
# Florida Standards Assessments

# Achievement Level Descriptions

# 2015

Updated January 25, 2016

# Table of Contents

# Introduction

Achievement level descriptions (ALDs) describe a student's level of achievement (e.g., Below Satisfactory, Satisfactory, Above Satisfactory) on a large-scale assessment. The Florida Department of Education (hereafter referred to as "the Department") developed a set of ALDs to guide (a) participants during the standard-setting process for its *Florida Standards Assessments* (FSA) in August 2015, (b) score interpretation on student reports, and (c) teacher understanding of expectations for the progressions of student performance at each achievement level. With support from Christina Schneider from the National Center for the Improvement of Educational Assessment (Center for Assessment) and American Institutes for Research (AIR), the state of Florida developed the ALDs sequentially so that they could be interrelated and consistent with the ALD development process created by Egan, Schneider, and Ferrara (2012). The purpose of the ALD development framework is to enable valid inferences about student content area knowledge and skill in relation to a state's content standards measured on a large-scale assessment.

# ALD Development Framework

Egan, Schneider, and Ferrara (2012) proposed four stages of ALD development to correspond with the closely linked uses of ALDs in the field for item development, standard setting, and score reporting. The types of ALDs are Policy, Range, Target, and Reporting. Their development is consistent with a construct-centered (Messick, 1994) and iterative (Plake, Huff & Reshetar, 2010) approach to assessment design. The types and purposes of ALDs are discussed below, beginning with Policy ALDs. Their development is where policymakers begin establishing the rigor of performance standards.

## Policy ALDs

In the first stage of the ALD development framework, the state develops Policy ALDs. Policy ALDs are important communication devices for a state's vision of what it means, for example, to be college and career ready. As such, a state optimally develops a policy-based claim. This claim clearly explicates the state's intended take-away message regarding a student's achievement within each performance level. The Policy ALDs should be consistent across grades with the exception of the policy description at the high school level. Nationally, the high school model is moving toward policy-based claims in regard to student readiness for college and careers. In Florida, Policy ALDs are known as the *Achievement Level Policy Definitions* (see Table 4).

## Range ALDs

For each standard and performance level on an assessment, Range ALDs should explicate observable evidence of achievement, demonstrating how the skill changes and becomes more sophisticated across performance levels. Schneider, Huff, Egan, Gaines, and Ferrara (2013) wrote that for ALDs to be the foundation of test score interpretation, they should

reflect more complex knowledge, skills, and abilities (KSAs) as the performance levels increase (e.g., more complex KSAs should be expected for Advanced than for Proficient). This notion is consistent with what is termed a learning progression or learning trajectory in the research literature.

Learning trajectories are described increasingly in the literature as theoretical underpinnings for curriculum development, instruction, and assessment of learning. The purpose of a learning trajectory is to inform researchers and educators about general developmental pathways of learning so they can set reasonable, achievable learning goals and provide appropriate guidance for instruction and assessment in a given content area. Assessments that are being designed to measure student growth should be derived from the combination of the learning goals and the developmental progression engendered in a learning trajectory because, as Clements and Sarama (2004) wrote, "Developmental progressions . . . [are] descriptions of children's thinking and learning . . . and a related, conjectured route through a set of instructional tasks" (p. 83). The outcome of instructional tasks or assessment tasks should be the same: observable evidence of what students know and can do.

In terms of learning progressions, the *Florida Standards* may be thought of as the learning goals for students at each grade level, and the Range ALDs may be considered developmental trajectories—evidentiary statements regarding children's observable thinking and skills as they pass along the way to the learning goals. In the development of Range ALDs the state defines the expected learning trajectory, which is useful to teachers, but it also aligns the trajectory with its vision for student performance in terms of mastery of the content by embedding the item alignment framework (e.g., Depth of Knowledge) into the Range ALD descriptors. In Florida, these ALDs are known as the *Range Achievement Level Descriptions*.

## Target ALDs ("Just Barely" ALDS)

Target ALDs define the state's policy and content-based expectations (e.g., what it means to be Proficient). Target ALDs are the lower-bound descriptions of a performance level, and they are used to guide the cut score recommendation workshop. These descriptors target the skills all Proficient students, for example, should have in common. They are distilled from the Range ALDs and describe the minimum amount of information, for example, that the Just Proficient student should know and be able to do beyond, for example, the Basic Student. Because standard-setting participants are targeting the skills that separate the highest performing Basic student from the lowest performing Proficient student, these descriptions are shorter and describe *just* the skills that appear at the threshold between the two performance levels.

## Reporting ALDs

Reporting ALDs are optimally created after final cut scores are adopted. Reporting ALDs represent the reconciliation of the Target ALDs with the final cut scores. The target ALDs reflect a state's *initial* expectation for minimal student performance within an achievement

level, whereas the Reporting ALDs reflect actual student performance based upon the final approved cut scores. The reporting ALDs define the appropriate inferences stakeholders may make based upon the student's test score in relation t*o the final approved cut scores*. A state should clearly explicate in the reporting ALDs whether the target student (the student located at the cut score) or typical student is being described. Some states are now using Range ALDs as the expanded version of a Reporting ALD. Because the trajectory can be either confirmed or contradicted when test data is reviewed, it is recommended that the Range ALDs be edited after the initial test administration.

## Range ALD Pre-Workshop Development

The Department began the *FSA* Range ALD development process after reviewing versions of Range ALDs that are publicly available from other testing programs. The Department's Test Development Center (TDC) staff worked with Christina Schneider from the Center for Assessment to express their vision regarding the interpretation of the *Florida Standards* and the level of achievement expected of students. Florida has determined that Level 3 on its Achievement Level Scale, which ranges from Level 1 to Level 5, indicates satisfactory performance. Levels 4 and 5 describe growth beyond the Level 3 expectations, and indicate proficiency in the *Florida Standards*. From March to April 2015, Department staff fleshed out the evidence level guideposts that describe the skills they expected to see as students worked toward deep understanding in the content areas. This work was done so that Florida educators could convene to engage in the following tasks:

1. Evaluate the draft Range ALDs and provide recommendations for improving the draft language within each grade's ALDs,
2. Edit across grades for coherence of expectations, and
3. Identify places where language could be consolidated.

## FSA Range ALD Workshop

The *FSA* ALD Workshop occurred April 28–May 1, 2015, in Tallahassee, Florida, for English language arts/literacy (ELA/literacy) in Grades 3–10 and mathematics in Grades 3–8, Algebra 1, Algebra 2, and Geometry. The purpose of the workshop was to refine the Range ALDs and obtain stakeholder input as well as develop bulleted executive summary descriptions for each achievement level based on the Range ALDs. The purpose of the bulleted summary descriptions was to distill the Range ALDs for standard-setting participants. The workshop was designed to have a representative group of Florida educators, AIR item writers, and Department staff collaborate using the *Florida Standards* and *FSA Item Specifications* to document the evidence item writers and teachers should expect to see from students for each standard across each achievement level. The evidence documentation was designed to be consistent with within-grade learning trajectories so that teachers and item writers have an understanding regarding what student

growth within a content area looks like, both within a single grade and across multiple grades.

## Panel

The panel included 41 public school and higher education content experts, and was divided into the groups led and supported by the staff members from the participating organizations, as shown in Tables 1 and 2. The panel members had varied backgrounds and were drawn from an educator pool with experience in using the *Florida Standards* and with teaching diverse groups of Florida students. The panel included educators with expertise in gifted education, special education, and English language learner education. In addition, to support inferences centered in college and career readiness (CCR) for high school courses, some panelists represented two-year and four-year postsecondary institutions.

**Table 1: Panel Configuration – Staff Members**

| Breakout Groups | FDOE & AIR Representatives | TDC Staff | AIR Staff |
|---|---|---|---|
| ELA Grades 3-5 | 2 | Elizabeth Tricquet | Allison Stingley |
| ELA Grades 6-7 | 2 | Michelle Peddie | Brett Craycraft |
| ELA Grades 8-10 | 4 | Sally Rhodes | Kelly Quinney |
| | | Gretchen Sims | Natalie Rebentisch |
| ELA Overall | 2 | Renn Edenfield | Meghan Mulhern |
| Math Grades 3-5 | 2 | Travis Barton | Alysa Kartee |
| Math Grades 6-8 | 2 | June Campbell | Jen Rubel |
| Math EOCs | 2 | Terri Sebring | Kathy Sagris |
| Math Overall | 2 | Chris Harvey | Maureen Font |
| Total | 18 | | |

**Table 2: Panel Composition**

| Committee | N Count | % Female | % Male | % White | % African American | % Hispanic | % Asian | % Other |
|---|---|---|---|---|---|---|---|---|
| ELA 3-5 | 6 | 100% | 0% | 83% | 0% | 17% | 0% | 0% |
| ELA 6-7 | 7 | 86% | 14% | 57% | 14% | 29% | 0% | 0% |
| ELA 8-10 | 7 | 71% | 29% | 71% | 29% | 0% | 0% | 0% |
| Math 3-5 | 6 | 50% | 50% | 50% | 17% | 17% | 0% | 17% |
| Math 6-8 | 6 | 83% | 17% | 67% | 17% | 17% | 0% | 0% |
| Math EOC | 9 | 78% | 22% | 67% | 11% | 11% | 11% | 0% |

The agenda for the workshop is provided in Table 3. The ALD sets are described later in the document.

**Table 3. Agenda for the FSA ALD Writing Workshop**

| Day | Time | Activity |
|---|---|---|
| April 28 | 8:00 AM | Welcome and Policy Vision, Florida Department of Education |
| | 8:30 AM | Range ALD Training, Center for Assessment |
| | 9:30 AM | Move to Breakout Rooms and Break |
| | 9:45 AM | Content Area Opening Remarks |
| | 10:15 AM | ALD Development Set 1 |
| | 12:00 PM | Lunch |
| | 12:45 PM | Continue ALD Development Set 1 |
| | 2:30 PM | Break |
| | 5:00 PM | End Day 1 |
| April 29 | 8:00 AM | Continue Set 1 ALDs |
| | 9:45 AM | Break |
| | 10:00 AM | Across Grade Articulation Discussion |
| | 12:00 PM | Lunch |
| | 12:45 PM | Begin Set 2 ALD Development |
| | 2:30 PM | Break |
| | 2:45 PM | Continue Set 2 ALD Development |
| | 5:00 PM | End Day 2 |
| April 30 | 8:00 AM | Continue Set 2 ALDs |
| | 9:45 AM | Break |
| | 10:00 AM | Across Grade Discussion Math/Phase 2 Discussion ELA |
| | 11:00 AM | Begin Set 3 Math |
| | 12:00 PM | Lunch |
| | 12:45 PM | Continue Set 3 Discussion Math/Across Grade ELA |
| | 4:15 PM | Across Grade Articulation Discussion Math |
| | 5:00 PM | End Day 3 |

| Day | Time | Activity |
|---|---|---|
| May 1 | 8:00 AM | Summary ALD Training, Center for Assessment |
| | 8:30 AM | Drafting Set 1, Set 2 Executive Summary ALDs |
| | 10:30 AM | Break |
| | 10:45 AM | Finalize Set 1 and Set 2 ALDs |
| | 11:15 AM | Draft Set 3 ALDs |
| | 12:30 PM | Workshop Ends |

## Day 1

### Opening Session

The workshop began with an Opening Session for all participants. Department staff welcomed participants, gave a brief overview of the testing program, and, of particular importance, provided the rationale and vision of the rigor for the performance standards the state expected to see at the conclusion of its standard-setting process.

One way to generally describe the desired rigor is through the Achievement Level Policy Definitions. Table 4 shows Florida's Achievement Level Policy Definitions, developed prior to the workshop.

**Table 4. Florida's Achievement Level Policy Definitions**

| Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|
| Students at this level demonstrate a **below satisfactory** level of success with the challenging content of the *Florida Standards*. | Students at this level demonstrate a **satisfactory** level of success with the challenging content of the *Florida Standards*. | Students at this level demonstrate an **above satisfactory** level of success with the challenging content of the *Florida Standards*. | Students at this level demonstrate **mastery** of the most challenging content of the *Florida Standards*. |

After the Department presentation, Christina Schneider from the Center for Assessment provided training on the purpose of Range ALDs and their attributes and emphasized the qualities of the ALDs the panelists should evaluate and edit. Panelists reviewed draft ALDs that had been developed for the FSA, and in some areas they drafted additional descriptions. The panelists were charged with evaluating the evidence statements found in the draft Range ALDs for the qualities described below, and with refining descriptions where warranted.

Range ALDs should do the following:

- define differences in content across achievement levels, rather than the frequency with which students respond to content;

- describe the contextual or scaffolding characteristics needed for a student to demonstrate the skill;
- increase in cognitive processing complexity across levels in a cogent way;
- omit redundant text that is described in earlier levels; and
- provide a mental picture of increases in skill across levels.

After training, the participants moved to the content-area breakout rooms.

## Range ALD Sets

The evaluation and refinement of the draft Range ALDs occurred in three rounds identified on the agenda as 'sets'. The set sequence is depicted in Table 5 below. The set sequence was designed to begin on Day 1 with Grades 5 and 6 ELA and mathematics and Grade 10 ELA and Algebra 1 for the following reasons. The elementary school and middle school committee met on the second day to identify vertical articulation transitions that needed to be resolved between elementary school and middle school early in the process. This allowed ELA and mathematics Grade 4 (Set 2) and Grade 3 (Set 3) to be vertically articulated from Grade 5 to the earlier grades, while simultaneously allowing Grade 7 (Set 2) and Grade 8 (Set 3) to be vertically articulated from Grade 6. It is important to note that for ELA, because of the panel configurations, Grade 8 could be vertically articulated down from Grade 10. The middle school and high school committee met on the third day. In mathematics, unlike ELA, precursor skills to standards at the high school level are not consistently present across grades. Thus the logistics of the vertical articulation for mathematics were slightly more complex.

## Table 5. ALD Sets

| Breakout Groups | Set |
|---|---|
| ELA Grade 3 | 3 |
| ELA Grade 4 | 2 |
| ELA Grade 5 | 1 |
| ELA Grade 6 | 1 |
| ELA Grade 7 | 2 |
| ELA Grade 8 | 2 |
| ELA Grade 10 | 1 |
| Math Grade 3 | 3 |
| Math Grade 4 | 2 |
| Math Grade 5 | 1 |
| Math Grade 6 | 1 |

| Breakout Groups | Set |
|---|---|
| Math Grade 7 | 2 |
| Math Grade 8 | 3 |
| Algebra 1 | 1 |
| Algebra 2 | 2 |
| Geometry | 3 |

## Breakout Rooms

The draft Range ALDs for Grades 5 and 6, Grade 10 ELA, and Algebra 1 were reviewed and revised on Day 1. Upon moving to the breakout rooms, the room facilitators distributed to each participant hard copies of

- the *Florida Standards*,
- the *FSA* item writing specifications, and
- the Range ALD Phase 1 questions.

In the ELA breakout room, AIR's content specialist, Meghan Mulhern, described for participants how text complexity decisions are measured and made for large-scale assessment purposes, and the reading-level ranges that are typically found on FSA that meet Florida's vision for what students should know and be able to do.

The room facilitator representing the Department facilitated the grade-level panel review of each standard trajectory across the four performance levels (Level 2–Level 5) using the standardized template format in Excel or Word developed for the project. AIR content specialists supported each group by making the refinement edits the panel recommended on an overhead projector for group review. Christina Schneider moved among the ELA and mathematics rooms to answer questions and troubleshoot as needed.

## Day 2

Range ALD refinement for Grades 5 and 6, Grade 10 ELA, and Algebra 1 were continued and completed on Day 2. Once the Set 1 ALDs were complete, the elementary and middle school panels convened to identify vertical articulation points in the standards in skill progressions that transition across grades. The high school panels proceeded to the next ALD set. The panels determined whether the rigor found within the grade was similar across the two grades. In mathematics, TDC staff were careful to target standards that overlapped across grades. In ELA, of key import were nuances in language describing the difficulty of the inferences as well as student abilities to draft appropriate, succinct summaries. Once the articulation process was complete, these panels were then moved to refinement of Range ALDs Set 2: Grades 4 and 7, Grade 8 ELA, and Algebra 2.

## Day 3

Range ALD refinement for Grades 4 and 7, Grade 8 ELA, and Algebra 2 was continued and completed on Day 3. Once the Set 2 ALDs were complete, the middle school and Algebra 1 panels convened to identify vertical articulation points in the standards in skill progressions that transition across grades. The ELA panel proceeded to Phase 2 of the process described next. The mathematics panel engaged in a vertical articulation conversation before beginning Set 3 for Grades 3 and 8 and Geometry, as did the ELA panel for Grade 3.

Range ALDs describe coherently increasing expectations for achievement across achievement levels within grade and across grade levels. Beginning with Grades 10 and 8, panels across grades in ELA followed the progression of skills for an objective across grades to ensure that growth was being depicted and the meaning of the achievement level labels sends a similar message to teachers across grades.

As the ELA was completing the Phase 2 process, the middle school and Geometry panels convened to identify vertical articulation points in the standards in skill progressions that transitioned across grades. As occurred previously, the mathematics panels engaged in a vertical articulation conversation before concluding the within-grade Range ALD process.

## Day 4

Prior to Day 4, Christina Schneider delivered a summary template to the Department and AIR to standardize the drafting of the executive summary. The Department moved the Range ALDs from the matrix format to the executive summary format prior to Day 4. The purpose of Day 4 was to identify places within each achievement level where language needed to be consolidated because of similarities in skills across multiple standards and verbs bulleted. Dr. Schneider provided training on the purpose of the executive summary, showed models of what was needed, and modeled the process.

Using the template, the panel made editing decisions to consolidate bullets and add bullets where appropriate, especially targeting the students performing at Level 3. The remainder of the workshop implemented this process for Set 1, Set 2, and Set 3 FSA Range ALDs. After the workshop, Dr. Schneider reviewed the executive summary ALDs and worked with the Department as needed to finalize and format the Range ALD and executive summary ALDs for USDOE peer review purposes. Both versions of the ALDs were delivered to the Department along with the technical memorandum documenting the Range ALD development process. The Range ALDs are found in Appendix A, and the executive summary ALDs are found in Appendix B.

# References

Clements, D. H., & Sarama, J. (2004). Learning trajectories in mathematics education. *Mathematical Thinking and Learning, 6*(2), 81–89.

Egan, K. L., Schneider, M. C., & Ferrara, S. (2012). Performance level descriptors: History, practice and a proposed framework. In G. Cizek (Ed.), *Setting Performance Standards*, Second Edition (79–106).

Plake, B. S., Huff, K., & Reshetar, R. (2010). Evidence-centered assessment design as a foundation for achievement-level descriptor development and for standard setting. *Applied Measurement in Education, 23*(4), 342–357.

Lewis, D. M., & Green, R. (1997, June). *The validity of ALDs*. Paper presented at the National Conference on Large Scale Assessment, Colorado Springs, CO.

Messick, S. (1994). The interplay of evidence and consequences in the validation of performance assessments. *Educational Researcher, 23*, 13–23.

Perie, M. (2008). A guide to understanding and developing ALDs. *Educational Measurement: Issues and Practice, 27*(4), 15–29.

Schneider, M. C., Huff, K. L., Egan, K. L, Gaines, M. L., & Ferrara, S. (2013). Relationships among item cognitive complexity, contextual response demands, and item difficulty: Implications for achievement level descriptors. *Educational Assessment, 18(*2*),* 99–121.

