

Developing Target Student Descriptors

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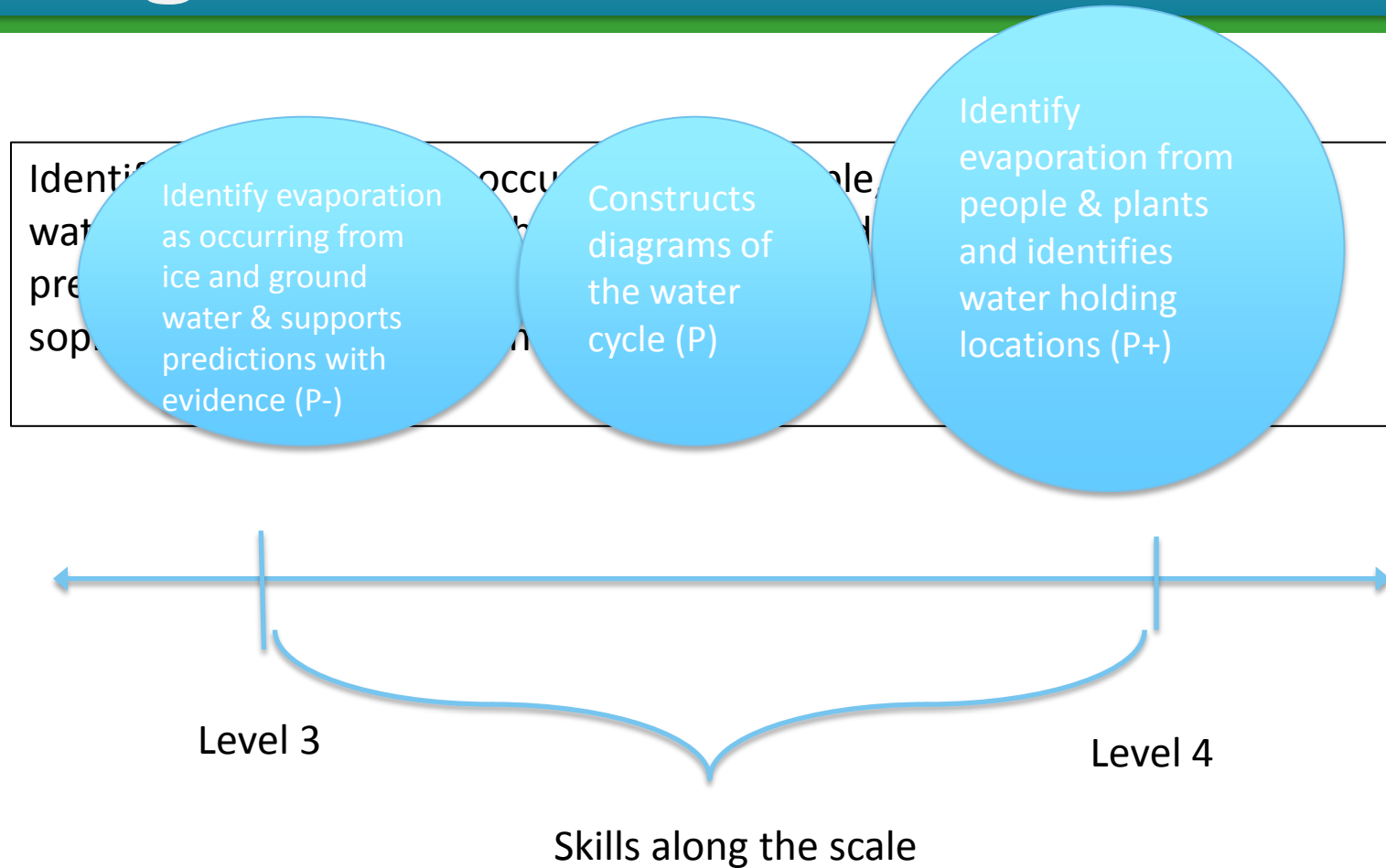
Range PLDs

