

META-PR ALTERNA
Academic Performance Level Descriptors for Puerto Rico
English
Eighth Grade

Puerto Rico’s alternate assessment tool is based on the content in the *Content Standards and Expectations by Grade* (PRCS 2014) but designed to measure alternate achievement of the PRCS. It is created for students with a significant cognitive disability that does not allow them to participate in the general assessment even if they receive the maximum allowed reasonable accommodation, and who meet eligibility criteria for participation in alternate assessment.

The four levels of academic performance that follow, generally describe a student comprehension of the knowledge and skills identified as descriptors that align with the PRCS.

Academic Performance Levels			
<p>Advanced - Students at this level demonstrate a complete comprehension of the knowledge and skills specified in the content standards document. They are actively working with adapted academic grade-level appropriate texts that are focused on essential knowledge and skills and may need limited academic support as they transition to the next grade or course, inclusive postsecondary education, or competitive integrated employment.</p>	<p>Proficient - Students at this level demonstrate an adequate comprehension of the knowledge and skills specified in the content standards document. They are actively working with adapted academic grade-level appropriate texts that are focused on essential knowledge and skills and may need occasional academic support as they transition to the next grade or course, inclusive postsecondary education, or competitive integrated employment.</p>	<p>Basic - Students at this level demonstrate a partial comprehension of the knowledge and skills specified in the content standards document. They are actively working with adapted academic grade-level appropriate texts that are focused on essential knowledge and skills and may need frequent academic support as they transition to the next grade or course, inclusive postsecondary education, or competitive integrated employment.</p>	<p>Prebasic - Students at this level demonstrate a limited comprehension of the knowledge and skills specified in the content standards document. They are actively working with adapted academic grade-level appropriate texts that are focused on essential knowledge and skills and may need substantial academic support as they transition to the next grade or course, inclusive postsecondary education, or competitive integrated employment.</p>
Academic level descriptors			
<p>Students at this level generally know the skills required at the proficient, basic, and prebasic levels and are also able to:</p> <ul style="list-style-type: none"> • make predictions on a reading selection; • use illustrations, location, demonstration, and/or verbal explanation to identify unfamiliar words with multiple meanings; • determine the meaning of words by using a variety of reference aids; • identify the narrator of the reading selection; • interpret information from functional text for a specific purpose; • use appropriate text organization in informational text; • write literary texts about real experiences or events, using transitional words, effective technique, details, and structure; 	<p>Students at this level generally know the skills required at the basic and prebasic levels and are also able to:</p> <ul style="list-style-type: none"> • locate specific information using organizational features in expository text; • use illustrations, location, demonstration, and/or verbal explanation to identify unfamiliar words; • interpret graphic features of expository text; • use adequate text organization in informational text; • write literary texts about experiences or events, using transitional words, adequate technique, details, and some structure; • use the writing process (planning, drafting, revising, editing). 	<p>Students at this level generally know the skills required at the prebasic level and are also able to:</p> <ul style="list-style-type: none"> • identify aspects of the setting; • use graphic organizers to clarify the meaning of the text; • identify the problem and solution of a reading selection; • use simple text organization; • write limited literary texts about real experiences or events, using transitional words, some technique and details; • use the writing process (planning, drafting, revising). 	<p>Students at this level are able to:</p> <ul style="list-style-type: none"> • identify the problem in a reading selection; • identify one aspect of the setting; • identify graphic features of a text; • use some text organization; • write limited literary texts about experiences or events, using some transitional words, limited details; • use the writing process (planning, drafting).

<ul style="list-style-type: none">• use the writing process (planning, drafting, revising, editing, rewriting, or publishing).			
--	--	--	--

These descriptors do not include all the required skills in the PRCS 2014.