# Appendix A:

# Range ALDs for English Language Arts and Mathematics

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Policy | LAFS | Students at this level demonstrate a **below satisfactory** level of success with the challenging content of the *Florida Standards*. | Students at this level demonstrate a **satisfactory** level of success with the challenging content of the *Florida Standards*. | Students at this level demonstrate an **above satisfactory** level of success with the challenging content of the *Florida Standards*. | Students at this level demonstrate **mastery** of the most challenging content of the *Florida Standards*. |
| | | | | | |
| | | For grade-appropriate low-complexity texts, a student performing at Level 2 | For grade-appropriate low-to-moderate complexity texts, a student performing at Level 3 | For grade-appropriate moderate-to-high complexity texts, a student performing at Level 4 | For grade-appropriate high complexity texts, a student performing at Level 5 |
| | | | **Reading: Literature** | | |
| Range | 3RL1.1 | answers explicit questions to demonstrate understanding text with minimal reference to the text | answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers | answers inferential questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers | answers inferential questions to demonstrate understanding of a complex text, referring explicitly to the text as the basis for answers |
| Range | 3RL1.2 | recounts part of stories, including fables, folktales, and myths from diverse cultures;<br><br>determines the central message, lesson, or moral | recounts stories, including fables, folktales, and myths from diverse cultures;<br><br>determines the central message, lesson, or moral and explains how it is conveyed through key details in the text | fully recounts stories, including fables, folktales, and myths from diverse cultures;<br><br>determines an implicitly stated central message, lesson, or moral and explains how it is conveyed through details | fully recounts complex stories, including fables, folktales, and myths from diverse cultures;<br><br>determines an implicitly stated central message, lesson, or moral and explains how it is conveyed integrating details from the text |
| Range | 3RL1.3 | describes a character (e.g., traits or feelings) in a story and identifies how that character's actions contribute to the sequence of events | describes characters in a story (e.g., their traits, motivations, or feelings) and explains how their actions contribute to the sequence of events | describes characters in a story in detail and how their actions contribute to the sequence of events | analyzes characters in a story using textual evidence to explain how their actions contribute to the sequence of events |
| Range | 3RL2.4 | determines the meaning of basic words and phrases as they are used in a text, identifying literal and nonliteral language | determines the meaning of words and phrases 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 based on implicit textual support | determines the meaning of unfamiliar words and phrases, distinguishing literal from nonliteral language in a text by making connections to subtle, sparse textual support |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | L2.3a | identifies words/phrases that create a certain effect | chooses words/phrases for effect | chooses words/phrases for effect and to strengthen the message of the writing | chooses words/phrases that effectively strengthen the message of the writing |
| Range | 3L3.4 | determines or clarifies the meaning of unknown and multiple-meaning words using sentence-level context clues and basic affixes/roots | determines or clarifies the meaning of unknown and multiple-meaning words using strategies, such as sentence-level context clues, affixes, and roots | determines or clarifies the meaning of unknown and multiple-meaning words using strategies, such as context clues in the text, affixes, and roots | determines or clarifies the meaning of unknown and multiple-meaning words using strategies, such as integration of multiple context clues, affixes, and roots |
| Range | 3L3.5 | demonstrates basic understanding of word relationships by recognizing the literal and nonliteral use of words and phrases in context (e.g., take steps);<br><br>recognizes 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 word relationships by distinguishing the literal and nonliteral meanings of words and phrases in context (e.g., take steps);<br><br>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 word relationships by distinguishing the literal and nonliteral meanings of words and phrases in context (e.g., take steps);<br><br>distinguishes shades of meaning among related words that describe states of mind or degrees of certainty | demonstrates understanding of complex word relationships by explaining the literal and nonliteral meanings of words and phrases in context (e.g., take steps);<br><br>explains shades of meaning among related words that describe states of mind or degrees of certainty |
| Range | 3RL2.5 | identifies how one part builds on an earlier section to support subsequent action while referring to parts of a story, drama, or poem | describes how each successive part builds on earlier sections while referring to parts of stories, dramas, and poems | explains with textual evidence how each successive part builds on earlier sections while referring to parts of stories, dramas, and poems | explains with textual evidence how successive parts build on earlier sections while referring to parts of complex stories, dramas, and poems |
| Range | 3RL2.6 | identifies the point 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 multiple points of view within a text using textual evidence | evaluates multiple points of view within a text using textual evidence |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 3RL3.7 | uses specific aspects of a text's illustrations to understand the text and what is conveyed by the words in a story | explains how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting) | interprets how aspects of a text's illustrations contribute to an understanding of the text by making inferences about how the illustrations reflect mood, characters, and setting | interprets how aspects of a text's illustrations contribute to an understanding of the text by making inferences about how the illustrations reflect mood, characters, and setting and provides textual support |
| Range | 3SL1.2 | determines the explicitly stated main idea and key 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 | determines the implicit 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 implicit main ideas and multiple supporting details in a complex text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally |
| Range | 3SL1.3 | answers questions about information from a speaker | answers questions about information from a speaker, offering appropriate elaboration and detail | answers questions about information from a speaker, offering relevant and effective elaboration and detail | answers complex questions about information from a speaker, offering relevant, effective elaboration and detail |
| Range | 3RL3.8 | N/A | N/A | N/A | N/A |
| Range | 3RL3.9 | compares and contrasts setting and plots of stories written by the same author about the same 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 themes, settings, and plots of stories written by the same author about the same or similar characters while making inferences to identify support used by the author | compares and contrasts complex themes, settings, and plots of stories written by the same author about the same or similar characters while making inferences, using evidence from the text set |
| **Reading: Informational Text** | | | | | |
| Range | 3RI1.1 | answers explicit questions to demonstrate understanding of a text, with minimal reference to the text | answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers | answers inferential questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers | answers inferential questions to demonstrate understanding of a complex text, referring explicitly to the text as the basis for answers |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 3RI1.2 | identifies the explicitly stated main idea of a text;<br><br>identifies key details from the text | determines the main idea of a text;<br><br>recounts key details and explains how key details support the main idea | determines the implied main idea of a text;<br><br>recounts multiple details of the text and explains how they support the main idea | determines the implied main idea of a complex text;<br><br>recounts multiple details of the text and explains how implied details support the main idea |
| Range | 3RI1.3 | describes an explicit relationship between historical events, scientific ideas or concepts, or steps in technical procedures in a text, using limited language that pertains to time and sequence | 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 | analyzes 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 | analyzes the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using academic language that pertains to time, sequence, and cause/effect |
| Range | 3RI2.4 | determines the meaning of basic general academic and domain-specific words and phrases as they are used in a text relevant to a grade 3 topic or subject area | determines the meaning of general academic and domain-specific words and phrases as they are used in a text relevant to a grade 3 topic or subject area | determines the meanings of general academic and domain-specific words and phrases as they are used in a text relevant to a grade 3 topic or subject area based on implicit textual support | determines the meaning of general academic and domain-specific words and phrases as they are used in a text relevant to a grade 3 topic or subject area making connections to subtle, sparse textual support |
| Range | 3L2.3a | identifies words/phrases that create a certain effect | chooses words/phrases for effect | chooses words/phrases for effect and to strengthen the message of the writing | chooses words/phrases that effectively strengthen the message of the writing |
| Range | 3L3.4 | determines or clarifies the meaning of unknown and multiple-meaning words using sentence-level context clues and basic affixes/roots | determines or clarifies the meaning of unknown and multiple-meaning words using strategies, such as sentence-level context clues, affixes, and roots | determines or clarifies the meaning of unknown and multiple-meaning words using strategies, such as context clues in the text, affixes, and roots | determines or clarifies the meaning of unknown and multiple-meaning words using strategies, such as integration of multiple context clues, affixes, and roots |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 3L3.5 | recognizes the literal and nonliteral use of words and phrases in context (e.g., take steps);<br><br>identifies simple, real-life connections between words and their use (e.g., describe people who are friendly or helpful) | distinguishes the literal and nonliteral meanings of words and phrases in context (e.g., take steps);<br><br>identifies real-life connections between words and their use (e.g., describe people who are friendly or helpful);<br><br>distinguishes shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered) | distinguishes the complex literal and nonliteral meanings of words and phrases in context (e.g., take steps);<br><br>identifies complex real-life connections between words and their use (e.g., describe people who are friendly or helpful);<br><br>distinguishes subtle shades of meaning among related words that describe states of mind or degrees of certainty | distinguishes the highly complex literal and nonliteral meanings of words and phrases in context (e.g., take steps);<br><br>identifies subtle and complex real-life connections between words and their use (e.g., describe people who are friendly or helpful);<br><br>distinguishes nuanced shades of meaning among related words that describe states of mind or degrees of certainty |
| Range | 3RI2.5 | uses basic text features and search tools (e.g., key words, sidebars) 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 text features and search tools to locate and interpret information relevant to a given topic efficiently | uses text features and search tools to locate and explain information relevant to a given topic efficiently |
| Range | 3RI2.6 | identifies the point of view of the author of the text | distinguishes his or her own point of view from that of the author of the text | distinguishes multiple points of view within a text using textual evidence | evaluates multiple points of view within a text using textual evidence |
| Range | 3RI3.7 | uses information gained from illustrations and explicit details 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 illustrations and the inferences within a text to interpret the meaning of the text | uses information gained from multiple illustrations and inferences within a text to explain the meaning of the text |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 3SL1.2 | determines the explicitly stated main idea and key 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 | determines the implicit 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 implicit main ideas and multiple supporting details in a complex text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally |
| Range | 3SL1.3 | answers questions about information from a speaker | answers questions about information from a speaker, offering appropriate elaboration and detail | answers questions about information from a speaker, offering relevant and effective elaboration and detail | answers complex questions about information from a speaker, offering relevant, effective elaboration and detail |
| Range | 3RI3.8 | identifies the logical connections between particular sentences and paragraphs in a text (e.g., comparison, 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 the logical connections between particular sentences and paragraphs in a text using textual evidence (e.g., comparison, cause/effect, first/second/third in a sequence) | analyzes connections between particular sentences and paragraphs in a text using textual evidence (e.g., comparison, cause/effect, first/second/third in a sequence) |
| Range | 3RI3.9 | 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 points and details presented in two texts on the same topic and provides textual evidence to support these comparisons | compares and contrasts implied points and details presented in two texts on the same topic and provides textual evidence to support these comparisons |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| | | | Language | | |
| Range | L1.1 | demonstrates basic command of standard English and usage when writing or speaking, 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, and produce simple, compound, and complex sentences | demonstrates command of standard English and usage when writing or speaking, 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, and produce simple, compound, and complex sentences | demonstrates strong command of standard English and usage when writing or speaking, 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, and produce simple, compound, and complex sentences | demonstrates mastery of standard English and usage when writing or speaking, 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, and produce simple, compound, and complex sentences |
| Range | L1.2 | demonstrates basic command of the conventions of standard English including capitalization (titles of works), punctuation (commas in addresses, commas and quotation marks in dialogue, possessives), and spelling of grade-appropriate words | demonstrates command of the conventions of standard English including capitalization (titles of works), punctuation (commas in addresses, commas and quotation marks in dialogue, possessives), and spelling of grade-appropriate words | demonstrates strong command of the conventions of standard English including capitalization (titles of works), punctuation (commas in addresses, commas and quotation marks in dialogue, possessives), and spelling of grade-appropriate words | demonstrates mastery of the conventions of standard English including capitalization (titles of works), punctuation (commas in addresses, commas and quotation marks in dialogue, possessives), and spelling of grade-appropriate words |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Policy | LAFS | Students at this level demonstrate a **below satisfactory** level of success with the challenging content of the *Florida Standards*. | Students at this level demonstrate a **satisfactory** level of success with the challenging content of the *Florida Standards*. | Students at this level demonstrate an **above satisfactory** level of success with the challenging content of the *Florida Standards*. | Students at this level demonstrate **mastery** of the most challenging content of the *Florida Standards*. |
| | | | | | |
| | | For grade-appropriate low-complexity texts, a student performing at Level 2 | For grade-appropriate low-to-moderate complexity texts, a student performing at Level 3 | For grade-appropriate moderate-to-high complexity texts, a student performing at Level 4 | For grade-appropriate high complexity texts, a student performing at Level 5 |
| **Reading: Literature** | | | | | |
| Range | 4RL1.1 | refers to a detail and/or example in a 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 analyzing what the text says explicitly and when drawing complex inferences from the text | refers to implicit details throughout the text when analyzing what the text says and when drawing complex inferences from the text |
| Range | 4RL1.2 | determines an explicitly stated theme in a story, drama, or poem;<br><br>determines key details that should be included in a summary | determines the theme of a story, drama, or poem;<br><br>summarizes the text | determines an implicitly stated theme of a story, drama, or poem;<br><br>provides a summary of the text using explicit and implicit details | determines an implicitly stated theme of a story, drama, or poem and identifies evidence to support;<br><br>produces a clear summary using explicit and implicit details |
| Range | 4RL1.3 | describes a character trait, an element of the setting, or a major 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 (e.g., a character's thoughts, words, or actions) | examines a character, setting, or event in a story or drama, drawing on implicitly stated details in the text | examines a character, setting, or event in a story or drama, drawing on implicitly stated details throughout the text |
| Range | 4RL2.4 | determines the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology, through explicitly stated details | determines the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean) | determines the meaning of unfamiliar words and phrases as they are used in a text, based on implicit textual support | determines the meaning of unfamiliar words and phrases as they are used in a text, by making connections to subtle, sparse textual support |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 4L3.4 | determines or clarifies the meaning of unknown or multiple-meaning words and phrases, by<br><br>• using explicit context (e.g., definitions, examples, or restatements in the text) as a clue to the meaning of a word or phrase<br><br>• determining the meaning of a word when given the meaning of a Greek or Latin affix or root | determines or clarifies the meaning of unknown or multiple-meaning words and phrases, by<br><br>• using context (e.g., definitions, examples, or restatements in the text) as a clue to the meaning of a word or phrase<br><br>• using common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph) | determines or clarifies the meaning of unknown or multiple-meaning words and phrases, by<br><br>• integrating multiple context clues<br><br>• using Greek and Latin affixes and roots as clues to the meaning of a word | determines or clarifies the meaning of unknown or multiple-meaning words and phrases, by<br><br>• integrating multiple context clues found throughout the entire text<br><br>• using Greek and Latin affixes and roots as clues to the meaning of a complex word |
| Range | 4L3.5 | demonstrates understanding of word relationships and nuances in word meanings by<br><br>• recognizing simple similes and metaphors in context and determining the meaning of simple similes<br><br>• recognizing the meaning of common idioms, adages, and proverbs;<br><br>• relating familiar words to their opposites (antonyms) and to words with similar but not identical meanings (synonyms) | demonstrates understanding of word relationships and nuances in word meanings by<br><br>• explaining the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context;<br><br>• recognizing and explaining the meaning of common idioms, adages, and proverbs;<br><br>• relating words to their opposites (antonyms) and to words with similar but not identical meanings (synonyms) | demonstrates understanding of word relationships and nuances in word meanings by<br><br>• explaining the meaning of similes and metaphors in context;<br><br>• recognizing and explaining the meaning of idioms, adages, and proverbs;<br><br>• relating unfamiliar words to their opposites (antonyms) and to words with similar but not identical meanings (synonyms) | demonstrates understanding of word relationships and nuances in word meanings by<br><br>• explaining the meaning of complex similes and metaphors in context;<br><br>• recognizing and explaining the meaning and purpose of idioms, adages, and proverbs;<br><br>• applying understanding of word relationships |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 4RL2.5 | identifies differences between poems, drama, and prose, including the structural elements of poems and drama | Explains major differences between poems, drama, and prose, and refers to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text | explains differences between poems, drama, and prose, and refers to the structural elements | analyzes how structural elements of literary texts make them different |
| Range | 4RL2.6 | compares and contrasts 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 points of view from which different stories are narrated and provides textual support | analyzes the similarities and differences in points of view from which different stories are narrated and provides textual support |
| Range | 4RL3.7<br>**Also Assesses**:<br>**4SL1.2** | identifies details that connect the text of a story or drama with the visual or oral presentation of the text<br><br>**Also Assesses**<br>**4SL1.2:**determines the key details presented in a variety of diverse media and formats | 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<br><br>**Also Assesses**<br>**4SL1.2:** paraphrases portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally | makes connections between 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<br><br>**Also Assesses**<br>**4SL1.2:** accurately paraphrases portions of a text read aloud or information presented in diverse media and formats | makes connections between implicit 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<br><br>**Also Assesses**<br>**4SL1.2:** accurately paraphrases portions of a complex text read aloud or information presented in diverse media and formats |
| Range | 4RL3.8 | N/A | N/A | N/A | N/A |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 4RL3.9 | uses key details from the text to identify the similarities and differences of similar 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 (e.g., opposition of good and evil) and patterns of events (e.g., the quest) 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 using explicit and implicit textual support | compares and contrasts the treatment of similar themes and topics and patterns of events in complex stories, myths, and traditional literature from different cultures while making higher-level inferences to identify support used by authors |
| **Reading: Informational Text** | | | | | |
| Range | 4RI1.1 | refers to a detail and/or example in a 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 analyzing what the text says explicitly and when drawing complex inferences from the text | refers to implicit details throughout the text when analyzing what the text says and when drawing complex inferences from the text |
| Range | 4RI1.2 | determines an explicitly stated main idea of a text and determines key details;<br><br>determines key details that should be included in a summary | determines the main idea of a text and explains how it is supported by key details;<br><br>summarizes the text | determines an implicitly stated main idea of a text and explains, using textual evidence, how it is supported by multiple details;<br><br>provides a summary of the text using explicit and implicit details | determines an implicitly stated main idea of a text and explains, and uses inferences from textual evidence to explain, how it is supported by implicit details;<br><br>produces a clear summary using explicit and implicit details |
| Range | 4RI1.3 | describes an event, procedure, idea, or concept 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 support the explanation | evaluates events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, using evidence from the text to support the explanation |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 4RI2.4 | determines the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area through explicitly stated details | determines the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area | determines the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area based on implicit textual support | determines the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area by making connections to subtle, sparse textual support |
| Range | 4L3.4 | determines or clarifies the meaning of unknown or multiple-meaning words and phrases, by<br><br>• using explicit context (e.g., definitions, examples, or restatements in the text) as a clue to the meaning of a word or phrase<br><br>• determining the meaning of a word when given the meaning of a Greek or Latin affix or root | determines or clarifies the meaning of unknown or multiple-meaning words and phrases, by<br><br>• using context (e.g., definitions, examples, or restatements in the text) as a clue to the meaning of a word or phrase<br><br>• using common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph) | determines or clarifies the meaning of unknown or multiple-meaning words and phrases, by<br><br>• integrating multiple context clues<br><br>• using Greek and Latin affixes and roots as clues to the meaning of a word | determines or clarifies the meaning of unknown or multiple-meaning words and phrases, by<br><br>• integrating multiple context clues found throughout the entire text<br><br>• using Greek and Latin affixes and roots as clues to the meaning of a complex word |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 4L3.5 | demonstrates understanding of word relationships and nuances in word meanings, by<br><br>• recognizing simple similes and metaphors in context and determines the meaning of simple similes;<br><br>• recognizing the meaning of common idioms, adages, and proverbs;<br><br>• relating familiar words to their opposites (antonyms) and to words with similar but not identical meanings (synonyms) | demonstrates understanding of word relationships and nuances in word meanings, by<br><br>• explaining the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context;<br><br>• recognizing and explaining the meaning of common idioms, adages, and proverbs;<br><br>• relating words to their opposites (antonyms) and to words with similar but not identical meanings (synonyms) | demonstrates understanding of word relationships and nuances in word meanings, by<br><br>• explaining the meaning of similes and metaphors in context;<br><br>• recognizing and explaining the meaning of idioms, adages, and proverbs;<br><br>• relating unfamiliar words to their opposites (antonyms) and to words with similar but not identical meanings (synonyms) | demonstrates understanding of word relationships and nuances in word meanings, by<br><br>• explaining the meaning of complex similes and metaphors in context;<br><br>• recognizing and explaining the meaning and purpose of idioms, adages, and proverbs;<br><br>• applying understanding of word relationships |
| Range | 4RI2.5 | identifies the overall structure of events, ideas, concepts, or information in a text or part of a text | describes the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) 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, referring to specific textual evidence | analyzes 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 | 4RI2.6 | identifies similar information obtained from a firsthand and secondhand account of the same event or topic;<br><br>identifies the difference in focus and the information provided | compares and contrasts a firsthand and secondhand account of the same event or topic;<br><br>describes the difference in focus and the information provided | compares and contrasts a firsthand and secondhand account of the same event or topic from multiple texts;<br><br>describes, using textual evidence, differences in focus and the information provided | compares and contrasts a firsthand and secondhand account of the same complex event or topic from multiple texts;<br><br>describes, using inferred textual evidence, differences in focus and the information provided |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 4RI3.7<br>**Also Assesses:**<br>**4SL1.2**<br>**4SL1.3** | interprets information presented visually, orally, or quantitatively<br><br>**Also Assesses**<br>**4SL1.2:** paraphrases small portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally ;<br><br>**4SL1.3:** identifies one reason and evidence a speaker provides to support a particular point | interprets information presented visually, orally, or quantitatively (e.g., charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explains how the information contributes to and enhances an understanding of the text in which it appears<br><br>**Also Assesses**<br>**4SL1.2:** paraphrases portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally;<br><br>**4SL1.3:** identifies the reasons and evidence a speaker provides to support particular points | analyzes information presented visually, orally, or quantitatively and explains how the information contributes to and extends the overall understanding of the text in which it appears<br><br>**Also Assesses**<br>**4SL1.2:** accurately paraphrases portions of a text read aloud or information presented in diverse media and formats;<br><br>**4SL1.3:** interprets the reasons and evidence a speaker provides to support particular points | evaluates information presented visually, orally, or quantitatively and appraises how the information contributes to and extends the overall understanding of the text in which it appears<br><br>**Also Assesses**<br>**4SL1.2:** accurately paraphrases portions of a complex text read aloud or information presented in diverse media and formats;<br><br>**4SL1.3:** explains the strength of the reasons and evidence a speaker provides to support particular points |
| Range | 4RI3.8 | identifies how an author uses reasons and evidence to support a particular point in a text | explains 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 and provides textual evidence as support | explains how an author uses reasons and evidence to support particular points in a text and provides textual evidence and elaboration as support |
| Range | 4RI3.9 | uses information from two texts on the same topic in order to write or speak about the subject | integrates information from two texts on the same topic in order to write or speak about the subject knowledgeably | integrates information from two texts on the same topic in order to write or speak knowledgeably, incorporating textual evidence about the subject | integrates information from two texts on the same topic in order to write or speak knowledgeably, making purposeful connections from textual evidence |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| | | | **Writing** | | |
| Range | 4W1.1; W.2.4; W.2.5; W.3.8; W.3.9; L.1.1; L.1.2; L.2.3; L.3.4; L3.5; L.3.6 | somewhat sustains an opinion piece, supporting a point of view with text-based reasons and information, attempts an organizational structure that provides grouped ideas with limited progression, draws evidence from text to support his or her ideas, introduces some variation in sentence structure with general word choice, and demonstrates partial control of conventions | adequately sustains an opinion piece, supporting a point of view with text-based reasons and information, includes a clear organizational structure that provides logically grouped support with adequate progression of ideas, draws relevant evidence from text to support analysis and reflection, includes some variation in sentence structure and precise language, and demonstrates adequate use of conventions | consistently sustains a point of view throughout an opinion piece through the use of text-based reasons and information, includes a clear organizational structure that provides logically grouped support and progression of ideas, draws relevant evidence from text to support analysis and reflection, includes variation in sentence structure and precise language, and demonstrates controlled use of conventions | fully sustains a point of view throughout an opinion piece through the use of text-based reasons and information, includes a purposeful organizational structure that provides logically grouped support and an intentional progression of ideas, draws relevant evidence that is smoothly integrated to support analysis and reflection, includes effective use of sentence structure and precise language, and demonstrates skillful use of conventions |
| | 4W1.2; W.2.4; W.2.5; W.3.8; W.3.9; L.1.1; L.1.2; L.2.3; L.3.4; L3.5; L.3.6 | somewhat sustains an informative/explanatory piece, supporting a controlling idea with text-based information, attempts an organizational structure that provides grouped ideas with limited progression, draws evidence from text to support the ideas, introduces some variation in sentence structure with general word choice and demonstrates partial control of conventions | adequately sustains an informative/explanatory piece, supporting a controlling idea with text-based information, includes a clear organizational structure that provides logically grouped support with adequate progression of ideas, draws relevant evidence from text to examine a topic and convey ideas clearly, includes some variation in sentence structure and precise language, and demonstrates adequate use of conventions and spelling | consistently sustains a controlling idea throughout an informative/explanatory piece, through the use of text-based information, includes a clear organizational structure that provides logically grouped support and progression of ideas, draws relevant evidence from text to examine a topic and convey ideas clearly, includes variation in sentence structure and precise language, and demonstrates controlled use of conventions | fully sustains a controlling idea throughout an informative/explanatory piece, through the use of text-based information, includes a purposeful organizational structure that provides logically grouped support and an intentional progression of ideas, draws relevant evidence that is smoothly integrated to effectively examine a topic and convey ideas, includes effective use of sentence structure and precise language, and demonstrates skillful use of conventions |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 4L1.1 | demonstrates basic 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 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) | demonstrates mastery 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 | 4L1.2 | demonstrates basic 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 | 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 | 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 words correctly | demonstrates a mastery 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 |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Policy | LAFS | Students at this level demonstrate a **below satisfactory** level of success with the challenging content of the *Florida Standards*. | Students at this level demonstrate a **satisfactory** level of success with the challenging content of the *Florida Standards*. | Students at this level demonstrate an **above satisfactory** level of success with the challenging content of the *Florida Standards*. | Students at this level demonstrate **mastery** of the most challenging content of the *Florida Standards*. |
| | | | | | |
| | | For grade-appropriate low-complexity texts, a student performing at Level 2 | For grade-appropriate low-to-moderate complexity texts, a student performing at Level 3 | For grade-appropriate moderate-to-high complexity texts, a student performing at Level 4 | For grade-appropriate high complexity texts, a student performing at Level 5 |
| | | | **Reading: Literature** | | |
| Range | 5RL1.1 | 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 multiple details accurately from a text to support complex inferences | quotes multiple, implicit details accurately from one or more texts when drawing complex inferences |
| Range | 5RL1.2 | determines an explicitly stated theme from key details of a story, drama, or poem;<br><br>determines the key details that should be included in a summary | 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;<br><br>summarizes the text | determines a theme of a story, drama, or poem that is implicitly stated and identifies details that support the theme;<br><br>provides a summary of the text using explicit and implicit details | determines a theme of a story, drama, or poem that is implicitly stated and explains how implicit textual evidence provides support for the theme;<br><br>produces a clear summary using explicit and implicit details |
| Range | 5RL1.3 | compares and contrasts two 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 two or more characters, settings, or events in a story or drama, drawing on implicitly stated details in the text | compares and contrasts two or more complex (including primary or secondary) characters, settings, or events in a story or drama, drawing on subtle implicitly stated details found throughout the text |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 5RL2.4 | determines the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes, through explicitly stated details | 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, including figurative language such as metaphors and similes, based on implicit textual support | determines the meaning of unfamiliar words and phrases, including figurative language such as metaphors and similes, by making connections to subtle, sparse textual support |
| Range | 5L3.4 | determines or clarifies the meaning of unknown or multiple-meaning words or phrases by using explicit context as a clue to the meaning of a word or phrase;<br><br>determines the meaning of a word when given the meaning of a Greek or Latin affix or root | determines or clarifies the meaning of unknown or multiple-meaning words or phrases by using context (e.g., cause/effect relationships and comparisons in a text) as a clue to the meaning of a word or phrase;<br><br>uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word | determines or clarifies the meaning of unknown or multiple-meaning words or phrases by using explicit or implicit context as a clue to the meaning of a word or phrase;<br><br>uses Greek and Latin affixes and roots as clues to the meaning of a word | determines or clarifies the meaning of unknown or multiple-meaning words or phrases by using subtle, implicit context as a clue to the meaning of a word or phrase;<br><br>uses Greek and Latin affixes and roots as clues to the meaning of a complex word |
| Range | 5L3.5 | determines understanding of figurative language and word relationships in word meanings by recognizing basic figurative language, including similes and metaphors, in context;<br><br>recognizes common idioms, adages, and proverbs;<br><br>recognizes the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words | determines understanding of figurative language, word relationships, and nuances in word meanings by interpreting figurative language, including similes and metaphors, in context;<br><br>recognizes and explains the meaning of common idioms, adages, and proverbs;<br><br>uses the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words | determines understanding of figurative language, word relationships, and nuances in word meanings by explaining figurative language, including similes and metaphors, in context;<br><br>recognizes and explains the meaning of idioms, adages, and proverbs;<br><br>explains~~ing~~ the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words | determines understanding of figurative language, word relationships, and nuances in word meanings by analyzing figurative language, including similes and metaphors, in context;<br><br>recognizes and explains the meaning and purpose of idioms, adages, and proverbs;<br><br>analyzes the relationship between particular words (e.g., synonyms, antonyms, homographs) |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 5RL2.5 | identifies 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 | explains how a series of chapters, scenes, or stanzas fit together to develop the structure of a particular text | analyzes how a series of chapters, scenes, or stanzas fit together to develop the structure of a particular text |
| Range | 5RL2.6 | states how a narrator's or speaker's point of view affects how major events are described | describes how a narrator's or speaker's point of view influences how events are described | analyzes how a narrator's or speaker's point of view influences how events are described | evaluates how a narrator's or speaker's point of view influences how events are described |
| Range | 5RL3.7 **Also Assesses: SL1.2** | describes how visual and multimedia elements contribute to the meaning of a text<br><br>**Also Assesses SL1.2:** determines the key details of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally | 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)<br><br>**Also Assesses SL1.2:**summarizes a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally | evaluates how visual and multimedia elements contribute to the meaning, tone, or beauty of a variety of texts<br><br>**Also Assesses SL1.2:**summarizes a written text read aloud or information presented in diverse media and formats through the use of explicit and implicit details | evaluates how visual and multimedia elements contribute to the overall interpretation of a variety of texts<br><br>**Also Assesses SL1.2:**produces a summary of a written text read aloud or information presented in diverse media and formats through the use of explicit and implicit details |
| Range | 5RL3.8 | N/A | N/A | N/A | N/A |
| Range | 5RL3.9 | compares and contrasts stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar 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 themes and topics, providing textual evidence to support | analyzes stories in the same genre on their approaches to similar themes and topics, providing strong textual evidence to support |
| **Reading: Informational Text** | | | | | |
| Range | 5RI1.1 | 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 multiple details accurately from a text to support complex inferences | quotes multiple, implicit details accurately from one or more texts when drawing complex inferences |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 5RI1.2 | determines two or more main ideas of a text from explicitly stated key details;<br><br>determines the key details in the text | determines two or more explicitly or implicitly stated main ideas of a text and explains how they are supported by key details;<br><br>summarizes the text | determines two or more explicit and implied main ideas of a text and explains how they are supported by details;<br><br>provides a summary of the text using explicit and implicit details | determines two or more main ideas of a text and explains how they are supported by explicit and implicit details found throughout the text;<br><br>produces a clear summary using explicit and implicit details |
| Range | 5RI1.3 | identifies the relationships or interactions between two 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 the relationships or interactions between two or more individuals, events, ideas, or concepts in a text, providing evidence based on specific information in the text | evaluates the relationships or interactions between two or more individuals, events, ideas, or concepts in a text, providing multiple pieces of evidence from the text |
| Range | 5RI2.4 | determines the meaning of general academic and domain-specific words and phrases as they are used in a text relevant to a grade 5 topic or subject area, through explicitly stated details | determines the meaning of general academic and domain-specific words and phrases as they are used in a text relevant to a grade 5 topic or subject area | determines the meaning of unfamiliar general academic and domain-specific words and phrases as they are used in a text relevant to a grade 5 topic or subject area based on implicit textual support | determines the meaning of unfamiliar general academic and domain-specific words and phrases as they are used in a text relevant to a grade 5 topic or subject area by making connections to subtle, sparse textual support |
| Range | 5L3.4 | determines or clarifies the meaning of unknown or multiple-meaning words or phrases by using explicit context as a clue to the meaning of a word or phrase;<br><br>determines the meaning of a word when given the meaning of a Greek or Latin affix or root | determines or clarifies the meaning of unknown or multiple-meaning words or phrases by using context (e.g., cause/effect relationships and comparisons in a text) as a clue to the meaning of a word or phrase;<br><br>uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word | determines or clarifies the meaning of unknown or multiple-meaning words or phrases by using implicit context as a clue to the meaning of a word or phrase;<br><br>uses Greek and Latin affixes and roots as clues to the meaning of a word | determines or clarifies the meaning of unknown or multiple-meaning words or phrases by using subtle, implicit context as a clue to the meaning of a word or phrase;<br><br>uses Greek and Latin affixes and roots as clues to the meaning of a complex word |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 5L3.5 | determines understanding of figurative language, word relationships, and nuances in word meanings by recognizing basic figurative language, including similes and metaphors, in context;<br><br>recognizes common idioms, adages, and proverbs;<br><br>recognizes the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words | determines understanding of figurative language, word relationships, and nuances in word meanings by interpreting figurative language, including similes and metaphors, in context;<br><br>recognizes and explains the meaning of common idioms, adages, and proverbs;<br><br>uses the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words | determines understanding of figurative language, word relationships, and nuances in word meanings by explaining figurative language, including similes and metaphors, in context;<br><br>recognizing and explains the meaning of idioms, adages, and proverbs;<br><br>explains the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words | determines understanding of figurative language, word relationships, and nuances in word meanings by analyzing figurative language, including similes and metaphors, in context;<br><br>recognizing and explains the meaning and purpose of idioms, adages, and proverbs;<br><br>analyzes the relationship between particular words (e.g., synonyms, antonyms, homographs) |
| Range | 5RI2.5 | identifies 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 | compares and contrasts the overall structure of events, ideas, concepts, or information in two or more texts and evaluates how that structure contributes to overall meaning |
| Range | 5RI2.6 | describes multiple accounts of the same event or topic, noting similarities and differences in the point of view | 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 using textual evidence to note similarities and differences in the point of view they represent | analyzes multiple accounts of the same event or topic using explicit and implicit textual evidence to note similarities and differences in the point of view they represent |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 5RI3.7 **Also Assesses: SL 1.2 and SL 1.3** | uses information from a print or digital source, demonstrating the ability to locate an answer to a question or to solve a problem<br><br>**Also Assesses**<br>**SL 1.2 :** determines the key details of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally;<br><br>**SL 1.3 :** recalls the points a speaker makes and provides some evidence to support claims | 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<br><br>**Also Assesses**<br>**SL 1.2:** summarizes a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally;<br><br>**SL 1.3 :** summarizes the points a speaker makes and explains how each claim is supported by reasons and evidence | analyzes information from multiple sources in order to connect implicit information for problem solving<br><br>**Also Assesses**<br>**SL 1.2:** clearly and coherently summarizes a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally;<br><br>**SL 1.3 :** summarizes the points a speaker makes and analyzes how each claim is supported by reasons and evidence | synthesizes information from multiple sources in order to make complex inferences<br><br>**Also Assesses**<br>**SL 1.2:** clearly and coherently summarizes a complex written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally;<br><br>**SL 1.3 :** summarizes the points a speaker makes and evaluates how each claim is supported by reasons and evidence |
| Range | 5RI3.8 | 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) | analyzes how an author uses reasons and evidence to support particular points in a text, identifying multiple reasons and pieces of textual evidence that provide support | evaluates how an author uses reasons and evidence to support particular points in a text, identifying multiple reasons and pieces of textual evidence that provide support |
| Range | 5RI3.9 | uses information from several texts on the same topic in order to write or speak about the subject | integrates information from several texts on the same topic in order to write or speak about the subject knowledgeably | integrates information from two texts on the same topic in order to write or speak knowledgeably, incorporating textual evidence about the subject | integrates information from two texts on the same topic in order to write or speak knowledgeably, making purposeful connections from textual evidence |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| | | | **Writing** | | |
| Range | 5W1.1; W.2.4; W.2.5; W.3.8; W.3.9; L.1.1; L.1.2; L.2.3; L.3.4; L3.5; L.3.6 | somewhat sustains an opinion piece, supporting a point of view with text-based reasons and information, attempts an organizational structure that provides grouped ideas with limited progression, draws evidence from grade-level text to support the ideas and show partial understanding, introduces some variation in sentence structure with general word choice and demonstrates partial control of conventions | adequately sustains an opinion piece, supporting a point of view with text-based reasons and information, includes a clear organizational structure that provides logically grouped support with adequate progression of ideas, draws relevant evidence from grade-level text to support analysis and reflection, introduces some variation in sentence structure and precise language, and demonstrates adequate use of conventions | sustains a point of view throughout an opinion piece, through the use of text-based reasons and information, includes a clear organizational structure that provides logically grouped support and progression of ideas, draws relevant evidence from grade-level text to support analysis and reflection, includes variation in sentence structure and precise language, and demonstrates controlled use of conventions | fully sustains a point of view throughout an opinion piece, through the use of text-based reasons and information, includes a purposeful organizational structure that provides logically grouped support and an intentional progression of ideas, draws relevant evidence from grade-level text that is smoothly integrated to support analysis and reflection, includes effective use of sentence structure and precise language, and demonstrates skillful use of conventions |
| | 5W1.2; W.2.4; W.2.5; W.3.8; W.3.9; L.1.1; L.1.2; L.2.3; L.3.4; L3.5; L.3.6 | somewhat sustains an informative/explanatory piece, supporting a controlling idea with text-based information, attempts an organizational structure that provides grouped ideas with limited progression, draws evidence from grade-level text to support the ideas and show partial understanding, introduces some variation in sentence structure with general word choice, and demonstrates partial control of conventions | adequately sustains an informative/explanatory piece, supporting a controlling idea with text-based information, includes a clear organizational structure that provides logically grouped support with adequate progression of ideas, draws relevant evidence from grade-level text to examine a topic and convey ideas clearly, introduces some variation in sentence structure and precise language, and demonstrates adequate use of conventions | sustains a controlling idea throughout an informative/explanatory piece, through the use of text-based information, includes a clear organizational structure that provides logically grouped support and progression of ideas, draws relevant evidence from grade-level text to examine a topic and convey ideas clearly, includes variation in sentence structure and precise language, and demonstrates controlled use of conventions | fully sustains a controlling idea throughout an informative/explanatory piece, through the use of text-based information, includes a purposeful organizational structure that provides logically grouped support and an intentional progression of ideas, draws relevant evidence from grade-level text that is smoothly integrated to effectively examine a topic and convey ideas, includes effective use of sentence structure and precise language, and demonstrates skillful use of conventions |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 5L1.1 | demonstrates basic command 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 inappropriateshifts 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) | demonstrates mastery 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) |
| Range | 5L1.2 | demonstrates basic 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 | 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 | 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 | demonstrates mastery 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 |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Policy | LAFS | Students at this level demonstrate a **below satisfactory** level of success with the challenging content of the *Florida Standards*. | Students at this level demonstrate a **satisfactory** level of success with the challenging content of the *Florida Standards*. | Students at this level demonstrate an **above satisfactory** level of success with the challenging content of the *Florida Standards*. | Students at this level demonstrate **mastery** of the most challenging content of the *Florida Standards*. |
| | | | | | |
| | | For grade-appropriate low-complexity texts, a student performing at Level 2 | For grade-appropriate low-to-moderate complexity texts, a student performing at Level 3 | For grade-appropriate moderate-to-high complexity texts, a student performing at Level 4 | For grade-appropriate high complexity texts, a student performing at Level 5 |
| | | | **Reading: Literature** | | |
| Range | 6RL1.1 | identifies textual evidence to support a stated 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 textual evidence to support a complex inference or analysis of the text | cites strong textual evidence to support a complex inference or deep analysis of the text |
| Range | 6RL1.2 | identifies a theme or central idea of a text; provides details contained within a simple summary of a text distinct from personal opinions or judgments | determines a theme or 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 | determines an implicit theme or central idea and analyzes how it is conveyed through particular details; provides a summary of a text distinct from personal opinions or judgments | analyzes an implicit theme or central idea and analyzes how it is conveyed through subtle details; provides a succinct summary of a text distinct from personal opinions or judgments |
| Range | 6RL1.3 | identifies how a particular story or drama unfolds and how the main characters change in a particular section of a story | 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 complex characters respond and change as the plot moves toward a resolution | analyzes how the interaction between the plot and characters of a particular story or drama unfolds in a series of episodes and advances the plot toward a resolution |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 6RL2.4 | determines the meaning of words and phrases as they are used in a text, including figurative and connotative meanings | determines the meaning of words and phrases as they are used in a text, including figurative and connotative meanings;<br><br>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;<br><br>analyzes the impact of specific word choice on meaning and tone | analyzes the meaning of allusive words and phrases as they are used in a text, including figurative and connotative meanings;<br><br>analyzes the impact of specific word choice on meaning and tone |
| Range | 6L3.4 | determines the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies:<br><br>uses explicit context clues to derive 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:<br><br>uses context as a clue to the meaning of a word or phrase;<br><br>uses common Greek and Latin affixes and roots as clues to the meaning of the word | uses context clues from more than one area in the text to determine or clarify the meaning of unknown and multiple-meaning words and phrases;<br><br>uses Greek and Latin affixes and roots as clues to the meaning of the word | uses implicit context clues from across the text to determine or clarify the meaning of unknown and multiple-meaning words and phrases;<br><br>uses Greek and Latin affixes and roots as clues to the meaning of the word |
| Range | 6L3.5 | demonstrates a basic understanding of simple figurative language or word relationships, using the relationship between particular words to better understand each of the words, and identifying the connotations of familiar 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 | analyzes the effect of figurative language, word relationships, and nuances in word meanings, distinguishing among the connotations of words with similar denotations | analyzes the purpose and effect of complex figurative language, word relationships, and nuances in word meanings, distinguishing among the connotations of words with similar denotations |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 6RL2.5 | determines how a particular sentence, chapter, scene, or stanza fits into 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 and meaning of a text and contributes to the development of the theme, setting, or plot | analyzes the purpose of a sentence, chapter, scene, or stanza in the overall structure and meaning of a text; including how the structure contributes to the development of the theme, setting, or plot |
| Range | 6RL2.6 | determines 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, providing evidence to support the analysis | analyzes how an author develops point of view of the narrator or speaker in a text, evaluating its effect on the meaning of the text and providing implicit evidence to support the analysis |
| Range | 6RL3.7<br>**Also Assesses 6SL1.2** | identifies similarities between reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text<br><br>**Also Assesses SL1.2:**recalls information presented in diverse media and formats and describes details related to a topic, text, or issue under study | 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 the student "see~~s~~" and "hear~~s~~" when reading the text to what the student perceives when the student listens or watches<br><br>**Also Assesses SL1.2:** interprets information presented in diverse media and formats and explains how it contributes to a topic, text, or issue under study | 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 the student "see~~s~~" and "hear~~s~~" when reading the text to what the student perceives when the student listens or watches;<br><br>provides evidence to support the analysis<br><br>**Also Assesses SL1.2:**interprets information presented in diverse media and formats and explains how it contributes to a topic, text, or issue under study | 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 auditory, visual, and graphic effects and how the student perceives their contribution to a topic, text or issue;<br><br>provides evidence to support the analysis<br><br>**Also Assesses SL1.2:**interprets and evaluates information presented in diverse media and formats and explains how it contributes to a topic, text, or issue under study |
| Range | 6RL3.8 | N/A | N/A | N/A | N/A |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 6RL3.9 | identifies the use of textual elements in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) and their approach to similar themes or topics | compares and contrasts texts in different forms or genres (e.g., historical novels and fantasy stories) in terms of their approaches to similar themes and topics | analyzes 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, including when textual support is implied | 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 using strong evidence, including when textual support is implied |
| **Reading: Informational Text** | | | | | |
| Range | 6RI1.1 | identifies textual evidence to support a stated 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 textual evidence to support a complex inference or analysis of the text | cites compelling textual evidence to support a complex inference or deep analysis of the text |
| Range | 6RI1.2 | identifies a central idea of a text; provides details contained within 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 | determines a central idea and analyzes how it is conveyed through particular details in a text; provides a summary of the text distinct from personal opinions or judgments | determines a central idea and analyzes how it is conveyed through subtle details in a text; provides a succinct summary of the text distinct from personal opinions or judgments |
| Range | 6RI1.3 | identifies how a key individual, event, or idea is introduced and illustrated 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 details to support an inference about how one or more individuals, events, or ideas is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes) | analyzes textual evidence to support an inference about how one or more complex individuals, events, or ideas is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes) |
| Range | 6RI.2.4 | Identifies figurative, connotative, or technical meanings of words and phrases | 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; analyzes the impact of a specific word choice | analyzes the implied 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 |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 6L3.4 | determines the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies; uses explicit context clues to derive 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 | uses context clues from more than one area in the text to determine or clarify the meaning of unknown and multiple-meaning words and phrases; uses Greek and Latin affixes and roots as clues to the meaning of the word | uses implicit context clues from across the text to determine or clarify the meaning of unknown and multiple-meaning words and phrases; uses Greek and Latin affixes and roots as clues to the meaning of the word |
| Range | 6L3.5 | demonstrates a basic understanding of simple figurative language or word relationships, using the relationship between particular words to better understand each of the words, and identifying the connotations of familiar 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 | analyzes the effect of figurative language, word relationships, and nuances in word meanings, distinguishing among the connotations of words with similar denotations | analyzes the purpose and effect of complex figurative language, word relationships, and nuances in word meanings, distinguishing among the connotations of words with similar denotations |
| Range | 6RI2.5 | determines how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text | 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 | Analyzes how a particular sentence, paragraph, chapter, or section affects the overall structure of a text and contributes to the development of the ideas | Analyzes how sentences, paragraphs, chapters, or sections work together to contribute to the development of the ideas |
| Range | 6RI2.6 | determines an author's point of view or purpose in a 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 and explains how it is conveyed, providing textual evidence to support the analysis | analyzes an author's point of view and purpose in a text and explains the techniques used to develop it, providing textual evidence to support the analysis |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 6RI3.7 **Also Assesses 6SL1.2 and 6SL1.3** | identifies information presented in different media or formats (e.g., visually, quantitatively) as well as in words to show a partial understanding of a topic or issue<br><br>**Also Assesses**<br>**SL1.2:** recalls information presented in diverse media and formats and describes details related to a topic, text, or issue under study<br><br>**SL1.3:** identifies a speaker's argument and makes some distinctions about claims | 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<br><br>**Also Assesses**<br>**SL1.2:** interprets information presented in diverse media and formats and explains how it contributes to a topic, text, or issue under study<br><br>**SL1.3:** delineates a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not | analyzes information presented in different media or formats to develop an understanding of a complex topic or issue<br><br>**Also Assesses**<br>**SL1.2:** interprets information presented in diverse media and formats and explains how it contributes to a topic, text, or issue under study<br><br>**SL1.3:** delineates a speaker's argument and specific claims, critiquing claims that are supported by reasons and evidence from claims that are not | synthesizes information presented in different media or formats to develop an understanding of a complex topic or issue<br><br>**Also Assesses**<br>**SL1.2:** interprets and evaluates information presented in diverse media and formats and explains how it contributes to a topic, text, or issue under study<br><br>**SL1.3:** delineates a speaker's argument and specific claims, critiquing claims that are supported by reasons and evidence from claims that are not |
| Range | 6RI3.8 | traces the argument and specific claims, reasons, and evidence in a text in a specific section of 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, analyzing how the reasoning and evidence support or do not support the claim | traces and evaluates the argument and specific claims in a text, justifying how the reasoning and evidence support or do not support the claim |
| Range | 6RI3.9 | compares and contrasts one author's presentation of common 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 on the same person) | compares and contrasts one author's presentation of key events with that of another; provides evidence to illustrate the approach of the different presentations | evaluates two authors' presentations of key events; provides strong evidence to illustrate the approach of the different presentations |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| | | | **Writing** | | |
| Range | 6W.1.1; W.2.4; W.2.5; W.3.8; W.3.9; L.1.1; L.1.2; L.2.3; L.3.4; L.3.5; L.3.6; | provides a claim with lapses in focus, uses inconsistent or unclear organizational structure, includes loosely related support by referencing evidence that demonstrates a partial understanding of grade-level texts, employs simple sentence construction and word choice, and demonstrates inconsistent use of conventions | adequately sustains a claim, includes a clear organizational structure that provides a sense of completeness, provides adequate support by citing evidence that demonstrates an understanding of grade-level texts, introduces some variation in sentence structure and adequate word choice, and demonstrates adequate use of conventions | sustains a focused claim, utilizes an effective organizational structure that creates a coherent argument with relevant and varied types of support by citing evidence that demonstrates a strong understanding of grade-level texts, and varies sentence structure with purposeful word choice to enhance meaning | thoroughly sustains a focused claim, utilizes a purposeful organizational structure that creates coherence with specific, appropriate, and integrated support that demonstrates a nuanced understanding of grade-level texts, and purposefully employs sentence structure and word choice to enhance the argument |
| Range | 6W.1.2; W.2.4; W.2.5; W.3.8; W.3.9; L.1.1; L.1.2; L.2.3; L.3.4; L.3.5; L.3.6 | provides a controlling idea with lapses in focus, uses inconsistent or unclear organizational structure, includes loosely related support by referencing evidence that demonstrates a partial understanding of grade-level texts, employs simple sentence construction and word choice, and demonstrates inconsistent use of conventions | adequately sustains a controlling idea, includes a clear organizational structure that provides a sense of completeness, provides adequate support by citing relevant evidence that demonstrates an understanding of grade-level texts, introduces some variation in sentence structure and precise language, and demonstrates adequate use of conventions | sustains a focused, controlling idea to examine concepts, utilizes an effective organizational structure that creates a coherent presentation of ideas with relevant and varied types of support by citing relevant evidence that demonstrates a strong understanding of grade-level texts, and varies sentence structure with purposeful word choice to enhance meaning | thoroughly sustains a focused controlling idea to examine concepts, utilizes a purposeful organizational structure that creates coherence with specific, relevant, and integrated support that demonstrates a nuanced understanding of grade-level texts, and purposefully employs sentence structure and word choice to enhance meaning |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| | | | **Language** | | |
