation and creates a graph to represent a quadratic function, from given data.	Interprets the relationship between the independent and dependent variables in a quadratic equation, in reference to context.
Range	A.CED.4	Rearranges a simple quadratic equation (requiring one step).	Rearranges a simple quadratic equation (requiring two steps).	Rearranges formulas (especially quadratic functions) to highlight a quantity of interest, using the same reasoning as in solving equations.	Decides which variable to solve for or isolate, depending upon the given context or problem-solving situation.

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Range	A.REI.4a & 4 b	Solves quadratic equations by simple inspection.	Solves quadratic equations by completing the square.	Solves quadratic equations by inspection (e.g., for *x2 = 49*)-- taking square roots, completing the square, the quadratic formula, and factoring-- as appropriate to the initial form of the equation.	Determines the most efficient method for solving a quadratic equation and justifies the choice selected.
Range	A.REI.7	Identifies by inspection the number of solutions for a system.	Finds approximate solutions of a system of equations from a graph.	Solves a simple system (consisting of a linear equation and a quadratic equation in two variables) algebraically and graphically	Generalizes the number of solutions, given a system consisting of a linear equation and a quadratic equation.
Functions					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	F.IF.4	Identifies key features of a graph, such as intercepts, relative maximums and minimums, axes of symmetry and end behavior.	Identifies key features of a function (not given as a graph), such as intercepts, relative maximums and minimums, axes of symmetry, and end behavior.	Creates graphs showing key features, given a verbal description of the relationship.	Creates graphs to model a situation.
Range	F.IF.5	Identifies domains of functions, given a graph.	Identifies a domain in a particular context.	Relates the domain of a function to its graph, and, where applicable, to the quantitative relationship it describes.	Models a function in context of real-world domain.
Range	F.IF.6	Identifies the rate of change from a table that models a quadratic over a specific interval.	Estimates the rate of change of a quadratic function from a graph.	Calculates and interprets the average rate of change of a quadratic function over a specified interval. Estimates the rate of change from a graph.	Compares rates of change in quadratic functions with real-world models.
Range	F.IF.7a	Evaluates quadratic functions.	Identifies key features of quadratic graphs when the graph is given.	Graphs quadratic functions, showing intercepts, maxima, and minima. Can graph functions expressed symbolically and can show key features of the graph (by hand in simple cases, and using technology for more complicated cases).	Graphs and compares quadratic functions expressed in various forms.

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Range	F.IF.7b	Evaluates piecewise, step, and absolute value functions.	Identifies key features of piecewise, step, and absolute value graphs, when the graph is given.	Graphs piecewise-defined functions, step functions, and absolute value function, and shows intercepts, maxima, and minima. Can graph functions expressed symbolically and can show key features of the graph (by hand in simple cases, and using technology for more complicated cases).	Graphs and compares piecewise, step, and absolute value functions in various forms.
Range	F.IF.8a	Factors quadratic functions to find zeroes, when zeroes are rational numbers.	Identifies zeroes, extreme values, and symmetry of a quadratic function.	Uses the process of factoring and completing the square to show zeroes, extreme values, and symmetry of the graph, and interprets these in terms of context.	Compares different forms of quadratic functions and identifies advantages of each.
Range	F.IF.8b	Evaluates exponential function.	Identifies key features of exponential functions when the graph is given.	Uses the properties of exponents to interpret expressions for exponential functions.	Compares different forms of exponential functions and identifies advantages of each.
Range	F.IF.9	Compares the properties of two functions of the same representation (e.g.: a table to a table, or an equation to an equation).	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 equation).	Compares properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, compares a quadratic equation to an exponential graph.	Creates and compares functions, given a context.
Range	F.BF.1a	Creates a function describing a linear or exponential relationship.	Creates an explicit or recursive expression for a quadratic function.	Determines an explicit expression, a recursive process, or steps for calculation, from a context.	Creates an expression, recursive process, or steps to model with mathematical representations (given a quadratic context).
Range	F.BF.1b	Combines linear and exponential functions using arithmetic operations.	Combines quadratic functions, using addition and multiplication.	Combines quadratic functions using arithmetic operations.	Combines linear, exponential, and quadratic functions, using arithmetic operations in a context.

