

META-PR ALTERNA
Academic Performance Level Descriptors for Puerto Rico
English
Eleventh 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; • use information from multiple sources to solve a problem; • Compare/contrast informational texts (expository) using appropriate text organization; • write narratives (short stories, memoirs, and journals) using transitional words, effective technique, details, and structure; • use the writing process (planning, drafting, revising, 	<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"> • interpret graphic features to support ideas; • use information from multiple sources to draw conclusions; • locate specific information using organizational features in expository text; • compare/contrast informational texts (expository) adequately, using appropriate text organization; • write narratives (short stories, memoirs) 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"> • use graphic organizers to clarify the meaning of the text; • identify two or more literary elements; • recognize sequence/ time order using text; • compare simple informational texts using appropriate text organization; • write narratives (short stories, memoirs) 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 one literary element; • recognize time order using illustrations; • identify graphic features of a text; • use some text organization in informational text; • write limited narratives (short stories) using some transitional words, with limited details; • use the writing process (planning, drafting).

editing, rewriting, or publishing).			
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These descriptors do not include all the required skills in the PRCS 2014.