| Range | 6L1.1 | uses pronouns in the proper case, number, and person;<br><br>recognizes intensive pronouns;<br><br>recognizes variations from standard English | ensures that pronouns are in the proper case;<br><br>uses intensive pronouns;<br><br>recognizes and corrects inappropriate shifts in pronoun number and person;<br><br>recognizes and corrects vague pronouns;<br><br>recognizes variations from standard English and uses strategies to improve expression in conventional language | ensures that pronouns are in the proper case;<br><br>uses intensive pronouns;<br><br>recognizes and corrects inappropriate shifts in pronoun number and person;<br><br>recognizes and corrects vague pronouns;<br><br>recognizes variations from standard English and uses strategies purposefully to improve expression in conventional language | ensures that pronouns are in the proper case;<br><br>uses intensive pronouns;<br><br>recognizes and corrects inappropriate shifts in pronoun number and person;<br><br>recognizes and corrects vague pronouns;<br><br>recognizes variations from standard English and uses strategies purposefully to improve expression in conventional language |
| Range | 6L1.2 | uses capitalization, punctuation, and spelling when writing; uses commas to set off nonrestrictive/parenthetical elements;<br><br>spells common words 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;<br><br>spells correctly | demonstrates strong command of the conventions of standard English capitalization, punctuation, and spelling when writing; strategically uses punctuation to set off nonrestrictive/parenthetical elements;<br><br>spells correctly | demonstrates strong command of the conventions of standard English capitalization, punctuation, and spelling when writing; strategically uses punctuation to set off nonrestrictive/parenthetical elements;<br><br>spells correctly |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Policy | LAFS | Students at this level demonstrate a **below satisfactory** level of success with the challenging content of the *Florida Standards*. | Students at this level demonstrate a **satisfactory** level of success with the challenging content of the *Florida Standards*. | Students at this level demonstrate an **above satisfactory** level of success with the challenging content of the *Florida Standards*. | Students at this level demonstrate **mastery** of the most challenging content of the *Florida Standards*. |
| | | | | | |
| | | For grade-appropriate low-complexity texts, a student performing at Level 2 | For grade-appropriate low-to-moderate complexity texts, a student performing at Level 3 | For grade-appropriate moderate-to-high complexity texts, a student performing at Level 4 | For grade-appropriate high complexity texts, a student performing at Level 5 |
| **Reading: Literature** | | | | | |
| Range | 7RL1.1 | identifies textual evidence to support a stated 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 multiple examples of textual evidence to support a complex inference or analysis of a text | cites multiple examples of strong textual evidence to support a complex inference or analysis of a text |
| Range | 7RL1.2 | identifies a theme or central idea of a text;<br><br>provides a simple summary of a text | determines a theme or central idea of a text and analyzes its development over the course of a text;<br><br>provides an objective summary of the text | analyzes the development of themes or central ideas and their interaction with other elements over the course of a text;<br><br>provides an objective summary of the text | analyzes the development of implicit themes or central ideas and their interaction with other elements over the course of a text;<br><br>provides a succinct and objective summary of the text |
| Range | 7RL1.3 | identifies particular elements of a story or drama and how they interact (e.g., how setting shapes the characters or plot) in a particular section of a text | analyzes how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot) | analyzes the interactions between multiple elements of a story or drama and provides textual support for the analysis | evaluates interactions between multiple elements of a story or drama and provides support for the analysis |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 7RL2.4 | determines the meaning of words and phrases as they are used in a text, including figurative or connotative meanings;<br><br>understands the use of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story | determines the meaning of words and phrases as they are used in a text, including figurative and connotative meanings;<br><br>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 | analyzes the impact of words and phrases as they are used in a text, including figurative and connotative meanings;<br><br>analyzes the influence of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama | analyzes the impact of allusive words and phrases as they are used in a text, including figurative and connotative meanings, and evaluates their effectiveness;<br><br>analyzes the influence of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama |
| Range | 7L3.4 | determines the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies; uses explicit context clues to derive the meaning of a word or phrase | 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 Greek and Latin affixes and roots as clues to the meaning of the word | uses context clues from more than one area in the text to determine or clarify the meaning of unknown and multiple-meaning words and phrases; uses Greek and Latin affixes and roots as clues to the meaning of the word | uses implicit context clues from across the text to determine or clarify the meaning of unknown and multiple-meaning words and phrases; uses Greek and Latin affixes and roots as clues to the meaning of the word |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 7L3.5 | demonstrates a basic understanding of figurative language and word relationships,<br>identifies figures of speech (e.g., literary, biblical, mythological allusions) in context; uses the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words;<br><br>identifies 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,<br>interprets figures of speech (e.g., literary, biblical, and mythological allusions) in context; uses the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words;<br><br>distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending) | analyzes the effect of figurative language, word relationships, and nuances in word meanings, distinguishing among the connotations of words with similar denotations | analyzes the purpose and effect of complex figurative language, word relationships, and nuances in word meanings, distinguishing among the connotations of words with similar denotations |
| Range | 7RL2.5 | identifies and describes structural elements of a drama or poem (e.g., soliloquy, sonnet) | analyzes how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning | analyzes how structural elements, including shifts within a drama or poem, contribute to its meaning; provides textual support for the analysis | evaluates how structural elements, including shifts within a drama or poem, contribute to its meaning; provides textual support for the analysis |
| Range | 7RL2.6 | identifies how an author develops the point 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 characters or narrators in a text, providing textual support for the analysis | analyzes how the author develops and contrasts the points of view of different characters or narrators throughout a text, providing textual support for the analysis |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 7RL3.7 **Also Assesses 7SL1.2** | identifies similarities between 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)<br><br>**Also Assesses SL1.2:** identifies the main ideas and supporting details presented in diverse media and formats and how they relate to the topic | 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)<br><br>**Also Assesses SL1.2:** analyzes the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explains how the ideas clarify a topic, text, or issue under study | 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 and critiquing its use<br><br>**Also Assesses SL1.2:** analyzes 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, providing textual support for the analysis | 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 and critiquing its use<br><br>**Also Assesses SL1.2:** analyzes the main ideas and supporting details presented in diverse media and formats and evaluates how the ideas clarify a topic, text, or issue under study, providing textual support for the analysis |
| Range | 7RL3.9 | identifies the similarities between a fictional portrayal of a time, place, or character and a historical account of the same period, identifying how the author uses history to tell a story | 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 | analyzes a fictional portrayal of a time, place, or complex character and a historical account of the same period to determine why authors of fiction use or alter history, providing textual support for the analysis | evaluates a fictional portrayal of a time, place, or complex character and a historical account of the same period to explain why authors of fiction use or alter history, providing textual support for the analysis |
| **Reading: Informational Text** | | | | | |
| Range | 7RI1.1 | identifies textual evidence to support a stated 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 multiple examples of textual evidence to support a complex inference or analysis of a text | cites multiple examples of strong textual evidence to support a complex inference or analysis of a text |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 7RI1.2 | identifies two or more central ideas of the text;<br><br>provides details contained within 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;<br><br>provides an objective summary of the text | analyzes two or more central ideas and their development throughout the text;<br><br>provides textual evidence to support;<br><br>provides an objective summary of the text | evaluates two or more central ideas and their development throughout the text;<br><br>provides textual evidence to support;<br><br>provides a succinct, objective summary of the text |
| Range | 7RI1.3 | 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) | analyzes the interactions between individuals, events, and ideas in a text to determine their influence on one another;<br><br>cites textual evidence to support the analysis | analyzes the interactions between individuals, events, and ideas in a text to determine their influence on the central meaning;<br><br>cites textual evidence to support the analysis |
| Range | 7RI2.4 | determines figurative, connotative, and technical meanings of words;<br><br>identifies the impact of 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;<br><br>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;<br><br>analyzes impact of a specific word choice on meaning and tone | analyzes the implied meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings;<br><br>analyzes impact of a specific word choice on meaning and tone |
| Range | 7L3.4 | determines the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies;<br><br>uses explicit context clues to derive the meaning of a word or phrase | determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies;<br>uses context as a clue to the meaning of a word or phrase;<br><br>uses common Greek and Latin affixes and roots as clues to the meaning of the word | uses context clues from more than one area in the text to determine or clarify the meaning of unknown and multiple-meaning words and phrases;<br><br>uses Greek and Latin affixes and roots as clues to the meaning of the word | uses implicit context clues from across the text to determine or clarify the meaning of unknown and multiple-meaning words and phrases;<br><br>uses Greek and Latin affixes and roots as clues to the meaning of the word |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 7L3.5 | demonstrates a basic understanding of figurative language and word relationships,<br>identifies figures of speech (e.g., literary, biblical, mythological allusions) in context;<br><br>uses the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words;<br><br>identifies 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,<br>interprets figures of speech (e.g., literary, biblical, and mythological allusions) in context;<br><br>uses the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words;<br><br>distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending) | analyzes the effect of figurative language, word relationships, and nuances in word meanings, distinguishing among the connotations of words with similar denotations | analyzes the purpose and effect of complex figurative language, word relationships, and nuances in word meanings, distinguishing among the connotations of words with similar denotations |
| Range | 7RI2.5 | describes the structure an author uses to organize a text, and how sections contribute to the development of the ideas in a text | 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 | analyzes how structural elements, including shifts within a text, contribute to its meaning and the development of ideas;<br><br>provides textual support for the analysis | evaluates how structural elements, including shifts within a text, contribute to its meaning and the development of ideas;<br><br>provides textual support for the evaluation |
| Range | 7RI2.6 | identifies an author's point of view or purpose in a text and determines how the author supports his or her position | 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 | determines an author's point of view and purpose in a text and analyzes how the author distinguishes his or her position from that of others, citing textual evidence to support the analysis | analyzes an author's point of view and purpose in a text and analyzes how the author develops and distinguishes his or her position from that of others, citing textual evidence to support the analysis |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 7RI3.7 **Also Assesses 7SL1.2 and 7SL1.3** | identifies the similarities between a text and 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)<br><br>**Also Assesses**<br>**7SL1.2:** identifies the main ideas and supporting details presented in diverse media and formats and how they relate to the topic<br><br>**7SL1.3:** identifies a speaker's argument and specific claims, identifying the relevance of the evidence introduced | 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)<br><br>**Also Assesses**<br>**7SL1.2:** analyzes the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explains how the ideas clarify a topic, text, or issue under study<br><br>**7SL1.3:** delineates a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence | compares and contrasts a text to an audio, video, or multimedia version, analyzing each medium's portrayal of the subject<br><br>**Also Assesses**<br>**7SL1.2:** analyzes the main ideas and supporting details presented in diverse media and formats and analyzes how the ideas clarify a topic, text, or issue under study, providing textual support for the analysis<br><br>**7SL1.3:** delineates a speaker's argument and specific claims and counterclaims, evaluating the soundness of reasoning and the relevance and sufficiency of the evidence | compares and contrasts a text to an audio, video, or multimedia version, evaluating each medium's portrayal of the subject<br><br>**Also Assesses**<br>**7SL1.2:** analyzes the main ideas and supporting details presented in diverse media and formats and evaluates how the ideas clarify a topic, text, or issue under study, providing textual support for the analysis<br><br>**7SL1.3:** delineates the subtleties of a speaker's argument and specific claims and counterclaims, evaluating the soundness of reasoning and the relevance and sufficiency of the evidence |
| Range | 7RI3.8 | traces and evaluates an explicit argument and claim in a text, and identifies if sufficient evidence is used to support the claim | 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 | evaluates the argument and specific claims in a text, assessing whether the reasoning is sound, the evidence is relevant and sufficient, and the sources are credible to support the claims | evaluates the argument and specific claims within or across texts, assessing whether the reasoning is sound, the evidence is relevant and sufficient, and the sources are credible to support the claims |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 7RI3.9 | compares and contrasts how two or more authors writing about the same topic use 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 | 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; provides evidence to support the analysis | 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; provides strong evidence to support the analysis |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| | | | **Writing** | | |
| Range | 7W1.1; W.2.4; W.2.5; W.3.8; W.3.9; L.1.1; L.1.2; L.2.3; L.3.4; L3.5; L.3.6 | provides a claim with lapses in focus, attempts to include a counterclaim, uses inconsistent or unclear organizational structure, includes loosely related support by referencing evidence that demonstrates a partial understanding of grade-level texts, employs simple sentence construction and word choice, and demonstrates inconsistent use of conventions | adequately sustains a claim, acknowledges a counterclaim, includes a clear organizational structure that provides a sense of completeness, provides adequate support by citing evidence that demonstrates an understanding of grade-level texts, introduces some variation in sentence structure and adequate word choice, and demonstrates adequate use of conventions | sustains a focused claim and addresses a counterclaim, utilizes an effective organizational structure that creates a coherent argument with relevant and varied types of support by citing evidence that demonstrates a strong understanding of grade-level texts, and varies sentence structure with purposeful word choice to enhance meaning | thoroughly sustains a focused claim and fully addresses a counterclaim, utilizes a purposeful organizational structure that creates coherence with specific, appropriate, and integrated support that demonstrates a nuanced understanding of grade-level texts, and purposefully employs sentence structure and word choice to enhance the argument |
| Range | 7W1.2; W.2.4; W.2.5; W.3.8; W.3.9; L.1.1; L.1.2; L.2.3; L.3.4; L3.5; L.3.6 | provides a controlling idea with lapses in focus, uses inconsistent or unclear organizational structure, includes loosely related support by referencing evidence that demonstrates a partial understanding of grade-level texts, employs simple sentence construction and word choice, and demonstrates inconsistent use of conventions | adequately sustains a controlling idea, includes a clear organizational structure that provides a sense of completeness, provides adequate support by citing evidence that demonstrates an understanding of grade-level texts, introduces some variation in sentence structure and adequate word choice, and demonstrates adequate use of conventions | sustains a focused, controlling idea to examine concepts, utilizes an effective organizational structure that creates a coherent presentation of ideas with relevant and varied types of support by citing evidence that demonstrates a strong understanding of grade-level texts, and varies sentence structure with purposeful word choice to enhance meaning | thoroughly sustains a focused controlling idea to examine concepts, utilizes a purposeful organizational structure that creates coherence with specific, appropriate, and integrated support that demonstrates a nuanced understanding of grade-level texts, and purposefully employs sentence structure and word choice to enhance meaning |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| | | | **Language** | | |
| Range | 7L1.1 | demonstrates basic command of the conventions of standard English grammar and usage when writing or speaking:<br>a. identifies phrases and clauses in general in sentences;<br>b. chooses among simple, compound, and complex sentences to signal differing relationships among ideas;<br>c. places phrases and clauses within a sentence | demonstrates command of the conventions of standard English grammar and usage when writing or speaking:<br>a. explains the function of phrases and clauses in general and their function in specific sentences;<br>b. chooses simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas;<br>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 | demonstrates mastery of the conventions of standard English grammar and usage when writing or speaking |
| Range | 7L1.2 | uses capitalization, punctuation, and spelling when writing;<br><br>spells common words correctly | demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing;<br><br>uses a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt); spells correctly | demonstrates strong command of the conventions of standard English capitalization, punctuation, and spelling when writing;<br><br>uses a comma to separate coordinate adjectives;<br><br>spells correctly | demonstrates mastery of the conventions of standard English capitalization, punctuation, and spelling when writing;<br><br>uses a comma to separate coordinate adjectives;<br><br>spells correctly |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Policy | LAFS | Students at this level demonstrate a **below satisfactory** level of success with the challenging content of the *Florida Standards*. | Students at this level demonstrate a **satisfactory** level of success with the challenging content of the *Florida Standards*. | Students at this level demonstrate an **above satisfactory** level of success with the challenging content of the *Florida Standards*. | Students at this level demonstrate **mastery** of the most challenging content of the *Florida Standards*. |
| | | | | | |
| | | For grade-appropriate low-complexity texts, a student performing at Level 2 | For grade-appropriate low-to-moderate complexity texts, a student performing at Level 3 | For grade-appropriate moderate-to-high complexity texts, a student performing at Level 4 | For grade-appropriate high complexity texts, a student performing at Level 5 |
| **Reading: Literary Text** | | | | | |
| Range | 8RL1.1 | cites textual evidence to support an analysis of what the text says explicitly as well as simple 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 specific and relevant textual evidence that most strongly supports a complex analysis of the text | uses specific and relevant textual evidence as well as complex inferences to develop a deep analysis of the text |
| Range | 8RL1.2 | identifies a theme or central idea of a text; analyzes characters, setting, and plot; provides a simple 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 | analyzes a theme or central idea and its development over the course of a text; evaluates its relationship to the narrative elements; provides a specific, objective summary of the text | evaluates multiple or implicit themes or central ideas and provides a deep analysis about their development over the course of a text; evaluates their relationship to the narrative elements; provides a succinct, objective summary of the text |
| Range | 8RL1.3 | recognizes how lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision | analyzes how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision | analyzes the use of dialogue or incidents in a story or drama to propel the action, reveal aspects of a character, and provoke a decision using evidence | analyzes and evaluates the use of dialogue or incidents in a story or drama to propel the action, reveal aspects of a character(s), and provoke a decision using thorough evidence |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 8RL2.4<br>8.L.3.4<br>8.L.3.5 | 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 as they are used in the text, including figurative, connotative, and nuanced meanings; uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., secede); analyzes the impact of specific word choices on meaning and tone, including analogies or allusions to other texts | determines the meaning of complex words and phrases, including figurative, connotative, and nuanced meanings as well as Greek or Latin affixes and roots with limited context; analyzes and evaluates the impact of specific word choices on meaning and tone, including analogies or allusions to other texts | evaluates the meaning and use of words and phrases, including figurative, connotative, and nuanced meanings as well as Greek or Latin affixes and roots; analyzes and evaluates the subtle impact of word choices on meaning and tone, including analogies or allusions to other texts |
| Range | 8RL2.5 | compares or contrasts the structure of two texts, describing how structure connects to meaning or 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 | analyzes how the differing structure of each text contributes to its meaning and style; provides evidence to support the analysis | evaluates the impact of differing structures of texts; provides thorough evidence to support the analysis |
| Range | 8RL2.6 | recognizes how differences in the points of view of the characters and the audience or reader affect the meaning of the text | analyzes how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor in the text | analyzes the impact of how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor | evaluates the impact of how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor, and provides evidence |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 8RL3.7 **Also Assesses 8.SL.1.2** | describes the extent to which a film of a story or drama stays faithful to or departs from the text or script, identifying how differences made by the director or actors affects meaning<br><br>**Also Assesses**<br>**8.SL.1.2:** identifies the main ideas and supporting details presented in diverse media and formats and the motives behind their presentation | 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<br><br>**Also Assesses**<br>**8.SL.1.2:** analyzes the purpose of information presented in diverse media and formats and evaluates the motives behind their presentation | 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 and examining alternate treatments<br><br>**Also Assesses**<br>**8.SL.1.2:** analyzes and interprets the motives, main ideas, and supporting details presented in diverse media and formats | 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 while interpreting the effectiveness of the adaptation and examining alternate treatments<br><br>**Also Assesses**<br>**8.SL.1.2:** analyzes, interprets, and describes the motives, main ideas and supporting details presented in diverse media and formats |
| Range | 8RL3.9 | 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 | provides specific evidence to support an analysis 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 | provides thorough evidence to support an analysis of subtle ways that 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 | 8RI1.1 | cites textual evidence to support an analysis of what the text says explicitly as well as simple 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 specific and relevant textual evidence that most strongly supports a complex analysis of the text | uses specific and relevant textual evidence as well as complex inferences to develop a deep analysis of the text |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 8RI1.2 | identifies a central idea of a text and follows its development over the course of a text; provides a simple 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 | analyzes a central idea and its development over the course of a text; evaluates the strength of each supporting idea; provides a specific, objective summary of the text | evaluates multiple or implicit central ideas and provides a deep analysis about their development over the course of a text; evaluates how supporting ideas connect to the central idea; provides a succinct, objective summary of the text |
| Range | 8RI1.3 | recognizes how a text makes explicit connections among and distinctions between individuals, ideas, or events | analyzes how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories) | analyzes the implications of connections among and distinctions between individuals, ideas, or events | analyzes the implications of connections among and distinctions between individuals, ideas, or events and provides evidence to support the analysis |
| Range | 8RI2.4<br>8.L.3.4<br>8.L.3.5 | 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 as they are used in the text, including figurative, connotative, technical, and nuanced meanings; uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., secede); analyzes the impact of specific word choices on meaning and tone, including analogies or allusions to other texts | determines the meaning of complex words and phrases, including figurative, connotative, technical, and nuanced meanings as well as Greek or Latin affixes and roots with limited context; analyzes and evaluates the impact of specific word choices on meaning and tone, including analogies or allusions to other texts | evaluates the meaning and use of words and phrases, including figurative, connotative, technical, and nuanced meanings as well as Greek or Latin affixes and roots; analyzes and evaluates the subtle impact of word choices on meaning and tone, including analogies or allusions to other texts |
| Range | 8RI2.5 | identifies the structure of a specific paragraph in a text and particular sentences that develop or refine 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 structure and purpose of a specific paragraph and sentences in a text and how they affect meaning | evaluates the use of paragraph structure within or across texts |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 8RI2.6 | identifies an author's point of view or purpose in a text and recognizes 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 how the author acknowledges and responds to conflicting evidence or viewpoints | analyzes the subtleties of an author's point of view or purpose in a text and evaluates how the author acknowledges and responds to conflicting evidence or viewpoints |
| Range | 8RI3.7 **Also Assesses 8SL1.2 and 8SL.1.3** | compares and contrasts the use of different media in presenting a particular topic or idea<br><br>**Also Assesses**<br>**8SL1.2:** identifies the purpose of information presented in diverse media and formats and the motives behind its presentation<br><br>**Also Assesses**<br>**8SL1.3:** recognizes a speaker's argument and specific claims, identifying whether irrelevant evidence is introduced | evaluates the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to present a particular topic or idea<br><br>**Also Assesses**<br>**8SL1.2:** analyzes the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluates the motives (e.g., social, commercial, political) behind its presentation<br><br>**Also Assesses**<br>**8SL1.3:** 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 | evaluates the advantages and disadvantages of using different media to present a particular topic or idea, providing specific evidence to support the evaluation<br><br>**Also Assesses**<br>**8SL1.2:** analyzes the purpose of information presented in diverse media and formats and interprets the motives behind its presentation<br><br>**Also Assesses**<br>**8SL1.3:** delineates and evaluates a speaker's argument and specific claims and counterclaims for the soundness of reasoning and the relevance and sufficiency of the evidence | evaluates the advantages and disadvantages of using different media to present a particular topic or idea, providing specific evidence to support the evaluation while addressing the effectiveness of the presentation<br><br>**Also Assesses**<br>**8SL1.2:** evaluates the purpose of information presented in diverse media and formats and interprets the motives behind its presentation<br><br>**Also Assesses**<br>**8SL1.3:** delineates and evaluates the subtleties of a speaker's argument and specific claims and counterclaims for the soundness of reasoning and the relevance and sufficiency of the evidence |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 8RI3.8 | identifies the explicit 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; recognizes when irrelevant evidence is introduced | explains and evaluates the argument and specific claims in a text, citing specific language from the text in an assessment of whether the reasoning is sound and the evidence is relevant and sufficient; delineates where irrelevant evidence is introduced | explains and evaluates the argument and subtle or implicit claims within or across texts, citing specific language in an assessment of whether the reasoning is sound and the evidence is relevant and sufficient; examines subtle uses of irrelevant evidence |
| Range | 8RI3.9 | contrasts two texts that provide conflicting information on the same topic and determines 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 of facts or interpretations | analyzes a case in which two or more texts provide conflicting information on the same topic and analyzes how the texts disagree on matters of fact or interpretation, evaluating and explaining the strength of facts and interpretations |
| | | | **Writing** | | |
| Range | 8W1.1; W.2.4; W.2.5; W.2.6; W.3.8; W.3.9; L.1.1; L.1.2; L.3.4; L3.5; L.3.6 | provides a claim with lapses in focus, attempts to include a counterclaim, uses inconsistent or unclear organizational structure, includes loosely related support by referencing evidence that demonstrates a partial understanding of grade-level texts, employs simple sentence construction and word choice, and demonstrates inconsistent use of conventions | adequately sustains a claim, acknowledges a counterclaim, includes a clear organizational structure that provides a sense of completeness, provides adequate support by citing evidence that demonstrates an understanding of grade-level texts, introduces some variation in sentence structure and adequate word choice, and demonstrates adequate use of conventions | sustains a focused claim and addresses a counterclaim, utilizes an effective organizational structure that creates a coherent argument with relevant and varied types of support by citing evidence that demonstrates a strong understanding of grade-level texts, and varies sentence structure with purposeful word choice to enhance meaning | thoroughly sustains a focused claim and fully addresses a counterclaim, utilizes a purposeful organizational structure that creates coherence with specific, appropriate, and integrated support that demonstrates a nuanced understanding of grade-level texts, and purposefully employs sentence structure and word choice to enhance the argument |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 8W1.2; W.2.4; W.2.5; W.2.6; W.3.8; W.3.9; L.1.1; L.1.2; L.3.4; L3.5; L.3.6 | provides a controlling idea with lapses in focus, uses inconsistent or unclear organizational structure, includes loosely related support by referencing evidence that demonstrates a partial understanding of grade-level texts, employs simple sentence construction and word choice, and demonstrates inconsistent use of conventions | adequately sustains a controlling idea, includes a clear organizational structure that provides a sense of completeness, provides adequate support by citing evidence that demonstrates an understanding of grade-level texts, introduces some variation in sentence structure and adequate word choice, and demonstrates adequate use of conventions | sustains a focused, controlling idea to examine concepts, utilizes an effective organizational structure that creates a coherent presentation of ideas with relevant and varied types of support by citing evidence that demonstrates a strong understanding of grade-level texts, and varies sentence structure with purposeful word choice to enhance meaning | thoroughly sustains a focused controlling idea to examine concepts, utilizes a purposeful organizational structure that creates coherence with specific, appropriate, and integrated support that demonstrates a nuanced understanding of grade-level texts, and purposefully employs sentence structure and word choice to enhance meaning |
| **Language** | | | | | |
| Range | 8L1.1 | demonstrates basic understanding of the conventions of standard English grammar and usage when writing or speaking:<br>a. recognizes the function of verbs in general and their function in particular sentences<br>b. forms and uses verbs in the active and passive voice<br>c. generally forms and uses verbs in the indicative, imperative, and interrogative,<br>d. recognizes inappropriate shifts in verb voice and mood | demonstrates command of the conventions of standard English grammar and usage when writing or speaking:<br>a. explains the function of verbs (gerunds, participles, infinitives) in general and their function in particular sentences<br>b. forms and uses verbs in the active and passive voice<br>c. forms and uses verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood<br>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 | demonstrates mature command of the conventions of standard English grammar and usage when writing or speaking |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 8L1.2 | demonstrates basic understanding of the conventions of standard English capitalization, punctuation, and spelling when writing:<br>a. generally uses punctuation to indicate a pause, break, or omission<br>b. spells commonly used words correctly | demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing:<br>a. uses punctuation (comma, ellipsis, dash) to indicate a pause or break<br>b. uses an ellipsis to indicate an omission<br>c. spells correctly | demonstrates strong command of the conventions of standard English capitalization, punctuation, and spelling when writing | demonstrates mature command of the conventions of standard English capitalization, punctuation, and spelling when writing |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Policy | LAFS | Students at this level demonstrate a **below satisfactory** level of success with the challenging content of the *Florida Standards*. | Students at this level demonstrate a **satisfactory** level of success with the challenging content of the *Florida Standards*. | Students at this level demonstrate an **above satisfactory** level of success with the challenging content of the *Florida Standards*. | Students at this level demonstrate **mastery** of the most challenging content of the *Florida Standards*. |
| | | | | | |
| | | For grade-appropriate low-complexity texts, a student performing at Level 2 | For grade-appropriate low-to-moderate complexity texts, a student performing at Level 3 | For grade-appropriate moderate-to-high complexity texts, a student performing at Level 4 | For grade-appropriate high complexity texts, a student performing at Level 5 |
| | | | **Reading: Literature** | | |
| Range | 9RL1.1 | cites 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 | Uses textual evidence as well as complex inferences to develop a deep analysis of the text. | Uses textual evidence as well as complex inferences from multiple parts of the text to develop a deep analysis of the text. |
| Range | 9RL1.2 | determines a theme or central idea of a text and describes 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 | evaluates a theme or central idea and its detailed development over the course of a text; provides a thorough objective summary of the text | evaluates multiple themes or central ideas and their development over the course of a text; provides a comprehensive objective summary of the text |
| Range | 9RL1.3 | describes how characters develop over the course of the text, interact with other characters, or 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 the use of complex characters to advance the plot or shape the theme | analyzes and evaluates the use of complex characters, including subtle and implicit details, to advance the plot or shape the theme |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 9RL2.4<br>9 L.3.4<br>9 L 3.5 | with explicit textual support, determines the meaning of words and phrases as they are used in the text, including figurative, derivative, nuanced, or connotative meanings; analyzes the impact of specific word choices on meaning or tone | determines the meaning of words and phrases as they are used in the text, including figurative, derivative, connotative, and nuanced 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 (e.g., abstract or archaic) as they are used in the text; analyzes and evaluates the cumulative impact of specific word choices on meaning and tone | evaluates the meaning and use of complex words and phrases (e.g., abstract or archaic) in the text; analyzes and evaluates the cumulative impact of complex word choices on meaning and tone |
| Range | 9RL2.5 | describes an author's choices concerning how to structure a text, order events within it, and manipulate time | 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 and evaluates the overall impact of how an author's choices to structure a text create effects such as mystery, tension, or surprise | analyzes and evaluates multiple texts or multiple parts of a text to determine how authors' choices to structure a text create effects such as mystery, tension, or surprise |
| Range | 9RL2.6 | identifies 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 multiple points of view or cultural experiences reflected in a work of literature from outside the United States, drawing on a wide reading of world literature | analyzes and evaluates multiple points of view or cultural experiences reflected in a work or works of literature from outside the United States, drawing on an understanding of world literature |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 9RL3.7 **Also Assesses 9-10.SL1.2** | recognizes 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<br><br>**Also assesses**<br>**9-10.SL1.2:** compares information from multiple sources presented in diverse media or formats | 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 Beaudž Arts" and Breughel's Landscape with the Fall of Icarus)<br><br>**Also assesses**<br>**9-10.SL1.2:** integrates multiple sources of information presented in diverse media or formats, evaluating the credibility and accuracy of each source | analyzes and evaluates the effect of the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment<br><br>**Also assesses**<br>**9-10.SL1.2:** evaluates and integrates multiple sources of information presented in diverse media or formats to address a specific task, audience, and purpose | analyzes the representation of a subject or a key scene in two different artistic mediums, including subtle differences in what is emphasized or absent in each treatment, and evaluates its effect<br><br>**Also assesses**<br>**9-10.SL1.2:** synthesizes multiple sources of information presented in diverse media or formats to address a specific task, audience, and purpose, while evaluating the credibility and accuracy of each source |
| Range | 9RL3.9 | recognizes how an author draws on or 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 how an author explicitly and implicitly draws on and transforms source material in a specific work to affect meaning | analyzes how an author explicitly and implicitly draws on and transforms source material in a specific work to affect meaning and provide evidence to support the analysis |
| **Reading: Informational Text** | | | | | |
| Range | 9RI1.1 | cites 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 | Uses textual evidence as well as complex inferences to develop a deep analysis of the text. | Uses textual evidence as well as complex inferences from multiple parts of the text to develop a deep analysis of the text. |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 9RI1.2 | 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 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 | evaluates a central idea and its detailed development over the course of a text; provides a thorough, objective summary of the text | evaluates multiple central ideas and their development over the course of a text; provides a comprehensive objective summary of the text |
| Range | 9RI1.3 | identifies 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, or 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 effect of the author's choices in presenting 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 significance of the author's choices in presenting a series of ideas or events |
| Range | 9RI2.4 | with explicit textual support, determines the meaning of words and phrases as they are used in the text, including figurative, derivative, technical, nuanced, or connotative meanings; analyzes the impact of specific word choices on meaning or tone | determines the meaning of words and phrases as they are used in the text, including figurative, derivative, technical, connotative, and nuanced 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 (e.g., abstract or archaic) as they are used in the text; analyzes and evaluates the cumulative impact of specific word choices on meaning and tone | evaluates the meaning and use of complex words and phrases (e.g., abstract or archaic) in the text; analyzes and evaluates the cumulative impact of complex word choices on meaning and tone |
| Range | 9RI2.5 | 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) | evaluates the rhetorical impact and effectiveness of how one or more author's ideas or claims are developed and refined within or across texts |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 9RI2.6 | identifies an author's point of view or purpose in a text and recognizes how an author uses rhetoric to advance that explicit 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 the author's use of rhetoric to advance a point of view or purpose and provides evidence for support | evaluates the author's use of rhetoric to advance a point of view or purpose and provides evidence for support |
| Range | 9RI3.7 **Also Assesses 9-10.SL.1.2 and 9-10.SL.1.3** | recognizes differences in a depiction of a subject in different media, including what is emphasized<br><br>**Also assesses**<br>**9-10.SL1.2:** compares information from multiple sources presented in diverse media or formats<br><br>**9-10.SL1.3:** determines a speaker's point of view, reasoning, and use of evidence | analyzes various accounts of a subject told in different media; (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account<br><br>**Also assesses**<br>**9-10.SL1.2:** integrates multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source<br><br>**9-10.SL1.3:** evaluates a speaker''s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence | analyzes and evaluates the effect of the representation of a subject in different media, including what is emphasized or absent in each treatment<br><br>**Also assesses**<br>**9-10.SL1.2:** evaluates and integrates multiple sources of information presented in diverse media or formats to address a specific task, audience, and purpose<br><br>**9-10.SL1.3:** evaluates a speaker.s point of view, reasoning, and use of evidence and rhetoric, analyzing any fallacious reasoning or exaggerated or distorted evidence | analyzes the representation of a subject in different media, including subtle differences in what is emphasized or absent in each treatment, and evaluates its effect<br><br>**Also assesses**<br>**9-10.SL1.2:** synthesizes multiple sources of information presented in diverse media or formats to address a specific task, audience, and purpose, while evaluating the credibility and accuracy of each source<br><br>**9-10.SL1.3:** thoroughly evaluates a speaker's point of view, reasoning, and use of evidence and rhetoric, analyzing any fallacious reasoning or exaggerated or distorted evidence |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 9RI3.8 | identifies the explicit 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 | explains 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 | explains and evaluates the argument and subtle or implicit claims within or across texts, citing specific language in an assessment of whether the reasoning is valid and the evidence is relevant and sufficient; analyzes subtle instances of false statements and fallacious reasoning |
| Range | 9RI3.9 | analyzes specific aspects of seminal U.S. documents of historical and literary significance for meaning | 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 | analyze the reasoning and rhetorical strategies employed in seminal U.S. documents of historical and literary significance, including how they address related themes and concepts | evaluates the reasoning and rhetorical strategies employed throughout seminal U.S. documents of historical and literary significance, including evaluation of how they address related themes and concepts |
| | | | **Language** | | |
| Range | 9L1.1 | demonstrates basic understanding of the conventions of standard English grammar and usage when writing or speaking:<br>a. uses parallel structure in simple/explicit lists<br>b. uses various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional) and clauses (independent and dependent) 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:<br>a. uses parallel structure<br>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:<br>a. uses parallel structure<br>b. uses various types of phrases and clauses to convey specific meanings and add variety, craft, style, depth of meaning, and interest to writing or presentations | demonstrates mature command of the conventions of standard English grammar and usage when writing or speaking:<br>a. uses parallel structure<br>b. uses various types of phrases and clauses to convey specific meanings and add variety, craft, style, depth of meaning, and interest to writing or presentations |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 9L1.2 | demonstrates basic understanding of the conventions of standard English capitalization, punctuation, and spelling when writing:<br>a. attempts to use a semicolon to link two or more closely related independent clauses<br>b. attempts to use a colon to introduce a list or quotation<br>c. spells correctly | demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing:<br>a. uses a semicolon to link two or more closely related independent clauses<br>b. uses a colon to introduce a list or quotation<br>c. spells correctly | demonstrates strong command of the conventions of standard English capitalization, punctuation, and spelling when writing, using the following to enhance style and meaning:<br>a. a semicolon to link two or more closely related independent clauses<br>b. a colon to introduce a list or quotation<br>c. correct spelling | demonstrates mature command of the conventions of standard English capitalization, punctuation, and spelling when writing, using that command to enhance style and meaning:<br>a. uses a semicolon to link two or more closely related independent clauses<br>b. uses a colon to introduce a list or quotation<br>c. spells correctly |
| **Writing** | | | | | |
| Range | 9W1.1; W.2.4; W.2.5; W.2.6; W.3.8; W.3.9; L.1.1; L.1.2; L.3.4; L3.5; L.3.6 | provides a claim with lapses in focus, notes a counterclaim, uses inconsistent or unclear organizational structure, includes loosely related support by referencing evidence that demonstrates a partial understanding of grade-level texts, employs simple sentence construction and word choice, and demonstrates inconsistent use of conventions | adequately sustains a focused claim, addresses a counterclaim, includes a clear organizational structure that provides a sense of completeness, provides adequate support by citing evidence that demonstrates an understanding of grade-level texts, introduces some variation in sentence structure and adequate word choice, and demonstrates adequate use of conventions | thoroughly sustains a focused claim and fully addresses a counterclaim, utilizes an effective organizational structure that creates a coherent argument with relevant and varied types of support by citing evidence that demonstrates a strong understanding of grade-level texts, and varies sentence structure with purposeful word choice to enhance meaning | thoroughly sustains a compelling, focused claim and a fairly treated counterclaim, utilizes a purposeful organizational structure that creates coherence with specific, appropriate, and integrated support that demonstrates a nuanced understanding of grade-level texts, and purposefully employs sentence structure and word choice to enhance the argument |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 9W1.2; W.2.4; W.2.5; W.2.6; W.3.8; W.3.9; L.1.1; L.1.2; L.3.4; L3.5; L.3.6 | provides a controlling idea with lapses in focus, uses inconsistent or unclear organizational structure, includes loosely related support by referencing evidence that demonstrates a partial understanding of grade-level texts, employs simple sentence construction and word choice, and demonstrates inconsistent use of conventions | adequately sustains a controlling idea, includes a clear organizational structure that provides a sense of completeness, provides adequate support by citing evidence that demonstrates an understanding of grade-level texts, introduces some variation in sentence structure and adequate word choice, and demonstrates adequate use of conventions | thoroughly sustains a focused, controlling idea to fully examine concepts, utilizes an effective organizational structure that creates a coherent presentation of ideas with relevant and varied types of support by citing evidence that demonstrates a strong understanding of grade-level texts, and varies sentence structure with purposeful word choice to enhance meaning | thoroughly sustains a compelling, focused controlling idea, utilizes a purposeful organizational structure that creates coherence with specific, appropriate, and integrated support that demonstrates a nuanced understanding of grade-level texts, and purposefully employs sentence structure and word choice to enhance meaning |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Policy | LAFS | Students at this level demonstrate a **below satisfactory** level of success with the challenging content of the *Florida Standards*. | Students at this level demonstrate a **satisfactory** level of success with the challenging content of the *Florida Standards*. | Students at this level demonstrate an **above satisfactory** level of success with the challenging content of the *Florida Standards*. | Students at this level demonstrate **mastery** of the most challenging content of the *Florida Standards*. |
| | | | | | |
| | | For grade-appropriate low-complexity texts, a student performing at Level 2 | For grade-appropriate low-to-moderate complexity texts, a student performing at Level 3 | For grade-appropriate moderate-to-high complexity texts, a student performing at Level 4 | For grade-appropriate high-complexity texts, a student performing at Level 5 |
| **Reading: Literature** | | | | | |
| Range | 10RL1.1 | cites 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 | uses textual evidence as well as complex inferences to develop a deep analysis of the text | uses textual evidence as well as complex inferences from multiple parts of the text to develop a deep analysis of the text |
| Range | 10RL1.2 | determines a theme or central idea of a text and describes 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 | valuates a theme or central idea and its detailed development over the course of a text; provides a thorough objective summary of the text | evaluates multiple themes or central ideas and their development over the course of a text; provides a comprehensive objective summary of the text |
| Range | 10RL1.3 | describes how characters develop over the course of a text, interact with other characters, or 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 the use of complex characters to advance the plot or shape the theme | analyzes and evaluates the use of complex characters, including subtle and implicit details, to advance the plot or shape the theme |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 10RL2.4<br>10 L.3.4<br>10 L 3.5 | with explicit textual support, determines the meaning of words and phrases as they are used in the text, including figurative, derivative, nuanced, or connotative meanings; analyzes the impact of specific word choices on meaning or tone | determines the meaning of words and phrases as they are used in the text, including figurative, derivative, connotative, and nuanced 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 (e.g., abstract or archaic) as they are used in the text; analyzes and evaluates the cumulative impact of specific word choices on meaning and tone | evaluates the meaning and use of complex words and phrases (e.g., abstract or archaic) in the text; analyzes and evaluates the cumulative impact of complex word choices on meaning and tone |
| Range | 10RL2.5 | describes an author's choices concerning how to structure a text, order events within it, and manipulate time | 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 and evaluates the overall impact of how an author's choices to structure a text create effects such as mystery, tension, or surprise | analyzes and evaluates multiple texts or multiple parts of a text to determine how authors' choices to structure a text create effects such as mystery, tension, or surprise |
| Range | 10RL2.6 | identifies 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 multiple points of view or cultural experiences reflected in a work of literature from outside the United States, drawing on a wide reading of world literature | analyzes and evaluates multiple points of view or cultural experiences reflected in a work or works of literature from outside the United States, drawing on an understanding of world literature |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 10RL3.7 **Also Assesses 9-10.SL1.2** | recognizes 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<br><br>**Also assesses**<br>**9-10.SL1.2:** compares information from multiple sources presented in diverse media or formats | 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 Beaudž Arts" and Breughel's Landscape with the Fall of Icarus)<br><br>**Also assesses**<br>**9-10.SL1.2:** integrates multiple sources of information presented in diverse media or formats, evaluating the credibility and accuracy of each source | analyzes and evaluates the effect of the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment<br><br>**Also assesses**<br>**9-10.SL1.2:** evaluates and integrates multiple sources of information presented in diverse media or formats to address a specific task, audience, and purpose | analyzes the representation of a subject or a key scene in two different artistic mediums, including subtle differences in what is emphasized or absent in each treatment, and evaluates its effect<br><br>**Also assesses**<br>**9-10.SL1.2:** synthesizes multiple sources of information presented in diverse media or formats to address a specific task, audience, and purpose, while evaluating the credibility and accuracy of each source |
| Range | 10RL3.9 | recognizes how an author draws on or 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 how an author explicitly and implicitly draws on and transforms source material in a specific work to affect meaning | analyzes how an author explicitly and implicitly draws on and transforms source material in a specific work to affect meaning and provides evidence to support the analysis |
| **Reading: Informational Text** | | | | | |
| Range | 10RI1.1 | cites 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 | uses textual evidence as well as complex inferences to develop a deep analysis of the text | uses textual evidence as well as complex inferences from multiple parts of the text to develop a deep analysis of the text |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 10RI1.2 | 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 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 | evaluates a central idea and its detailed development over the course of a text; provides a thorough, objective summary of the text | evaluates multiple central ideas and their development over the course of a text; provides a comprehensive, objective summary of the text |
| Range | 10RI1.3 | identifies 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, or 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 effect of the author's choices in presenting 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 significance of the author's choices in presenting a series of ideas or events |
| Range | 10RI2.4 | with explicit textual support, determines the meaning of words and phrases as they are used in the text, including figurative, derivative, technical, nuanced, or connotative meanings; analyzes the impact of specific word choices on meaning or tone | determines the meaning of words and phrases as they are used in the text, including figurative, derivative, technical, connotative, and nuanced 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 (e.g., abstract or archaic) as they are used in the text; analyzes and evaluates the cumulative impact of specific word choices on meaning and tone | evaluates the meaning and use of complex words and phrases (e.g., abstract or archaic) in the text; analyzes and evaluates the cumulative impact of complex word choices on meaning and tone |
| Range | 10RI2.5 | 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) | evaluates the rhetorical impact and effectiveness of how one or more author's ideas or claims are developed and refined within or across texts |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 10RI2.6 | identifies an author's point of view or purpose in a text and recognizes how an author uses rhetoric to advance that explicit 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 the author's use of rhetoric to advance a point of view or purpose and provides evidence for support | evaluates the author's use of rhetoric to advance a point of view or purpose and provides evidence for support |
| Range | 10RI3.7 **Also assesses 9-10.SL.1.2 and 9-10.SL.1.3** | recognizes differences in a depiction of a subject in different media, including what is emphasized<br><br>**Also assesses**<br>**9-10.SL.1.2:** compares information from multiple sources presented in diverse media or formats<br><br>**9-10.SL.1.3:** determines a speaker's point of view, reasoning, and use of evidence | analyzes various accounts of a subject told in different media; (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account<br><br>**Also assesses**<br>**9-10.SL.1.2:** integrates multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source<br><br>**9-10.SL.1.3:** evaluates a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence | analyzes and evaluates the effect of the representation of a subject in different media, including what is emphasized or absent in each treatment<br><br>**Also assesses**<br>**9-10.SL.1.2:** evaluates and integrates multiple sources of information presented in diverse media or formats to address a specific task, audience, and purpose<br><br>**Also assesses**<br>**9-10.SL.1.3:** evaluates a speaker's point of view, reasoning, and use of evidence and rhetoric, analyzing any fallacious reasoning or exaggerated or distorted evidence | analyzes the representation of a subject in different media, including subtle differences in what is emphasized or absent in each treatment, and evaluates its effect<br><br>**Also assesses**<br>**9-10.SL.1.2:** synthesizes multiple sources of information presented in diverse media or formats to address a specific task, audience, and purpose, while evaluating the credibility and accuracy of each source<br><br>**Also assesses**<br>**9-10.SL.1.3:** thoroughly evaluates a speaker's point of view, reasoning, and use of evidence and rhetoric, analyzing any fallacious reasoning or exaggerated or distorted evidence |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 10RI3.8 | identifies the explicit 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 | explains 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 | explains and evaluates the argument and subtle or implicit claims within or across texts, citing specific language in an assessment of whether the reasoning is valid and the evidence is relevant and sufficient; analyzes subtle instances of false statements and fallacious reasoning |
| Range | 10RI3.9 | analyzes specific aspects of seminal U.S. documents of historical and literary significance for meaning | 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 | analyzes the reasoning and rhetorical strategies employed in seminal U.S. documents of historical and literary significance, including how they address related themes and concepts | evaluates the reasoning and rhetorical strategies employed throughout seminal U.S. documents of historical and literary significance, including evaluation of how they address related themes and concepts |
| | | | **Language** | | |
| Range | 10L1.1 | demonstrates basic understanding of the conventions of standard English grammar and usage when writing or speaking:<br>a. uses parallel structure in simple/explicit lists<br>b. uses various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional) and clauses (independent and dependent) 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:<br>a. uses parallel structure<br>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:<br>a. uses parallel structure<br>b. uses various types of phrases and clauses to convey specific meanings and add variety, craft, style, depth of meaning, and interest to writing or presentations | demonstrates mature command of the conventions of standard English grammar and usage when writing or speaking:<br>a. uses parallel structure<br>b. uses various types of phrases and clauses to convey specific meanings and add variety, craft, style, depth of meaning, and interest to writing or presentations |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 10L1.2 | demonstrates basic understanding of the conventions of standard English capitalization, punctuation, and spelling when writing:<br>a. attempts to use a semicolon to link two or more closely related independent clauses<br>b. attempts to use a colon to introduce a list or quotation<br>c. spells correctly | demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing:<br>a. uses a semicolon to link two or more closely related independent clauses<br>b. uses a colon to introduce a list or quotation<br>c. spells correctly | demonstrates strong command of the conventions of standard English capitalization, punctuation, and spelling when writing, using the following to enhance style and meaning:<br>a. a semicolon to link two or more closely related independent clauses<br>b. a colon to introduce a list or quotation<br>c. correct spelling | demonstrates mature command of the conventions of standard English capitalization, punctuation, and spelling when writing, using that command to enhance style and meaning:<br>a. uses a semicolon to link two or more closely related independent clauses<br>b. uses a colon to introduce a list or quotation<br>c. spells correctly |
| **Writing** | | | | | |
| Range | 10W1.1; W.2.4; W.2.5; W.2.6; W.3.8; W.3.9; L.1.1; L.1.2; L.3.4; L3.5; L.3.6 | provides a claim with lapses in focus, notes a counterclaim, uses inconsistent or unclear organizational structure, includes loosely related support by referencing evidence that demonstrates a partial understanding of grade-level texts, employs simple sentence construction and word choice, and demonstrates inconsistent use of conventions | adequately sustains a focused claim, addresses a counterclaim, includes a clear organizational structure that provides a sense of completeness, provides adequate support by citing evidence that demonstrates an understanding of grade-level texts, introduces some variation in sentence structure and adequate word choice, and demonstrates adequate use of conventions | thoroughly sustains a focused claim and fully addresses a counterclaim, utilizes an effective organizational structure that creates a coherent argument with relevant and varied types of support by citing evidence that demonstrates a strong understanding of grade-level texts, and varies sentence structure with purposeful word choice to enhance meaning | thoroughly sustains a compelling, focused claim and a fairly treated counterclaim, utilizes a purposeful organizational structure that creates coherence with specific, appropriate, and integrated support that demonstrates a nuanced understanding of grade-level texts, and purposefully employs sentence structure and word choice to enhance the argument |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 10W1.2; W.2.4; W.2.5; W.2.6; W.3.8; W.3.9; L.1.1; L.1.2; L.3.4; L3.5; L.3.6 | provides a controlling idea with lapses in focus, uses inconsistent or unclear organizational structure, includes loosely related support by referencing evidence that demonstrates a partial understanding of grade-level texts, employs simple sentence construction and word choice, and demonstrates inconsistent use of conventions | adequately sustains a controlling idea, includes a clear organizational structure that provides a sense of completeness, provides adequate support by citing evidence that demonstrates an understanding of grade-level texts, introduces some variation in sentence structure and adequate word choice, and demonstrates adequate use of conventions | thoroughly sustains a focused, controlling idea to fully examine concepts, utilizes an effective organizational structure that creates a coherent presentation of ideas with relevant and varied types of support by citing evidence that demonstrates a strong understanding of grade-level texts, and varies sentence structure with purposeful word choice to enhance meaning | thoroughly sustains a compelling, focused controlling idea, utilizes a purposeful organizational structure that creates coherence with specific, appropriate, and integrated support that demonstrates a nuanced understanding of grade-level texts, and purposefully employs sentence structure and word choice to enhance meaning |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Policy | | Students at this level demonstrate a **below satisfactory** level of success with the challenging content of the *Florida Standards*. | Students at this level demonstrate a **satisfactory** level of success with the challenging content of the *Florida Standards*. | Students at this level demonstrate an **above satisfactory** level of success with the challenging content of the *Florida Standards*. | Students at this level demonstrate **mastery** of the most challenging content of the *Florida Standards*. |
| | | | | | |
| | | A student performing at Level 2 | A student performing at Level 3 | A student performing at Level 4 | A student performing at Level 5 |
| **Operations and Algebraic Thinking** | | | | | |
| Range | 3.OA.1.1 | interprets products of single-digit whole numbers (using factors of 1, 2, or 5) using equal groups of objects and arrays of objects | interprets products of single-digit whole numbers (using factors up to 10) | interprets products of whole numbers within 100, representing context with numbers and words | [intentionally left blank] |
| Range | 3.OA.1.2 | interprets whole-number quotients of whole numbers (with a divisor of 1, 2, or 5) using equal groups of objects and arrays of objects | interprets whole-number quotients of whole numbers (with factors up to 10) using partitive division; interprets whole number quotients of whole numbers (with factors up to 10) using measurement division | interprets quotients of whole-number division problems within 100, representing context using numbers and words | [intentionally left blank] |
| Range | 3.OA.1.3 | multiplies and divides with factors and divisors of 1, 2, or 5 to solve word problems involving equal groups and arrays | multiplies and divides with factors and divisors that are less than or equal to 10 to solve word problems involving equal groups, arrays, and measurement quantities; writes an equation with a symbol to represent the unknown | multiplies and divides within 100 using a variety of strategies to solve two-step word problems | [intentionally left blank] |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 3.OA.1.4 | determines the unknown whole number in a multiplication or division equation, when the unknown number is the product or quotient (with factors and divisors of 1, 2, or 5) | determines the unknown whole number in a multiplication or division equation, in any position, with factors and divisors up to 10 | [intentionally left blank] | [intentionally left blank] |