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Range	F.BF.3	Performs vertical translations on linear and exponential graphs. Describes what will happen to a linear or exponential function when $f(x)$ is replaced by $f(x) + k$ (for different values of k).	Identifies the value of k, given $f(x)$ replaced by $f(x) + k$ (on a graph of linear or exponential functions).	Identifies the effect on the graph of replacing $f(x)$ with $f(x) + k$, $kf(x)$, $f(kx)$, and $f(x + k)$, for specific values of k (both positive and negative); finds the value of k, given the graphs.	Identifies the effect on the graph of $f(x)$, given multiple transformations.
Range	F.BF.4a	Solves an equation of the form $f(x) = c$.	Solves an equation of the form $f(x) = c$, and identifies extraneous solutions.	Solves an equation of the form $f(x) = c$, for a simple function f (that has an inverse), and writes an expression for the inverse.	Solves an equation of the form $f(x) = c$, for a simple function f (that has an inverse), and writes an expression for the inverse in a context.
Range	F.LE.3	Compares the values of functions at specific points.	Compares the values of functions over various intervals.	Observes, using graphs and tables, that a quantity increasing exponentially eventually exceeds a quantity that is increasing linearly or quadratically.	Observes, explores, predicts, models, and evaluates different situations that compare linear, quadratic, and exponential functions.
Range	F.TF.8	Shows that the Pythagorean Identity is valid, given numerical values for the identity.	Identifies an unknown trigonometric value by using the Pythagorean Identity.	Proves the Pythagorean Identity *sin^2x+cos^2x=1*, and uses it to find basic trig values, given one trig value and the quadrant.	Extends the Pythagorean Identity to prove that trig ratios are constant for similar triangles.
Geometry					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	G.CO.9	Defines theorems about lines and angles.	Determines the validity of statements within a given proof of a theorem about lines and angles.	Proves theorems about lines and angles.	Applies theorems about lines and angles to a real-life context.
Range	G.CO.10	Defines theorems about triangles.	Determines the validity of statements within a given proof of a theorem about triangles.	Proves theorems about triangles. (Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.)	Applies theorems about triangles to a real-life context.

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Range	G.CO.11	Defines theorems about parallelograms.	Determines the validity of statements within a given proof of a theorem about parallelograms.	Proves theorems about parallelograms.	Applies theorems about parallelograms to a real-life context.
Range	G.SRT.1a, b	Identifies dilations.	Identifies the scale factors of dilations.	Verifies the properties of dilations given by a center and a scale factor, by understanding that a dilation creates parallel lines and line segments in ratios of the scale factor.	Locates the center of dilation and scale factor, given a pair of similar figures on a coordinate plane.
Range	G.SRT.2	Identifies corresponding parts of two similar figures.	Determines if two given figures are similar.	Explains that two given figures are similar in terms of similarity transformations.	Proves or disproves that two given figures are similar, using transformations and the definitions of similarity.
Range	G.SRT.3	Identifies similarity transformations.	Identifies triangle similarity by the use of the AA criterion.	Establishes the AA criterion for two triangles to be similar by using the properties of similarity transformations.	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.
Range	G.SRT.4	Defines theorems about triangles.	Determines the validity of statements within a given proof of a theorem about triangles.	Proves theorems about triangles. (Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.)	Applies theorems about triangles to a real-life context.
Range	G.SRT.5	Finds measures of sides and angles of congruent and similar triangles.	Solves problems involving triangles, using congruence and similarity criteria.	Solves problems and proves relationships in geometric figures by using congruence and similarity criteria for triangles.	Proves conjectures about congruence or similarity in geometric figures, using congruence and similarity criteria for triangles.

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Range	G.SRT.6	Understands that, in similar triangles, corresponding angles are congruent and ratios of corresponding sides are equal.	Defines sine, cosine, and tangent as the ratio of sides of a right triangle.	Understands 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.	Determines the similarity of right triangles by comparing the trigonometric ratios of the corresponding sides.
Range	G.SRT.7	Understands that the acute angles of a right triangle are complementary.	Identifies the relationship between the sine and cosine of the acute angles of a right triangle.	Explains the relationship between the sine and cosine of complementary angles.	Solves for missing angles of right triangles using sine and cosine.
Range	G.SRT.8	Solves right triangles using the Pythagorean Theorem.	Applies the Pythagorean Theorem in real-life and mathematical contexts.	Solves right triangles using trigonometric ratios and the Pythagorean Theorem in applied problems.	Models solutions to situations, using trigonometric ratios and the Pythagorean Theorem, by constructing equations that can be used to solve the problem.
Range	G.C.1	Identifies that all circles are similar.	Solves problems using the fact that all circles are similar.	Proves that all circles are similar.	Solves applied math problems, using the fact that all circles are similar.
Range	G.C.2	Identifies inscribed angles, radii, and chords in circles.	Identifies relationships among inscribed angles, radii, and chords in circles.	Describes relationships among inscribed angles, radii, and chords in circles.	Solves problems using relationships among inscribed angles, radii, and chords in circles.
Range	G.C.3	Identifies inscribed and circumscribed circles of a polygon.	Constructs the inscribed and circumscribed circles of a triangle.	Proves properties of angles for a quadrilateral inscribed in a circle.	Proves the unique relationships between the angles of a triangle or quadrilateral inscribed in a circle.
Range	G.C.4	Identifies a tangent line from a point outside a given circle to the circle.	Sketches an approximate tangent line from a point outside a given circle to the circle.	Constructs a tangent line from a point outside a given circle to the circle.	Constructs a line that is tangent to two given circles.
Range	G.C.5	Identifies a sector area of a circle as a proportion of the entire circle.	Defines a sector area of a circle as a proportion of the entire circle.	Derives the formula for the area of a sector, and derives, using similarity, the fact that the length of the arc intercepted by an angle is proportional to the radius.	Proves 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.

