META-PR ALTERNA
Academic Performance Level Descriptors for Puerto Rico
English
Fourth 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			
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.	**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.	**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.	**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.
Academic level descriptors			
Students at this level generally know the skills required at the proficient, basic, and prebasic levels and are also able to: • follow a set of multi-step directions in order; • identify symbols/pictures/words of common synonyms and antonyms; • make predictions on a reading selection; • identify the resolution of a problem or conflict in a plot; • identify cause and effect; • locate information from a reading selection for a specific purpose; • use appropriate text organization in informational text; • describe real experiences or events using transitional words; • use the writing process (planning, drafting, revising, editing, rewriting, or publishing).	Students at this level generally know the skills required at the basic and prebasic levels and are also able to: • identify symbols/pictures/words of common synonyms; • describe a character's trait using text and pictures; • determine the meaning of a simple or environmental word; • use adequate text organization in informational text; • describe experiences or events using transitional words; • use the writing process (planning, drafting, revising, editing, rewriting).	Students at this level generally know the skills required at the prebasic level and are also able to: • identify a character; • identify aspects of the setting using pictures; • use simple text organization • describe events using some transitional words; • use the writing process (planning, drafting, revising).	Students at this level are able to: • identify one aspect of the setting using pictures; • use limited text organization; • use limited transitional words; • use the writing process (planning).

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