| Range | 3.OA.2.5 | applies commutative property of multiplication | applies commutative, associative, and distributive properties of operations as strategies to multiply and divide | determines an appropriate strategy or multiple strategies for a given situation | determines the error in the steps of a distributive property strategy |
| Range | 3.OA.2.6 | writes multiplication equations to solve division problems with unknown factors where the factors are 1, 2, or 5 | writes multiplication equations to solve division problems with unknown factors where the factors are less than or equal to 10 | [intentionally left blank] | [intentionally left blank] |
| Range | 3.OA.3.7 | fluently multiplies and divides factors of 1, 2, or 5 | fluently multiplies and divides numbers with factors up to and including 10, using a variety of strategies | fluently retrieves factor pairs of a product | [intentionally left blank] |
| Range | 3.OA.4.8 | solves two-step problems using addition and subtraction within 100 and multiplication and division using factors of 1, 2, or 5 | solves two-step word problems using the four operations and using equations with a letter for the unknown quantity | assesses the reasonableness of answers using mental computation and estimation strategies including rounding | creates a two-step word problem from an equation with a variable |
| Range | 3.OA.4.9 | identifies simple arithmetic patterns | explains simple arithmetic patterns using properties of operations | explains complex arithmetic patterns, including patterns that are not explicit, using properties of operations | explains complex arithmetic patterns, including patterns that are not explicit, using properties of operations |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| | | | | | |
| **Number and Operations in Base Ten** | | | | | |
| Range | 3.NBT.1.1 | uses place value understanding to round a three-digit number to the nearest 10 | uses place value understanding to round whole numbers (up to 1,000) to the nearest 10 or 100 | uses place value understanding to round whole numbers to both the nearest 10 and 100 where the digit to the left is also affected (e.g., round 199 to the nearest ten) | determines missing original number when given a number that has been rounded |
| Range | 3.NBT.1.2 | adds and subtracts within 1,000 when regrouping is not required | fluently adds and subtracts within 1,000 using strategies and algorithms based on 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 a sum or difference | determines an error and shows the correct answer |
| Range | 3.NBT.1.3 | multiplies single-digit whole numbers by 10 | multiplies single-digit whole numbers by multiples of 10 in the range 10-90 using strategies based on place value and properties of operations | multiplies single-digit whole numbers by multiples of 10 in the range 10-90 in real-world contexts | solves for a missing factor using strategies based on place value and properties of operations |
| **Number and Operations—Fractions** | | | | | |
| Range | 3.NF.1.1 **Also Assesses 3.G.1.2** | 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 | partitions a shape in multiple ways to show understanding that 1/b is equal to one part when the whole is partitioned into b equal parts; shows the fraction *a*/b as the quantity formed of *a* parts of 1/b | partitions a shape in multiple ways to show understanding that 1/b is equal to one part when the whole is partitioned into b equal parts; shows the fraction greater than 1, *a*/b, as the quantity formed of *a* parts of 1/b | [intentionally left blank] |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 3.NF.1.2 | identifies the fraction on the number line where the increments are equal to the denominator | represents a fraction *a*/b on a number line by partitioning the number line into b equal parts, and marking off *a* lengths of 1/b from zero; recognizes that the resulting interval has size *a*/b and that its endpoint locates the fraction *a*/b on the number line | represents a fraction greater than 1 on a number line | represents a set of fractions and fractions greater than 1 with unlike denominators on a number line by partitioning into equal parts |
| Range | 3.NF.1.3 | identifies equivalent fractions given models; compares two fractions with the same denominator, using visual fraction models, and records results using symbols | generates equivalent fractions; explains why the fractions are equivalent; recognizes and expresses fractions that are equivalent to whole numbers, and vice versa; compares two fractions that have the same numerator or same denominator using symbols and justifies the conclusions | generates a fraction that falls between two given fractions with the same numerator or denominator | [intentionally left blank] |
| **Measurement and Data, Geometry** | | | | | |
| Range | 3.MD.1.1 | tells and writes time to the nearest minute | solves one-step word problems involving addition or subtraction of time intervals in minutes, including the use of a number line | solves one-step word problems involving addition or subtraction of time intervals in minutes | solves two-step real-world problems involving addition and subtraction of time intervals in minutes |
| Range | 3.MD.1.2 | measures liquid volumes and masses of objects using models and standard units | estimates liquid volume and mass of objects using standard units; solves one-step word problems involving any of the four operations | [intentionally left blank] | [intentionally left blank] |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 3.MD.2.3 | solves one-step problems using a given picture or scaled bar graph (with a scale factor of 1 or 5) | creates a scaled picture graph and a scaled bar graph to represent a data set; solves two-step "how many more" and "how many less" problems using information presented in scaled bar graphs | completes a scaled picture graph by using addition and subtraction to find missing data values | creates a scaled picture graph or a scaled bar graph to represent a data set and determines what the scale factor should be; draws conclusions when analyzing data |
| Range | 3.MD.2.4 | measures lengths to the nearest half and whole number | 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) | creates the horizontal scale in appropriate units (whole number, halves, or quarters) | [intentionally left blank] |
| Range | 3.MD.3.5<br>3.MD.3.6 | understands that area is measured in square units and that a plane figure can be covered without gaps or overlaps to find an area | measures area of a rectangle by counting the square units | identifies a scenario where area measurement is applicable | creates and explains a scenario where area measurement is applicable |
| Range | 3.MD.3.7 | [intentionally left blank] | finds the area of a rectangle by tiling and shows that the area of a rectangle found when tiling is the same as would be found by multiplying the side lengths; multiplies the side lengths of a rectangle composed of two rectangles and uses the distributive property to find the overall area | finds areas of rectangles by multiplying the side lengths in the context of solving real-world problems; decomposes a rectilinear figure into multiple rectangular parts and finds the area of the new rectangles | creates area models to represent the distributive property for area of a rectangle |
| Range | 3.MD.4.8 | finds the perimeter of a rectangle given the side lengths | solves real-word and mathematical problems involving perimeters of polygons | finds unknown side lengths involving perimeter; exhibits rectangles with the same perimeter and different area or with the same area and different perimeter | constructs rectangles that have the same perimeter but different area and the reverse |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 3.G.1.1 | identifies rhombuses, rectangles, and squares as examples of quadrilaterals; explains that quadrilaterals have shared attributes, and that the shared attributes can define a larger category | sorts examples of quadrilaterals that have shared attributes and that the shared attributes can define a larger category; draws examples of quadrilaterals that do not belong to the categories of rhombuses, rectangles, and squares | draws examples and non-examples of quadrilaterals that are not rhombuses, rectangles, or squares | explains the common attributes between quadrilaterals |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Policy | | Students at this level demonstrate a **below satisfactory** level of success with the challenging content of the *Florida Standards*. | Students at this level demonstrate a **satisfactory** level of success with the challenging content of the *Florida Standards*. | Students at this level demonstrate an **above satisfactory** level of success with the challenging content of the *Florida Standards*. | Students at this level demonstrate **mastery** of the most challenging content of the *Florida Standards*. |
| | | | | | |
| | | A student performing at Level 2 | A student performing at Level 3 | A student performing at Level 4 | A student performing at Level 5 |
| **Operations and Algebraic Thinking** | | | | | |
| Range | 4.OA.1.1 | [intentionally left blank] | recognizes that any two factors and their product can be read as a comparison; represents those comparisons as equations | creates a context for a multiplicative comparison problem given an equation | [intentionally left blank] |
| Range | 4.OA.1.2 | multiplies or divides to solve word problems involving multiplicative comparison (where the unknown is the product or quotient) | multiplies or divides to solve word problems involving multiplicative comparison (where the unknown is in a variety of positions) | creates and solves a multiplication equation with a symbol for the unknown number to represent a word problem involving multiplicative comparison | [intentionally left blank] |
| Range | 4.OA.1.3 | solves one-step word problems (which do not include remainders) using the four operations with simple context and scaffolding where the sum, difference, product, or quotient is always the unknown | solves two-step word problems (including interpreting remainders) using the four operations, where the unknown is in a variety of positions, and can be represented by a symbol/letter | solves three-step word problems using the four operations; recognizes the reasonableness of answers using mental computation and estimation strategies | solves multistep word problems with multiple possible solutions and determines which would be the most reasonable based upon given criteria |
| Range | 4.OA.1a | determines whether an equation is true or false; identifies true and false equations that use comparative relational thinking | determines whether an equation is true or false, where addition or subtraction is used on both sides of the equal sign, and justifies by using comparative relational thinking | determines whether an equation is true or false, where multiplication or division is used on both sides of the equal sign, and justifies by using comparative relational thinking | determines whether an equation is true or false, where different operations are used on either side of the equal sign, and justifies by using comparative relational thinking |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 4.OA.1b | [intentionally left blank] | determines the unknown number in an equation relating four whole numbers, where addition or subtraction is used on both sides of the equal sign, and justifies using comparative relational thinking | determines the unknown number in an equation relating four whole numbers, where multiplication or division is used on both sides of the equal sign, and justifies using comparative relational thinking | determines the unknown number in an equation relating four whole numbers, where different operations are used on either side of the equal sign, and justifies using comparative relational thinking |
| Range | 4.OA.2.4 | finds factor pairs for numbers in the range of 1 to 100, and determines whether a whole number in the range of 1 to 100 is prime or composite, given visual representations | finds all factor pairs for whole numbers in the range of 1 to 100; recognizes that a whole number is a multiple of each of its factors; determines whether a whole number in the range of 1 to 100 is prime or composite | determines common factors and multiples of numbers in the range of 1 to 100 | applies the concepts of both factors, multiples, and prime and composite numbers in problem-solving contexts |
| Range | 4.OA.3.5 | extends a number or shape pattern that follows a given one-step rule | generates a number or shape pattern that follows a given one-step rule | generates a number or shape pattern that follows a given two-step rule | identifies and/or explains apparent features that are not explicit in the rule from an observed pattern |
| **Number and Operations in Base Ten** | | | | | |
| Range | 4.NBT.1.1 | 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 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 (for numbers up to and including 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) | [intentionally left blank] |
| Range | 4.NBT.1.2 | reads and writes multi-digit whole numbers to the thousands place | reads, writes, and compares whole numbers to the hundred-thousandths place, using base-ten numerals, number names, and expanded form | reads, writes, and compares multi-digit whole numbers to the millions place using base-ten numerals, number names, and expanded form | writes and compares whole numbers in expanded form in multiple formats |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 4.NBT.1.3 | uses place value understanding to round multi-digit whole numbers to any place within 1,000 | uses place value understanding to round multi-digit whole numbers to any place within 1,000,000 | uses place value understanding to round whole numbers up to any place where the digit to the left is also affected (e.g., round 199 to the nearest ten) | determines a number that falls between two numbers of different place values |
| Range | 4.NBT.2.4 | adds and subtracts two multi-digit whole numbers using the standard algorithm (not including subtraction across zeros) | fluently adds up to three and subtracts two multi-digit whole numbers using the standard algorithm | determines the missing digit(s) within the addend in an addition or subtraction problem | analyzes and describes an error in a strategy and shows the correct solution |
| Range | 4.NBT.2.5 | multiplies a whole number (of up to three digits) by a single-digit whole number, including the use of strategies based on place value and visual models | multiplies a whole number up to four digits by a single-digit whole number and two two-digit whole numbers, using strategies based on place value; illustrates and explains calculations by using equations, rectangular arrays, and/or area models | determines the equation that represents a base-ten model; makes connections between different multiplication strategies | analyzes and describes an error in a strategy and shows the correct solution |
| Range | 4.NBT.2.6 | divides a whole number (of up to three digits) by a single-digit whole number, using strategies based on place value | divides a whole number up to four digits by a single-digit whole number (including remainders), using strategies based on place value, properties of operations, and/or the relationship between multiplication and division; illustrates and explains calculations by using equations, rectangular arrays, and/or area models | determines the equation that represents a base-ten model; makes connections between different division strategies | analyzes and describes an error in a strategy and shows the correct solution |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| **Number and Operations—Fractions** | | | | | |
| Range | 4.NF.1.1 | uses visual fraction models to recognize equivalent fractions by partitioning unit fraction pieces into smaller equal pieces | uses visual fraction models to generate and explain equivalent fractions by partitioning unit fraction pieces into smaller pieces (and understands that this is the same); generates and explains why fraction a/b is equivalent to a fraction (n x a)/(n x b), and multiplies by 1 represented as a fraction | uses a variety of strategies to generate and justify why fraction a/b is equivalent to a fraction (n x a)/(n x b) | [intentionally left blank] |
| Range | 4.NF.1.2 | 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, using visual fraction models and <, >, and = | compares two fractions with different numerators and different denominators, using <, >, and =; justifies answers | [intentionally left blank] |
| Range | 4.NF.2.3 | 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 and represents the decomposition using an equation | adds and subtracts fractions and/or mixed numbers with like denominators, in mathematical and real-world context, by replacing each mixed number with an equivalent fraction, without regrouping, and by using the properties of operations and the relationship between addition and subtraction; decomposes a mixed number into a sum of fractions with the same denominator in more than one way and records and justifies the decomposition | adds and subtracts mixed numbers with like denominators, in mathematical and real-world context, by replacing each mixed number with an equivalent fraction, with regrouping, and by using the properties of operations and the relationship between addition and subtraction | solves multistep word problems involving addition and subtraction of fractions and/or mixed numbers |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 4.NF.2.4 | understands a fraction a/b as a multiple of 1/b including the use of visual fraction models or repeated addition | understands and solves one-step mathematical and real-world problems involving 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 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 ) | solves multistep word problems |
| Range | 4.NF.3.5 | 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 | solves missing addend problems with respective denominators 10 and 100 by first finding equivalent fractions with like denominators | [intentionally left blank] |
| Range | 4.NF.3.6 | writes decimal notation for fractions with a denominator of 10, and vice versa, with visual models | writes decimal notation for fractions with denominators of 10 or 100, and vice versa, including locating on a number line | writes decimal notation for fractions greater than 1 with denominators of 10 or 100, and vice versa, including locating on a number line | [intentionally left blank] |
| Range | 4.NF.3.7 | compares two decimals with the same number of places (tenths or hundredths) using visual models; recognizes that the decimals must refer to the same whole | compares two decimals to the hundredths (using <, >, and =) by reasoning about their size and justifies using models | determines a decimal that is between two given decimals | [intentionally left blank] |
| **Measurement and Data, Geometry** | | | | | |
| Range | 4.MD.1.1 | 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, records that data in a two-column table | expresses measurements in a larger unit in terms of a variety of smaller units, within a single system | given a context, determines the appropriate unit needed and expresses the measurement to the level of accuracy needed |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 4.MD.1.2 | uses the four operations to solve word problems (involving distance, intervals of time, and money) with context, including problems involving whole numbers | uses the four operations to solve word problems (involving distance, intervals of time, and money) including problems involving simple fractions or decimals; represents measurement quantities using linear models | uses the four operations to solve word problems including problems involving simple fractions or decimals and problems that require expressing measurements given in a larger unit in terms of a smaller unit | uses the four operations to solve multistep word problems, including problems involving fractions or decimals and problems that require expressing measurements given in a larger unit in terms of a smaller unit |
| Range | 4.MD.1.3 | applies the area and perimeter formulas when given all side measurements | applies the area and perimeter formulas for rectangles in real-world and mathematical problems | 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; finds missing dimensions of rectangles when provided adequate perimeter and/or area information of the rectangle; discovers methods of maximizing area using a given perimeter, and vice versa |
| Range | 4.MD.2.4 | makes a line plot to display a data set of measurements in fractions of a unit (1/8, 1/4, 1/2) | uses addition and subtraction of fractions to solve problems by using information from a line plot | uses addition and subtraction of fractions to solve two-step problems by using information from a line plot | uses addition and subtraction of fractions to solve multistep problems by using information from a line plot; draws conclusions |
| Range | 4.MD.3.5<br>4.MD.3.6 | recognizes angles as geometric shapes; recognizes angle measures with reference to a circle | measures angles using a protractor up to 180 degrees; sketches angles of specified measure | measures and identifies angles between 180 and 360 degrees | [intentionally left blank] |
| Range | 4.MD.3.7 | recognizes that angle measure is additive; solves addition real-world and mathematical problems to find unknown angles on a diagram with no more than two angles, within a 90-degree angle | solves addition and subtraction real-world and mathematical problems to find unknown angles on a diagram with no more than two angles, within a 180-degree angle | finds unknown angles on a diagram with more than two angles and between 180 and 360 degrees total | given angle parameters, decomposes into multiple angles and gives the measure of each angle in relationship to the whole |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 4.G.1.1 | identifies 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 | draws a figure based on multiple attributes | [intentionally left blank] |
| Range | 4.G.1.2 | identifies two-dimensional figures | 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 right 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 | analyzes and justifies how groups of two-dimensional figures are sorted based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of specified size |
| Range | 4.G.1.3 | recognizes a line of symmetry in a two-dimensional figure | identifies line-symmetric figures and draws lines of symmetry for two-dimensional figures | identifies figures with more than one line of symmetry | constructs a figure with a specified number of lines of symmetry |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Policy | | Students at this level demonstrate a **below satisfactory** level of success with the challenging content of the *Florida Standards*. | Students at this level demonstrate a **satisfactory** level of success with the challenging content of the *Florida Standards*. | Students at this level demonstrate an **above satisfactory** level of success with the challenging content of the *Florida Standards*. | Students at this level demonstrate **mastery** of the most challenging content of the *Florida Standards*. |
| | | | | | |
| | | A student performing at Level 2 | A student performing at Level 3 | A student performing at Level 4 | A student performing at Level 5 |
| **Operations and Algebraic Thinking** | | | | | |
| Range | 5.OA.1.1 | evaluates a simple numerical expression with whole numbers, using parentheses, brackets, or braces, with two procedural operations | evaluates a numerical expression that contains a fraction, using parentheses, brackets, or braces, with three or more procedural operations | analyzes an error in the evaluation of a numerical expression that contains parentheses, brackets, or braces | inserts parentheses, brackets, or braces in numerical expressions to make a statement true or to equal a specified value |
| Range | 5.OA.1.2 | identifies a numerical expression from a written statement | writes and interprets numerical expressions that contain whole numbers or fractions, without evaluating them | writes and interprets numerical expressions that contain whole numbers and fractions with more than two procedural operations, without evaluating them | writes statements that describe a numerical expression in multiple ways |
| Range | 5.OA.2.3 | continues two numerical patterns using two given rules | generates two numerical patterns using two given rules; identifies apparent relationships between corresponding terms; graphs the ordered pairs on a coordinate plane | generates two numerical patterns using two multistep given rules; explains the relationship between corresponding terms; graphs the ordered pairs on a coordinate plane | uses the relationships identified between two patterns to make predictions or generalizations |
| **Number and Operations in Base Ten** | | | | | |
| Range | 5.NBT.1.1 | recognizes that 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 | recognizes 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 across multiple place values | explains, using multiplicative comparison, the relationship between the values of digits across multiple place values | [intentionally left blank] |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 5.NBT.1.2 | recognizes patterns in the number of zeroes of products when multiplying a number by powers of 10; uses 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 | interprets a multiplication problem to identify the factor of 10 by which one number is greater or lesser than another | [intentionally left blank] |
| Range | 5.NBT.1.3 | reads and writes decimals using base-ten numerals and number names | reads and writes decimals using expanded form; compares two decimals, using > , = , and < symbols to record the results of comparisons | writes decimals in expanded form or base-ten numerals in multiple formats | compares two decimals that are written in different formats |
| Range | 5.NBT.1.4 | uses place value understanding of decimals to round to the nearest whole number | uses place value understanding to round multi-digit numbers between millions and thousands place to any place | uses rounding strategies in real-world situations | determines a number that falls between two numbers of different place values |
| Range | 5.NBT.2.5 | multiplies two two-digit numbers using the standard algorithm | fluently multiplies two-digit by up to five-digit numbers using the standard algorithm | determines the missing digit in a factor of a multiplication problem when given the product | analyzes an error in the multiplication computation using the standard algorithm and justifies the reasoning |
| Range | 5.NBT.2.6 | 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 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 | identifies or creates multiple division expressions that have a given quotient | solves for a quotient by continuing the steps of a given division strategy |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 5.NBT.2.7 | adds and subtracts 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 | 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 to solve multistep problems | determines the error in the computation of a problem involving decimals, and justifies the reasoning |
| **Number and Operation—Fractions** | | | | | |
| Range | 5.NF.1.1 | adds/subtracts fractions with unlike denominators, where one denominator is a multiple of the other denominator | adds and subtracts fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions to produce an equivalent sum or difference of fractions with like denominators | adds or subtracts three fractions with unlike denominators | solves for an unknown numerator or denominator in an addition or subtraction problem given the sum or difference |
| Range | 5.NF.1.2 | solves word problems involving addition/subtraction of fractions with unlike denominators, where one denominator is a multiple of the other denominator, using visual representations | solves word problems involving addition and subtraction of fractions (including mixed numbers) with unlike denominators; assesses and justifies reasonableness of the answer by using benchmark fractions, visual models, or equations | solves multistep word problems involving the addition and subtraction of fractions with unlike denominators | analyzes the error in the solution of a multistep word problem involving the addition and subtraction of fractions with unlike denominators, and justifies the reasoning |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 5.NF.2.3 | rewrites a fraction as a division problem (a/b = a ÷ b ); uses manipulatives or visual models to solve problems involving division of whole numbers, leading to answers in the form of fractions or mixed numbers | interprets and solves word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers | interprets a fraction greater than 1, presented as a mixed number, as division of the numerator by the denominator (a/b = a ÷ b ); identifies a context involving division of whole numbers, leading to answers in the form of fractions or mixed numbers | creates a context involving division of whole numbers, leading to answers in the form of fractions or mixed numbers |
| Range | 5.NF.2.4 **Also Assesses 5.NF.2.6** | shows the product of a fraction by a whole number using visual fraction models; solves real-world problems involving multiplication of a fraction by a whole number by using visual fraction models or equations to represent the problem | finds the product of two fractions by using an area model; generalizes that a/b x c/d = (ac)/(bd) and uses it to solve mathematical or real-world problems involving multiplication of fractions | solves real-world problems involving multiplication of fractions and mixed numbers; creates a real-world context involving multiplication of fractions and/or mixed numbers | finds the possible fractional dimensions of a rectangle given the area; solves multistep mathematical and real-world problems involving multiplication of whole numbers, fractions, and/or mixed numbers |
| Range | 5.NF.2.5 | [intentionally left blank] | interprets and explains 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, in a given situation, without performing the indicated multiplication | generalizes and explains 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 | [intentionally left blank] |
| Range | 5.NF.2.7 | [intentionally left blank] | solves real-world or mathematical problems involving division of unit fractions by nonzero 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 nonzero whole numbers and division of whole numbers by unit fractions | [intentionally left blank] |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| **Measurement and Data, Geometry** | | | | | |
| Range | 5.MD.1.1 | converts among different-sized standard measurement units within a given measurement system | uses one conversion to solve multistep, real-world problems | uses multiple conversions to solve multistep, real-world problems | analyzes a conversion problem to identify an error |
| Range | 5.MD.2.2 | makes a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8); solves addition and subtraction problems using the data | uses a line plot to solve problems that require grade-appropriate fraction operations | uses a line plot to solve multistep word problems | [intentionally left blank] |
| Range | 5.MD.3.3 **Also Assesses 5.MD.3.4** | identifies scenarios where cubic units can be used to calculate volume | counts unit cubes to find the volume of rectangular prisms; represents the volume of a solid figure as n cubic units | uses unit cubes to create a rectangular prism with a given volume | uses unit cubes to create two different rectangular prisms with one given volume |
| Range | 5.MD.3.5 | solves volume problems of a right rectangular prism by using unit cubes | relates the number of unit cubes in a rectangular prism to the multiplication of the height to the area of the base or 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 | finds a missing dimension of a rectangular prism given two dimensions and the volume; generates possible dimensions of a rectangular prism given the volume |
| Range | 5.G.1.1 5.G.1.2 | identifies the key components of the coordinate plane (x-axis, x-coordinate, y-axis, y-coordinate, and origin) | identifies, locates, or graphs given points in the first quadrant of the coordinate plane; interprets coordinate values of points in the first quadrant in context | locates or graphs a point using directions from another point in the first quadrant | describes the direction from one point to another point; names or graphs the point that would complete a specified, two-dimensional geometric shape in the first quadrant |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 5.G.2.3<br>5.G.2.4 | classifies two-dimensional figures into categories based on their sides and angles | understands that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category; classifies two-dimensional figures in the hierarchy based on these properties, including in a Venn diagram | draws or constructs two-dimensional figures belonging to a given subcategories | evaluates figures that share or do not share attributes that belong to a specified category and justify the reasoning |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Policy | | Students at this level demonstrate a **below satisfactory** level of success with the challenging content of the *Florida Standards*. | Students at this level demonstrate a **satisfactory** level of success with the challenging content of the *Florida Standards*. | Students at this level demonstrate an **above satisfactory** level of success with the challenging content of the *Florida Standards*. | Students at this level demonstrate **mastery** of the most challenging content of the *Florida Standards*. |
| | | | | | |
| | | A student performing at Level 2 | A student performing at Level 3 | A student performing at Level 4 | A student performing at Level 5 |
| **Ratios and Proportional Relationships** | | | | | |
| Range | 6.RP.1.1 | identifies a ratio using ratio language and/or notation | uses the concept of a ratio, ratio language, and notation to describe a ratio relationship between two quantities | describes multiple ratio relationships between two quantities | connects ratio relationships between multiple representations of ratio situations |
| Range | 6.RP.1.2 | determines a unit rate | uses the concept of a unit rate associated with a ratio and uses rate language in context | determines a unit rate with multiple steps | applies the concept of unit rate in nonroutine real-world situations with multiple steps |
| Range | 6.RP.1.3a | plots coordinate pairs in Quadrant 1 from a table | completes a table to compare ratios from mathematical problems | creates or uses tables to compare ratios in a real-world context | creates and uses a table to compare ratios in a real-world context |
| Range | 6.RP.1.3b | determines a unit rate involving unit pricing or constant speed | solves a unit rate problem including those involving unit pricing or constant speed | solves a multistep unit rate problem including those involving unit pricing or constant speed | solves and applies a multistep unit rate problem including those involving unit pricing or constant speed |
| Range | 6.RP.1.3c | 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); finds the whole given a part and the percent | solves problems involving finding the whole, given a part and the percent in real-world contexts | solves nonroutine real-world or mathematical problems involving percent |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 6.RP.1.3d | identifies ratio relationships presented in graphical, tabular, or verbal formats using measurement units | uses ratio reasoning to convert measurement units; manipulates and transforms units appropriately when multiplying or dividing quantities in mathematical problems | manipulates and transforms units appropriately when multiplying or dividing quantities in a real-world context | applies ratio reasoning to real-world word problems and converts measurement units |
| Range | 6.RP.1.3e | finds the circumference of a circle | uses the concept of pi as the ratio of the circumference of a circle to its diameter | given the circumference, determines an approximation for the radius or diameter | explains the relationship of the circumference of a circle to its diameter |
| **The Number System** | | | | | |
| Range | 6.NS.1.1 | solves mathematical problems involving division of fractions in contexts given visual fraction models and equations to represent the problem | solves and interprets division of fractions by fractions | solves and interprets real-world two-step division of fraction word problems involving mixed numbers | creates and solves word problems involving division of fractions by fractions |
| Range | 6.NS.2.2 | finds whole-number quotients (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 | fluently divides multi-digit numbers using the standard algorithm (with up to five-digit dividends and two-digit divisors or four-digit dividends and two- or three-digit divisors), using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division | justifies each step in division calculations | fluently divides multi-digit numbers using the standard algorithm, and assesses the reasonableness of the result |
| Range | 6.NS.2.3 | adds, subtracts, and multiplies using strategies based on place value, the properties of operations, and/or the relationship between operations; limit decimals to hundredths | fluently adds, subtracts, multiplies, and divides multi-digit decimals, using the standard algorithm for each operation | justifies each step in the procedure | assesses the reasonableness of the result |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 6.NS.2.4 | finds the greatest common factor of two whole numbers (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 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, expresses 36 + 8 as 4(9 + 2) | constructs an equivalent expression using either greatest common factor or least common multiple and the distributive property | constructs an equivalent expression, using greatest common factor, least common multiple, and the distributive property |
| Range | 6.NS.3.5 | places integers on the number line in a given situation (e.g., elevation, sea level) | demonstrates that positive and negative numbers are used together to describe quantities having opposite directions or values; uses positive and negative numbers to represent quantities in real-world contexts; explains the meaning of 0 in each situation | recognizes patterns about characteristics of positive and negative numbers, including fractions and decimals | [intentionally left blank] |
| Range | 6.NS.3.6<br>6.NS.3.8 | identifies opposites on a number line, the relationship of two ordered pairs with only sign differences; plots integer pairs in a coordinate plane (with one-unit increments on both axes) and on a horizontal number line | identifies when two points are reflections on a number line or reflections across one axis on the coordinate plane; plots ordered pairs, including rational numbers, on a coordinate plane, and on both horizontal and vertical number lines; includes coordinates of absolute value to find distances between points with the same first or second coordinate in mathematical problems | includes coordinates of absolute value in real-world context (scales may vary) | solves real-world problems involving absolute value and the coordinate plane; shows that when two ordered pairs differ only by signs, the locations of the points are related by reflections across both axes |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 6.NS.3.7 | 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; absolute value is the distance from zero on the number line | 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 |
| **Expressions and Equations** | | | | | |
| Range | 6.EE.1.1 | writes and evaluates a single term in numerical expressions involving whole-number bases and exponents | writes and evaluates multi-term numerical expressions involving whole-number exponents | [intentionally left blank] | [intentionally left blank] |
| Range | 6.EE.1.2a<br>6.EE.1.2b | 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 an 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) involving real-world and mathematical contexts | writes and evaluates expressions that record operations (with numbers and with letters standing for numbers) involving real-world and mathematical contexts |
| Range | 6.EE.1.2c | evaluates expressions at specific values of their variables (e.g., substitution), and includes expressions that arise from formulas | performs arithmetic operations, including those involving whole-number exponents and expressions at specific values of their variables, in the conventional order when there are no parentheses to specify a particular order (order of operations) | evaluates multistep real-world problems (involving rational numbers and whole number exponents) | [intentionally left blank] |
| Range | 6.EE.1.3 | [intentionally left blank] | applies the properties of operations to generate equivalent expressions | applies multiple properties of operations to identify and generate equivalent expressions | uses a real-world context to construct multiple equivalent expressions |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 6.EE.1.4 | [intentionally left blank] | identifies when two expressions are equivalent | applies the properties of operations to identify and generate multiple equivalent expressions | constructs multiple equivalent expressions, identifies and justifies the properties of operations for each step |
| Range | 6.EE.2.5 | uses substitution to determine whether a given number makes an equation (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 true | solves an equation or inequality as a process of answering a question and justifies the answer: which values from a specified set, if any, make the equation or inequality true | [intentionally left blank] |
| Range | 6.EE.2.6 | writes a single operation expression (with one variable) to represent a 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 | justifies 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 |
| Range | 6.EE.2.7 | solves equations in the form $x + p = q$ and $px = q$ (with nonnegative whole numbers) | solves real-world and mathematical problems by writing and solving equations in the form $x + p = q$ and $px = q$, for cases in which $p$, $q$, and $x$ are all nonnegative, rational numbers | solves and justifies one-step real-world and mathematical problems | interprets and analyzes the solution to one-step real-world and mathematical problems |
| Range | 6.EE.2.8 | recognizes that mathematical problem inequalities in the form $x > c$ or $x < c$ have infinitely many solutions | writes an inequality in the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem; represents solutions of such inequalities on number line diagrams | given a number line diagram, writes an inequality in the form $x > c$ or $x < c$ and justifies solutions; or, given an inequality in the form $x > c$ or $x < c$, graphs solutions on a number line diagram and justifies constraints | given an inequality in the form $x > c$ or $x < c$, creates a real-world situation and graph |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 6.EE.3.9 | given a graph/table in a real-world or mathematical problem, identifies dependent and independent variables, and matches tables and graphs | given graphs and tables of real-world situations, writes an equation to express the relationship between the dependent and independent variables | given a real-world situation, writes an equation to express the relationship between the dependent and independent variables without graphs and tables provided | analyzes and describes the relationship between the variables |
| **Geometry, Statistics and Probability** | | | | | |
| Range | 6.G.1.1 | finds the area of polygons by decomposing into triangles and quadrilaterals | finds the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes | applies techniques for finding the area of polygons in the context of solving real-world and mathematical problems | solves geometric multistep real-world and mathematical area problems including decimal and fractional measurements |
| Range | 6.G.1.2 | solves volume problems of a right rectangular prism with one fractional edge length and unit cubes with unit fraction edge lengths; unit cubes have compatible denominators | solves volume problems by relating the number of unit cubes in a prism to the multiplication of the edge lengths in the context of solving real-world and mathematical problems | 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; finds the missing fractional edge length | 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.1.3 | plots polygons on 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 | uses 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.1.4 | represents three-dimensional figures using nets made up of rectangles and triangles | uses nets to find the surface area of three-dimensional figures | applies the use of nets to solve real-world and mathematical problems using nets and three-dimensional figures, including decimal measurements | solves real-world and mathematical problems using nets and three-dimensional figures, including fractional |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 6.SP.1.1 | recognizes a statistical question from a list of questions | justifies a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers | changes a question from a non-statistical question to a statistical question that anticipates variability in the data related to the question | writes a statistical question given a context |
| Range | 6.SP.1.2 | identifies the measure of center, spread, and overall shape from a graph display | determines a set of data collected to answer a statistical question has a distribution which can be described by using measures of center, spread, and overall shape | [intentionally left blank] | [intentionally left blank] |
| Range | 6.SP.1.3 | recognizes and determines the mean, median, and/or mode; finds 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 the new measures of center when additional data points are included from a context | analyzes how additional data points affect the measure of center in a numerical data set |
| Range | 6.SP.2.4 | identifies an appropriate display of numerical data in plots on a number line and dot/line plots | displays numerical data in plots on a number line, including dot/line plots, histograms, and box plots | constructs a histogram, dot/line plot, or box plot from given data | constructs a histogram or box plot from data displayed on a dot/line plot |
| Range | 6.SP.2.5a<br>6.SP.2.5b<br>6.SP.2.5c<br>6.SP.2.5d | summarizes a numerical data set by quantifying the observations | summarizes numerical data sets in relation to their context; identifies the range and measures of center and any striking deviations (e.g., outliers) | relates a set of data to the appropriate measures of center with reference to the context | creates a set of data from a given box plot |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Policy | | Students at this level demonstrate a **below** satisfactory level of success with the challenging content of the *Florida Standards*. | Students at this level demonstrate a **satisfactory** level of success with the challenging content of the *Florida Standards*. | Students at this level demonstrate an **above satisfactory** level of success with the challenging content of the *Florida Standards*. | Students at this level demonstrate **mastery** of the most challenging content of the *Florida Standards*. |
| **Ratio and Proportional Relationships** | | | | | |
| Range | 7.RP.1.1 | computes unit rates with ratios of one non-unit fraction and a whole number other than 1 | computes unit rates associated with two fractions | computes and explains unit rates associated with ratios of two mixed numbers | [intentionally left blank] |
| Range | 7.RP.1.2 (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) | identifies the constant of proportionality (unit rate) in tables, diagrams, and/or graphs | identifies the constant of proportionality (unit rate) in equations and/or verbal descriptions | extends the given representation or creates a different representation that would represent the same proportional relationship |
| Range | 7.RP.1.2 (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 table or graph including the origin | models a proportional relationship using a verbal description | models a representation with a context that would represent a given proportional equation |
| Range | 7.RP.1.2 (d) | explains what any point (x, y) on the graph of a proportional relationship means in terms of the situation, but does 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 identifies the unit rate when given the point (1, r), where r is the unit rate | interprets the meaning of (x, y) in terms of the situation when not given the point (1, r) | [intentionally left blank] |
| Range | 7.RP.1.3 | uses proportional relationships to solve ratio and percent problems in a mathematical context | uses proportional relationships to solve multistep ratio and percent problems in context | uses proportional relationships to solve complex, multistep ratio, and percent problems in context | creates equivalent proportional equations that could be used to solve the same ratio/percent problem in context |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| **Number System** | | | | | |
| Range | 7.NS.1.1 (abcd) | represents addition and subtraction of rational numbers on a number line or using other manipulatives; identifies that the sum of a number and its opposite equals zero | applies properties of operations as strategies to add and subtract rational numbers; explains subtraction as adding the additive inverse; shows p + q as the number located a distance \|q\| from p in a positive or negative direction | interprets sums of rational numbers by describing a real-world context and determines the reasonableness of the solution | justifies the steps taken to add or subtract rational numbers; analyzes for errors as necessary |
| Range | 7.NS.1.2 (abcd) | multiplies or divides rational numbers using a number line or other manipulatives | applies properties of operations as strategies to multiply or divide rational numbers; explains that division by zero is undefined; shows 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 | determines the reasonableness of the solutions | interprets products and quotients of rational numbers in a real-world context |
| Range | 7.NS.1.3 | solves mathematical problems involving the four operations with rational numbers using the number line or other manipulatives | solves real-world 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 |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| **Expressions and Equations** | | | | | |
| Range | 7.EE.1.1 | applies properties of operations as strategies to add and subtract rational coefficients; factors and expands linear expressions with integer coefficients | applies properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients | applies and justifies properties of operations as strategies to add, subtract, factor, and expand complex linear expressions with rational coefficients | analyzes for errors in the use of properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients |
| Range | 7.EE.1.2 | rewrites an expression in a different form | shows 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 | explains the key terms and factors for each expression in a given problem context | creates equivalent expressions given in a problem context and explains the key terms and factors of the problem for each expression |
| Range | 7.EE.2.3 | solves mathematical problems posed with positive rational numbers | solves multistep and real-world problems posed with rational numbers, using tools strategically; applies properties of operations, conversions between forms, as appropriate, and assesses the reasonableness of answers | given a real-world problem, creates a model using rational numbers, using tools strategically; justifies a solution to a real-world problem | given a real-world problem, creates and solves a model using rational numbers, using tools strategically; analyzes errors in a problem with a real-world context |
| Range | 7.EE.2.4 (ab) | solves equations and inequalities of the form $px + q = r$ with integer coefficients and constants | given a model, solves real-world or mathematical problems involving equations and inequalities in the form $px + q = r$, $p(x + q) = r$ and $px + q < r$, $px + q > r$, with integer coefficients and p as a benchmark fraction; interprets inequality solutions in the context of the problem | creates a model and solves real-world or mathematical problems in the form $px + q = r$, $p(x + q) = r$ and $px + q < r$, $px + q > r$, with integer coefficients and the absolute value of p as a benchmark fraction | creates a model and solves real-world or mathematical problems using equations and inequalities with rational coefficients and explains what the solution means |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| | | | **Geometry** | | |
| Range | 7.G.1.1 | computes actual lengths given a geometric figure and a scale factor and 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 | solves problems involving scaled drawings of two-dimensional geometric figures by creating a drawing and finding the appropriate scale | [intentionally left blank] |
| Range | 7.G.1.2 | draws polygons with given conditions | constructs geometric shapes given a combination of angle and side conditions; notices when conditions determine a unique triangle, more than one triangle, or no triangle | explains the conditions of a unique triangle, more than one triangle, or no triangle | analyzes and justifies the conditions for a unique triangle, more than one triangle, or no triangle |
| Range | 7.G.1.3 | identifies the two-dimensional figure that results from a vertical or horizontal cut of a right rectangular prism or right rectangular pyramid | identifies the two-dimensional figure that results from a vertical or horizontal cut of a three-dimensional figure | describes and/or draws the two-dimensional figure that results from a vertical or horizontal slice of a three-dimensional figure | [intentionally left blank] |
| Range | 7.G.2.4 | identifies the formula for the area and/or circumference of a circle | uses the formulas and solves problems for the area and circumference of a circle given radius or diameter, or vice versa, given a graphic representation in a real-world context | gives an informal derivation of the relationship between circumference and area of a circle; uses formulas and solves real-world problems without requiring graphic representations | uses the relationship between circumference and area of a circle to solve multistep real-world problems |
| Range | 7.G.2.5 | uses facts about angle relationships (supplementary, complementary, vertical, and adjacent) to find the unknown angle measure in a figure | uses facts about angle relationships to write and solve multistep equations for an unknown angle in a figure | finds the measures of the unknown angles in a figure | [intentionally left blank] |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 7.G.2.6 | finds the area of triangles, quadrilaterals, and regular polygons; finds the volume of cubes and right prisms | solves real-world problems involving area of two-dimensional figures composed of triangles, quadrilaterals, and polygons; solves real-world volume and surface area problems for cubes and right prisms | solves real-world problems involving surface area and volume of composite figures | uses relationships between volume and surface area of three-dimensional shapes to solve real-world problems |
| **Statistics and Probability** | | | | | |
| Range | 7.SP.1.1<br>7.SP.1.2 | identifies that a random sample produces the most valid representation of the entire population | uses statistical data to draw inferences about a population based on representative samples | generates and/or uses multiple samples to gauge variations in estimates or predictions | justifies the most representative sampling method for a situation |
| Range | 7.SP.2.3<br>7.SP.2.4 | uses basic measures of central tendency to compare two different populations | uses measures of central tendency and/or variability to draw comparisons about two different populations | uses measures of variability for numerical data from random samples to draw comparative inferences about two populations in any context | [intentionally left blank] |
| Range | 7.SP.3.5 | identifies that the probability of a chance event is a number between 0 and 1 | identifies the probability of a chance event as equally likely or unlikely (0.5); represents the probability as a fraction, decimal, or percent | compares the probabilities of two or more events and justifies the likelihood of each event | [intentionally left blank] |
| Range | 7.SP.3.6 | makes approximations of probability for a chance event | uses the results of an experiment to make approximations of probability for an event; predicts the approximate relative frequency given the probability | compares and connects the relative frequency of an event to the theoretical probability of the event | justifies why the experimental probability approaches the theoretical probability as the relative frequency of an event increases |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 7.SP.3.7 (ab)<br>7.SP.3.8 (abc) | determines and develops a theoretical probability model of a simple event; determines the sample space for compound events | designs a simulation to generate frequencies for compound events; uses observed frequencies to create a uniform probability model to determine theoretical probabilities of events | uses observed frequencies to create a probability model for the data from a chance process where outcomes may not be uniform; compares probabilities from a model to observed frequencies; explains possible sources of any discrepancy | compares and justifies the experimental and theoretical probability in a given situation; compares different simulations of compound events to see which best predicts the probability |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Policy | | Students at this level demonstrate a **below satisfactory** level of success with the challenging content of the *Florida Standards*. | Students at this level demonstrate a **satisfactory** level of success with the challenging content of the *Florida Standards*. | Students at this level demonstrate an **above satisfactory** level of success with the challenging content of the *Florida Standards*. | Students at this level demonstrate **mastery** of the most challenging content of the *Florida Standards*. |
| | | | | | |
| | | A student performing at Level 2 | A student performing at Level 3 | A student performing at Level 4 | A student performing at Level 5 |
| **Number System** | | | | | |
| Range | 8.NS1.1<br>8.NS1.2 | identifies square roots of non-square numbers and pi as irrational numbers; identifies rational or irrational numbers and converts familiar rational numbers with one repeating digit to fraction form | places irrational numbers on a number line; identifies irrational decimal expansions as approximations; identifies rational and irrational numbers and converts less familiar rational numbers to fraction form | uses approximations of irrational numbers to estimate the value of an expression; compares and orders rational and irrational numbers without a number line | explains how to get more precise approximations of square roots; analyzes and explains the patterns that exist when writing rational numbers as fractions |
| **Expressions and Equations** | | | | | |
| Range | 8.EE.1.1 | applies the properties of natural number exponents to generate equivalent numerical expressions | applies the properties of integer exponents to generate equivalent numerical expressions | uses multiple properties of integer exponents within an expression with integer exponents | analyzes the reasonableness of the result of using the properties of integer exponents in numerical expressions |
| Range | 8.EE.1.2 | evaluates square roots and solves mathematical equations in the form $x^2 = p$, where p is a positive rational number and is a small perfect square; knows that square root 2 is irrational | uses square root and cube root symbols to represent solutions to mathematical equations in the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number; evaluates cube roots of small perfect cubes | writes and solves equations representing real-world situations using square root and cube root symbols | justifies how square roots and cube roots relate to each other and to their radicands |
| Range | 8.EE.1.3 | uses numbers expressed in the form of a single digit times an integer power of 10 to express very large numbers | uses numbers expressed in the form of a single digit times an integer power of 10 to express very small numbers | expresses how many times as much a number written in the form of single digit times an integer power of 10 is than another number written in the same form | [intentionally left blank] |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 8.EE.1.4 | represents very large and very small quantities in scientific notation and uses units of appropriate size for measurements of very large or very small quantities | performs operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used; interprets scientific notation generated by technology | performs operations and interprets values written in scientific notation within a real-world context | analyzes the process and solution to given problems using scientific notation |
| Range | 8.EE.2.5 | graphs proportional relationships, interpreting the unit rate as the slope | identifies the unit rate as the slope; compares two different proportional relationships represented in different ways | generates a model of a proportional relationship given specific qualities | [intentionally left blank] |
| Range | 8.EE.2.6 | determines the slope of a line given a graph | explains, using similar triangles, why the slope is the same between any two distinct points on a nonvertical line in the coordinate plane; derives the equation y = mx for a line through the origin | derives the equation y = mx + b for a line intercepting the vertical axis at b | compares and contrasts situations in which similar triangles would or would not yield the same slope between any two distinct points on a nonvertical line in the coordinate plane |
| Range | 8.EE.3.7 (ab) | solves linear equations with integer coefficients and variables on one side | solves multistep linear equations in one variable with rational coefficients using the distributive property or collecting like terms on a given side; identifies linear equations as having solutions of one, infinitely many, or none by transforming the given equation into simpler forms by inspection | justifies why an equation has one solution, infinitely many solutions, or no solution | creates examples of equations that have one solution, infinitely many solutions, or no solution |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 8.EE.3.8 (abc) | interprets mathematical or real-world problems, given the graph, of a system of two linear equations in two variables | solves mathematical and real-world systems of two linear equations in two variables with integer coefficients by inspection, algebraically by multiplying only one of the equations by an integer | solves and analyzes a system of equations in two variables with integer and benchmark fraction coefficients | solves and analyzes problems involving two linear equations in two variables with rational coefficients or constants |
| **Functions** | | | | | |
| Range | 8.F.1.1 | identifies, from a graph, if a relation is a function | uses a table or graph to demonstrate understanding 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 | explains, given a rule, why it is a function or not a function | creates a rule, given a table or graph, and explains why it is or is not a function |
| Range | 8.F.1.2 | compares properties (i.e., slope, y-intercept, values) of two linear functions represented in a different way (graph and equation in slope intercept form) | compares properties (i.e., slope, y-intercept, values) of two linear functions each represented in a different way (algebraically, graphically, numerically in tables, or verbal description) | compares two linear functions and justifies whether two functions each represented in a different way (algebraically, graphically, numerically in tables, or verbal description) are equivalent or not by comparing their properties | creates a function, based on given criterion, in comparison to a given function |
| Range | 8.F.1.3 | determines whether a function is linear or nonlinear from graph | interprets the equation y = mx + b as defining a linear function whose graph is a straight line | determines whether a function is linear or nonlinear (table or equation) | gives real-world examples of functions that are linear or nonlinear |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 8.F.2.4 | determines the rate of change from two (x, y) values or from a graph | 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 | interprets the rate of change and initial value of a linear function in terms of a verbal description of the linear function | analyzes a set of values in either a table or graph to determine changes to be made to make the relationship linear |
| Range | 8.F.2.5 | describes qualitatively the functional relationship between two quantities by analyzing some features of a graph to be 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** | | |
| Range | 8.G.1.1<br>8.G.1.2 | describes a rigid transformation between two congruent figures that exhibits the congruence between them | describes a sequence of up to two rigid transformations between two congruent figures | use properties of rigid and non-rigid transformations to understand the relationship between transformations and congruence | [intentionally left blank] |
| Range | 8.G.1.3 | describes the effect of a reflection or translation on two-dimensional figures using coordinates | describes the effect of a dilation, translation, rotation, or reflection on two-dimensional figures using coordinates and coordinate notation | describes the effect of up to two rigid transformations on two-dimensional figures using coordinates | describes the effect of two transformations, including at least one dilation, on two-dimensional figures using coordinates and coordinate notation |
| Range | 8.G.1.4 | [intentionally left blank] | identifies a sequence of transformations and a dilation that results in similarity | describes a sequence of transformations and a dilation that results in similarity | [intentionally left blank] |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | 8.G.1.5 | uses the fact that the sum of the angles of a triangle equals 180 and identifies angle pairs when parallel lines are cut by a transversal | finds unknown angle measures for angle pairs when parallel lines are cut by a transversal; gives an informal argument for:<br>· sum of the angles of a triangle equals 180<br>· the measure of an exterior angle of a triangle is equal to the sum of the measures of the non-adjacent angles | gives an informal argument for congruent angle relationships when parallel lines are cut by a transversal | gives an informal argument that a triangle can only have one 90-degree angle; gives an informal argument for the pairs of angles that are supplementary when parallel lines are cut by a transversal |
| Range | 8.G.2.6 | uses the Pythagorean theorem and applies to right triangles | models and explains the proof of the Pythagorean theorem and its converse using a pictorial representation | [intentionally left blank] | [intentionally left blank] |
| Range | 8.G.2.7<br>8.G.2.8 | calculates hypotenuse length using the Pythagorean theorem, given a picture of a right triangle or the lengths of the two legs | calculates unknown side lengths using the Pythagorean theorem; applies the Pythagorean theorem to find the distance between two points in a coordinate system with the right triangle drawn | applies the Pythagorean theorem to a real-world situation in two and three dimensions to determine unknown side lengths or the distance between two points in a coordinate system | 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; applies the Pythagorean theorem in multistep problems; finds the coordinates of a point which is a given distance (nonvertical and nonhorizontal) from another point |
| Range | 8.G.3.9 | [intentionally left blank] | uses the formulas for the volume of cones, cylinders, and spheres to solve real-world and mathematical problems | explains the relationship between formulas for the volumes of cones and cylinders | justifies the relationship between the formulas for volume of cones, cylinders, or spheres; explains the derivation of the formulas for cones, cylinders, and spheres |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| **Statistics and Probability** | | | | | |
| Range | 8.SP.1.1 | constructs a scatter plot and describes the pattern as positive, negative, or no relationship | constructs and interprets scatter plots for bivariate measurement data to investigate patterns of association between quantities | describes patterns such as outliers and nonlinear association | [intentionally left blank] |
| Range | 8.SP.1.2 | identifies a straight line 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 justifies the best one |
| Range | 8.SP.1.3 | identifies the slope and y-intercept of a linear model on a scatter plot, given an equation | interprets the slope and intercept, given context | uses the equation of a linear model to solve problems in the context of bivariate measurement data | creates and uses a linear model based on a set of bivariate data to solve a problem involving slope and intercept |
| Range | 8.SP.1.4 | interprets a two-way table by row or column | completes a two-way table of categorical data | constructs a two-way table to summarize data; describes relative frequencies for possible associations from a two-way table | interprets a two-way table to summarize data; compares relative frequencies to identify patterns of association |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Policy | | Students performing at this level demonstrate a **below satisfactory** level of success with the challenging content of the *Florida Standards*. | Students performing at this level demonstrate a **satisfactory** level of success with the challenging content of the *Florida Standards*. | Students performing at this level demonstrate an **above satisfactory** level of success with the challenging content of the *Florida Standards*. | Students performing at this level demonstrate **mastery** of the most challenging content of the *Florida Standards*. |
| | | | | | |
| | | A student performing at Level 2 | A student performing at Level 3 | A student performing at Level 4 | A student performing at Level 5 |
| **Algebra and Modeling** | | | | | |
| Range | MAFS.912.A-APR.1.1 | adds two polynomials with integral coefficients, including adding when multiplying a constant to one or both polynomials using the distributive property is required | adds and subtracts polynomials, including adding or subtracting when one or both polynomials is multiplied by a monomial or binomial, with a degree no greater than 1 | completes an informal argument on closure; applies multiple operations (excluding division) when simplifying polynomials | explains closure for polynomials |