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Range	G.GPE.1	Identifies the center and radius of a circle, given an equation written in $(x - h)^2 + (y - k)^2 = r^2$ form.	Creates the equation for a circle, when given the center and radius.	Completes the square to find the center and radius of a circle given by its equation.	Determines the equation of a circle, given points of tangency.
Range	G.GPE.2	Identifies the directrix and focus of a parabola when given its graph.	Identifies the directrix and focus of a parabola when given the equation.	Derives the equation of a parabola, given a focus and directrix.	Justifies conditions for when a point is or is not part of a parabola, given information about the focus and directrix.
Range	G.GPE.6	Finds the point on a line segment that partitions the segment in a given ratio, given a visual representation of the line segment.	Finds the point on a line segment that partitions the segment in a given ratio, given coordinates for the line segment.	Finds the point on a directed line segment (between two given points) that partitions the segment in a given ratio.	Constructs a line segment that is partitioned in a given ratio.
Range	G.GPE.4	Solves problems algebraically, using geometric theorems involving a circle on the coordinate plane.	Proves simple geometric theorems using coordinates, when given a visual representation on the coordinate plane.	Proves simple geometric theorems algebraically using coordinates, such as proving a point lies on a given circle.	Constructs visual representations on the coordinate plane that meet given conditions for coordinates.
Range	G.GMD.1	Informally describes the formulas for the circumference and area of a circle.	Informally describes the formulas for the volume of a cylinder, pyramid, and cone by the use of dissection arguments.	Explains the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone.	Proves the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone.
Range	G.GMD.3	Substitutes given dimensions into the formulas for the volume of cylinders, pyramids, cones, and spheres.	Computes the volume of cylinders, pyramids, cones, and spheres, given a graphic.	Solves problems using the volume formulas for cylinders, pyramids, cones, and spheres.	Finds the volume of cylinders, pyramids, cones, and spheres in a real-life context.
Statistics and Probability					
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	S.CP.1	Identifies an event as a subset of a set of outcomes (a sample space).	Identifies or shows relationships between sets of events, using Venn diagrams.	Describes events as subsets of sample space using characteristics of the outcomes, or using appropriate set language and appropriate set representations (unions, intersections, or complements).	Using complex representations, makes sense of outcomes in context. (For example: unions of all subsets would equal the sample space).

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Range	S.CP.2	Calculates probabilities for events (including joint probabilities).	Identifies whether events are independent or dependent, using basic strategies and recall.	Understands that two events, *A* and *B* , are independent, if the probability of A and B occurring together is the product of their probabilities, and uses this characterization to determine if they are independent.	Contrasts several events in a sample space and determines if they are independent by calculating the event probabilities.
Range	S.CP.3	Understands conditional probability and how it applies to real life events.	Calculates conditional probabilities.	Determines the independence of *A* and *B* using conditional probabilities.	Identifies and interprets independence of events in contextual problems, using conditional probabilities.
Range	S.CP.4	Constructs two-way frequency tables of data.	Approximates conditional probabilities using two- way frequency tables.	Interprets two-way frequency tables of data and uses them to decide if events are independent.	Constructs, interprets, and finds missing values of a two-way frequency table.
Range	S.CP.5	Expresses conditional probabilities and independence using probability notation.	Interprets conditional probabilities and independence in context.	Recognizes and explains the concepts of conditional probability and independence, in everyday language and everyday situations.	Using concepts of conditional probability and independence, extrapolates the meaning behind probabilities that were calculated from real-world context.
Range	S.CP.6	Distinguishes between compound and conditional probability scenarios.	Finds the conditional probability of *A* , given *B* as the fraction of *B* 's outcomes that also belong to *A* , using a two-way table, Venn diagram, or tree diagram.	Interprets conditional probability in terms of a uniform probability model.	Compares and contrasts conditional probabilities and compound probabilities. (For example: from a table, determine the probability of getting the flu, and then compare that to the probability of getting the flu given the individual never washes their hands).
Range	S.CP.7	Recalls the Addition Rule.	Applies the Addition Rule, *P(A* or *B) = P(A) + P(B) - P(A* and *B)* to calculate a probability, in a given context.	Applies the general Addition Rule to a uniform probability model, and interprets the answer in terms of the model.	Applies the Addition Rule to different representations of probability models (Venn diagram, tree diagram, and two-way tables), and interprets the answer in an abstract or real-world context.