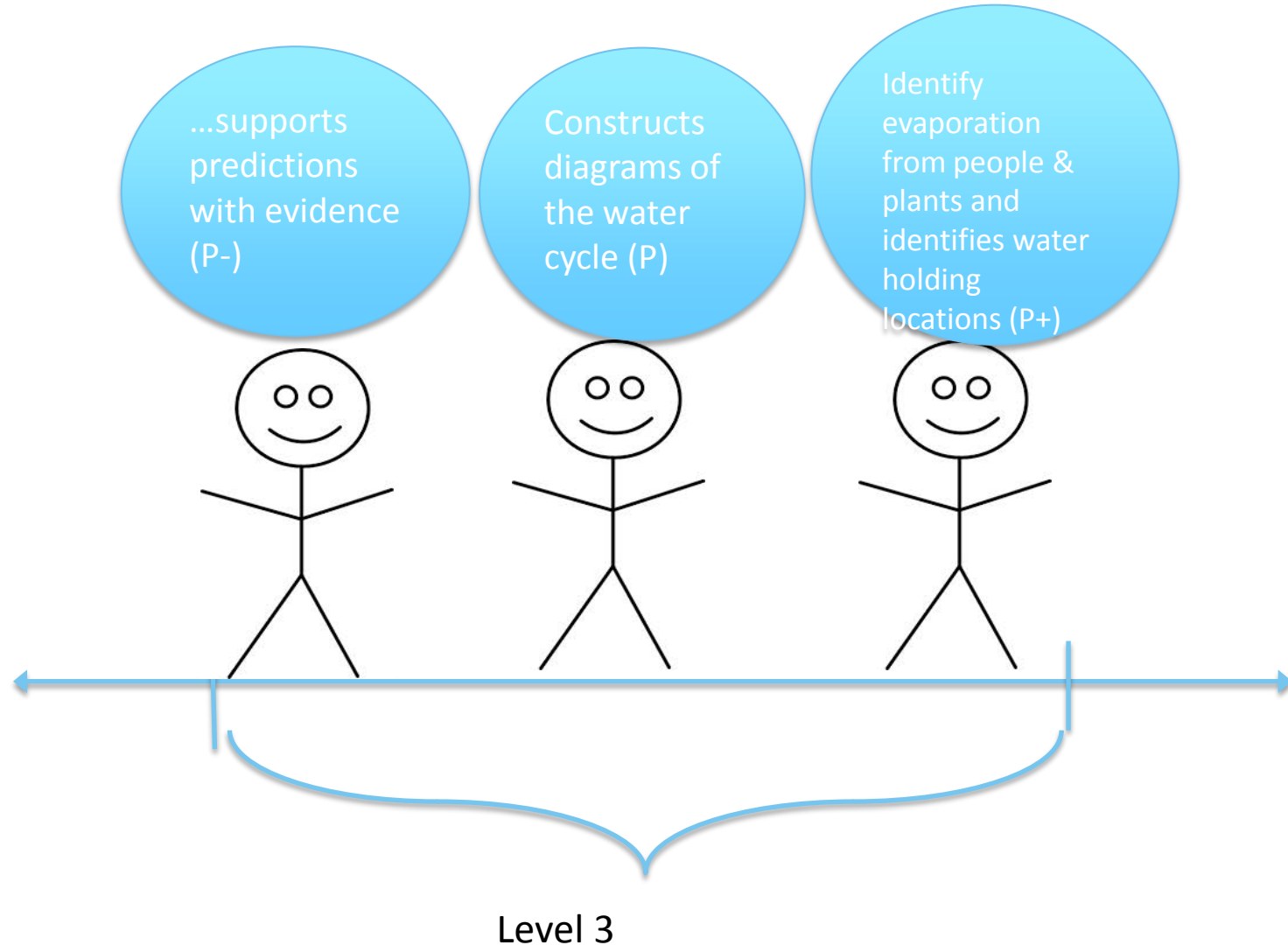
- demonstrate how the skill described in a standard changes and becomes more sophisticated across performance levels
- define the expectations for each performance level
- depict the evidence students need to show in order for stakeholders to conclude they are engaging in more complex knowledge, skills, and reasoning as the scale increases (e.g., the evidence for *Level 4* is more difficult than for in *Level 3*)