| Range | MAFS.912.A-CED.1.1 | writes or chooses a one-variable linear equation or inequality in a real-world context | writes or chooses a simple exponential (no horizontal or vertical translation) or a simple quadratic equation | writes an exponential equation with a horizontal or vertical translation or a quadratic equation; identifies the meaning of the variables | employs the modeling cycle when writing an equation |
| Range | MAFS.912.A-REI.2.3 | solves linear equations (with variable on one side and simple benchmark fractions as the coefficient; may require the use of the distributive property and adding like terms) and inequalities (with a variable on one side and positive coefficient that may include a simple benchmark fraction as the coefficient) in one variable | solves linear equations and inequalities in one variable, where the variable is included on both sides of the equal sign or inequality, that require up to three steps to isolate the variable with rational coefficients | solves linear equations in one variable, including equations where one coefficient is represented by a letter and requires up to three steps to isolate the variable; solves compound inequalities in one variable | solves linear equations and inequalities in one variable, including equations with coefficients represented by letters that require up to four steps to isolate the variable |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | MAFS.912.A-CED.1.4 | solves a literal linear equation in a real-world context for a variable whose coefficient is 1 | solves a literal equation that requires two procedural steps | solves a literal equation that requires three procedural steps | solves a literal equation that requires four procedural steps |
| Range | MAFS.912.A-CED.1.2 | writes or chooses a two-variable linear equation for a real-world context with integral coefficients | writes or chooses a system of linear equations or writes a single equation that has at least three variables with integral coefficients | writes a system of linear equations or writes a single equation that has at least three variables; correctly identifies the meaning of the variables | employs the modeling cycle when writing equations that have two variables |
| Range | MAFS.912.A-REI.3.5 | identifies an equivalent system of two equations in two variables that has a multiple of one of the equations of the original system | identifies an equivalent system that has a sum of the original as one of the equations and a multiple of the other | identifies systems that have the same solutions | justifies why multiple equivalent systems would have the same solution |
| Range | MAFS.912.A-REI.3.6 | solves a system of linear equations approximately when given a graph of the system; solves a system of equations using elimination in the form of ax + by = c and dx + ey = f with integral coefficients, where only one equation requires multiplication; solves a simple system of equations that require substitution | explains whether a system of equations has one, infinitely many, or no solutions; solves a system of equations by graphing or substitution (manipulation of equations may be required) or elimination in the form of ax + by = c and dx + ey = f, where multiplication is required for both equations | solves a system of equations with rational coefficients by graphing, substitution, or elimination; interprets solutions in a real-world context | [intentionally left blank] |
| Range | MAFS.912.A-REI.4.12 | identifies a solution region when the graph of a linear inequality is given | graphs solutions of the system of two linear inequalities and identifies the solution set as a region of the coordinate plane that satisfies both inequalities; if the form is written in ax + by < c format, then a, b, and c should be integers | verifies ordered pairs as being a part of the solution set of a system of inequalities | justifies why an ordered pair is a part of a solution set |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | MAFS.912.A-CED.1.3 | identifies constraints that are constant values or simple linear equations/inequalities in a real-world context | identifies variables; writes constraints as a system of linear inequalities or linear equations | models constraints using a combination of linear equations/inequalities; interprets solutions as viable or nonviable based on the context | employs the modeling cycle when writing constraints |
| Range | MAFS.912.A-REI.1.1 | chooses the correct justifications for the steps in a two-step equation, $ax + b = c$ | chooses the correct justifications for the steps in an equation of the form $a(bx +c) = d$ or $ax + b = cx + d$, where a, b, c, and d are integers | explains and justifies the steps in an equation of the form $a(bx +c) = d$ or $ax + b = cx + d$, where a, b, c, and d are rational numbers | explains and justifies the steps in an equation of the form $a(bx +c) = d(ex +f)$ , where a, b, c, d, e, and f are rational numbers |
| Range | MAFS.912.A-REI.2.4a &b | solves quadratic equations of the form $x^2 + c = d$, where c and d are rational numbers by simple inspection or by taking square roots | solves quadratic equations of the form $x^2 + bx + c = d$, where b, c, and d are integers by completing the square, factoring, or using the quadratic formula; validates why taking the square root of both sides when solving a quadratic will yield two solutions | solves quadratic equations of the form $ax^2 + bx + c = d$, where a, b, c, and d are integers and b/a is an even integer; recognizes that a quadratic can yield nonreal solutions and that the quadratic formula is used to find complex solutions; completes steps in the derivation of the quadratic formula | determines if a quadratic will yield complex solutions; derives the quadratic formula |
| Range | MAFS.912.A-REI.4.11 | determines an integral solution for $f(x) = g(x)$ given a graph or a table of a linear, quadratic, or exponential function, in a mathematical or real-world context | determines a solution to the nearest tenth for $f(x) = g(x)$ given a graph or a table | completes an explanation on how to find an approximate solution to the nearest tenth for $f(x) = g(x)$ given a graph or a table | explains how to find an approximate solution to the nearest tenth for $f(x) = g(x)$ given a graph or a table and justifies why the intersection of two functions is a solution to $f(x) = g(x)$ |
| Range | MAFS.912.A-REI.4.10 | distinguishes between coordinates that are solutions to linear equations in two variables and those that are not | distinguishes between coordinates that are solutions to equations in two variables (quadratic or exponential) and those | recognizes that a graph is the set of all the solutions of a given equation | justifies that a graph is the set of all the solutions of an equation |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| | | | thatare not | | |
| Range | MAFS.912.A-SSE.2.3a, b, and c | uses properties of exponents (one operation) and identifies the new base of an exponential function; explains the properties of the a in $y = ab^x$ in a real-world context | factors the difference of two squares with a degree of 2 and trinomials with a degree of 2 and explains the properties of the zeros; completes the square when the leading coefficient is 1 and explains the properties of the maximum or minimum; uses the properties of exponents and names the new rate | factors the difference of two squares with a common integral factor, trinomials with a common integral factor and a leading coefficient having more than four factors and explains the properties of the zeros; completes the square when the leading coefficient is greater than 1 and explains the properties of the maximum or minimum; transforms exponential functions that have more than one operation and explains the properties of expression | explains the differences between equivalent forms and why an equivalent form would provide the required property |
| Range | MAFS.912.A-SSE.1.1 | interprets coefficients or terms of exponential and quadratic expressions in a real-world context | interprets factors of exponential and quadratic expressions | interprets more than one part of an expression | given an interpretation, chooses the correct part of the expression |
| Range | MAFS.912.A-SSE.1.2 | works with expressions with only monomial factors and chooses the correct equivalent forms of a trinomial whose leading coefficient is 1 | factors the difference of two squares with a degree of 2, trinomials with a degree of 2 whose leading coefficient has no more than 4 factors | factors the difference of two squares with a common integral factor, trinomials with a common integral factor and a leading coefficient with more than four factors | factors the difference of two squares with a degree of 4 with or without a common integral factor, and a polynomial with a degree of 3 and a leading coefficient of 1 |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| | | | **Functions and Modeling** | | |
| Range | MAFS.912.F-BF.2.3 | identifies the graph, the equation, or ordered pairs of a linear, quadratic, or exponential function with a vertical or horizontal shift | identifies the graph of a linear or quadratic function with a vertical or horizontal stretch or shrink; determines the value of k given a graph and its transformation; completes a table of values for a function that has a vertical or horizontal shift; graphs a function with a vertical or horizontal shift | identifies the graph of an exponential function with a vertical or horizontal stretch or shrink; completes a table of values for a function with a horizontal or vertical stretch or shrink | determines the value of k when given a set of ordered pairs for two functions or a table of values for two functions; identifies differences and similarities between a function and its transformation |
| Range | MAFS.912.F-IF.1.2 | evaluates simple functions in their domains; evaluates functions for a simple quadratic, simple square root, and simple exponential | evaluates quadratic, polynomial of degree 3, absolute value, square root, and exponential functions for inputs in their domain; interprets statements that use function notation in terms of a real-world context for simple quadratic, simple square root, and simple exponential | uses function notation to evaluate functions for inputs in their domain and interprets statements that use function notation in terms of context | writes and evaluates functions when the function is described in a real-world context |
| Range | MAFS.912.F-IF.1.1 | uses the definition of a function to identify whether a relation represented by a graph, a table, mapping, diagrams, or sets of ordered pairs is a function | demonstrates understanding that a function's domain is assigned to exactly one element of the range in function notation | applies and extends knowledge of domain and range to real world situations and contexts; justifies that a relation is a function using the definition of a function | [intentionally left blank] |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | MAFS.912.F-IF.2.5 | interprets and identifies domains of linear functions when presented with a graph in a real-world context | interprets and identifies domains of quadratic or exponential functions (with no translation) when presented with a graph; interprets and identifies the domain of a linear function from a context | relates the domains of linear, quadratic, or exponential functions to a graph when the function is described within the context | interprets and identifies domains of linear, quadratic, or exponential functions when presented a function described within the context |
| Range | MAFS.912.F-IF.2.4 | identifies the key features (as listed in the standard, excluding periodicity) when given a linear, quadratic, or exponential graph in a real-world context | interprets the key features (as listed in the standard, excluding periodicity) when given a table of a linear, quadratic, or exponential; interprets key features of a linear function given as a verbal description | interprets key features of a quadratic function given as a verbal description | interprets key features of an exponential function given as a verbal description |
| Range | MAFS.912.F-IF.3.9 | compares properties of two linear functions, each represented a different way in a real-world or mathematical context | 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 an equation); differentiates between linear and quadratic functions that are represented using different representations (table, graph, or algebraic) | compares properties of two functions (linear, quadratic, or exponential), each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions); differentiates between exponential and quadratic functions that are represented using different representations (table, graph, or algebraic) | compares properties of two functions (linear, quadratic, or exponential) when at least one function is described verbally; differentiates between two functions (linear, quadratic, or exponential) when at least one is described verbally |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | MAFS.912.F-IF.2.6<br>S-ID.3.7 | calculates the average rate of change of a function represented by a graph, table of values, or set of data in a real-world context (which may or may not be linear) | interprets the average rate of change of a function represented by a graph, table of values, or set of data or a linear regression equation; calculates the average rate of change when given a quadratic or exponential function presented algebraically; interprets the y-intercept of a linear regression equation | determines the units of a rate of change for a function presented algebraically; uses an interpretation to identify the graph | explains the interpretation, using units, of the rate of change and/or the y-intercept within the context |
| Range | MAFS.912.F-IF.3.8a | finds zeros of quadratics of the form $ax^2 + b = c$, where a, b, and c are integers; interprets the zero contextually; real-world or mathematical contexts | factors the difference of two squares with a degree of 2, and trinomials with a degree of 2 whose leading coefficient has up to 4 factors and interprets the zeros; completes the square when the leading coefficient is 1; interprets the extreme values | factors quadratics with a common integral factor and a leading coefficient with more than four factors and interprets the zeros; completes the square when the leading coefficient is greater than 1 and b/(2a) is an integer; interprets the extreme values | interprets the axis of symmetry |
| Range | MAFS.912.F-IF.3.8b | uses properties of exponents (one operation) and identifies the new base of an exponential function; interprets the a in $y = ab^x$ | uses the properties of exponents and interprets the new base, in terms of a rate | transforms exponential functions that have more than one operation and explains the properties of the expressions within a real-world context | compares and contrasts different forms of exponential functions using a real-world context |
| Range | MAFS.912.A-APR.2.3 | identifies the zeros of a function from a graph | identifies the graph of a function given in factored form for a polynomial whose leading coefficient is a positive integer | creates a rough graph given a polynomial function in factored form whose leading coefficient is an integer in a real-world or mathematical context | uses the x-intercepts of a polynomial function and end behavior to graph the function in a real-world or mathematical context |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | MAFS.912.F-IF.3.7a and e | identifies the graph of a linear, simple quadratic, or simple exponential function given its equation | constructs the graph of a linear function, quadratic, or exponential given its equation; constructs a linear function using x- and y-intercepts | constructs the graph of a quadratic function given the x- and y-intercepts or vertex and end behavior; key features can be presented in both a mathematical and a real-world context | constructs the graph of an exponential function given the x- and y-intercepts and end behavior |
| Range | MAFS.912.F-LE.1.1a, b, c | identifies relationships in tables and graphs that can be modeled with linear functions (constant rate of change) and with exponential functions (exponential rate of change) | proves that linear functions grow by equal differences over equal intervals; proves that exponential functions grow by equal factors over equal intervals; identifies the constant rate or rate of growth or decay; chooses an explanation as to why a context may be modeled by a linear or exponential function | identifies situations given as a written description in a real-world context in which one quantity changes at a constant rate per unit interval relative to another or grows by equal factors over equal intervals | [intentionally left blank] |
| Range | MAFS.912.F-LE.2.5 | identifies which values are constant from a given context | interprets the slope and x- and y-intercepts in a linear function; interprets the base value and vertical shifts in an exponential function of the form $f(x) = b^x + k$, where b is an integer and k can equal zero; in a real-world context | interprets the base value and initial value in an exponential function of the form $f(x) = ab^x$, where b is an integer and can be any positive integer | [intentionally left blank] |
| Range | MAFS.912.F-LE.1.2 | constructs linear functions of arithmetic sequences when given a graph in a real-world context | constructs linear functions, including arithmetic sequences, given a graph or input-output pairs; constructs exponential functions, including 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 |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | MAFS.912.F-BF.1.1a | recognizes an explicit expression that is linear for arithmetic sequences whose common difference is an integer in a real-world context | writes an explicit function for arithmetic sequences and geometric sequences; writes a recursive formula for an arithmetic sequence; completes a table of calculations | writes a recursive formula for a geometric sequence | writes a recursive formula for a sequence that is not arithmetic or geometric |
| Range | MAFS.912.F-BF.1.1b, c | combines standard function types using addition and subtraction when the functions are given within a real-world context | combines standard function types using addition, subtraction, and multiplication when the functions are given within the context; writes a composition of functions that involve two linear functions in a real-world context | writes a composition of functions that involve linear and quadratic functions | writes a new function that uses both a composition of functions and operations |
| Range | MAFS.912.F-IF.1.3 | identifies an arithmetic sequence as a linear function when the sequence is presented as a sequence | identifies an arithmetic sequence as a linear function when the sequence is presented as a graph or table; identifies that a geometric sequence is a function when the sequence is presented as a sequence, graph, or table; recognizes the domain of a sequence as a set of integers or a subset of integers | identifies non-arithmetic and non-geometric sequences as a function when given as a sequence | identifies non-arithmetic and non-geometric sequences as a function when given as a graph or table; explains why the domain of sequences are a set or a subset of integers |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | MAFS.912.F-LE.1.3 | given graphs or a linear and exponential function on the same coordinate plane, describes how the graphs compare; identifies which function is a linear function, an exponential function, or a quadratic function given in a real-world context by interpreting the functions' graphs or tables | identifies that an exponential growth function will eventually increase faster than a linear function or a quadratic function given in a real-world context by interpreting the functions' tables | identifies that a quantity increasing exponentially eventually exceeds a quantity increasing linearly using graphs and tables; explains that an exponential growth function will eventually increase faster than a linear function or a quadratic function given in a real-world context by interpreting the functions' graphs or tables | describes and compares the changes of behavior between a linear and an exponential function including the approximate point(s) of intersection; justifies that an exponential function will eventually increase faster than a linear function or a quadratic function given in a real-world context by interpreting the functions' graphs or tables using rates |
| **Statistics and the Number System** | | | | | |
| Range | MAFS.912.N-RN.1.2 | converts radical notation to rational exponent notation and vice versa | identifies equivalent forms of expressions involving rational exponents and radical expressions where there is one operation | identifies equivalent forms of expressions involving rational exponents and radical expressions where there are two operations | [intentionally left blank] |
| Range | MAFS.912.N-RN.1.1 | applies and explains properties of integer exponents | defines rational exponents by extending the properties of integer exponents | explains and uses the meaning of rational exponents in terms of properties of integer exponents, and uses notation for radicals in terms of rational exponents | proves the properties of rational exponents (which are an extension of the properties of integer exponents) |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | MAFS.912.N-RN.2.3 | [intentionally left blank] | completes an informal proof to show that a sum or product of two rational numbers is rational, that the sum of a rational number and an irrational number is irrational, and that the product of a nonzero rational number and an irrational number is irrational | generalizes rules for sum and product properties of rational and irrational numbers | [intentionally left blank] |
| Range | MAFS.912.S-ID.1.1 | identifies dot plots, histograms, and box plots for a given set of data in a real-world context | uses real-world data (represented in a table or in another display) to create dot plots, histograms, or box plots applying correct labels for components and/or axes, applying appropriate scale in a graph | completes a dot plot, histogram, or box plot for data that requires some interpretation or inference | determines and justifies which type of data plot would be most appropriate for a set of data; identifies advantages and disadvantages of different types of data plots |
| Range | MAFS.912.S-ID.1.2 & S-ID.1.3 | determines the mean/median and interquartile range of a single set of data from a visual representation (e.g., table) | interprets the difference in mean, median, and interquartile range in the context of a data set and compares the similarities or differences in mean, median, and interquartile range between two sets of data; predicts the effect of an outlier on the shape and center of a data set; uses the empirical rule with data values that are one or more standard deviation about the mean | explains similarities and differences using specific measures of center and spread, given two sets of data; predicts the effect of an outlier on the spread of a data set; uses the empirical rule with two data values that have integers as standard deviations, up to 3, above or below the mean | plots data based on situations with multiple data sets, and then compares and discusses using measures of center and spread, normal distribution; justifies which measure(s) are most appropriate for comparison; identifies advantages and disadvantages of using each measure of center and spread |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | MAFS.912.S-ID.2.5 | completes a two-way frequency table that requires completion of frequencies | creates or completes a two-way frequency table when up to two joint, marginal, or conditional relative frequencies are described within the context; finds the values for joint, marginal, or conditional relative frequency | chooses an interpretation of joint, marginal, and conditional relative frequencies; recognizes possible associations and trends in the data | interprets joint, marginal, and conditional relative frequencies; identifies and concludes associations and trends using a two-way frequency table |
| Range | MAFS.912.S-ID.2.6a, b, and c<br>S-ID.3.8 & S-ID.3.9 | creates a scatter plot of bivariate data | identifies a linear, quadratic, or exponential regression model that fits the data; uses a regression equation to solve problems within the context; interprets correlation coefficient; calculates residuals | creates a residual plot and determines whether the function is an appropriate fit for the data; explains why a situation with correlation does not imply causation | distinguishes variables that are correlated because one is a cause of another; explains why the correlation coefficient may not show a strong correlation; identifies flaws in data where causation is claimed |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Policy | MAFS | Students at this level demonstrate a **below satisfactory** level of success with the challenging content of the *Florida Standards*. | Students at this level demonstrate a **satisfactory** level of success with the challenging content of the *Florida Standards*. | Students at this level demonstrate an **above satisfactory** level of success with the challenging content of the *Florida Standards*. | Students at this level demonstrate **mastery** of the most challenging content of the *Florida Standards*. |
| | | | | | |
| | | A student performing at Level 2 | A student performing at Level 3 | A student performing at Level 4 | A student performing at Level 5 |
| **Algebra and Modeling** | | | | | |
| Range | MAFS.912.A-APR.1.1 | adds and subtracts polynomials with integral coefficients including adding or subtracting when multiplying a monomial or binomial, with a degree no greater than 1, to one or both polynomials | completes an informal argument on closure; applies multiple operations (excluding division) when simplifying polynomials with rational coefficients | explains closure for polynomials | [intentionally left blank] |
| Range | MAFS.912.A-APR.3.4 | [intentionally left blank] | uses a polynomial identity to describe numerical relationships, restricted to trinomials, difference of squares, sum of cubes, or difference of cubes | completes an algebraic or graphic proof of a polynomial identity | justifies a polynomial identity |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | MAFS.912.A-APR.4.6 | rewrites rational expressions, a(x)/b(x), where a(x) is a univariate cubic with integral coefficients and b(x) is a univariate monomial with an integral coefficient | rewrites rational expressions, a(x)/b(x), where a(x) is a univariate cubic or quartic with integral coefficients and b(x) is a univariate binomial with an natural number coefficient and the remainder is a constant; rewrites rational expressions, a(x)/b(x), where a(x) is a multivariate of a degree no greater than 8 and b(x) can be multivariate monomial with a degree no greater than 4 | rewrites rational expressions, a(x)/b(x), where a(x) is a univariate with a degree no greater than 5 and b(x) is a univariate binomial or trinomial with a degree no greater than 2; rewrites rational expressions, a(x)/b(x), where a(x) is a multivariate of a degree no greater than 10 and b(x) can be a factorable multivariate binomial with a degree no greater than 6 | rewrites rational expressions, a(x)/b(x), where a(x) is a univariate with a degree no greater than 6 with integral coefficients and b(x) is a univariate binomial or trinomial with a degree no greater than 3 |
| Range | MAFS.912.A-APR.2.2 | determines if (x-a) is a factor of a polynomial of a degree no greater than 3, where a is a natural number less than 10 | determines if x-a is a factor of a polynomial of a degree no greater than 4, where a is an integer | determines if x-a is a factor of a polynomial of a degree no greater than 6, where a is a rational number | explains why (x-a) is a factor of p(x) = 0 when p(a) = 0 |
| Range | MAFS.912.A-CED.1.1 | writes or chooses a simple exponential (no horizontal or vertical translation) or a simple quadratic equation in a real-world context | writes exponential or quadratic equations with a horizontal or vertical translation; identifies the meaning of the variable | writes absolute value, rational, or radical equations with a horizontal or vertical translation | employs the modeling cycle when writing equations with multiple transformations |
| Range | MAFS.912.A-REI.1.2 | solves radical equations of the form √(kx) = c; solves rational equations of the form 1/(kx) = c | determines if a given solution is extraneous; solves radical equations of the form √(kx+a) = b; solves rational equations of the form c/(kx+a) = b | solves radical equations of the form √(kx+a) = √(jx+b); solves rational equations of the form c/(kx+a) = d/(jx+b); eliminates extraneous solutions from the solution set | solves radical equations of the form √(kx+a) = jx+b, √(hx^2+kx+a) = jx+b, or √(hx^2+kx+a) = √(gx^2(jx+b); solves rational equations of the form c/(kx+a) +w = d/(jx+b) + v; justifies algebraically why a solution is extraneous |
| Range | MAFS.912.A-CED.1.4 | solves a literal linear equation in a real-world context that requires two | solves a literal equation that requires three procedural steps | solves a literal equation that requires four or five procedural steps | solves a literal equation that requires six procedural steps |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| | | procedural steps | | | |
| Range | MAFS.912.A-CED.1.2 | writes or chooses a system of linear equations with integral coefficients for a real-world context or writes a single equation for a real-world context that has at least three variables with integral coefficients | writes or chooses a system of two equations with rational coefficients, where one equation can be a simple quadratic equation for a real-world context; writes a single equation that has at least three variables with rational coefficients for a real-world context; identifies the meaning of the variables | writes a system of three equations for a real-world context | employs the modeling cycle when writing equations that have at least two variables |
| Range | MAFS.912.A-CED.1.3 | identifies variables; writes constraints as a system of linear inequalities or linear equations for a real-world context | models constraints using a combination of equations, inequalities, systems of equations, systems of inequalities for a real-world context; interprets solutions as viable or nonviable based on the context | explain why a solution is viable or nonviable for a real-world context | employs the modeling cycle when writing constraints |
| Range | MAFS.912.A-REI.3.6 | explains whether a system of equations has one, infinitely many, or no solutions; solves a system of equations by graphing or substitution (manipulation of equations may be required) or elimination in the form of ax + by = c and dx + ey = f, where multiplication is required for both equations | solves a system that consists of linear equations in two variables with rational coefficients by graphing, substitution, or elimination; interprets solutions in a real-world context or mathematical context | [intentionally left blank] | [intentionally left blank] |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | MAFS.912.A-REI.3.7 | solves a simple system consisting of a linear equation and a quadratic equation in two variables, when given a graph | solves a simple system consisting of a linear equation, where the slope and the y-intercept are integers and a univariate quadratic with integral coefficients by graphing; solves a simple system, consisting of a linear equation of the form y = kx and a circle centered at (0, 0) by graphing and algebraically; solves a simple system consisting of a linear equation of the form y = kx and a univariate quadratic algebraically | solves a simple system consisting of a linear equation, where the slope and the y-intercept are rational numbers and a univariate quadratic with rational coefficients by graphing; solves a simple system, consisting of a linear equation and a circle by graphing and algebraically; solves a simple system consisting of a linear equation of the form Ax + By = C, where A, B, and C are integers and a bivariate quadratic algebraically | solves a simple system consisting of a linear equation and a bivariate quadratic algebraically and graphically |
| Range | MAFS.912.A-REI.1.1 | chooses the correct justifications for the steps in solving a simple quadratic equation, where a = 1, containing integer coefficients | chooses the correct justifications for the steps in solving a quadratic equation, where a does not equal 1, containing rational coefficients | justifies the steps in solving a quadratic equation with complex solutions | constructs a viable argument to justify the steps in solving radical, rational, and exponential equations (with bases 2, 10, or e) |
| Range | MAFS.912.A-REI.4.11 | determines an integral solution or approximate solution using successive approximations for f(x) = g(x) given a graph or table of linear, quadratic, or exponential functions | determines a solution or an approximate solution for f(x) = g(x) using a graph, table of values, or successive approximations, where f(x) and g(x) are an exponential with a rational exponent, polynomial degree greater than two, rational, absolute value, and logarithmic | completes an explanation on how to find a solution for f(x) = g(x) | employs the modeling cycle when validating that the intersection of two functions is a solution to f(x) = g(x) |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | MAFS.912.A-SSE.2.3a, b, and c | factors the difference of two squares with a degree of 2 and trinomials with a degree of 2 and explains the properties of the zeros in a real-world context; completes the square when the leading coefficient is 1 and explains the properties of the maximum or minimum in a real-world context; uses the properties of exponents and names the new rate in a real-world context | factors the difference of two squares with a common integral factor, sum and difference of cubes, trinomials with a common integral factor and a leading coefficient having more than four factors, and explains the properties of zeros in a real-world context; completes the square when the leading coefficient is greater than 1 and explains the properties of the maximum or minimum in a real-world context; transforms exponential functions that have more than one operation and explains properties of expressions in a real-world context | factors the difference of two squares, sum or difference of cubes, trinomials and explains the properties of zeros in a real-world context; completes the square when the leading coefficient is rational and explains the properties of the maximum or minimum in a real-world context | employs the modeling cycle when producing and justifying why an equivalent form would provide the required property |
| Range | MAFS.912.A-SSE.1.1a b | interprets factors of exponential and quadratic expressions in a real-world context | interprets more than one part of an expression in a real-world context | given an interpretation in a real-world context, chooses the correct parts of the expression | [intentionally left blank] |
| Range | MAFS.912.A-SSE.1.2 | works with expressions including factors, difference of two squares with a degree of 2, trinomials with a degree of 2 whose leading coefficient has no more than 4 factors, in a real-world or mathematical context | factors the difference of two squares; factors trinomials with a leading coefficient of more than 4 factors | factors a polynomial with a degree of 3 and a leading coefficient greater than 1 | [intentionally left blank] |
| Range | MAFS.912.N-CN.3.7 | solves quadratic equations of the form $ax^2 + b = c$, where c-b is a negative integer | solves quadratic equations where the discriminant is a negative perfect square | solves quadratic equations (with any real coefficients) that have complex solutions | [intentionally left blank] |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | MAFS.912.A-REI.2.4a & 4b | solves quadratic equations of the form $ax^2 + bx + c = d$ with integral coefficients | solves quadratic equations of the form $ax^2 + bx + c = d$ with integral coefficients, where b/a is an integer | solves quadratic equations of the form $ax^2 + bx + c = d$ with rational coefficients | [intentionally left blank] |
| Range | MAFS.912.G-GPE.1.2 | [intentionally left blank] | derives the equation of a parabola given a focus and directrix, parallel to the y-axis, on the coordinate grid | derives the equation of a parabola given a focus and directrix, parallel to the y-axis with an integral value | derives the equation of a parabola given a focus and directrix |
| **Functions and Modeling** | | | | | |
| Range | MAFS.912.F-BF.1.2 | writes an arithmetic or geometric sequence when given a graph, verbal description, table of values, or set of ordered pairs in a real-world context | writes an arithmetic sequence using a recursive formula or an explicit formula; writes a geometric sequence using a recursive formula or an explicit formula | writes recursive formulas using explicit formulas and vice versa | uses the modeling cycle to write a recursive or explicit formula |
| Range | MAFS.912.F-BF.1.1a | writes an explicit function for arithmetic sequences and geometric sequences in a real-world context; completes a table of calculations | writes an arithmetic or geometric sequence using a recursive formula or an explicit formula | writes a recursive formula for a sequence that is not arithmetic or geometric | [intentionally left blank] |
| Range | MAFS.912.F-BF.1.1bc | combines standard function types using addition, subtraction, and multiplication when the functions are given within a real-world context; writes a composition of functions that involve two linear functions in a real-world context | combines standard function types using addition, subtraction, and multiplication when the functions must be interpreted from the context; with a composition of functions that involve linear and quadratic functions that must be interpreted from the context | writes a new function that uses both a composition of functions and operations involving relationships that must be interpreted from the context | [intentionally left blank] |
| Range | MAFS.912.A-SSE.2.4 | [intentionally left blank] | finds the sum of a finite geometric series in a real-world context | completes steps in the derivation of the formula for a sum of a finite geometric series, where r is not equal to 1 | derives the formula for a sum of a finite geometric series |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | MAFS.912.F-BF.2.3 | identifies the graph of a linear or quadratic function with a vertical or horizontal stretch or shrink; determines the value of k given a graph and its transformation; completes a table of values for a function that has a vertical or horizontal shift; graphs a function with a vertical or horizontal shift | identifies the graph of an exponential function or radical function with at least two transformations; completes a table of values for a function with at least two transformations; recognizes even and odd functions given a graph or equation; determines the value of k when given a set of ordered pairs for two functions or a table of values for two functions | identifies differences and similarities between a function and its transformations | justifies a transformation that has been applied to a function, not limited to linear, quadratic, exponential, or square root |
| Range | MAFS.912.F-BF.2.4 | verifies by composition that two linear functions are inverses; finds values of an inverse function from a graph or a table, given that the function has an inverse | finds the inverse of a linear function and a quadratic function of the form $y = ax^2 + c$; verifies by composition that a quadratic and radical function are inverse given a restricted domain, s; given a graph or a table, completes a table of values for an inverse or plots points for an inverse | restricts the domain and finds the inverse of a quadratic function; completes steps in a verification by composition that two functions are inverses; chooses a domain that can be used to produce an invertible function from a noninvertible function given a graph | restricts the domain and finds the inverse of a function that would not otherwise have an inverse |
| Range | MAFS.912.F-IF.2.4 | identifies the key features in a real-world context when given a graph or table of a linear, quadratic, exponential, logarithmic, polynomial, absolute value, square root, rational, or piece-wise; interprets key features, in a real-world context, of linear or quadratic functions given as a verbal description | interprets the key features in a real-world context when given a graph or table of a logarithmic, polynomial, absolute value, square root, rational, or piece-wise; interprets key features of polynomial, square root, or absolute value functions given as a verbal description | interprets key features in a real-world context of rational, exponential, or logarithmic functions given as a verbal description | interprets key features in a real-world context of a piece-wise function given as a verbal description |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | MAFS.912.F-IF.3.9 | 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) in a real-world context; differentiates between linear and quadratic functions that are represented using different representations (table, graph, or algebraic) in a real-world context | compares properties of two functions (linear, quadratic, exponential, logarithmic, polynomial, absolute value, square root, rational, or piece-wise) each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions) in a real-world context; differentiates between two functions (linear, quadratic, exponential, logarithmic, polynomial, absolute value, square root, rational, or piece-wise) each represented in a different way (algebraically, graphically, or numerically in tables) in a real-world context | compares properties of two functions (linear, quadratic, exponential, logarithmic, polynomial, absolute value, square root, rational, or piece-wise) in a real-world context when at least one function is described verbally; differentiates between two functions (linear, quadratic, exponential, logarithmic, polynomial, absolute value, square root, rational, or piece-wise) in a real-world context when at least one function is described verbally | [intentionally left blank] |
| Range | MAFS.912.F-IF.2.5 | expresses the domain of a linear function from its graph in a real-world context, using either set or interval notation | expresses the domain of a quadratic function from its graph in a real-world context, using either set or interval notation | expresses the domain of a function that is neither linear nor quadratic from its graph for a real-world context, using either set or interval notation | relates the domain of a function to its graph for a real-world context |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | MAFS.912.F-LE.2.5 | interprets the slope and x- and y-intercepts in a linear function in a real-world context; interprets the base value and vertical shifts in an exponential function of the form $f(x) = b^x + k$, where b is an integer and k can equal zero in a real-world context | interprets key features (i.e., intervals of increasing and decreasing, relative maximums and minimums, symmetries, end behavior) of linear functions in a real-world context; interprets, in a real-world context, the base value and initial value in an exponential function of the form $f(x) = ab^x$, where b is an integer and can be any positive integer; interprets exponential functions that have more than one operation that require transformation before interpretation | [intentionally left blank] | [intentionally left blank] |
| Range | MAFS.912.F-IF.3.8a | factors difference of two squares with a degree of 2, and trinomials with a degree of 2 whose leading coefficent has up to 4 factors and interprets the zeros; completes the square when the leading coefficent is 1; interprets the extreme values | interprets key features of quadratics by factoring or completing the square | interprets symmetry of a quadratic function written symbolically for a real-world context | [intentionally left blank] |
| Range | MAFS.912.F-IF.3.8b | uses the properties of exponents and classifies the new base of an exponential function in terms of a rate | transforms exponential functions that have more than one operation and explains the properties of the function within a real-world context | determines and validates which form of an exponential function is most appropriate for a real-world context | [intentionally left blank] |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | MAFS.912.A-APR.2.3 | identifies the graph of a function given in factored form | creates a rough graph given a polynomial function in factored form in a real-world or mathematical context, including zeros with multiplicity | uses the x-intercepts of a polynomial function and end behavior to graph the function in a real-world context | [intentionally left blank] |
| Range | MAFS.912.F-IF.2.6 | calculates and interprets the average rate of change of a function represented by a graph, table of values, or set of data exhibited | interprets in a real-world context the average rate of change of a continuous function represented algebraically; explains the interpretation, using units of the average rate of change for a real-world context | [intentionally left blank] | [intentionally left blank] |
| Range | MAFS.912.F-IF.3.7a,b,c,d,e | identifies the graph of a linear, quadratic, or exponential function given its equation; constructs the graph of a linear or quadratic function given its equation; constructs linear function using x- and y-intercepts | constructs the graph of an exponential, logarithmic, absolute value, polynomial, square root, or cube root function given its equation; constructs the graph of a quadratic function given key features | constructs the graph of an exponential or logarithmic function given key features; constructs the graph of a rational function given the equation | constructs a graph of a piece-wise or rational function given key features |
| Range | MAFS.912.F-LE.1.4 | [intentionally left blank] | uses logarithms to solve for variables in exponents of an exponential function, where b is a whole number, in a real-world context | uses logarithms to solve for variables in exponents of an exponential function in a real-world context | uses the modeling cycle when solving for variables in exponents of an exponential function |
| Range | MAFS.912.F-BF.2.a | uses the base change formula to write an equivalent expression for a logarithm | uses the base change formula to find a value for a logarithm | [intentionally left blank] | [intentionally left blank] |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | MAFS.912.F-TF.1.2 | extends right triangle trigonometry to the unit circle and determines an ordered pair that lies in the first quadrant on the unit circle; draws right triangles in the first quadrant in the unit circle that illustrate how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers | determines an ordered pair on the unit circle; draws right triangles in the unit circle that illustrate how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers | explains how the extension of right triangles with a vertex of an acute angle at the center of the unit circle enables the extension of sine and cosine to all real numbers | explains using the wrapping function the extension of sine and cosine to all real numbers |
| Range | MAFS.912.F-TF.1.1 | [intentionally left blank] | converts from radians to degrees and vice versa; explains how a radian measure of 1 relates to the unit circle | explains how the radian measure of an angle is the length of the arc on the unit circle subtended by the angle | explains that the radian measure can extend beyond 2pi |
| Range | MAFS.912.F-TF.3.8 | [intentionally left blank] | identifies an unknown trigonometric value by using the Pythagorean identity | justifies the Pythagorean identity using trigonometric ratios | proves the Pythagorean identity |
| Range | MAFS.912.F-TF.2.5 | [intentionally left blank] | chooses a trigonometric function for a real-world context given a graph or the amplitude, frequency, and midline within the context; identifies the variables | writes a trigonometric function to model a real-world context | uses the modeling cycle to model a real-world context with both a sine and cosine function |
| **Statistics, Probability, and the Number System** | | | | | |
| | MAFS.912.N-CN.1.2 | adds, subtracts, or multiplies simple complex numbers, with up to two steps | uses the commutative, associative, or distributive properties to identify products or sums of complex numbers, with up to three steps | evaluates sums or products of complex numbers for multistep problems | generalizes rules for abstract problems, such as explaining what type of expression results, when given (a + bi)(c + di) |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | MAFS.912.N-CN.1.1 | 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 5i | assimilates 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 | MAFS.912.N-RN.1.1 | defines rational exponents by extending the properties of integer exponents | explains and uses the meaning of rational exponents in terms of properties of integer exponents, and uses notation for radicals in terms of rational exponents | proves the properties of rational exponents (which are an extension of the properties of integer exponents) | [intentionally left blank] |
| Range | MAFS.912.N-RN.1.2 | identifies equivalent form of expressions involving rational exponents and radical expressions where there are two operations | identifies equivalent form of expressions involving rational exponents and radical expressions where there are at least three operations | [intentionally left blank] | [intentionally left blank] |
| Range | MAFS.912.S-CP.1.1 | identifies an event as a subset of a set of outcomes (a sample space), in a real-world context | 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 or notations (unions, intersections, or complements) | using complex representations, makes sense of outcomes in context (for example: unions of all subsets would equal the sample space) |
| Range | MAFS.912.S-CP.1.5 | expresses conditional probabilities and independence using probability notation, in a real-world context | recognizes or identifies conditional probabilities and independence | explains the concepts of conditional probability and independence | [intentionally left blank] |
| Range | MAFS.912.S-CP.1.4 | constructs two-way frequency tables of data, in a real-world context | approximates conditional probabilities using two- way frequency tables | interprets two-way frequency tables of data and uses them to decide if events are independent | [intentionally left blank] |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | MAFS.912.S-CP.1.2 | finds the probability of two independent events occurring together, in a real-world context | identifies whether events are independent or dependent | determines 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 two events in a sample space and determines if they are independent by calculating the event probabilities |
| Range | MAFS.912.S-CP.1.3 | recognizes conditional probabilities in real-world scenarios | calculates conditional probabilities | determines independence of A and B using conditional probabilities | interprets independence of events using conditional probabilities |
| Range | MAFS.912.S-CP.2.6 | 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 | [intentionally left blank] |
| Range | MAFS.912.S-CP.2.7 | [intentionally left blank] | applies the addition rule, P(A or B) = P(A) + P(B) - P(A and B), to calculate a probability, in a real-world context when given the probability of A and B | determines if A and B are mutually exclusive and applies the addition rule | determines if A and B are mutually exclusive and applies the addition rule and interprets the answer |
| Range | MAFS.912.S-IC.1.1 | distinguishes between a statistic and a parameter in a real-world context | describes why a particular sample is not random; determines what inferences can be made about a population from a given representative random sample; describes why a particular sample is not representative | 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 |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | MAFS.912.S-IC.2.3 | identifies whether random sampling was used in a particular study, in a real-world context | matches a given study to its purpose | 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 |
| Range | MAFS.912.S-IC.1.2 | given two results, decides which is more consistent with a specific data-generating process, in a real-world context | decides if a specified model is consistent with results from a given data-generating process, such as a simulation | explains why a specific model is not consistent with given data-generated results | [intentionally left blank] |
| Range | MAFS.912.S-IC.2.4 | chooses an interval for margin of error that represents possible population proportions or means, for a particular sample proportion or mean, in a real-world context | 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 | MAFS.912.S-IC.2.5 | determines if the differences between two treatments are positive, negative, or centered about zero, given results of a randomized experiment comparing the treatments, in a real-world context | calculates statistics related to a randomized experiment using two categories of samples (i.e., control group, treatment group, etc.) | compares the results of a randomized experiment containing two categories of samples by using simulations (i.e., hypothesis test) in order to determine if differences in the treatments are significant | completes a simulation |
| Range | MAFS.912.S-IC.2.6 | determines the question being investigated and the groups that were considered, given a report based on data, in a real-world context | evaluates the reasonableness of a report based on data | interprets the consequences of the results, given a report based on data, and determines the statistical validity of the findings | [intentionally left blank] |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | MAFS.912.S-ID.1.4 | uses the empirical rule to label a blank normal distribution curve with the appropriate percentages (68%-95%-99.7%), in a real-world context | 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 | recognizes that there are data sets for which such a procedure is not appropriate; uses tables to estimate areas under the normal curve | [intentionally left blank] |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Policy | MAFS | Students at this level demonstrate a **below satisfactory** level of success with the challenging content of the *Florida Standards*. | Students at this level demonstrate a **satisfactory** level of success with the challenging content of the *Florida Standards*. | Students at this level demonstrate an **above satisfactory** level of success with the challenging content of the *Florida Standards*. | Students at this level demonstrate **mastery** of the most challenging content of the *Florida Standards*. |
| | | | | | |
| | | A student performing at Level 2 | A student performing at Level 3 | A student performing at Level 4 | A student performing at Level 5 |
| **Circles, Geometric Measurement, and Geometric Properties with Equations** | | | | | |
| Range | MAFS.912.G-C.1.1 | identifies that all circles are similar | uses a sequence of no more than two transformations to prove that two circles are similar | uses the measures of different parts of a circle to determine similarity | explains why all circles are similar |
| Range | MAFS.912.G-C.1.2 | solves problems using the properties of central angles, diameters, and radii | solves problems that use no more than two properties including using the properties of inscribed angles, circumscribed angles, and chords | solves problems that use no more than two properties, including using the properties of tangents | solves problems using at least three properties of central angles, diameters, radii, inscribed angles, circumscribed angles, chords, and tangents |
| Range | MAFS.912.G-C.1.3 | identifies inscribed and circumscribed circles of a triangle | creates or provides steps for the construction of the inscribed and circumscribed circles of a triangle; uses properties of angles for a quadrilateral inscribed in a circle; chooses a property of angles for a quadrilateral inscribed in a circle within an informal argument | solves problems that use the incenter and circumcenter of a triangle; justifies properties of angles of a quadrilateral that is inscribed in a circle; 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 |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | MAFS.912.G-C.2.5 | identifies a sector area of a circle as a proportion of the entire circle | applies similarity to solve problems that involve the length of the arc intercepted by an angle and the radius of a circle; defines radian measure as the constant of proportionality | derives the formula for the area of a sector and uses the formula to solve problems; 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 |
| Range | MAFS.912.G-CO.1.1 | uses definitions to choose examples and non-examples | uses precise definitions that are based on the undefined notions of point, line, distance along a line, and distance around a circular arc | analyzes possible definitions to determine mathematical accuracy | explains whether a possible definition is valid by using precise definitions |
| **Congruence, Similarity, Right Triangles, and Trigonometry** | | | | | |
| Range | MAFS.912.G-CO.1.2 and MAFS.912.G-CO.1.4 | represents transformations in the plane; determines transformations that preserve distance and angle to those that do not | uses transformations to develop definitions of angles, perpendicular lines, parallel lines; describes translations as functions | uses transformations to develop definitions of circles and line segments; describes rotations and reflections as functions | [intentionally left blank] |
| Range | MAFS.912.G-CO.1.3 and MAFS.912.G-CO.1.5 | chooses a sequence of two transformations that will carry a given figure onto itself or onto another figure | uses transformations that will carry a given figure onto itself or onto another figure | uses algebraic descriptions to describe rotations and/or reflections that will carry a figure onto itself or onto another figure | applies transformations that will carry a figure onto another figure or onto itself, given coordinates of the geometric figure in the stem |
| Range | MAFS.912.G-CO.2.6 | determines if a sequence of transformations will result in congruent figures | uses the definition of congruence in terms of rigid motions to determine if two figures are congruent; uses rigid motions to transform figures | explains that two figures are congruent using the definition of congruence based on rigid motions | [intentionally left blank] |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | MAFS.912.G-CO.2.7 and MAFS.912.G-CO.2.8 | identifies corresponding parts of two congruent triangles | shows that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent using the definition of congruence in terms of rigid motions; applies congruence to solve problems; uses rigid motions to show ASA, SAS, SSS, or HL is true for two triangles | shows and explains, using the definition of congruence in terms of rigid motions, the congruence of two triangles; uses algebraic descriptions to describe rigid motion that will show ASA, SAS, SSS, or HL is true for two triangles | justifies steps of a proof given algebraic descriptions of triangles, using the definition of congruence in terms of rigid motions that the triangles are congruent using ASA, SAS, SSS, or HL |
| Range | MAFS.912.G-CO.3.9 | uses theorems about parallel lines with one transversal to solve problems; uses the vertical angles theorem to solve problems | completes no more than two steps of a proof using theorems about lines and angles; solves problems using parallel lines with two to three transversals; solves problems about angles using algebra | completes a proof for vertical angles are congruent, alternate interior angles are congruent, and corresponding angles are congruent | creates a proof, given statements and reasons, for points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints |
| Range | MAFS.912.G-CO.3.10 | uses theorems about interior angles of a triangle, exterior angle of a triangle | completes no more than two steps in a proof using theorems (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) about triangles; solves problems about triangles using algebra; solves problems using the triangle inequality and the Hinge theorem | completes a proof for theorems about triangles; solves problems by applying algebra using the triangle inequality and the Hinge theorem; solves problems for the midsegment of a triangle, concurrency of angle bisectors, and concurrency of perpendicular bisectors | completes proofs using the medians of a triangle meet at a point; solves problems by applying algebra for the midsegment of a triangle, concurrency of angle bisectors, and concurrency of perpendicular bisectors |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | MAFS.912.G-CO.3.11 | uses properties of parallelograms to find numerical values of a missing side or angle or select a true statement about a parallelogram | completes no more than two steps in a proof for opposite sides of a parallelogram are congruent and opposite angles of a parallelogram are congruent; uses theorems about parallelograms to solve problems using algebra | creates proofs to show the diagonals of a parallelogram bisect each other, given statements and reasons | proves that rectangles and rhombuses are parallelograms, given statements and reasons |
| Range | MAFS.912.G-CO.4.12 and MAFS.912.G-CO.4.13 | chooses a visual or written step in a construction | identifies, sequences, or reorders steps in a construction: copying a segment, copying an angle, bisecting a segment, bisecting an angle, constructing perpendicular lines, including the perpendicular bisector of a line segment, and constructing a line parallel to a given line through a point not on the line | identifies sequences or reorders steps in a construction of an equilateral triangle, a square, and a regular hexagon inscribed in a circle | explains steps in a construction |
| **Circles, Geometric Measurement, and Geometric Properties with Equations** | | | | | |
| Range | MAFS.912.G-GMD.1.1 | gives an informal argument for the formulas for the circumference of a circle and area of a circle | uses dissection arguments and Cavalier's principle for volume of a cylinder, pyramid, and cone | sequences an informal limit argument for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone | explains how to derive a formula using an informal argument |
| Range | MAFS.912.G-GMD.1.3 | substitutes given dimensions into the formulas for the volume of cylinders, pyramids, cones, and spheres, given a graphic, in a real-world context | finds a dimension, when given a graphic and the volume for cylinders, pyramids, cones, or spheres | solves problems involving the volume of composite figures that include a cube or prism, and a cylinder, pyramid, cone, or sphere (a graphic would be given); finds the volume when one or more dimensions are changed | finds the volume of composite figures with no graphic; finds a dimension when the volume is changed |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | MAFS.912.G-GMD.2.4 | 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 triangular and rectangular object about a line of symmetry of the object; identifies the location of a horizontal or vertical slice that would give a particular cross-section; draws the shape of a particular two-dimensional cross-section that is the result of horizontal or vertical slice of a three-dimensional shape | identifies a three-dimensional object generated by rotations of a closed two-dimensional object about a line of symmetry of the object; identifies the location of a nonhorizontal or nonvertical slice that would give a particular cross-section; draws the shape of a particular two-dimensional cross-section that is the result of a nonhorizontal or nonvertical slice of a three-dimensional shape; compares and contrasts different types of slices | identifies a three-dimensional object generated by rotations, about a line of symmetry, of an open two-dimensional object or a closed two-dimensional object with empty space between the object and the line of symmetry; compares and contrasts different types of rotations |
| Range | MAFS.912.G-GPE.1.1 | determines the center and radius of a circle given its equation in general form | completes the square to find the center and radius of a circle given by its equation; derives the equation of a circle using the Pythagorean theorem, the coordinates of a circle's center, and the circle's radius | derives the equation of the circle using the Pythagorean theorem when given coordinates of a circle's center and a point on the circle | derives the equation of a circle using the Pythagorean theorem when given coordinates of a circle's center as variables and the circle's radius as a variable |
| Range | MAFS.912.G-GPE.2.4 | uses coordinates to prove or disprove that a figure is a parallelogram | uses coordinates to prove or disprove that a figure is a square, right triangle, or rectangle; uses coordinates to prove or disprove properties of triangles, properties of circles, properties of quadrilaterals when given a graph | uses coordinates to prove or disprove properties of triangles, properties of circles, properties of quadrilaterals without a graph; provide an informal argument to prove or disprove properties of triangles, properties of circles, properties of quadrilaterals; uses coordinates to prove or disprove properties of regular polygons when given a graph | completes an algebraic proof or writes an explanation to prove or disprove simple geometric theorems |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | MAFS.912.G-GPE.2.5 | identifies that the slopes of parallel lines are equal | creates the equation of a line that is parallel given a point on the line and an equation, in slope-intercept form, of the parallel line or given two points (coordinates are integral) on the line that is parallel; creates the equation of a line that is perpendicular given a point on the line and an equation of a line, in slope-intercept form | creates the equation of a line that is parallel given a point on the line and an equation, in a form other than slope-intercept; creates the equation of a line that is perpendicular that passes through a specific point when given two points or an equation in a form other than slope-intercept | proves the slope criteria for parallel and perpendicular lines; writes equations of parallel or perpendicular lines when the coordinates are written using variables or the slope and y-intercept for the given line contains a variable |
| Range | MAFS.912.G-GPE.2.6 | finds the point on a line segment that partitions the segment in a given ratio of 1 to 1, given a visual representation of the line segment | finds the point on a line segment that partitions, with no more than five partitions, the segment in a given ratio, given the coordinates for the endpoints of the line segment | finds the endpoint on a directed line segment given the partition ratio, the point at the partition, and one endpoint | finds the point on a line segment that partitions or finds the endpoint on a directed line segment when the coordinates contain variables |
| Range | MAFS.912.G-GPE.2.7 | finds areas and perimeters of right triangles, rectangles, and squares when given a graphic in a real-world context | when given a graphic, finds area and perimeter of regular polygons where at least two sides have a horizontal or vertical side; finds area and perimeter of parallelograms | finds area and perimeter of irregular polygons that are shown on the coordinate plane; finds the area and perimeter of shapes when given coordinates | finds area and perimeter of shapes when coordinates are given as variables |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| **Modeling with Geometry** | | | | | |
| Range | MAFS.912.G-MG.1.1 | uses measures and properties to model and describe a real-world object that can be modeled by a three-dimensional object | uses measures and properties to model and describe a real-world object that can be modeled by composite three-dimensional objects; uses given dimensions to answer questions about area, surface area, perimeter, and circumference of a real-world object that can be modeled by composite three-dimensional objects | finds a dimension for a real-world object that can be modeled by a composite three-dimensional figure when given area, volume, surface area, perimeter, and/or circumference | applies the modeling cycle to determine a measure when given a real-world object that can be modeled by a composite three-dimensional figure |
| Range | MAFS.912.G-MG.1.2 | calculates density based on a given area, when division is the only step required, in a real-world context | calculates density based on area and volume and identifies appropriate unit rates | finds area or volume given density; interprets units to solve a density problem | applies the basic modeling cycle to model a situation using density |
| Range | MAFS.912.G-MG.1.3 | uses ratios and a grid system to determine values for dimensions in a real-world context | applies geometric methods to solve design problems where numerical physical constraints are given; writes an equation that models a design problem that involves perimeter, area, or volume of simple composite figures; uses ratios and a grid system to determine perimeter, area, or volume | constructs a geometric figure given physical constraints; chooses correct statements about a design problem; writes an equation that models a design problem that involves surface area or lateral area; uses ratios and a grid system to determine surface area or lateral area | applies the basic modeling cycle to solve a design problem that involves cost; applies the basic modeling cycle to solve a design problem that requires the student to make inferences from the context |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | MAFS.912.G-SRT.1.1a, b | identifies the scale factors of dilations | chooses the properties of dilations when a dilation is presented on a coordinate plane, as a set of ordered pairs, as a diagram, or as a narrative; properties are: a dilation takes a line not passing through the center of the dilation to a parallel line and leaves a line passing through the center unchanged; the dilation of a line segment is longer or shorter in the ratio given by the scale factor | explains why a dilation takes a line not passing through the center of dilation to a parallel line and leaves a line passing through the center unchanged or that the dilation of a line segment is longer or shorter in ratio given by the scale factor | explains whether a dilation presented on a coordinate plane, as a set of ordered pairs, as a diagram, or as a narrative correctly verifies the properties of dilations |
| Range | MAFS.912.G-SRT.1.2 | determines if two given figures are similar | uses the definition of similarity in terms of similarity transformations to decide if two figures are similar; determines if given information is sufficient to determine similarity | shows that corresponding angles of two similar figures are congruent and that their corresponding sides are proportional | explains using the definition of similarity in terms of similarity transformations that corresponding angles of two figures are congruent and that corresponding sides of two figures are proportional |
| Range | MAFS.912.G-SRT.1.3 and MAFS.912.G-SRT.2.4 | identifies that two triangles are similar using 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; uses triangle similarity to prove theorems about triangles | proves the Pythagorean theorem using similarity |