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Range	S.CP.8	Recalls the Multiplication Rule.	Applies the Multiplication Rule, $P(A \text{ and } B) = P(A) \cdot P(B\|A) = P(B) \cdot P(A\|B)$, to calculate a probability in a given context.	Applies the general Multiplication Rule to a uniform probability model, and interprets the answer in terms of the model.	Applies the Multiplication Rule to different representations of probability models (Venn diagram, tree diagram, and two-way tables), and interprets the answer in an abstract or real-world context.
Range	S.CP.9	Understands that a permutation is a rearrangement of the elements of an ordered list. Understands that a combination is the number of ways to choose r items from a set of n elements.	Calculates probabilities using the permutation and combination formulas.	Uses permutations and combinations to compute probabilities of compound events and solve problems.	Uses permutations and combinations to compute probabilities of compound events and solve problems in a complex context, and extends ideas to real-world models.
Range	S.MD.1	Distinguishes between fair games and unfair games.	Analyzes the fairness of games by determining the probabilities of the possible outcomes.	Uses probabilities to make fair decisions (drawing by lots, using a random number generator).	Is able to create a game, activity, problem, or event, based on random events, and writes rules that are based on fair and non-fair outcomes.
Range	S.MD.2	Analyzes decisions and strategies using basic probability concepts, where scaffolding and guided information is given.	Informally assesses the outcome of decisions or strategies, when presented with data with context.	Analyzes decisions and strategies using probability concepts.	Analyzes experimental designs and sampling strategies using probability concepts, and supports claims using specific probability calculations.

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Secondary Math
III

SEC III PLD	Standard	Below Proficient	Approaching Proficient	Proficient	Highly Proficient
Policy		The Level 1 student is below proficient in applying the English language arts/literacy, mathematics, and science knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly below the standard for the grade-level/course, is likely able to partially access grade level content and engages with higher order thinking skills with extensive support.	The Level 2 student is approaching proficient in applying the English language arts/literacy, mathematics, and science knowledge/skills as specified in the Utah Core State Standards. The student generally performs slightly below the standard for the grade level/course, is able to access grade-level content and engages in higher order thinking skills with some independence and support.	The Level 3 student is proficient in applying the English language arts/literacy, mathematics, and science knowledge/skills as specified in the Utah Core State Standards. The student generally performs at the standard for the grade level/course, is able to access grade-level content, and engages in higher order thinking skills with some independence and minimal support.	The Level 4 student is highly proficient in applying the English language arts/literacy, mathematics, and science knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly above the standard for the grade level/course, is able to access above grade-level content, and engages in higher order thinking skills independently.
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	N.CN.8	Adds, subtracts, and multiplies two complex, linear factors.	Rewrites a quadratic as the product of two complex linear factors.	Multiplies 3 or more linear factors, at least two of which are complex, to form a polynomial. Divides a quadratic by a complex linear factor.	Rewrites a polynomial of degree 3 or higher as a product of linear factors which may or may not be complex. Divides a polynomial of degree 3 or higher by a complex linear factor.
Range	N.CN.9	Identifies the maximum number of roots possible for a given polynomial.	Given a specific polynomial, identify all possible combinations for the number of real roots and the number of complex roots.	Given the graph of a polynomial of a known degree, identifies the number of real roots and the number of complex roots. [Multiplicity?]	Given the graph of a known polynomial of degree 3 or higher, with all real roots shown explicitly on the graph, finds the remaining roots of the polynomial.