Range PLDs

Objective	Level 1	Level 2	Level 3	Level 4
Describe the Water Cycle	Identifies evaporation and precipitation in the water cycle and identifies bodies of water as water holding location. Identifies liquid and solid as a state and reports observations of simple patterns.	Identifies condensation, explains the difference between evaporation and condensation in the water cycle, identifies atmosphere as water holding location, and identifies gas as a state, makes simple predictions and inferences based on observations, constructs simple diagrams of the water cycle	Identifies evaporation as occurring from people, plants, ice and ground water as well as identifies them as a water holding location, supports predictions and inferences with data and evidence, and constructs sophisticated diagrams of the water cycle	Understands water supply is constant, relates water cycle principles to the water supply in his/her community, and relates evaporation and condensation to fluctuations in temperature

Range PLDs

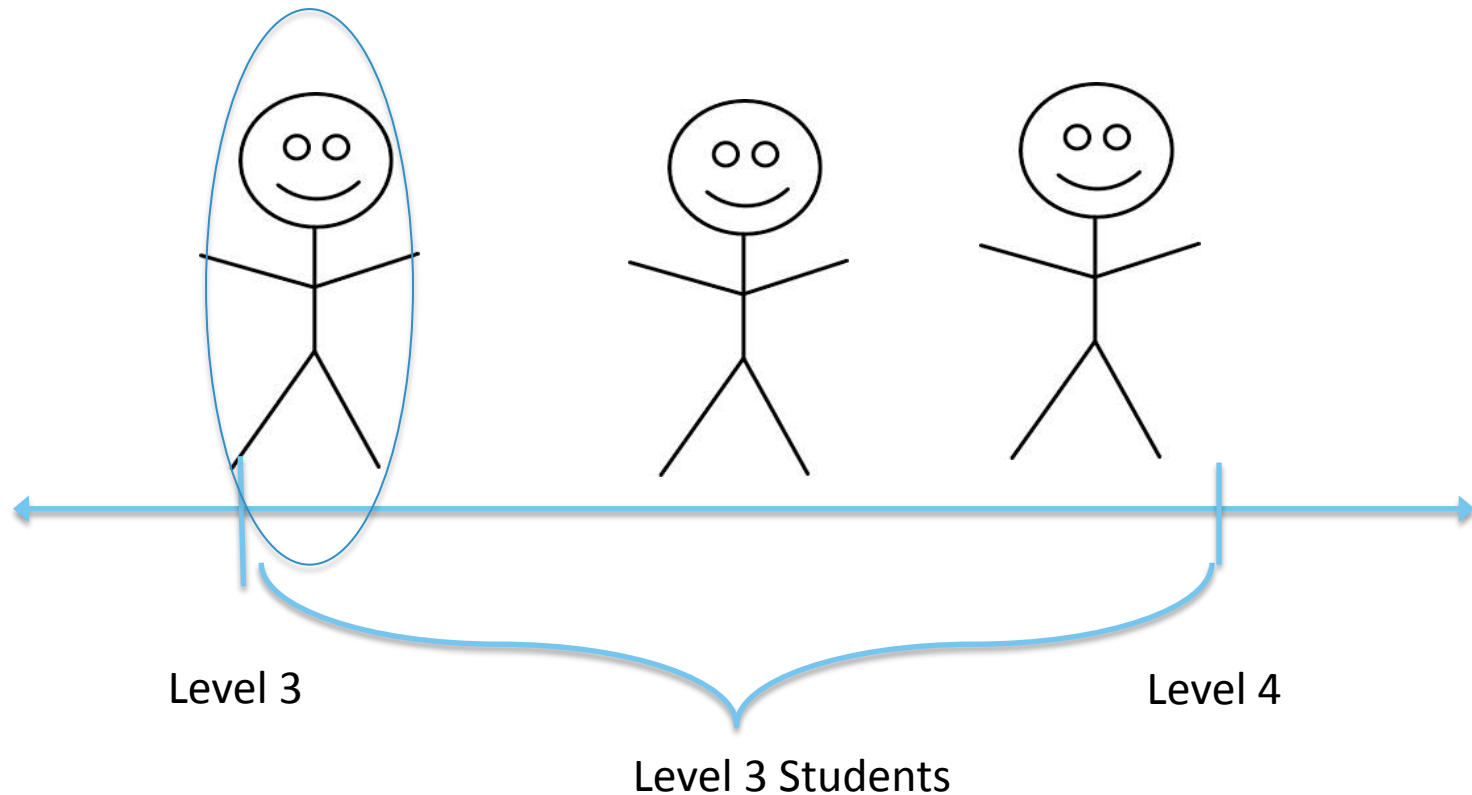




Identifies evaporation as occurring from people, plants, ice and ground water as well as identifies them as a water holding location, supports predictions and inferences with data and evidence, and constructs sophisticated diagrams of the water cycle



Focusing on the Target Students



What are the essential knowledge, skills, and abilities that a student needs to know to enter a performance level?

Focusing on the Target Students

- What knowledge, skills, and abilities **are most important for entry** into the performance level **across all the standards?**



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- What are the essential knowledge, skills, and abilities that a student needs to know to enter a performance level?

Identifies evaporation as occurring from people, plants, ice and ground water as well as identifies them as a water holding location, supports predictions and inferences with data and evidence, and constructs sophisticated diagrams of the water cycle

Step 1: Annotate Levels 2, 3, & 4

Objective	Level 1	Level 2	Level 3	Level 4