| ALD | Standard | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| Range | MAFS.912.G-SRT.2.5 | finds measures of sides and angles of congruent and similar triangles when given a diagram | solves problems involving triangles, using congruence and similarity criteria; provides justifications about relationships using congruence and similarity criteria | completes proofs about 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 |
| Range | MAFS.912.G-SRT.3.6, MAFS.912.G-SRT.3.7 and MAFS.912.G-SRT.3.8 | calculates unknown side lengths using the Pythagorean theorem given a picture of a right triangle; recognizes the sine, cosine, or tangent ratio when given a picture of a right triangle with two sides and an angle labeled | solves for sides of right triangles using trigonometric ratios and the Pythagorean theorem in applied problems; uses the relationship between sine and cosine of complementary angles | assimilates 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; explains the relationship between the sine and cosine of complementary angles; solves for missing angles of right triangles using sine, cosine, and tangent | uses the modeling context to solve problems that require more than one trigonometric ratio and/or the Pythagorean theorem; solves for sides of right triangles using trigonometric ratios and the Pythagorean theorem when side lengths and/or angles are given using variables |

# Appendix B:

# Executive Summary ALDs for English Language Arts and Mathematics

| Grade 3 FSA English Language Arts | |
|---|---|
| Achievement Level | Achievement Level Descriptions |
| Level 1 | Students performing at Level 1 level are just beginning to access the challenging content of the *Florida Standards*. |
| Level 2 | <u>For grade-appropriate low-complexity texts, a student performing at Level 2 typically</u><br>• answers explicit questions to demonstrate understanding of a text, using minimal reference to the text, including when partially recounting texts<br>• identifies the explicitly stated main idea, key details, central idea, lesson, or moral of a text<br>• describes basic elements of a story or informational passage and identifies how these elements contribute to the sequence of events<br>• determines or clarifies the meaning of unknown and multiple-meaning words, including general academic and domain-specific words as well as literal and nonliteral language used in a text, using explicit, sentence-level context clues, basic affixes/roots, shades of meaning, and choosing words for effect<br>• identifies how one part of a text builds on earlier sections as well as the connection between particular sentences and paragraphs<br>• Identifies the point of view of the narrator, characters, or author of a text<br>• uses information gained from illustrations and text features along with explicit details within a text to demonstrate understanding of the text<br>• answers explicit questions and determines the main idea of an oral presentation<br>• compares and contrasts setting and plots of stories and describes the most important points and key details presented in two texts<br>• demonstrates basic command of the conventions of grade-appropriate standard English grammar, usage, and mechanics |

| | |
|---|---|
| Level 3 | <u>For grade-appropriate low-to-moderate complexity texts, a student performing at Level 3 typically</u><br>• answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers, including when recounting texts<br>• determines the main idea and central message, lesson, or moral and explains how it is conveyed through key details in the text<br>• describes relationships between characters, events, ideas, concepts, or steps in a text and explains how they contribute to its progression<br>• determines or clarifies the meaning of unknown and multiple-meaning words and phrases, including general academic and domain-specific words as well as literal and nonliteral language used in a text, using sentence-level context clues, grade-appropriate roots and affixes, shades of meaning, and choosing words for effect<br>• describes the logical connection between particular sentences and paragraphs and how each successive part builds on earlier sections while referring to specific parts of texts<br>• distinguishes his or her own point of view from that of the author, narrator, or characters in a text<br>• uses and explains how specific aspects of a text's illustrations and text features contribute to the understanding of the text<br>• answers questions and determines the main ideas and supporting details presented through diverse media<br>• compares and contrasts elements and key details presented in two texts on the same topic<br>• demonstrates command of the conventions of grade-appropriate standard English grammar, usage, and mechanics |

| | |
|---|---|
| Level 4 | <u>For grade-appropriate moderate-to-high complexity texts, a student performing at Level 4 typically</u><br>• answers inferential questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers, including when recounting texts<br>• determines the implicitly stated main idea, central message, lesson, or moral and explains how it is conveyed through key details in the text<br>• analyzes relationships between characters, events, ideas, concepts, or steps in a text and explains how they contribute to its progression<br>• determines or clarifies the meaning of unknown and multiple-meaning words and phrases, including general academic and domain-specific words as well as literal and nonliteral language used in a text, by using implicit context clues, roots and affixes, shades of meaning, and choosing words to strengthen the message<br>• explains with textual evidence the logical connection between particular sentences and paragraphs and how each successive part builds on earlier sections while referring to specific parts of texts<br>• distinguishes multiple points of view from that of the author, narrator, or characters in a text using textual evidence<br>• uses and interprets how aspects of a text's illustrations and text features contribute to the understanding of the text by making inferences<br>• answers questions and determines implicit main ideas and supporting details presented through diverse media, offering relevant and effective elaboration and detail<br>• compares and contrasts two texts on the same topic while making inferences and providing textual evidence<br>• demonstrates strong command of the conventions of grade-appropriate standard English grammar, usage, and mechanics |

| | |
|---|---|
| Level 5 | <u>For grade-appropriate high-complexity texts, a student performing at Level 5 typically</u><br>• answers inferential questions to demonstrate understanding of a complex text, referring to the text as the basis for answers, including when fully recounting complex texts<br>• determines the implied main idea, central message, lesson, or moral of a complex text and explains how it is conveyed through multiple implied details<br>• analyzes complex relationships between characters, events, ideas, concepts, or steps in a text and explains how they contribute to its progression<br>• determines or clarifies the meaning of unknown and multiple-meaning words and phrases, including general academic and domain-specific words as well as literal and nonliteral language used in a text, by using subtle, sparse context clues, roots and affixes, shades of meaning, and choosing words to strengthen the message<br>• explains with multiple pieces of textual evidence the logical connection between particular sentences and paragraphs and how successive parts build on earlier sections while referring to parts of complex texts<br>• evaluates multiple points of view within a text, using textual evidence<br>• uses and interprets how aspects of a text's illustrations and text features contribute to an understanding of the text by making inferences and providing textual support<br>• answers complex questions and determines the implicit main ideas and multiple supporting details presented in diverse media and formats, offering relevant, effective elaboration and detail<br>• compares and contrasts two complex texts on the same topic while making inferences and providing multiple pieces of textual evidence<br>• demonstrates mastery of the conventions of grade-appropriate standard English grammar, usage, and mechanics |

| Grade 4 FSA English Language Arts | |
|---|---|
| Achievement Level | Achievement Level Descriptions |
| Level 1 | Students performing at Level 1 are just beginning to access the challenging content of the *Florida Standards*. |
| Level 2 | <u>For grade-appropriate low-complexity texts, a student performing at Level 2 typically</u><br>• determines an explicitly stated theme and main idea of a text and refers to key details or examples<br>• describes a major character, setting, event, procedure, idea, or concept, drawing on explicitly stated details in a text<br>• determines or clarifies the meaning of unknown words and phrases, including general academic and domain-specific words, simple similes and metaphors, common idioms, and adages or proverbs used in a text, by using explicit context clues, grade-appropriate Greek and Latin roots and affixes, and familiar word relationships (synonyms, antonyms)<br>• refers to structural elements when identifying the overall structure of a text, including the differences between types of informational texts, poems, dramas, or prose<br>• identifies the point of view from which different texts are narrated, including the difference between first- and third-person accounts and narrations<br>• identifies the difference in focus and information provided between a text and a visual or oral presentation<br>• identifies key details to be included in a summary and paraphrases small portions of a text, including diverse media, using explicit details<br>• uses information from two texts on the same topic, theme, and patterns of events, including when asked to write<br>• somewhat sustains a piece of writing, supporting an opinion or controlling idea with text-based reasons and information; attempts an organizational structure with grouped ideas and limited progression of ideas; draws evidence from text to support; introduces some variation in sentence structure and with general word choice; and demonstrates basic command of conventions<br>• demonstrates a basic command of the conventions of grade-appropriate standard English grammar, usage, and mechanics |

| | |
|---|---|
| Level 3 | <u>For grade-appropriate low-to-moderate complexity texts, a student performing at Level 3 typically</u><br>• determines the theme and main idea of a text, using key details to explain what the text says explicitly and drawing inferences<br>• explains characters, settings, events, procedures, ideas, or concepts, drawing on specific details in a text<br>• determines, clarifies, or explains the meaning of unknown words and phrases, including general academic and domain-specific words, similes, metaphors, idioms, and adages and proverbs used in a text, by using context clues, grade-appropriate Greek and Latin roots and affixes, and word relationships (synonyms, antonyms)<br>• refers to structural elements when describing the overall structure of a text, including the differences between types of informational texts, poems, dramas, or prose<br>• compares and contrasts the point of view from which different texts are narrated, including the difference between first- and third-person accounts and narrations<br>• makes connections, including the difference in focus and information provided, between a text and a visual or oral presentation and explains how the information contributes to and enhances understanding<br>• summarizes and paraphrases portions of a text, including diverse media<br>• analyzes texts with similar themes and topics, including when asked to write<br>• adequately sustains a piece of writing, supporting an opinion or controlling idea with text-based reasons and information; includes a clear organizational structure that provides logically grouped support with adequate progression of ideas; draws relevant evidence from text to support analysis, reflection, or to convey ideas; includes some variation in sentence structure and precise language; and demonstrates adequate use of conventions<br>• demonstrates command of the conventions of grade-appropriate standard English grammar, usage, and mechanics |

| | |
|---|---|
| Level 4 | <u>For grade-appropriate moderate-to-high complexity texts, a student performing at Level 4 typically</u><br>• determines the theme and main idea of a text, using implicit details to analyze what the text says and when drawing complex inferences<br>• analyzes characters, settings, events, procedures, ideas, or concepts, drawing on implicit textual evidence to support the analysis<br>• determines, clarifies, or explains the meaning of unknown words and phrases, including general academic and domain-specific words, similes, metaphors, idioms, and adages and proverbs used in a text, by using implicit context clues, grade-appropriate Greek and Latin roots and affixes, and word relationships (synonyms, antonyms)<br>• refers to structural elements when explaining the overall structure of a text, including the differences between types of informational texts, poems, dramas, or prose, providing specific textual evidence<br>• compares and contrasts the point of view from which different texts are narrated, including the difference between first- and third-person accounts and narrations, and provides textual support<br>• analyzes and makes connections, including the difference in focus and information provided, between a text and a visual or oral presentation and explains how the information contributes to and extends overall understanding, providing textual evidence<br>• accurately summarizes and paraphrases portions of a text, including diverse media, using explicit and implicit details<br>• analyzes texts with similar themes and topics, using explicit and implicit textual evidence, including when asked to write<br>• sustains a piece of writing, supporting an opinion or controlling idea with text-based reasons and information; includes a clear organizational structure that provides logically grouped support with adequate progression of ideas; draws relevant evidence from text to support analysis, reflection, or to convey ideas; includes some variation in sentence structure and precise language; and demonstrates adequate use of conventions<br>• demonstrates strong command of the conventions of grade-appropriate standard English grammar, usage, and mechanics |

| | |
|---|---|
| Level 5 | <u>For grade-appropriate high-complexity texts, a student performing at Level 5 typically</u><br>• determines a theme and main idea of a text, using implicit details to analyze and explain what the text says and when drawing complex inferences from textual evidence<br>• examines and evaluates characters, settings, events, procedures, ideas, or concepts, drawing on implicit textual evidence found throughout the text to support the analysis<br>• determines, clarifies, and explains the meaning of unknown words and phrases, including general academic and domain-specific words, similes, metaphors, idioms, and adages and proverbs used in a text, by integrating implicit context clues found throughout the text, grade-appropriate Greek and Latin roots and affixes, and word relationships (synonyms, antonyms)<br>• refers to structural elements when analyzing the overall structure of a text, including the differences between types of informational texts, poems, dramas, or prose, providing specific textual evidence to determine how the structure contributes to the meaning of the text<br>• analyzes the point of view from which different texts are narrated, including the difference between first- and third-person accounts and narrations, and provides textual support from multiple texts<br>• accurately summarizes and paraphrases portions of a complex text, including diverse media, using explicit and implicit details<br>• evaluates the difference in focus and information provided, including between a text and a visual or oral presentation, and explains how the information contributes to and extends overall understanding, explaining the strength of the reasons providing textual evidence<br>• analyzes texts with similar themes and topics, using explicit and implicit textual evidence to make intentional connections, including when asked to write<br>• fully sustains a piece of writing, supporting an opinion or controlling idea with text-based reasons and information; includes a clear organizational structure that provides logically grouped support with adequate progression of ideas; draws relevant evidence from text to support analysis, reflection, or to convey ideas; includes some variation in sentence structure and precise language; and demonstrates adequate use of conventions<br>• demonstrates mastery of the conventions of grade-appropriate standard English grammar, usage, and mechanics |