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		The Level 1 Student:	The Level 2 Student:	The Level 3 Student:	The Level 4 Student:
Range	A.SSE.1a b	Identifies parts of an expression, such as terms, factors, numeric coefficients and exponents.	Interprets parts of an expression (such as terms, factors, numeric coefficients and exponents, including those involving radical functions) by viewing one or more of their parts as a single entity.	Interprets complicated expressions with variable coefficients and exponents (including those involving radical, rational, or logarithmic functions) by viewing one or more of their parts as a single entity. Determines the practical domain of an expression in a given problem situation.	Interprets complicated expressions that model natural phenomena, including those involving radical, rational, or logarithmic functions, and explains the role of the various parts of the expression in context of the problem situation.
Range	A.SSE.2	Identifies structure used to rewrite polynomial expressions.	Identifies structure used to rewrite rational and polynomial expressions.	Recognizes equivalent forms of complicated expressions, particularly those involving rational or polynomial functions, and uses the structure of the expression to identify ways to rewrite it.	Rewrites complicated expressions (including those involving rational or polynomial functions) to equivalent forms using the structure of the expression. Makes generalizations by rewriting expressions in context using their structure.
Range	A.SSE.4	Writes a geometric sequence using a formula and finds the sum by addition.	Finds the sum of a simple expression written in summation notation (e.g. Sum*(n=1 to n=4 of ∑n)*).	Writes a formula for the sum (when given the geometric series) and uses the formula to solve problems.	Writes a geometric series from a context, using summation notation, and finds its sum.
Range	A.APR.1	Adds, subtracts, or multiplies monomials.	Adds, subtracts, or multiplies polynomial expressions with single variables and at least two terms.	Adds, subtracts, and multiplies polynomials, where at least one polynomial is degree 3 or higher.	Adds, subtracts, and multiplies polynomials of degree 3 or higher in a problem- solving context.
Range	A.APR.2	Given a polynomial in factored form, identifies the zeroes of the polynomial.	Divides a polynomial by a factor $(x - a)$.	Using the Remainder Theorem, decides whether $(x - a)$ is factor of a given polynomial.	Explains why $(x-a)$ is a factor of $p(x) = 0$ when $p(a) = 0$.
Range	A.APR.3	Identifies the zeroes of a function from a graph.	Uses zeroes to sketch the graph of a function given in factored form.	Factors a polynomial and uses zeroes to sketch a graph of the function.	Identifies zeroes from the graph and uses zeroes to construct the function.

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Range	A.APR.4	Identifies a polynomial identity.	Justifies an algebraic identity by testing with specific numbers.	Proves polynomial identities and uses them to describe numerical relationships.	Algebraically justifies the validity of polynomial identities. Uses the identity to describe numerical relationships in a given context.
Range	A.APR.5	Expands *(x + a)^2* to its equivalent trinomial form, where *a* is an integer.	Expands *(ax + b)^2* to its equivalent trinomial form, where *a* and *b* are integers.	Expands *(x + y)^n* to its reduced polynomial form using the Binomial Theorem, where *x* and *y* are integers or a single variable, and *n* is a positive integer.	Expands *(ax + by)^n* to its reduced polynomial form using the Binomial Theorem.
Range	A.APR.6	Rewrites simple rational expressions in different forms, such as rewriting *a(x)/x* in the form *q(x) + 0* , where *a(x)* and *q(x)* are polynomials.	Rewrites simple rational expressions in different forms, such as rewriting *a(x)/x* in the form *q(x) + r/x* , where *a(x)* and *q(x)* are polynomials and *r* is an integer.	Rewrites simple rational expressions in different forms, such as rewriting *a(x)/b(x)* in the form *q(x) + r(x)/b(x)* , where *a(x)* , *b(x)* , *q(x)* and *r(x)* are polynomials, with the degree of *r(x)* less than the degree of *b(x)* .	Rewrites simple rational expressions in different forms such as rewriting *a(x)/b(x)* in the form *q(x) + r(x)/b(x)* where *a(x)* , *b(x)* , *q(x)* and *r(x)* are polynomials, with the degree of *r(x)* less than the degree of *b(x),* and *b(x)* with degree 2 or above.
Range	A.APR.7	Adds or subtracts two rational expressions with a common denominator.	Multiplies two rational expressions, factoring when necessary in order to recognize common factors.	Adds, subtracts, multiplies, and divides nonzero rational expressions.	Understands and explains that rational expressions form a system analogous to the integers.
Range	A.CED.1	Identifies a linear, quadratic, or exponential equation or inequality that models a given situation.	Identifies a rational, radical, polynomial, trigonometric, or logarithmic equation or inequality that models a given situation.	Creates a rational, radical, polynomial, trigonometric, or logarithmic equation or inequality, and uses it to solve the	Explains the meaning of solutions (including extraneous), in reference to context.
Range	A.CED.2	Identifies a linear, quadratic, or exponential graph that represents relationships between quantities.	Identifies a rational, radical, polynomial, trigonometric, or logarithmic graph that represents relationships between quantities.	Creates rational, radical, polynomial, trigonometric, or logarithmic equations and graphs that represent relationships between quantities.	Interprets the relationship between the independent and dependent variables, in reference to context.
Range	A.CED.3	Identifies whether a proposed solution is viable or non- viable for a system of equations with given constraints.	Identifies domain, range, asymptotes, and points of discontinuity for a system of equations.	Writes a system of equations or inequalities to represent constraints, and interprets solutions.	Interprets solutions as viable or non-viable based on constraints, in reference to context.