Describe the Water Cycle	Not Applicable because there is no cut score to enter this category	Identifies condensation (L2), explains the difference between evaporation and condensation in the water cycle(L2+), identifies atmosphere as water holding location (L2+), and identifies gas as a state (L2-), makes simple predictions and inferences based on observations (L2-), constructs simple diagrams of the water cycle (L2),	Identifies evaporation as occurring from people, plants (L3+), ice and ground water (L3-) as well as identifies them as a water holding location(L3+), supports predictions and inferences with data and evidence (L3-), and constructs sophisticated diagrams of the water cycle(L3),	Understands water supply is constant(L4-), relates water cycle principles to the water supply in his/her community(L4+), and relates evaporation and condensation to fluctuations in temperature(L4),

Step 2: Compile List of “-” Skills Within Each Performance Level

Objective	Level 1	Level 2	Level 3	Level 4
Describe the Water Cycle	Not Applicable because there is no cut score to enter this category.	identifies gas as a state (L2-) makes simple predictions and inferences based on observations (L2-)	Identifies evaporation as occurring from ice and ground water (L3-) supports predictions and inferences with data and evidence (L3-)	Understands water supply is constant (L4-)

Step 3: Summarize Common Skills Across Standards within the Performance Level

Objective	Level 1	Level 2	Level 3	Level 4
Target	Not Applicable because there is no cut score to enter this category.	Students <i>entering</i> Level 2 should be able to explain and make simple predictions about <u>familiar</u> processes and support those predictions based upon observations. These processes should include the commonly known states of matter. The student generally performs slightly below the standard for the grade, is likely able to access grade-level content and engage in higher-order thinking skills with some independence and support.	Students <i>entering</i> Level 3 should be able to understand and predict relationships among closely related science concepts using data as supporting evidence. The student generally performs at the standard for the grade, is able to access grade level content, and engage in higher order thinking skills with some independence and minimal support.	Students <i>entering</i> Level 4 should be able to generalize how relationships among closely related science concepts relate to their community. The student generally performs significantly above the standard for the grade, is able to access above grade level content, and engage in higher order thinking skills independently.

For more information:



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