| Grade 5 FSA English Language Arts | |
|---|---|
| Achievement Level | Achievement Level Descriptions |
| Level 1 | Students performing at Level 1 are just beginning to access the challenging content of the *Florida Standards*. |
| Level 2 | <u>For grade-appropriate low-complexity texts, a student performing at Level 2 typically</u><br>• determines an explicitly stated theme or two main ideas, using key details to explain what a text says explicitly<br>• compares and contrasts or identifies two characters, settings, events, relationships, or interactions in a text, using explicit details<br>• determines or clarifies the meaning of words and phrases, including general academic and domain-specific words, common figurative language, and nuances in word meaning, by using explicit context clues, Greek and Latin affixes and roots if provided, and word relationships<br>• identifies the overall structure of one or more texts<br>• states how a narrator's or speaker's point of view in one or more texts affects how major events are described<br>• describes how visual and multimedia elements contribute to the meaning of a text<br>• determines key details from a text (print or digital) to be included in a summary and recalls explicit information used to support a claim<br>• compares and contrasts stories in the same genre and their approaches to similar stated topics<br>• uses information from several texts on the same topic (print or digital) in order to write or speak about the subject and describes how an author uses reasons and evidence to support particular points in the text<br>• somewhat sustains a piece of writing, supporting an opinion or controlling idea with text-based reasons and information; attempts an organizational structure with grouped ideas and limited progression of ideas; draws evidence from text to support; introduces some variation in sentence structure and with general word choice; and demonstrates basic command of conventions<br>• demonstrates a basic command of the conventions of grade-appropriate standard English grammar, usage, and mechanics |

| | |
|---|---|
| Level 3 | <u>For grade-appropriate low-to-moderate complexity texts, a student performing at Level 3 typically</u><br>• determines a theme and two or more main ideas of a text, using key details to explain what the text says explicitly or when drawing inferences<br>• explains and compares/contrasts two or more characters, settings, events, relationships, or interactions in a text, using specific details<br>• determines or clarifies the meaning of words and phrases, including general academic and domain-specific words, figurative language, and nuances in word meaning, by using context clues, Greek and Latin affixes and roots, and word relationships<br>• compares and contrasts the overall structure of two or more texts and explains how a series of chapters, scenes, or stanzas fit together to provide the overall structure<br>• describes how a narrator's or speaker's point of view in one or more texts influences how events are described<br>• analyzes how visual and multimedia elements contribute to the meaning, tone, or beauty of a text<br>• summarizes a text presented in a variety of formats and explains how claims are supported<br>• compares and contrasts stories in the same genre and their approaches to similar themes and topics<br>• integrates information from several texts (both print and digital) on the same topic and explains how an author uses reasons and evidence to support particular points<br>• adequately sustains a piece of writing, supporting an opinion or controlling idea with text-based reasons and information; includes a clear organizational structure that provides logically grouped support with adequate progression of ideas; draws relevant evidence from text to support analysis, reflection, or to convey ideas; includes some variation in sentence structure and precise language, and demonstrates adequate use of conventions<br>• demonstrates command of the conventions of grade-appropriate standard English grammar, usage, and mechanics |

| | |
|---|---|
| Level 4 | <u>For grade-appropriate moderate-to-high complexity texts, a student performing at Level 4 typically</u><br>• determines a theme and two or more main ideas that are implicitly stated, using details to explain what a text says and when drawing inferences<br>• analyzes and compares/contrasts two or more characters, settings, events, relationships, or interactions in a text, using specific and implicit details<br>• determines or clarifies the meaning of words and phrases, including general academic and domain-specific words, figurative language, and nuances in word meaning, by using implicit context clues, Greek and Latin affixes and roots, and word relationships<br>• explains and compares/contrasts the overall structure of two or more texts and describes how that structure contributes to overall meaning<br>• analyzes how a narrator's or speaker's point of view in one or more texts influences how events are described, using textual evidence<br>• evaluates how visual and multimedia elements contribute to the meaning, tone, or beauty of a variety of texts<br>• summarizes text using implicit details presented in a variety of formats, using implicit information, and analyzes how claims are supported<br>• compares and contrasts stories in the same genre and their approaches to similar themes and topics, providing textual evidence to support<br>• integrates information from several texts (both print and digital) on the same topic and analyzes how an author uses reasons and evidence to support particular points<br>• sustains a piece of writing, supporting an opinion or controlling idea with text-based reasons and information; includes a clear organizational structure that provides logically grouped support with adequate progression of ideas; draws relevant evidence from text to support analysis, reflection, or to convey ideas; includes some variation in sentence structure and precise language; and demonstrates adequate use of conventions<br>• demonstrates strong command of the conventions of grade-appropriate standard English grammar, usage, and mechanics |

| | |
|---|---|
| Level 5 | <u>For grade-appropriate high-complexity texts, a student performing at Level 5 typically</u><br>• determines a theme or two or more main ideas that are implicitly stated, using implicit details to explain what a text says and when making inferences<br>• evaluates and compares/contrasts two or more complex (including primary or secondary) characters, settings, events, relationships, or interactions from a text and provides multiple pieces of textual evidence<br>• determines or clarifies the meaning of words and phrases, including general academic and domain-specific words, figurative language, and nuances in word meaning, by using subtle and sparse context clues, Greek and Latin affixes and roots, and word relationships<br>• analyzes and compares/contrasts the overall structure of two or more texts and evaluates how that structure contributes to overall meaning<br>• evaluates how a narrator's or speaker's point of view in one or more texts influences how events are described<br>• evaluates how visual and multimedia elements contribute to the overall interpretation of a variety of texts and provides textual evidence<br>• produces a summary of a text presented in a variety of formats and evaluates how a claim is supported<br>• analyzes stories in the same genre's approaches to similar themes and topics, providing strong textual evidence to support<br>• integrates and synthesizes information from several texts (print and digital) on the same topic and evaluates how an author uses reasons and evidence to support particular points<br>• fully sustains a piece of writing, supporting an opinion or controlling idea with text-based reasons and information; includes a clear organizational structure that provides logically grouped support with adequate progression of ideas; draws relevant evidence from text to support analysis, reflection, or to convey ideas; includes some variation in sentence structure and precise language; and demonstrates adequate use of conventions<br>• demonstrates mastery of the conventions of grade-appropriate standard English grammar, usage, and mechanics |

| Grade 6 FSA English Language Arts | |
|---|---|
| Achievement Level | Achievement Level Descriptions |
| Level 1 | Students performing at Level 1 level are just beginning to access the challenging content of the *Florida Standards*. |
| Level 2 | <u>For grade-appropriate low-complexity texts, a student performing at Level 2 typically</u><br>• identifies textual evidence to support a stated analysis of what a text says explicitly<br>• identifies a theme or central idea of a text or diverse media and determines how a particular section fits into the overall structure and contributes to the development of the theme, setting, plot, or ideas<br>• provides details contained within a simple summary of a text<br>• identifies the development or changes of particular elements in a section of literary and informational texts<br>• uses explicit context clues and word parts to determine the meaning of words and phrases, including figurative, connotative, or technical meanings<br>• determines an author's point of view or purpose in an informational text and identifies how it is conveyed in the text, or the point of view of the narrator or speaker in a literary text and identifies an explanation of how it is developed<br>• identifies similarities between the experience of reading a text to listening or viewing a media version of the text and identifies information from different media or formats to develop a coherent understanding of a topic or issue<br>• traces the argument and specific claims, reasons, and evidence in a specific section of a text<br>• provides a claim or controlling idea with lapses in focus, includes an inconsistent organizational structure, provides loosely related support by referencing evidence that demonstrates a partial understanding of grade-level texts, employs simple sentence construction and word choice, and demonstrates inconsistent use of conventions<br>• Demonstrates basic command of the conventions of standard English grammar, usage, and mechanics |

| | |
|---|---|
| Level 3 | <u>For grade-appropriate low-to-moderate complexity texts, a student performing at Level 3 typically</u><br>• cites textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text<br>• determines a theme or central idea of a text or diverse media and analyzes how a particular section fits into the overall structure and contributes to the development of the theme, setting, plot, or ideas<br>• provides a summary of a text<br>• analyzes the development or changes of particular elements in literary and informational texts<br>• uses context clues and word parts to determine the meaning of words and phrases, including figurative, connotative, technical, and nuanced meanings, and analyzes their impact on meaning and tone<br>• determines an author's point of view or purpose in an informational text and explains how it is conveyed in the text or how an author develops the point of view of the narrator or speaker in a literary text<br>• compares and contrasts the experience of reading a text to listening or viewing a media version of the text and integrates information from different media or formats to develop a coherent understanding of a topic or issue<br>• traces and evaluates the argument and specific claims in a text or diverse media, distinguishing claims that are supported by reasons and evidence from claims that are not<br>• adequately sustains a claim or controlling idea, includes a clear organizational structure, provides adequate support by citing evidence that demonstrates an understanding of grade-level texts, introduces some variation in sentence structure and adequate word choice, and demonstrates adequate use of conventions<br>• demonstrates command of the conventions of standard English grammar, usage, and mechanics |

| | |
|---|---|
| Level 4 | <u>For grade-appropriate moderate-to-high complexity texts, a student performing at Level 4 typically</u><br>• cites textual evidence to support a complex inference or analysis of a text<br>• determines an implicit theme or central idea of a text or diverse media and analyzes how a particular section fits into the overall structure and contributes to the development of the theme, setting, plot, or ideas<br>• provides a summary of a text<br>• analyzes the development of or changes in complex elements in literary and informational texts<br>• uses word parts and context clues from more than one area in a text to analyze the meaning of words and phrases, including figurative, connotative, technical, and nuanced meanings, including their impact on meaning and tone<br>• analyzes an author's point of view or purpose in an informational text and provides textual evidence to explain how it is conveyed in the text, or how an author develops the point of view of the narrator or speaker in a literary text, providing textual evidence to support the analysis<br>• compares and contrasts the experience of reading a text to listening or viewing a media version of the text, providing evidence to support the analysis, and analyzes information from different media or formats to develop a coherent understanding of a complex topic or issue<br>• traces and evaluates the argument and specific claims in a text, analyzing how the reasoning and evidence support or do not support the claim<br>• sustains a focused claim or controlling idea, utilizes an effective organizational structure that creates a coherent argument with relevant and varied types of support by citing evidence that demonstrates a strong understanding of grade-level texts, and varies sentence structure with purposeful word choice to enhance meaning<br>• demonstrates strong command of the conventions of standard English grammar, usage, and mechanics |

| | |
|---|---|
| Level 5 | <u>For grade-appropriate high-complexity texts, a student performing at Level 5 typically</u><br>• cites strong textual evidence to support a complex inference or deep analysis of a text<br>• analyzes an implicit theme or central idea of a text or diverse media and analyzes the purpose of a particular section and how it fits into the overall structure and contributes to the development of the theme, setting, plot, or ideas<br>• provides a succinct summary of a text<br>• analyzes the interaction of complex elements in literary and informational texts<br>• uses word parts and context clues from across a text to analyze the meaning of allusive words and phrases, including complex figurative, connotative, technical, and nuanced meanings, including their impact on meaning and tone<br>• analyzes an author's point of view or purpose in an informational text and explains the techniques used to develop it, providing implicit evidence to explain how it is conveyed in the text, or how an author develops the point of view of the narrator or speaker in a literary text, evaluating its effect on the meaning of the text and providing implicit evidence to support the analysis<br>• compares and contrasts the experience of reading a text to listening or viewing a media version of the text, providing evidence to support the analysis, and synthesizes information from different media or formats to develop a coherent understanding of a complex topic or issue<br>• traces and evaluates the argument and specific claims in a text, justifying how the reasoning and evidence support or do not support the claim<br>• thoroughly sustains a focused claim or controlling idea, using a purposeful organizational structure that creates a coherent argument with specific, appropriate, and integrated support by citing evidence that demonstrates a nuanced understanding of grade-level texts, and purposefully employs sentence structure and word choice to enhance meaning<br>• demonstrates mastery of the conventions of standard English grammar, usage, and mechanics |

| Grade 7 FSA English Language Arts | |
|---|---|
| Achievement Level | Achievement Level Descriptions |
| Level 1 | Students performing at Level 1 are just beginning to access the challenging content of the *Florida Standards*. |
| Level 2 | <u>For grade-appropriate low-complexity texts, a student performing at Level 2 typically</u><br>• identifies textual evidence to support a stated analysis of what a text says explicitly<br>• identifies a theme and one or more central ideas of a text or diverse media and describes structural elements used to organize a text, including how sections contribute to the development of ideas in the text<br>• provides details contained within a simple summary of a text<br>• identifies particular elements in literary or informational texts and describes their interaction<br>• uses explicit context clues and word parts to determine the meaning of words and phrases, including basic figurative, connotative, and technical meanings, and identifies their impact on meaning and tone<br>• identifies how an author develops the points of view of different characters or narrators in a literary text, or identifies an author's point of view or purpose and determines how the author supports his or her position in an informational text<br>• traces and evaluates an explicit argument and claim in a text and identifies if sufficient evidence is used to support the claim<br>• identifies similarities between two or more texts or media versions about the same topic using different evidence and identifies techniques that are unique to each medium<br>• provides a claim or controlling idea, attempts to include a counterclaim when appropriate, uses an inconsistent or unclear organizational structure, includes loosely related support by referencing evidence that demonstrates a partial understanding of grade-level texts, employs simple sentence construction and word choice, and demonstrates inconsistent use of conventions<br>• demonstrates basic command of the conventions of standard English grammar, usage, and mechanics |

| | |
|---|---|
| Level 3 | <u>For grade-appropriate low-to-moderate complexity texts, a student performing at Level 3 typically</u><br>• cites several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text<br>• determines a theme or one or more central ideas in a text or diverse media and analyzes the structure used to organize a text and its development over the course of the text, including how major sections contribute to the whole<br>• provides an objective summary of a text<br>• analyzes the interaction between particular elements in literary or informational texts<br>• uses context clues and word parts to determine the meaning of words and phrases, including figurative, connotative, technical, and nuanced meanings, and analyzes their impact on meaning and tone<br>• analyzes how an author develops and contrasts the points of view of different characters or narrators in a literary text, or how an author develops his or her point of view or purpose and distinguishes his or her position from that of others in an informational text<br>• traces and evaluates the argument and specific claims in a text or diverse media, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims<br>• analyzes how two or more texts or media versions about the same topic portray key information by emphasizing different evidence or using techniques to advance or alter interpretations of facts<br>• adequately sustains a claim or controlling idea, acknowledges a counterclaim when appropriate, includes a clear organizational structure, provides adequate support by citing evidence that demonstrates an understanding of grade-level texts, introduces some variation in sentence structure, uses adequate word choice, and demonstrates adequate use of conventions<br>• demonstrates command of the conventions of standard English grammar, usage, and mechanics |

| | |
|---|---|
| Level 4 | <u>For grade-appropriate moderate-to-high complexity texts, a student performing at Level 4 typically</u><br>• cites multiple examples of textual evidence to support a complex inference or analysis of a text<br>• analyzes the development of a theme or one or more central ideas and their interaction with other elements throughout a text or diverse media and analyzes how structural elements, including shifts within a text, contribute to its meaning and the development of ideas<br>• provides an objective summary of a text<br>• analyzes the interaction between multiple elements in literary or informational texts to determine their influence on one another<br>• analyzes word parts and context clues from more than one area of a text to determine the meaning of words and phrases, including figurative, connotative, technical, and nuanced meanings, and analyzes their impact on meaning and tone<br>• analyzes how an author develops and contrasts the points of view of different characters or narrators in a literary text, or how an author develops his or her point of view or purpose and distinguishes his or her position from that of others in an informational text, citing textual evidence to support the analysis<br>• evaluates the argument and specific claims in a text, assessing whether the reasoning is sound, the evidence is relevant and sufficient, and the sources are credible to support the claims<br>• analyzes how two or more texts or media versions about the same topic portray key information by emphasizing different evidence or using techniques to advance or alter interpretations of facts, including critiquing the use of specific techniques in multimedia<br>• sustains a focused claim or controlling idea, addresses a counterclaim when appropriate, includes an effective organizational structure, provides relevant and varied types of support by citing evidence that demonstrates a strong understanding of grade-level texts, varies sentence structure with purposeful word choice to enhance meaning, and demonstrates strong command of conventions<br>• demonstrates strong command of the conventions of standard English grammar, usage, and mechanics |

| | |
|---|---|
| Level 5 | <u>For grade-appropriate high complexity texts, a student performing at Level 5 typically</u><br>• cites multiple examples of strong textual evidence to support a complex inference or analysis of a text<br>• evaluates the development of an implicit theme or two or more central ideas and their interaction with other elements throughout a text or diverse media and evaluates how structural elements, including shifts within a text, contribute to its meaning and the development of ideas<br>• provides a succinct, objective summary of a text<br>• evaluates the interaction between multiple elements in literary or informational texts to determine their influence on the central meaning<br>• analyzes word parts and implicit context clues from across a text to determine the meaning and impact of allusive words and phrases, including figurative, connotative, technical, and nuanced meanings, and analyzes their impact on meaning and tone<br>• analyzes how an author develops and contrasts the points of view of different characters or narrators throughout a literary text, or how an author develops his or her point of view or purpose and distinguishes his or her position from that of others in an informational text, citing textual evidence to support the analysis<br>• evaluates the argument and specific claims within or across texts, assessing whether the reasoning is sound, the evidence is relevant and sufficient, and the sources are credible to support the claims<br>• evaluates how two or more texts or media versions about the same topic portray key information by emphasizing different evidence or using techniques to advance or alter interpretations of facts, including evaluating the effects of techniques unique to each medium and critiquing their use<br>• thoroughly sustains a focused claim or controlling idea; fully addresses a counterclaim when appropriate; utilizes a purposeful organizational structure; provides specific, appropriate, and integrated support that demonstrates a nuanced understanding of grade-level texts; purposefully employs sentence structure and word choice to enhance meaning; and demonstrates mastery of conventions<br>• demonstrates mastery of the conventions of standard English grammar, usage, and mechanics |

| Grade 8 FSA English Language Arts | |
|---|---|
| Achievement Level | Achievement Level Descriptions |
| Level 1 | Students performing at Level 1 are just beginning to access the challenging content of the *Florida Standards*. |
| Level 2 | <u>For grade-appropriate low-complexity texts, a student performing at Level 2 typically</u><br>• cites textual evidence to support an analysis of what a text says explicitly as well as simple inferences drawn from the text<br>• identifies a theme or central idea of a text and follows its development and its relationship to literary elements and supporting ideas, including how themes and concepts may draw from other works<br>• recognizes the structure within and across texts and how it contributes to meaning and style or refines key concepts<br>• recognizes an author's or speaker's point of view or purpose and identifies the use of sound reasoning and relevant evidence, including how they may conflict within or across texts or diverse media<br>• with textual support, determines the meaning of words and phrases as they are used in a text, including figurative, technical, connotative meanings and knowledge of commonly used Greek or Latin affixes and roots; analyzes the impact of specific word choices, including analogies or allusions, on meaning and tone<br>• provides a simple summary of a text<br>• determines the purposes/motives for and advantages or disadvantages of using different media to present a particular topic or idea, including identifying the choices made by the director or actors<br>• demonstrates basic understanding of the conventions of standard English grammar, usage, and mechanics<br>• provides a claim or controlling idea with lapses in focus, attempts to include a counterclaim when appropriate, uses inconsistent or unclear organizational structure, includes loosely related support by referencing evidence that demonstrates a partial understanding of grade-level texts, employs simple sentence construction and word choice, and demonstrates inconsistent use of conventions |

| | |
|---|---|
| Level 3 | <u>For grade-appropriate low-to-moderate complexity texts, a student performing at Level 3 typically</u><br>• cites textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text<br>• determines a theme or central idea of a text and analyzes its development and its relationship to literary elements and supporting ideas, including how themes and concepts may draw from other works<br>• analyzes the structure within and across texts and how it contributes to meaning and style or refines key concepts<br>• determines an author's or speaker's point of view or purpose and evaluates the use of sound reasoning and relevant evidence, including how they may conflict within or across texts or diverse media<br>• determines the meaning of words and phrases as they are used in a text, including figurative, technical, connotative, nuanced meanings, and knowledge of Greek or Latin affixes and roots; analyzes the impact of specific word choices, including analogies or allusions, on meaning and tone<br>• provides an objective summary of a text<br>• evaluates the purposes/motives for and advantages/disadvantages of using different media to present a particular topic or idea, including evaluating the choices made by the director or actors<br>• demonstrates command of the conventions of standard English grammar, usage, and mechanics<br>• adequately sustains a focused claim or controlling idea, acknowledges a counterclaim when appropriate, includes a clear organizational structure that provides a sense of completeness, provides adequate support by citing evidence that demonstrates an understanding of grade-level texts, introduces some variation in sentence structure and adequate word choice, and demonstrates adequate use of conventions |

| | |
|---|---|
| Level 4 | <u>For grade-appropriate moderate-to-high complexity texts, a student performing at Level 4 typically</u><br>• cites specific and relevant textual evidence that most strongly supports a complex analysis of a text<br>• analyzes a theme or central idea of a text and its development and evaluates its relationship to literary elements and supporting ideas, including how themes and concepts may draw from other works<br>• analyzes the structure within and across texts and how it contributes to meaning and style or refines key concepts by providing evidence to support an analysis<br>• analyzes an author's or speaker's point of view or purpose and evaluates the use of sound reasoning and relevant evidence, including how they may conflict within or across texts or diverse media<br>• determines the meaning of complex words and phrases as they are used in a text, including figurative, technical, connotative, nuanced meanings, and knowledge of Greek or Latin affixes and roots; analyzes and evaluates the impact of specific word choices, including analogies or allusions, on meaning and tone<br>• provides a specific objective summary of a text<br>• evaluates the purposes/motives for and advantages/disadvantages of using different media to present a particular topic or idea, including evaluating the choices made by the director or actors, providing specific evidence to support the evaluation<br>• demonstrates a strong command of the conventions of standard English grammar, usage, and mechanics<br>• sustains a focused, controlling idea or claim to fully examine concepts, fully addresses a counterclaim when appropriate, utilizes an effective organizational structure that creates a coherent presentation of ideas with relevant and varied types of support by citing evidence that demonstrates a strong understanding of grade-level texts, and varies sentence structure with purposeful word choice to enhance meaning |

| | |
|---|---|
| Level 5 | <u>For grade-appropriate high complexity texts, a student performing at Level 5 typically</u><br>• uses specific and relevant textual evidence as well as complex inferences to develop a deep analysis of a text<br>• evaluates multiple or implicit themes or central ideas of a text and provides a deep analysis of their development and evaluates their relationship to literary elements and supporting ideas, including how themes and concepts may draw from other works<br>• analyzes the structure within and across texts and evaluates its impact on meaning and style or how it refines key concepts with evidence<br>• provides evidence for an analysis of the subtleties of an author's or speaker's point of view or purpose and evaluates the use of sound reasoning and relevant evidence, including how they may conflict within or across texts or diverse media<br>• evaluates the meaning and use of words and phrases in text, including figurative, technical, connotative, nuanced meanings, and knowledge of Greek or Latin affixes and roots; analyzes and evaluates the subtle impact of word choices, including analogies or allusions, on other texts<br>• provides a succinct and objective summary of a text<br>• interprets the purposes/motives for and evaluates the advantages/disadvantages of using different media to present a particular topic or idea, including evaluating the impact of the choices made by the director or actors, providing specific evidence to support the evaluation<br>• demonstrates a mature command of the conventions of standard English grammar, usage, and mechanics<br>• thoroughly sustains a compelling, focused claim or controlling idea to examine concepts and a fairly treated and fully addressed counterclaim when appropriate, utilizes a purposeful organizational structure that creates coherence with specific, appropriate, and integrated support that demonstrates a nuanced understanding of grade-level texts, and purposefully employs sentence structure and word choice to enhance meaning |

| Grade 9-10 FSA English Language Arts | |
|---|---|
| Achievement Level | Achievement Level Descriptions |
| Level 1 | Students performing at Level 1 are just beginning to access the challenging content of the *Florida Standards*. |
| Level 2 | <u>For grade-appropriate low-complexity texts, a student performing at Level 2 typically</u><br>• cites textual evidence to support analysis of what a text says explicitly as well as simple inferences drawn from the text<br>• determines a theme or central idea of a text, including seminal U.S. documents, and identifies how an author structures a text, orders events, develops complex characters or ideas, or utilizes literary and rhetorical devices to develop a theme or central idea<br>• determines an author's or speaker's point of view or purpose in a text and recognizes the use of reasoning, evidence, or rhetoric to advance that point of view or purpose<br>• identifies an explicit argument and specific claims in a text or diverse media, recognizes whether there is valid reasoning, relevant and sufficient evidence, and credible and accurate sources<br>• with explicit textual support, determines the meaning of words and phrases as they are used in a text, including figurative, derivative, technical, connotative, or nuanced meanings; analyzes the impact of specific word choices on meaning or tone<br>• provides a summary of a text<br>• recognizes how an author draws on and transforms source material in a specific work, including differences in various accounts of a subject told in different media<br>• compares information from multiple sources presented in diverse media or formats<br>• demonstrates basic understanding of the conventions of standard English grammar, usage, and mechanics<br>• provides a controlling idea or claim with lapses in focus, notes a counterclaim when appropriate, uses inconsistent or unclear organizational structure, includes loosely related support by referencing evidence that demonstrates a partial understanding of grade-level texts, employs simple sentence construction and word choice, and demonstrates inconsistent use of conventions |

| | |
|---|---|
| Level 3 | <u>For grade-appropriate low-to-moderate complexity texts, a student performing at Level 3 typically</u><br>• cites strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text<br>• determines a theme or central idea of a text, including seminal U.S. documents, and analyzes how an author structures a text, orders events, develops complex characters or ideas, and utilizes literary and rhetorical devices to develop a theme or central idea<br>• determines an author's or speaker's point of view or purpose in a text and analyzes the use of reasoning, evidence, or rhetoric to advance that point of view or purpose<br>• delineates and evaluates the argument and specific claims in a text or diverse media, assesses whether there is valid reasoning, relevant and sufficient evidence, and credible and accurate sources<br>• determines the meaning of words and phrases as they are used in a text, including figurative, derivative, technical, connotative, and nuanced meanings; analyzes the cumulative impact of specific word choices on meaning and tone<br>• provides an objective summary of a text<br>• analyzes how an author draws on and transforms source material in a specific work, including differences in various accounts of a subject told in different media<br>• integrates multiple sources of information presented in diverse media or formats, evaluating the credibility and accuracy of each source<br>• demonstrates command of the conventions of standard English grammar, usage, and mechanics<br>• adequately sustains a focused claim or controlling idea, addresses a counterclaim when appropriate, includes a clear organizational structure that provides a sense of completeness, provides adequate support by citing evidence that demonstrates an understanding of grade-level texts, introduces some variation in sentence structure and adequate word choice, and demonstrates adequate use of conventions |

| | |
|---|---|
| Level 4 | <u>For grade-appropriate moderate-to-high complexity texts, a student performing at Level 4 typically</u><br>• uses strong and thorough textual evidence and complex inferences to develop a deep analysis of a text<br>• evaluates a theme or central idea of a text, including seminal U.S. documents, and analyzes and evaluates the impact of how an author structures a text, orders events, develops complex characters or ideas, and utilizes literary and rhetorical devices to develop a theme or central idea<br>• analyzes and evaluates multiple points of view or purposes within and across texts and evaluates the use of reasoning, evidence, or rhetoric to advance those points of view or purposes<br>• explains and evaluates the argument and specific claims in a text or diverse media, citing specific evidence in an assessment of whether there is valid reasoning, relevant and sufficient evidence, and credible and accurate sources<br>• determines the meaning of complex words and phrases as they are used in a text, including figurative, derivative, technical, connotative, and nuanced meanings; analyzes and evaluates the cumulative impact of specific word choices on meaning and tone<br>• provides a specific objective summary of a text<br>• analyzes how an author explicitly and implicitly draws on and transforms source material in a specific work, including differences in various accounts of a subject told in different media<br>• evaluates and integrates multiple sources of information presented in diverse media or formats to address a specific task, audience, and purpose<br>• demonstrates strong command of the conventions of standard English grammar, usage, and mechanics<br>• thoroughly sustains a focused controlling idea or claim to fully examine concepts, fully addresses a counterclaim when appropriate, utilizes an effective organizational structure that creates a coherent presentation of ideas with relevant and varied types of support by citing evidence that demonstrates a strong understanding of grade-level texts, and varies sentence structure with purposeful word choice to enhance meaning |

| | |
|---|---|
| Level 5 | <u>For grade-appropriate high complexity texts, a student performing at Level 5 typically</u><br>• uses strong and thorough textual evidence and complex inferences from multiple parts of a text to develop a deep analysis of the text<br>• evaluates multiple themes or central ideas of a text, including seminal U.S. documents, and analyzes and evaluates the impact of how an author structures a text, orders events, develops complex characters or ideas, and utilizes literary and rhetorical devices to develop a theme or central idea<br>• analyzes and evaluates multiple points of view or purposes within and across texts, evaluates the use of reasoning, evidence, or rhetoric to advance those points of view or purposes, and provides evidence for support<br>• explains and evaluates the argument and subtle and implicit claims within or across texts or diverse media, citing specific evidence in an assessment of whether there are valid reasoning, relevant and sufficient evidence, and credible and accurate sources<br>• evaluates the meaning and use of complex words and phrases in a text, including figurative, derivative, technical, connotative, and nuanced meanings; analyzes and evaluates the cumulative impact of complex word choices on meaning and tone<br>• provides a succinct objective summary of a text<br>• analyzes how an author explicitly and implicitly draws on and transforms source material in a specific work, including subtle differences in various accounts of a subject told in different media, and evaluates its effect<br>• synthesizes multiple sources of information presented in diverse media or formats to address a specific task, audience, and purpose<br>• demonstrates mature command of the conventions of standard English grammar, usage, and mechanics<br>• thoroughly sustains a compelling, focused controlling idea or claim, including a fairly treated counterclaim when appropriate; utilizes a purposeful organizational structure that creates coherence with specific, appropriate, and integrated support that demonstrates a nuanced understanding of grade-level texts; and purposefully employs sentence structure and word choice to enhance meaning |

| Grade 3 FSA Mathematics | |
|---|---|
| Achievement Level | Achievement Level Descriptions |
| Level 1 | Students performing at Level 1 are just beginning to access the challenging content of the *Florida Standards*. |
| Level 2 | <u>A student performing at Level 2 typically</u><br>• interprets products and quotients of single-digit whole numbers (using factors of 1, 2, or 5), using equal groups of objects and arrays of objects<br>• multiplies and divides within 100 to solve word problems involving equal groups and arrays (with factors and divisors of 1, 2, or 5)<br>• fluently multiplies and divides factors of 1, 2, or 5<br>• solves two-step problems using addition and subtraction within 100 and multiplication and division using facts of 1, 2, or 5<br>• uses place value understanding to round a three-digit number to the nearest 10<br>• adds and subtracts within 1,000 when regrouping is not required<br>• identifies the numerator and the denominator of a fraction<br>• identifies the fraction on the number line where the increments are equal to the denominator<br>• compares two fractions with the same denominator, using fraction models<br>• tells and writes time to the nearest minute<br>• measures liquid volumes and masses of objects using models and standard units<br>• solves one-step problems using a given picture or scaled bar graph (with a scale factor of 1 or 5)<br>• measures lengths to the nearest half and whole number<br>• finds the area of a rectangle by tiling; understands and applies the distributive property in using arrays<br>• finds the perimeter of a rectangle given the side lengths<br>• identifies and recognizes shared attributes of rhombuses, rectangles, and squares as examples of quadrilaterals |

| | |
|---|---|
| Level 3 | A student performing at Level 3 typically<br>• interprets whole-number products and quotients of whole numbers (with factors up to 10)<br>• multiplies and divides within 100 to solve word problems involving equal groups, arrays, and measurement quantities (with factors and divisors that are less than or equal to 10)<br>• writes an equation with a symbol to represent the unknown<br>• fluently multiplies and divides numbers with factors up to and including 10, using a variety of strategies and properties<br>• solves two-step word problems using the four operations and using equations with a letter for the unknown quantity<br>• uses place value understanding to round whole numbers (up to 1,000) to the nearest 10 or 100<br>• fluently adds and subtracts within 1,000 using a variety of strategies<br>• represents a fraction a/b by partitioning a shape in multiple ways or a number line to show understanding that 1/b is equal to one part when the whole is partitioned into b equal parts or lengths<br>• generates and explains equivalent fractions using visual models<br>• compares two fractions that have the same numerator or same denominator using symbols and justifies the conclusions<br>• solves one-step word problems involving addition or subtraction of time intervals in minutes, including the use of a number line<br>• estimates liquid volumes and masses of objects using standard units and solves one-step word problems involving any of the four operations<br>• generates measurement data by measuring lengths to the nearest half- and quarter-inch; shows the data by making a line plot<br>• shows that the area of a rectangle found when tiling is the same as would be found by multiplying the side lengths; multiplies the side lengths of a rectangle composed of two rectangles and uses the distributive property to find the overall area<br>• solves real-word and mathematical problems involving perimeters of polygons<br>• recognizes, sorts, and draws examples of quadrilaterals that have shared attributes |

| | |
|---|---|
| Level 4 | A student performing at Level 4 typically<br>• interprets products and quotients of whole numbers within 100, representing context with numbers and words<br>• multiplies and divides within 100, using a variety of strategies to solve two-step word problems<br>• assesses the reasonableness of answers using mental computation and estimation strategies including rounding<br>• identifies complex arithmetic patterns, including patterns that are not explicit, using properties of operations<br>• uses place value understanding to round whole numbers to both the nearest 10 and 100 where the digit to the left is also affected (e.g., round 199 to the nearest ten)<br>• multiplies single-digit whole numbers by multiples of 10 in the range 10-90 in real-world contexts<br>• represents a fraction greater than 1 by partitioning a shape in multiple ways or on a number line<br>• completes a scaled picture graph by using addition and subtraction to find missing data values<br>• creates the horizontal scale in appropriate units (whole number, halves, or quarters)<br>• finds areas of rectangles by multiplying the side lengths in the context of solving real-world problems; decomposes a rectilinear figure into multiple rectangular parts and finds the area of the new rectangles<br>• finds unknown side lengths involving perimeter; exhibits rectangles with the same perimeter and different areas or with the same area and different perimeters<br>• draws examples and non-examples of quadrilaterals that are not rhombuses, rectangles, or squares |

| | |
|---|---|
| Level 5 | A student performing at Level 5 typically<br>• explains complex arithmetic patterns, including patterns that are not explicit, using properties of operations<br>• determines missing original number when given a number that has been rounded<br>• recognizes and justifies an error in an addition or subtraction problem and shows the correct answer<br>• represents a set of fractions and fractions greater than 1 with unlike denominators on a number line by partitioning into equal parts<br>• solves two-step real-world problems involving addition and subtraction of time intervals in minutes<br>• creates a scaled picture graph or a scaled bar graph to represent a data set and determines what the scale factor should be; draws conclusions when analyzing data<br>• creates and explains a scenario where area measurement is applicable<br>• constructs rectangles that have the same perimeter but different areas and vice versa<br>• explains the common attributes between quadrilaterals |

| Grade 4 FSA Mathematics | |
|---|---|
| Achievement Level | Achievement Level Descriptions |
| Level 1 | Students performing at Level 1 are just beginning to access the challenging content of the *Florida Standards*. |
| Level 2 | A student performing at Level 2 typically<br>• multiplies or divides to solve word problems involving multiplicative comparison (where the unknown is the product or quotient)<br>• solves one-step word problems (which do not include remainders) using the four operations with simple context and scaffolding, where the sum, difference, product, or quotient is always the unknown<br>• adds and subtracts two multi-digit whole numbers using the standard algorithm (not including subtraction across zeros)<br>• multiplies and divides a whole number (of up to three digits) by a single-digit whole number, including the use of strategies based on place value and visual models<br>• uses visual fraction model to compare two fractions with different numerators and different denominators, using <, >, and =<br>• adds and subtracts fractions with like denominators by joining and separating parts<br>• understands a fraction a/b as a multiple of 1/b, including the use of visual fraction models or repeated addition<br>• compares two decimals with the same number of places (tenths or hundredths) using visual models<br>• identifies points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines |

| | |
|---|---|
| Level 3 | A student performing at Level 3 typically<br>• solves two-step word problems (including interpreting remainders) using the four operations, where the unknown is in a variety of positions and can be represented by a symbol/letter, including multiplicative comparison situations<br>• finds all factor pairs for whole numbers in the range of 1 to 100<br>• recognizes that a whole number is a multiple of each of its factors<br>• determines whether a whole number in the range of 1 to 100 is prime or composite<br>• reads, writes, and compares whole numbers to the hundred-thousands place, using base-ten numerals, number names, and expanded form<br>• fluently adds up to three and subtracts two multi-digit whole numbers using the standard algorithm<br>• multiplies and divides a whole number up to four digits by a single-digit whole number (including remainders) and multiplies two two-digit whole numbers, using a variety of strategies<br>• generates and explains why fraction a/b is equivalent to a fraction (n x a)/(n x b), and multiplies by 1 represented as a fraction; compares two fractions with different numerators and different denominators, using visual fraction models and <, >, and =<br>• adds and subtracts fractions and/or mixed numbers with like denominators, in mathematical and real-world context, without regrouping<br>• understands and solves one-step mathematical and real-world problems involving 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<br>• writes and compares two decimals to the hundredths (using <, >, and =) by reasoning about their size and justify using models<br>• expresses measurements in a larger unit in terms of a smaller unit, within a single system, to solve problems involving intervals of time, money, and distance, including simple fractions and decimals<br>• measures angles using a protractor up to 180 degrees<br>• sketches angles of specified measure<br>• understands angles are additive<br>• 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<br>• identifies right triangles |

| | |
|---|---|
| Level 4 | A student performing at Level 4 typically<br>• solves three-step word problems using the four operations<br>• recognizes the reasonableness of answers using mental computation and estimation strategies<br>• generates a number or shape pattern that follows a given two-step rule<br>• determines the equation that represents a base-ten model<br>• makes connections between different multiplication or division strategies<br>• compares two fractions with different numerators and different denominators, using <, >, and =<br>• justifies answers<br>• adds and subtracts mixed numbers with like denominators and regrouping, in mathematical and real-world context, using a variety of strategies<br>• understands and solves 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)<br>• determines a decimal that is between two given decimals<br>• measures and identifies angles between 180 and 360 degrees<br>• finds unknown angles on a diagram with more than two angles and between 180 and 360 degrees total<br>• draws a figure based on multiple attributes |
| Level 5 | A student performing at Level 5 typically<br>• solves multistep word problems with multiple possible solutions and determines which would be the most reasonable based upon given criteria<br>• applies the concepts of both factors, multiples, and prime and composite numbers in problem-solving contexts<br>• analyzes and describes an error in a problem involving the four operations in a strategy and shows the correct solution<br>• given a context, determines the appropriate unit needed and expresses the measurement to the level of accuracy needed<br>• uses the four operations to solve multistep word problems, including problems involving fractions or decimals and problems that require expressing measurements given in a larger unit in terms of a smaller unit<br>• applies the area and perimeter formulas for rectilinear shapes in real-world and mathematical problems<br>• finds missing dimensions of rectangles when provided adequate perimeter and/or area information of the rectangle<br>• discovers methods of maximizing area using a given perimeter and vice versa<br>• explains how groups of two-dimensional figures are sorted based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of specified size |

| Grade 5 FSA Mathematics | |
|---|---|
| Achievement Level | Achievement Level Descriptions |
| Level 1 | Students performing at Level 1 are just beginning to access the challenging content of the *Florida Standards*. |
| Level 2 | A student performing at Level 2 typically<br>• evaluates a simple numerical expression with whole numbers, using parentheses, brackets, or braces, with two procedural operations<br>• reads and writes decimals using base-ten numerals and number names<br>• multiplies two two-digit numbers using the standard algorithm<br>• finds whole-number quotients of whole numbers (with up to two-digit dividends and two-digit divisors), using visual models<br>• solves problems in a real-world and mathematical context involving addition/subtraction of fractions with unlike denominators, where one denominator is a multiple of the other denominator, using visual representations<br>• solves real-world problems involving multiplication of a fraction by a whole number by using visual fraction models or equations to represent the problem<br>• solves volume problems of a right rectangular prism by using unit cubes<br>• identifies the key components of the coordinate plane<br>• classifies two-dimensional figures into categories based on their sides and angles |