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Range	A.CED.4	Rearranges simple formulas (requiring only one step) to highlight a quantity of interest.	Rearranges simple formulas (requiring two steps) to highlight a quantity of interest.	Rearranges simple rational, exponential, logarithmic, or multi-step formulas to highlight a quantity of interest.	Rearranges more complex formulas (such those formed from compositions) to highlight a quantity of interest.
Range	A.REI.2	Identifies simple rational and radical equations.	Identifies the number of solutions and extraneous solutions, given a simple rational or radical equation.	Solves simple rational and radical equations and identifies extraneous solutions.	Solves complicated rational and radical equations and justifies extraneous solutions.
Range	A.REI.11	Finds the solution to f*(x)=g(x)* , where *f(x)* and *g(x)* are linear, and the solution to quadratic functions presented in a graph.	Finds the solution to *f(x)=g(x)* , where *f(x)* and *g(x)* are absolute value and exponential functions.	Finds the solution to *f(x)=g(x)* , where *f(x)* and *g(x)* are polynomial, rational, radical, absolute value, exponential, or logarithmic functions presented in different forms. Justifies why the *x* -coordinates of the points of intersection are solutions to the equation *f(x)=g(x)* .	Interprets solutions to f*(x)=g(x)* , where *f(x)* and *g(x)* are polynomial, rational, radical, absolute value, exponential, or logarithmic functions presented in different forms, in reference to context.
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	F.IF.4	Interprets key features of graphs and tables that model a linear function. Sketches graphs showing key features, given a verbal description of a linear relationship.	Interprets key features of graphs and tables that model a quadratic function. Sketches graphs showing key features, given a verbal description of a quadratic relationship.	Interprets key features of graphs and tables that model a function that is neither linear nor quadratic . Sketches graphs showing key features, given a verbal description of a relationship that is not linear or quadratic.	Interprets complex features of a function modeling a real-world context, given a verbal description.
Range	F.IF.5	Expresses the domain of a linear function from its graph (in a given context), using either set or interval notation.	Expresses the domain of a quadratic function from its graph (in a given context), using either set or interval notation.	Expresses the domain of a function that is neither linear nor quadratic from its graph (in a given context), using either set or interval notation.	Relates the domain of a function to its graph in a given context.
Range	F.IF.6	Calculates and interprets the average rate of change of a linear function over a specified interval from a graph of the function.	Calculates and interprets the average rate of change of a quadratic function over a specified interval. Estimates the rate of change from a graph of a quadratic function.	Calculates and interprets the average rate of change of a function (non-linear and non-quadratic) over a specified interval. Estimates the rate of change from a graph.	Compares the average rate of change of two non-linear functions over a specified interval.

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Range	F.IF.7b	Graphs basic square root, cube root, piece-wise, step- wise, or absolute value functions, and describes key features.	Graphs square root, cube root, piece-wise, step-wise, or absolute value functions (with one transformation), and describes key features.	Graphs complex square root, cube root, piece-wise, step-wise, or absolute value functions, and describes key features.	Explains how key features can be used to quickly sketch square root, cube root, piece-wise, step-wise, or absolute value functions.
Range	F.IF.7c	Graphs quadratic functions and correctly identifies zeroes and describes end behavior.	Chooses the graph of a polynomial function (degree 3 or higher) that matches given key features.	Graphs a polynomial function (degree 3 or higher); correctly identifies zeroes and describes end behavior.	Identifies additional features (such as multiplicity of zeroes, locations of minimums and maximums, domain and range appropriate to a context, or intervals where the function is increasing or decreasing) for a polynomial function of degree 3 or higher.
Range	F.IF.7e	Graphs basic exponential, logarithmic, and trigonometric functions, and describes key features.	Graphs exponential, logarithmic, and trigonometric functions (with one transformation), and describes key features.	Graphs complex exponential and logarithmic functions and shows intercepts and end behaviors. Graphs complex trigonometric functions and shows period, midline, and amplitude.	Explains how key features can be used to quickly sketch exponential, logarithmic, or trigonometric functions.
Range	F.IF.8	Expresses linear and quadratic functions in equivalent forms to reveal their properties.	Expresses a polynomial function (of degree 3 or higher) and exponential functions in equivalent forms to reveal their properties.	Expresses any function (including trigonometric, logarithmic, and simple rational functions) in equivalent forms to reveal different properties.	Expresses complex functions in a different form to reveal different properties. Explains why expressing a function in a certain form helps to solve a real-world problem.
Range	F.IF.9	Compares the properties of two functions (linear or exponential), each represented in two different ways (algebraically, graphically, numerically in tables, or by verbal descriptions).	Compares the properties of two quadratic functions, each represented in two different ways (algebraically, graphically, numerically in tables, or by verbal descriptions).	Compares the properties of two functions (non-linear, non-quadratic, and non-exponential), each represented in two different ways (algebraically, graphically, numerically in tables, or by verbal descriptions).	Explains the benefits and drawbacks of different representations of a function by comparing two different representations.

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Range	F.BF.1b	Adds a constant to a function or multiples a function by a constant to model a real-world context.	Applies arithmetic operations to multiple linear or exponential functions to build a new function to model a real-world context.	Combines standard functions using arithmetic operations.	Determines whether combining two functions is appropriate to a context and performs the correct operations.
Range	F.BF.3	For a linear and exponential function, *f(x)* , identifies the effect on the graph of replacing *f(x)* with *f(x) + k* , *k(f(x))* , *f(kx)* , and *f(x + k)* for specific values of *k* (both positive and negative). Estimates the value of *k* given the graphs. Compares two functions of the same kind that differ by a transformation, and identifies the transformation.	For quadratic and logarithmic functions, *f(x)* , identifies the effect on the graph of replacing *f(x)* with *f(x) + k* , *k(f(x))* , *f(kx)* , and *f(x + k)* for specific values of *k* (both positive and negative). Estimates the value of *k* given the graphs. Compares two functions of the same kind that differ by a transformation, and identifies the transformation.	For any function, *f(x)* , identifies the effect of the graph of replacing *f(x)* with *f(x) + k* , *k(f(x))* , *f(kx)* , and *f(x + k)* for specific values of *k* (both positive and negative. Estimates the value of *k* given the graphs. Compares two functions of the same kind that differ by a transformation, and identifies the transformation.	Recognizes even and odd functions from their graphs and algebraic expressions.
Range	F.BF.4a	Finds inverse functions for linear functions. Identifies whether a function has an inverse from its graph.	Identifies whether a function has an inverse from any representation.	Finds inverse function for a simple non-linear function, if it exists.	Restricts the domain in order to find an inverse.
Range	F.LE.4	Evaluates a logarithm using technology.	Expresses a logarithmic expression (with no variables) in equivalent exponential form.	Expresses the solution to *ab^(ct)=d* as a logarithm (where *b* is 2, 10, or *e*). Evaluates a logarithm using technology.	Apply logarithms to solve for variables in exponents for contextual problems (such as continuous interest or uninhibited growth/decay).
Range	F.TF.1	Knows that a full rotation of a circle is 2π radians.	Locates a radian measure between 0 and 2π on a unit circle.	Locates any radian measure on a unit circle.	Explains that the radian measure of an angle is equivalent to the length of the arc on the unit circle subtended by the angle.
Range	F.TF.2	Identifies the sine and cosine of angles in the first quadrant of a unit circle. Recognizes that the coordinates of any point on the unit circle may be defined as *(cos* θ, *sin* θ*)* .	Identifies the sine and cosine of angles on the unit circle.	Explains that one can travel around the unit circle any real number of units and arrive at a set of coordinates that defines trigonometric functions for all real numbers.	Explains that one can travel around any circle any real number of units and arrive at a set of coordinates that defines trigonometric functions for all real numbers.

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Range	F.TF.3	Finds side lengths of a special right triangle, given one side.	Finds trigonometric values for $\pi/3$, $\pi/4$, and $\pi/6$ (given a special right triangle).	Uses special right triangles to determine the values of the sine, cosine, and tangent on the unit circle.	Uses the unit circle to express the values of sine, cosine, and tangent for $\pi - x$, $\pi + x$, and $2\pi - x$, in terms of their values for x (where x is any real number).
Range	F.TF.5	Identifies the amplitude, frequency, and midline of a given trigonometric function.	Writes a trigonometric function (given a specific amplitude, frequency, and midline).	Writes an appropriate trigonometric function to model a real- world context (where the information about amplitude, frequency, and midline are given clearly).	Analyzes a real-world context to determine which information can be used to write a trigonometric function. Uses this analysis to model the context with a trigonometric function.
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	G.SRT.9	Finds the area of a triangle, given the formula $A = ½ ab \sin(C)$ (given the dimensions).	Determines the side and angle relationships using a given figure. Finds the area of the triangle using the formula $A = ½ ab \sin(C)$.	Derives the formula $A = ½ ab \sin(C)$ for the area of a triangle. Expresses the area of any triangle in terms of the sides and angles, and includes an appropriately labeled figure.	Derives and apply the formula, $A = ½ ab \sin(C)$, within a given context.
Range	G.SRT.10	Uses the Laws of Sines or Cosines to solve for a missing side in a triangle.	Uses the Laws of Sines or Cosines to solve for a missing angle in a triangle.	Proves the Laws of Sines and Cosines and uses them to solve problems.	Proves the Law of Sines or Law of Cosines. Uses the Law of Sines with the ambiguous case.
Range	G.SRT.11	Uses the Law of Sines or Cosines to solve for a missing value in a triangle, when prompted to use the correct Law, given a labeled diagram.	Using the appropriate Law, solves for a missing value in a triangle in a context, given a labeled diagram for the context.	Using the appropriate Law, solves for a missing value in a triangle in a context, without a labeled diagram being provided.	Using the appropriate Law, solves for a missing value in a triangle in a context which could be an example of the ambiguous case.
Range	G.GMD.4	Identifies the shapes of two-dimensional cross- sections formed by a vertical or horizontal plane.	Identifies a three-dimensional object generated by rotations of a simple two-dimensional object about a line of symmetry of the object.	Identifies the shapes of two-dimensional cross-sections of three- dimensional objects. Identifies a three-dimensional object generated by rotations of two-dimensional objects.	Sketches the shape of a particular two-dimensional cross-section of a three- dimensional shape. Sketches the three-dimensional object that results from the rotation of a given two-dimensional object.

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Range	G.MG.1	Identifies geometric shapes that model a real-world object.	Uses a geometric shape modeled in a simple real-world object to determine the appropriate measures.	Uses geometric shapes, measures, and properties to model and describe objects.	Uses composite geometric shapes, measures, and properties to model and describe objects.
Range	G.MG.2	Calculates density based on area, when a formula is given.	Calculates density based on volume (when a formula is given), and identifies appropriate unit rates.	Uses properties of density based on area and volume to model a situation in context.	Compares and contrasts density rates in a modeling context.
Range	G.MG.3	Identifies relevant geometric models for use in solving a design problem.	Compares quantitatively different proposed solutions to a design problem, using geometric properties of the solution.	Designs a structure to meet constraints and optimization requirements.	Designs a composite structure to meet constraints and optimization requirements.
		The Level 1 Student:	**The Level 2 Student:**	**The Level 3 Student:**	**The Level 4 Student:**
Range	S.ID.4	Labels a blank normal distribution curve with the appropriate mean and standard deviations.	Uses the Empirical Rule to label a blank normal distribution curve with the appropriate percentages (68%-95%-99.7%).	Uses the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages using the Empirical Rule.	Additionally, recognizes that there are data sets for which such a procedure is not appropriate. Uses technology or tables to estimate areas under the normal curve.
Range	S.IC.1	Describes why a particular sample is not representative.	Describes why a particular sample is not random. Determines what inferences can be made about a population from a given representative random sample.	Explains why a representative random sample is appropriate to make inferences about a population. Explains how a sample may be random, but not representative of the underlying population, or how a sample may be representative but not random.	Explains how to select a representative random sample from a particular population.
Range	S.IC.2	Given two results, decides which is more consistent with a specific data-generating process.	Explains why a specific model is not consistent with given data-generated results.	Decides if a specified model is consistent with results from a given data-generating process, such as a simulation.	Designs a data-generating process (e.g. simulation) to evaluate whether a specified model is consistent with given results.

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Range	S.IC.3	Identifies whether random sampling was used in a particular study.	Matches a given study to its category: survey, observational study, or experiment.	Explains the differences among sample surveys, experiments, and observational studies. Explains how randomization relates to each type of study.	Explains the purposes and limitations of sample surveys, experiments, and observational studies. Designs an appropriate study for a given situation.
Range	S.IC.4	Chooses an interval that represents possible population proportions or means, for a particular sample proportion or mean.	Interprets whether a particular proportion is possible, given a sample proportion or mean in context and a margin of error.	Uses +/-2 standard deviations from a sample proportion or mean to create an interval that can be used to estimate possible population proportion or mean.	Develops a margin of error for a given survey through use of a simulation model.
Range	S.IC.5	Determines if the differences between two treatments are typically positive, negative, or centered about zero, given results of a randomized experiment comparing the treatments.	Calculates statistics related to a randomized experiment using two treatments.	Compares the results of a randomized experiment using two treatments to simulations in order to determine if differences in the treatments are significant.	Designs and runs a simulation to build a distribution for possible differences, for a given experiment.
Range	S.IC.6	Determines the question being investigated and the groups that were considered, given a report based on data.	Determines the way randomization was used in the design and the results, given a report based on data.	Evaluates the reasonableness of a report based on data.	Interprets the consequences of the results, given a report based on data, and discusses the statistical validity of the findings.

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