| | |
|---|---|
| Level 3 | A student performing at Level 3 typically<br>• writes, interprets, and evaluates a numerical expression that contains a fraction, using parentheses, brackets, or braces, with three or more procedural operations<br>• reads and writes decimals using expanded form with powers of 10<br>• compares two decimals, using > , = , and < symbols to record the results of comparisons<br>• fluently multiplies two-digit by up to five-digit numbers using the standard algorithm<br>• finds whole-number quotients of whole numbers (with up to four-digit dividends and two-digit divisors) and multiplies and divides decimals to the hundredths place, using a variety of strategies<br>• solves word problems involving addition and subtraction of fractions (including mixed numbers) with unlike denominators<br>• assesses and justifies reasonableness of the answer<br>• finds the product of two fractions by using an area model<br>• generalizes that a/b x c/d = (ac)/(bd) and uses it to solve mathematical or real-world problems involving multiplication of fractions<br>• solves real-world or mathematical problems involving division of unit fractions by nonzero whole numbers and division of whole numbers by unit fractions, using visual fraction models and equations to represent the problem<br>• relates the number of unit cubes in a rectangular prism to the multiplication of the height to the area of the base or the multiplication of the edge lengths<br>• solves real-world and mathematical problems by applying the formulas for volume<br>• identifies, locates, or graphs given points in the first quadrant of the coordinate plane<br>• interprets coordinate values of points in the first quadrant in context<br>• understands that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category<br>• classifies two-dimensional figures in the hierarchy based on these properties, including in a Venn diagram |

| | |
|---|---|
| Level 4 | A student performing at Level 4 typically<br>• writes and interprets numerical expressions that contain whole numbers and fractions with more than two procedural operations<br>• writes decimals in expanded form or base-ten numerals in multiple formats<br>• determines the missing digit in a factor of a multiplication problem when given the product<br>• identifies or creates multiple division expressions that have a given quotient<br>• solves multistep word problems involving the addition and subtraction of fractions with unlike denominators<br>• solves and/or creates real-world problems involving multiplication of fractions and mixed numbers<br>• creates real-world problems involving division of unit fractions by nonzero whole numbers and division of whole numbers by unit fractions<br>• finds the volume of two non-overlapping right rectangular prisms by adding the volumes of the two non-overlapping parts<br>• locates or graphs a point using directions from another point in the first quadrant<br>• draws or constructs two-dimensional figures belonging to given subcategories |
| Level 5 | A student performing at Level 5 typically<br>• writes statements that describe a numerical expression in multiple ways<br>• compares two decimals that are written in different formats<br>• identifies an error in the multiplication computation using the standard algorithm and justifies the reasoning<br>• solves for a quotient by continuing the steps of a given division strategy<br>• determines the error in the solution of a multistep word problem involving the addition and subtraction of fractions with unlike denominators, and justifies the reasoning<br>• finds the possible fractional dimensions of a rectangle given the area<br>• solves multistep mathematical and real-world problems involving multiplication of whole numbers, fractions, and/or mixed numbers<br>• finds a missing dimension of a rectangular prism given two dimensions and the volume; generates possible dimensions of a rectangular prism given the volume<br>• describes the direction from one point to another point; names or graphs the point that would complete a specified two-dimensional geometric shape in the first quadrant<br>• evaluates figures that share or do not share attributes that belong to a specified category and justifies the reasoning |

| Grade 6 FSA Mathematics | |
|---|---|
| Achievement Level | Achievement Level Descriptions |
| Level 1 | Students performing at Level 1 are just beginning to access the challenging content of the *Florida Standards*. |
| Level 2 | <u>A student performing at Level 2 typically</u><br>• plots coordinate pairs in quadrant 1 from a table<br>• finds the percent of a quantity<br>• identifies ratio relationships presented in graphical, tabular, or verbal formats using measurement units<br>• finds the circumference of a circle<br>• using visual models or strategies, compares two rational numbers, finds the greatest common factors of two whole numbers (less than or equal to 50), finds common multiples (less than or equal to 10), and solves mathematical problems involving division of fractions in contexts<br>• adds, subtracts, multiplies, and divides using strategies based on place value, the properties of operations, and/or the relationship between operations (limit decimals to hundredths)<br>• identifies and plots two-integer ordered pairs on a coordinate plane and on a horizontal number line when they differ only by signs<br>• writes the comparison using mathematical notation<br>• defines (as the distance from zero on the number line) and finds the absolute value of a rational number using representations<br>• writes and evaluates a single term in numerical expressions involving whole-number bases and exponents<br>• identifies an expression that matches a written statement, with numbers and with letters standing for numbers (including formulas), using correct mathematical terms<br>• writes a single-operation expression (with one variable) and uses substitution to determine whether a given number makes an equation (with a single operation) true<br>• solves equations in the form $x + p = q$ and $px = q$ (with nonnegative whole numbers)<br>• recognizes that mathematical problem inequalities of the form $x > c$ or $x < c$ have infinitely many solutions<br>• given a graph/table in a real-world or mathematical problem, identifies dependent and independent variables, matches tables and graphs<br>• finds the area of polygons by decomposing into triangles and quadrilaterals<br>• solves volume problems of a right rectangular prism with one fractional edge length and unit cubes with unit fraction edge lengths; unit cubes have compatible denominators<br>• draws polygons in the coordinate plane given coordinates for the vertices<br>• represents three-dimensional figures using nets made up of rectangles and triangles<br>• chooses a statistical question from a list of questions<br>• determines the mean, median, mode, and/or range from a graphic display<br>• identifies an appropriate display of numerical data in plots on a number line and dot/line plots |

| | |
|---|---|
| Level 3 | A student performing at Level 3 typically<br>• uses tables to solve and compare ratios, involving unit rate, pricing, or constant speed, from mathematical problems<br>• determines the percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity)<br>• finds the whole given a part and the percent<br>• solves and interprets division of fractions by fractions<br>• fluently divides multi-digit numbers<br>• adds, subtracts, multiplies, and divides multi-digit decimals, using the standard algorithm<br>• 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)<br>• 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))<br>• identifies when two points are reflections on a number line or reflections across one axis on the coordinate plane<br>• plots, compares, and describes rational numbers in relation to each other, including the meanings of zero in a situation and absolute value in terms of distances between two points<br>• writes and evaluates multi-term numerical and algebraic expressions using properties that may include whole-number exponents while recognizing one or more parts of an expression as single entities<br>• uses, writes, graphs, and/or solves an expression, one-step equation, or inequality, using substitution to determine whether a given number in a specified set makes an equation or inequality true using nonnegative rational numbers<br>• given graphs and tables of real-world situations, writes an equation to express the relationship between the dependent and independent variables<br>• finds the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes<br>• uses nets to find the surface area of three-dimensional figures<br>• solves volume problems by relating the number of unit cubes in a prism to the multiplication of the edge lengths in the context of solving real-world and mathematical problems<br>• justifies a statistical question and/or determines a set of data collected to answer a statistical question has a distribution that can be described by using measures of center, spread, and overall shape, including any striking deviations<br>• displays numerical data using box plots, dot/line plots, and histograms |

| | |
|---|---|
| Level 4 | A student performing at Level 4 typically<br>• solves multistep ratio problems involving unit pricing, constant speed, percent, or measurement conversions<br>• makes and/or uses a table from a real-world context to compare ratios<br>• given the circumference, determines an approximation for the radius or diameter<br>• solves and interprets real-world two-step division of fraction word problems involving mixed numbers<br>• gives justifications for procedures<br>• constructs an equivalent expression using either greatest common factor or least common multiple and the distributive property<br>• identifies and plots reflections across both axes on the coordinate plane<br>• includes coordinates of absolute value to find distances between points with the same first or second coordinate in a real-world context<br>• writes and/or evaluates expressions, equations, or inequalities to answer and justifies the answers<br>• given a real-world situation, writes an equation to express the relationship between the dependent and independent variables without graphs and tables provided<br>• applies techniques to solve problems involving area of polygons, volume of rectangular prisms involving missing fractional edge lengths, and nets involving decimals to find the surface area of three-dimensional figures<br>• changes a question from a nonstatistical question to a statistical and determines the new measures of center when additional data points are included from a context<br>• constructs a histogram, dot/line plot from data, and/or displays numerical data in box plots |

| | |
|---|---|
| Level 5 | A student performing at Level 5 typically<br>• applies multistep unit rate problems in nonroutine real-world situations, including those involving unit pricing, constant speed, percent, and/or measurement conversion<br>• explains the relationship of the circumference of a circle to its diameter<br>• creates and solves word problems involving division of fractions by fractions<br>• assesses the reasonableness of the results of multi-digit division and multi-digit decimal problems<br>• constructs an equivalent expression, using greatest common factor, least common multiple, and the distributive property<br>• solves real-world problems involving absolute value and the coordinate plane<br>• shows that when two ordered pairs differ only by signs, the locations of the points are related by reflections across both axes<br>• draws conclusions about a real-world situation involving absolute values of rational numbers and compares values<br>• constructs and evaluates multiple equivalent expressions with justification of the properties of operations for each step in real-world and mathematical contexts<br>• creates a real-world situation that corresponds to a given expression or inequality<br>• analyzes and describes the relationship between the dependent and independent variables<br>• solves geometric multistep real-world and mathematical area problems, including decimal and fractional measurements<br>• 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<br>• finds the missing vertex of a regular polygon when given the other vertices in the coordinate plane in a real-world context<br>• solves real-world and mathematical problems using nets and three-dimensional figures, including fractional and decimal measurements<br>• writes a statistical question given a context<br>• analyze how additional data points affect the measure of center in a numerical data set<br>• constructs a histogram or box plot from data displayed in a dot/line plot and/or creates a set of data from a given box plot |

| Grade 7 FSA Mathematics | |
|---|---|
| Achievement Level | Achievement Level Descriptions |
| Level 1 | Students performing at Level 1 are just beginning to access the challenging content of the *Florida Standards*. |
| Level 2 | <u>A student performing at Level 2 typically</u><br>• computes unit rates with ratios of one non-unit fraction and a whole number other than one<br>• decides whether two quantities are in a proportional relationship<br>• uses proportional relationships to solve ratio and percent problems in a mathematical context<br>• uses number line or other manipulatives to solve mathematical problems involving rational numbers<br>• identifies that the sum of a number and its opposite equals zero<br>• applies properties of operations as strategies to add and subtract rational coefficients<br>• factors and expands linear expressions with integer coefficients<br>• rewrites an expression in a different form<br>• solves mathematical problems posed with positive rational numbers<br>• solves equations and inequalities of the form px + q = r with integer coefficients and constants<br>• computes actual lengths given a geometric figure and a scale factor and finds actual lengths given two geometric figures with some unknown side measure<br>• draws polygons with given conditions<br>• identifies the two-dimensional figure that results from a vertical or horizontal cut of a right rectangular prism or right rectangular pyramid<br>• identifies the formula for the area and/or circumference of a circle<br>• uses facts about angle relationships (supplementary, complementary, vertical, and adjacent) to find the unknown angle measure in a figure<br>• finds the area of triangles, quadrilaterals, and regular polygons<br>• finds the volume of cubes and right prisms<br>• identifies that a random sample produces the most valid representation of the entire population<br>• uses basic measures of central tendency to compare two different populations<br>• makes approximations of probability for a chance event, understanding that the probability of a chance event is a number between 0 and 1<br>• determines a theoretical probability model of a simple event<br>• determines the sample space for compound events |

| | |
|---|---|
| Level 3 | A student performing at Level 3 typically<br>• computes unit rates associated with two fractions<br>• identifies the constant of proportionality (unit rate) in tables, diagrams, and/or graphs<br>• models a proportional relationship using an equation when given a table or graph, including the origin, or a verbal description<br>• explains what any point (x, y) on the graph of a proportional relationship means in terms of the situation and identifies the unit rate when given the point (1, r), where r is the unit rate<br>• uses proportional relationships to solve multistep ratio and percent problems in context<br>• explains subtraction as adding the additive inverse<br>• shows p + q as the number located a distance \|q\| from p in a positive or negative direction<br>• explains that division by zero is undefined<br>• shows 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<br>• solves real-world multistep problems posed with rational numbers, using tools strategically<br>• shows 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<br>• applies properties of operations, conversions between forms, as appropriate, and assesses the reasonableness of answers to solve problems<br>• given a model, solves real-world or mathematical problems involving equations and inequalities of the form px + q = r, p(x + q) = r, and px + q < r, px + q > r, with integer coefficients and p as a benchmark fraction; interprets inequality solutions in the context of the problem<br>• computes actual lengths and areas from a scale drawing and reproduces a scale drawing using a different scale<br>• constructs geometric shapes given a combination of angle and side conditions; notices when conditions determine a unique triangle, more than one triangle, or no triangle<br>• identifies the two-dimensional figure that results from a vertical or horizontal cut of a three-dimensional figure<br>• uses the formulas and solves problems for the area and circumference of a circle given radius or diameter, or vice versa, given a graphic representation in a real-world context<br>• uses facts about angle relationships to write and solve multistep equations for an unknown angle in a figure<br>• solves real-world problems involving area of two-dimensional figures composed of triangles, quadrilaterals, and polygons, volume and surface area of cubes and right prisms<br>• uses statistical data to draw inferences about a population based on representative samples<br>• uses measures of central tendency and/or variability to draw comparisons about two different populations |

| | |
|---|---|
| | • identifies the probability of a chance event as equally likely or unlikely (0.5)<br>• calculates and represents experiment-based and theoretical probability as a fraction, decimal, or percent<br>• designs a simulation to generate frequencies for compound events |
| Level 4 | <u>A student performing at Level 4 typically</u><br>• models proportional relationships in a graph to solve complex, multistep ratio and percent problems with mixed numerals in context of equations and/or verbal descriptions<br>• analyzes the reasonableness of solutions<br>• justifies and expands complex linear expressions<br>• justifies and computes actual lengths and areas from a scale drawing and reproduces a scale drawing using a different scale<br>• recognizes equivalent expressions given in a problem context and explains the key terms and factors of the problem for each expression<br>• creates a model from a real-world problem using rational numbers and justifies a solution, using tools strategically<br>• creates a model with integer coefficients and absolute value of p<br>• solves problems involving scaled drawings of two-dimensional geometric figures by creating appropriate scales<br>• explains the conditions of a unique triangle, one triangle, no triangle, or more than one triangle<br>• describes and/or draws the two-dimensional figure from a slice<br>• without graphic representations, uses facts about angle relationships to write and solve multistep equations to find the measures of the unknown angles in polygons and/or solve surface area or volume of composite three-dimensional figures<br>• generates estimates or predictions<br>• draws comparative inferences about two populations in any context using measures of variability<br>• justifies the comparisons and connections of the relative frequencies to the theoretical probability of an event<br>• uses and compares observed frequencies to create a probability model for the data of a chance process where outcomes may not be uniform while explaining possible sources of any discrepancies |

| | |
|---|---|
| Level 5 | A student performing at Level 5 typically<br>• extends the given representation or creates a different representation that would represent the same proportional relationship<br>• models a representation with a context that would represent a given proportional equation<br>• creates equivalent proportional equations that could be used to solve the same ratio/percent problem in context<br>• justifies the steps taken to add or subtract rational numbers; analyzes for errors as necessary<br>• interprets products and quotients of rational numbers in a real-world context<br>• creates a story problem to model a given number sentence<br>• analyzes for errors in the use of properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients<br>• creates equivalent expressions given in a problem context and explains the key terms and factors of the problem for each expression<br>• given a real-world problem, creates and solves a model using rational numbers, using tools strategically<br>• analyzes errors in a problem with a real-world context<br>• creates a model and solves real-world or mathematical problems using equations and inequalities with rational coefficients and explains what the solution means<br>• analyzes and justifies the conditions for a unique triangle, more than one triangle, or no triangle<br>• solves real-world problems using the relationship between circumference and area of a circle to solve multistep, and volume and surface area of three-dimensional shapes<br>• justifies the most representative sampling method for a situation<br>• justifies why the experimental probability approaches the theoretical probability as the relative frequency of an event increases<br>• compares and justifies the experimental and theoretical probability in a given situation including simulations of compound events to see which best predicts the probability |

| Grade 8 FSA Mathematics | |
|---|---|
| Achievement Level | Achievement Level Descriptions |
| Level 1 | Students performing at Level 1 are just beginning to access the challenging content of the *Florida Standards*. |
| Level 2 | <u>A student performing at Level 2 typically</u><br>• identifies rational or irrational numbers that have decimal expansions<br>• converts familiar rational numbers with one repeating digit to fraction form<br>• evaluates square roots and solves mathematical equations of the form $x^2 = p$, where p is a positive rational number and is a small perfect square; knows that √2 is irrational<br>• uses properties of natural number exponents and represents very large and small quantities in scientific notation<br>• graphs proportional relationships, interpreting the unit rate as the slope<br>• solves linear equations with integer coefficients and variables on one side<br>• interprets mathematical or real-world problems, given the graph, of a system of two linear equations in two variables<br>• determines the rate of change given two points or a graph and compares properties of two linear functions given a graph and an equation in slope-intercept form<br>• determines and describes qualitatively the relationship between two quantities by analyzing some features of a graph to be linear or nonlinear and a function or not a function<br>• describes a rigid transformation between two congruent figures<br>• uses coordinates to describe reflections and translations<br>• uses the fact that the sum of the angles in a triangle equals 180<br>• identifies angle pairs when parallel lines are cut by a transversal<br>• uses the Pythagorean theorem as it applies to right triangles to calculate the length of the hypotenuse given a diagram or leg lengths<br>• constructs and describes the correlations of points on scatter plots and can identify the slope and y-intercept of a line of best fit |

| | |
|---|---|
| Level 3 | A student performing at Level 3 typically<br>• places irrational numbers on a number line<br>• identifies rational and irrational numbers and converts less-familiar rational numbers to fraction form<br>• uses square root and cube root symbols to represent solutions to mathematical equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number; evaluates cube roots of small perfect cubes<br>• uses properties of exponents and performs operations with numbers expressed in scientific notation<br>• explains, using similar triangles, why the slope is the same between any two distinct points on a nonvertical line in the coordinate plane<br>• identifies the unit rate as the slope<br>• derives the equation y = mx for a line through the origin<br>• compares two different proportional relationships represented in different ways<br>• identifies linear equations as having solutions of one, infinitely many, or none by transforming the given equation into simpler forms by inspection<br>• solves multistep linear equations in one variable (variable on one side only) with rational coefficients using the distributive property and/or combining like terms<br>• solves systems of two linear equations in two variables with integer coefficients by inspection, algebraically by substitution (with at least one equation with an isolated variable) or elimination by multiplying at most one of the equations by an integer<br>• interprets and compares properties and models, including equations in the form y = mx + b as defining a linear function whose graph is a straight line<br>• describes qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear)<br>• describes the sequence and the effect of up to two rigid transformations and/or a dilation on two-dimensional figures using coordinates and coordinate notation<br>• finds 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 and/or the measure of an exterior angle of a triangle is equal to the sum of the measures of the non-adjacent angles<br>• Pythagorean theorem: models and explains the proof, calculates unknown side lengths, applies to find the distance between two points<br>• uses the formulas for the volumes of cones, cylinders, and spheres to solve real-world mathematical problems<br>• draws a straight line on and interprets a scatter plot that closely fits the data points<br>• completes a two-way table of categorical data |

| | |
|---|---|
| Level 4 | A student performing at Level 4 typically<br>• uses approximations of irrational numbers to estimate the value of an expression<br>• compares and orders rational and irrational numbers without a number line<br>• writes and solves equations representing real-world situations using square root and cube root symbols<br>• expresses how many times as much a number written in the form of single digit times an integer power of 10 is than another number written in the same form<br>• performs multiple properties of exponents and operations and interprets values written in scientific notation within a real-world context<br>• generates a model of a proportional and/or linear relationship to include tables, graphs, and equations<br>• justifies why an equation has one solution, infinitely many solutions, or no solution<br>• solves and analyzes a system of equations in two variables with integer and benchmark fraction coefficients<br>• compares two linear functions and justifies whether two functions each represented in a different way (algebraically, graphically, numerically in tables, or verbal descriptions) are equivalent or not by comparing their properties or determining if a rule is a function<br>• determines whether a function is linear or nonlinear (table or equation)<br>• interprets the rate of change and initial value of a linear function in terms of the situation it models, and explains what makes it linear<br>• sketches a graph that exhibits given qualitative features of a function<br>• use properties of rigid and nonrigid transformations to understand the relationship between transformations, congruence, and similarity<br>• gives an informal argument for congruent angle relationships when parallel lines are cut by a transversal<br>• applies the Pythagorean theorem to a real-world situation in two and three dimensions to determine unknown side lengths or the distance between two points in a coordinate system<br>• explains the relationship between formulas for the volumes of cones and cylinders<br>• constructs and uses equations of trend lines to solve problems using scatter plots for bivariate measurement data to investigate patterns of association between quantities<br>• constructs a two-way table to summarize data and/or describes relative frequencies for possible associations from a two-way table |

| | |
|---|---|
| Level 5 | A student performing at Level 5 typically<br>• explains how to get more precise approximations of square roots<br>• analyzes and explains the patterns that exist when writing rational numbers as fractions<br>• analyzes the reasonableness of the result of using the properties of integer exponents in numerical expressions<br>• justifies how square roots and cube roots relate to each other and to their radicands<br>• analyzes the process and solution to given problems using scientific notation<br>• compares and contrasts situations in which similar triangles would or would not yield the same slope between any two distinct points on a nonvertical line in the coordinate plane<br>• creates and solves examples of multistep linear equations in one variable that have one solution, infinitely many solutions, or no solutions using the distributive property and combining like terms on a side<br>• solves and analyzes problems involving two linear equations in two variables with rational coefficients or constants<br>• creates a rule, given a table or graph, and explains why it is or is not a function<br>• create a function, based on given criterion, in comparison to a given function<br>• gives real-world examples of functions that are linear or nonlinear<br>• analyzes a set of values in either a table or graph to determine changes to be made to make the relationship linear<br>• interprets qualitative features of a function in a context<br>• describes the effect of two transformations, including at least one dilation, on two-dimensional figures using coordinates and coordinate notation<br>• gives an informal argument that a triangle can only have one 90-degree angle; gives an informal argument for the pairs of angles that are supplementary when parallel lines are cut by a transversal<br>• 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<br>• applies the Pythagorean theorem in multistep problems<br>• finds the coordinates of a point which is a given distance (nonvertical and nonhorizontal) from another point<br>• justifies the relationship between the formulas for volume of cones, cylinders, or spheres<br>• explains the derivation of the formulas for cones, cylinders, and spheres<br>• compares more than one trend line for the same scatter plot and justifies the best one<br>• creates and uses a linear model based on a set of bivariate data to solve a problem involving slope and intercept<br>• interprets a two-way table to summarize data<br>• compares relative frequencies to identify patterns of association |

| FSA Algebra 1 EOC | |
|---|---|
| Achievement Level | Achievement Level Descriptions |
| Level 1 | Students performing at Level 1 are just beginning to access the challenging content of the *Florida Standards*. |
| Level 2 | <u>A student performing at Level 2 typically</u><br>• adds two polynomials with integral coefficient, including adding when multiplying a constant to one or both polynomials using the distributive property is required<br>• applies and explains properties of integer exponents<br>• calculates the average rate of change of a function represented by a graph, table of values, or set of data (which may or may not be linear)<br>• chooses the correct equivalent forms of a trinomial whose leading coefficient is 1<br>• chooses the correct justifications for the steps in a two-step equation, $ax + b = c$<br>• combines standard function types using addition and subtraction when the functions are given within a real-world context<br>• compares properties of two linear functions, each represented a different way<br>• completes a two-way frequency table that requires completion of frequencies<br>• constructs linear functions of arithmetic sequences when given a graph<br>• converts radical notation to rational exponent notation and vice versa<br>• creates a scatter plot of bivariate data<br>• describes how the graph of a linear and exponential function compare<br>• determines an integral solution for $f(x) = g(x)$ given graphs or tables of linear, quadratic, or exponential functions<br>• determines the mean/median and interquartile range of a single set of data from a visual representation (e.g., table)<br>• distinguishes between coordinates that are solutions to linear equations<br>• evaluates simple functions<br>• factors expressions with only monomial factors and chooses the correct equivalent forms of a trinomial whose leading coefficient is 1<br>• identifies a solution region when the graph of a linear inequality is given<br>• identifies an arithmetic sequence as a linear function when the sequence is presented as a sequence with an integral common difference<br>• identifies an equivalent system of two equations in two variables that has a multiple of one of the equations of the original system<br>• identifies constraints that are constant values or simple linear equations/inequalities<br>• identifies dot plots, histograms, and box plots for a given set of data in a real-world context<br>• identifies relationships in tables and graphs that can be modeled with a linear function or an exponential function<br>• identifies the graph of a linear, simple quadratic, or simple exponential function given its equation |

| | |
|---|---|
| | • identifies the graph, the equation, or ordered pairs of a linear, quadratic, or exponential function with a vertical or horizontal shift<br>• identifies the key features when given a linear, quadratic, or exponential graph<br>• identifies which function is a linear function, an exponential function, or a quadratic function given in real-world context by interpreting the function's graph or table<br>• identifies which values are constant from a given context<br>• interprets and identifies domains of linear functions when presented with a graph<br>• interprets coefficients or terms of exponential and quadratic expressions<br>• interprets or explains the properties of the a in y = ab^x<br>• interprets the zeros when ax^2 + b = c, where a, b, and c are integers, for a real-world context<br>• solves a literal linear equation in a real-world context for a variable whose coefficient is 1<br>• solves a system of linear equations approximately when given a graph of the system; solves a system of equations using elimination in the form of ax + by = c and dx + ey = f with integral coefficients, where only one equation requires multiplication; solves a simple system of equations that require substitution<br>• solves linear equations (with variable on one side and simple benchmark fractions as the coefficient; may require the use of the distributive property and adding like terms) and inequalities (with a variable on one side and positive coefficient that may include a simple benchmark fraction as the coefficient) in one variable<br>• solves zeros of quadratics of the form ax^2 + b = c, where a, b, and c are integers or of the form x^2 + c = d, where c and d are rational numbers<br>• uses properties of exponents (one operation) and identifies the new base of an exponential function<br>• uses the definition of a function to identify whether a relation represented by a graph, a table, mapping, diagrams, or sets of ordered pairs is a function<br>• writes or chooses a one-variable linear equation or inequality in a real-world context<br>• writes or chooses a two-variable linear equation for a real-world context with integral coefficients |

| | |
|---|---|
| Level 3 | A student performing at Level 3 typically<br>• adds and subtracts polynomials, including adding or subtracting when one or both polynomials is multiplied by a monomial or binomial, with a degree no greater than 1<br>• assimilates that a function's domain is assigned to exactly one element of the range in function notation<br>• calculates residuals<br>• calculates the average rate of change for a quadratic function or exponential function that is presented algebraically<br>• chooses an explanation as to why a context may be modeled by a linear or exponential function<br>• chooses the correct justifications for the steps in an equation of the form a(bx + c) = d or ax + b = cx + d, where a, b, c, and d are integers<br>• combines standard function types using addition, subtraction, and multiplication when the functions are given within the context; writes a composition of functions that involve two linear functions in a real-world context<br>• 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 an equation)<br>• differentiates between linear and quadratic functions that are represented using different representations (table, graph, or algebraic)<br>• compares the similarities or differences in mean, median, and interquartile range between two sets of data<br>• predicts the effect of an outlier on the shape and center of a data set; uses the empirical rule with data values that are one or more standard deviation about the mean<br>• completes a table of values for a function that has a vertical or horizontal shift<br>• completes an informal proof to show that a sum or product of two rational numbers is rational, that the sum of a rational number and an irrational number is irrational, and that the product of a nonzero rational number and an irrational number is irrational<br>• completes the square when the leading coefficient is 1<br>• constructs or identifies a linear function, an explicit function, a recursive formula for an arithmetic sequence, or a regression equation given a graph, input-output pairs, or using x- and y-intercepts<br>• constructs the graph of a linear function, quadratic, or exponential given its equation<br>• creates or completes a two-way frequency table when up to two joint, marginal, or conditional relative frequencies are described within the context; finds the values for joint, marginal, or conditional relative frequency<br>• defines rational exponents by extending the properties of integer exponents<br>• determines a solution to the nearest tenth for f(x) = g(x) given a graph or a table<br>• determines the value of k given a graph and its transformation<br>• distinguishes between coordinates that are solutions to equations in two variables (quadratic or exponential) and those that are not<br>• evaluates quadratic, polynomial of degree 3, absolute value, square root, and |

| | |
|---|---|
| | exponential functions for inputs in their domain<br>• explains whether a system of equations has one, infinitely many, or no solutions<br>• factors the difference of two squares with a degree of 2, and trinomials with a degree of 2 whose leading coefficient has up to 4 factors<br>• graphs solutions of the system of two linear inequalities and identifies the solution set as a region of the coordinate plane that satisfies both inequalities; if the form is written in ax + by < c format, then a, b, and c should be integers<br>• graphs the graph of a linear or quadratic function with a vertical or horizontal stretch or shrink<br>• identifies an exponential regression model that fits the data<br>• identifies a linear, quadratic, or exponential regression model that fits the data; uses a regression equation to solve problems within the context<br>• identifies a quadratic regression model that fits the data; uses a regression equation to solve problems within the context<br>• identifies an equivalent system that has a sum of the original as one of the equations and a multiple of the other<br>• identifies equivalent forms of expressions involving rational exponents and radical expressions where there is one operation<br>• identifies that a geometric sequence is a function when the sequence is presented as a sequence, graph, or table<br>• identifies that an exponential growth function will eventually increase faster than a linear function or a quadratic function given in real-world context by interpreting the functions' tables<br>• identifies the graph of a function given in factored form for a polynomial whose leading coefficient is a positive integer<br>• identifies variables in a modeling context<br>• interprets solutions in a real-world context<br>• interprets and identifies domains of quadratic or exponential functions (with no translation) when presented with a graph<br>• interprets and identifies the domain of a linear function from a context<br>• interprets correlation coefficient; calculates residuals<br>• interprets factors of exponential and quadratic expressions<br>• interprets statements that use function notation in terms of a real-world context for simple quadratic, simple square root, and simple exponential<br>• interprets the average rate of change of a function represented by a graph, table of values, or set of data or a linear regression equation<br>• interprets the base value and vertical shifts in an exponential function of the form f(x) = b^x + k, where b is an integer and k can equal zero in a real-world context<br>• interprets the difference in mean, median, and interquartile range in the context of a data set<br>• interprets the key features when given a table of a linear, quadratic, or exponential<br>• interprets the slope and x- and y-intercepts of a linear function given as a verbal description<br>• justifies why taking the square root of both sides when solving a quadratic will yield two solutions |

| | |
|---|---|
| | • proves that exponential functions grow by equal factors over equal intervals<br>• proves that linear functions grow by equal differences over equal intervals<br>• recognizes the domain of a sequence as the set of all integers or a subset of integers<br>• solves a literal equation that requires two procedural steps<br>• solves a system of equations by graphing or substitution (manipulation of equations may be required) or elimination in the form of ax + by = c and dx + ey = f, where multiplication is required for both equations<br>• solves a system of equations with rational coefficients by graphing, substitution, or elimination; interprets solutions in a real-world context<br>• solves linear equations and inequalities that require up to three steps to isolate the variable with rational coefficients<br>• solves quadratic equations of the form x^2 + bx + c = d, where b, c, and d are integers by completing the square, factoring, or using the quadratic formula<br>• uses a regression equation to solve problems within the context<br>• uses real-world data (represented in a table or other display) to create dot plots, histograms, or box plots applying correct labels for components and/or axes, applying appropriate scale in a graph<br>• uses the properties of exponents and names the new rate of an exponential expression/equation/function<br>• writes a single equation that has at least three variables with integral coefficients<br>• writes constraints as a system of linear inequalities or linear equations<br>• writes or chooses a simple exponential (no horizontal or vertical translation) or an explicit function for geometric sequences<br>• writes or chooses a simple quadratic equation |
| Level 4 | <u>A student performing at Level 4 typically</u><br>• applies and extends knowledge of domain and range to real-world situations and contexts<br>• assimilates that a graph is the set of all the solutions of a given equation<br>• assimilates that a quantity increasing exponentially eventually exceeds a quantity increasing linearly using graphs and tables<br>• assimilates that systems can have the same solution<br>• chooses an interpretation of joint, marginal, and conditional relative frequencies and recognizes possible associations and trends in the data<br>• compares properties of two functions (linear, quadratic, or exponential) each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions)<br>• completes a dot plot, histogram, or box plot for data that requires some interpretation or inference<br>• completes an explanation on how to find an approximate solution to the nearest tenth for f(x) = g(x) given a graph or a table<br>• completes an informal argument on closure; applies multiple operations (excluding division) when simplifying polynomials<br>• completes the square when the leading coefficient is greater than 1 and b/(2a) is an integer<br>• completes steps in the derivation of the quadratic formula |

| | |
|---|---|
| | • constructs exponential functions, including geometric sequences, given input-output pairs, including those in a table<br>• constructs linear functions and exponential functions, including arithmetic sequences and geometric sequences, given input-output pairs, including those in a table<br>• constructs the graph of a quadratic function given the x- and y-intercepts or vertex and end behavior<br>• creates a residual plot and determines whether the function is an appropriate fit for the data; explains why a situation with correlation does not imply causation<br>• creates a rough graph given a polynomial function in factored form whose leading coefficient is an integer<br>• determines the units of a rate of change for a function presented algebraically<br>• differentiates between exponential and quadratic functions that are represented using different representations (table, graph, or algebraic)<br>• explains and justifies the steps in an equation of the form a(bx +c) = d or ax + b = cx + d, where a, b, c, and d are rational numbers<br>• explains and uses the meaning of rational exponents in terms of properties of integer exponents, and uses notation for radicals in terms of rational exponents<br>• explains similarities and differences using specific measures of center and spread, given two sets of data<br>• explains that an exponential growth function will eventually increase faster than a linear function or a quadratic function given in a real-world context by interpreting the functions' graphs or tables<br>• explains why a situation with correlation does not imply causation<br>• factors the difference of two squares with a common integral factor, trinomials with a common integral factor and a leading coefficient having more than four factors and explains the properties of the zeros<br>• generalizes rules for sum and product properties of rational and irrational numbers<br>• identifies non-arithmetic and non-geometric sequences as a function when given as a sequence<br>• identifies situations given as a written description in a real-world context in which one quantity changes at a constant rate per unit interval relative to another or grows by equal factors over equal intervals<br>• identifies the graph of an exponential function with a vertical or horizontal stretch or shrink; completes a table of values for a function with a horizontal or vertical stretch or shrink<br>• identifies the meaning of the variables in a modeling context<br>• interprets key features and properties of a quadratic function<br>• Interprets key features and properties of an exponential function<br>• interprets more than one part of an expression, solutions in a real-world context, and statements that use function notation in terms of context<br>• justifies that a relation is a function using the definition of a function<br>• models constraints in a real-world context using a combination of linear equations/inequalities<br>• predicts the effect of an outlier on the spread of a data set |

| | |
|---|---|
| | • recognizes that a quadratic can yield nonreal solutions and that the quadratic formula is used to find complex solutions<br>• solves a system of equations with rational coefficients<br>• solves linear and literal equations that require at least three procedural steps to solve<br>• solves quadratic equations of the form ax^2 + bx + c = d, where a, b, c, and d are integers and b/a is an even integer<br>• transforms exponential functions that have more than one operation<br>• uses an interpretation to identify the graph<br>• uses function notation to evaluate functions for inputs in their domain<br>• uses the empirical rule with two data values that have integers as standard deviations, up to three, above or below the mean<br>• verifies ordered pairs as being a part of the solution set of a system of inequalities<br>• writes a composition of functions that involve linear and quadratic functions<br>• writes a quadratic equation<br>• writes a recursive formula for a geometric sequence<br>• writes a system of linear equations or writes a single equation that has at least three variables<br>• writes an exponential equation that has a horizontal or vertical translation<br>• writes equivalent forms of expressions involving rational exponents and radical expressions where there are two operations |
| Level 5 | <u>A student performing at Level 5 typically</u><br>• chooses the correct part of the expression given an interpretation<br>• compares properties of two functions (linear, quadratic, or exponential) when at least one function is described verbally<br>• constructs a graph of a function using intercepts and end behavior in a real-world or mathematical context<br>• constructs exponential functions, including geometric sequences, given the description of a relationship<br>• constructs linear, including arithmetic, sequences given the description of a relationship<br>• derives the quadratic formula<br>• describes and compares the changes of behavior between a linear and an exponential function, including the approximate point(s) of intersection<br>• determines and justifies which type of data plot would be most appropriate for a set of data; identifies advantages and disadvantages of different types of data plots<br>• determines if a quadratic will yield complex solutions<br>• determines the value of k when given a set of ordered pairs for two functions or a table of values for two functions<br>• differentiates between two functions (linear, quadratic, or exponential) when at least one is described verbally<br>• distinguishes variables that are correlated because one is a cause of another<br>• employs the modeling cycle<br>• explains and justifies the steps in an equation of the form a(bx +c) = d(ex +f), |

| | |
|---|---|
| | where a, b, c, d, e, and f are rational numbers<br>• explains closure for polynomials<br>• explains how to find an approximate solution to the nearest tenth for f(x) = g(x) given a graph or a table and justifies why the intersection of two functions is a solution to f(x) = g(x)<br>• explains the differences between equivalent forms and why an equivalent form would provide the required property<br>• explains why the correlation coefficient may not show a strong correlation<br>• explains why the domain of a sequence is the set of all integers or a subset of integers<br>• factors the difference of two squares with a degree of 4 with or without a common integral factor, and a polynomial with a degree of 3 and a leading coefficient of 1<br>• identifies advantages and disadvantages of using each measure of center and spread<br>• identifies flaws in data where causation is claimed<br>• identifies non-arithmetic and non-geometric sequences as a function when given as a graph or table<br>• interprets and identifies domains of linear, quadratic, or exponential functions when presented a function described within the context<br>• interprets joint, marginal, and conditional relative frequencies; identifies and concludes associations and trends using a two-way frequency table<br>• justifies that a graph is the set of all the solutions of an equation<br>• justifies that an exponential function will eventually increase faster than a linear function or a quadratic function given in a real-world context by interpreting the functions' graphs or tables using rates<br>• justifies why an ordered pair is a part of a solution set<br>• justifies why multiple equivalent systems would have the same solution<br>• plots data based on situations with multiple data sets and then compares and analyzes the data using measures of center and spread to justify which measure(s) are most appropriate for comparison<br>• proves the properties of rational exponents as an extension of the properties of integer exponents<br>• solves linear equations, linear inequalities, and literal equations that require up to four steps<br>• writes a new function that uses both a composition of functions and operations<br>• writes and evaluates functions when the function is described in a real-world context |

| FSA Algebra 2 EOC | |
|---|---|
| Achievement Level | Achievement Level Descriptions |
| Level 1 | Students performing at Level 1 are just beginning to access the challenging content of the *Florida Standards*. |
| Level 2 | <u>A student performing at Level 2 typically</u><br>• adds and subtracts polynomials, including adding or subtracting when multiplying a monomial or binomial, with a degree no greater than 1, by one or both polynomials with integral coefficients<br>• adds, subtracts, or multiplies simple complex numbers, with up to two steps<br>• calculates and interprets the average rate of change of a function represented by a graph, table of values, or set of data<br>• chooses an interval for margin of error that represents possible population proportions or means, for a particular sample proportion or mean<br>• chooses the correct justifications for the steps in solving a simple quadratic equation, where a = 1, containing integer coefficients<br>• combines standard function types using addition, subtraction, and multiplication when the functions are given within a real-world context<br>• 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) in a real-world context<br>• completes the square when the leading coefficient is 1 and explains the properties of the maximum or minimum for a real-world context<br>• completes the square when the leading coefficient is 1 and interprets the extreme values<br>• constructs the graph of a linear or quadratic function given its equation or a linear function using x- and y-intercepts<br>• constructs two-way frequency tables of data<br>• defines rational exponents by extending the properties of integer exponents<br>• determines an integral solution or approximate solution using successive approximations for f(x) = g(x) given a graph or table of linear, quadratic, or exponential functions<br>• determines if (x-a) is a factor of a polynomial of a degree no greater than 3, where a is a natural number less than 10<br>• determines if the differences between two treatments are typically positive, negative, or centered about zero, given results of a randomized experiment comparing the treatments<br>• determines the question being investigated and the groups that were considered, given a report based on data<br>• determines the value of k given a graph and its transformation<br>• differentiates between linear and quadratic functions that are represented using different representations (table, graph, or algebraic) in a real-world context<br>• distinguishes between compound and conditional probability scenarios or between a statistic and a parameter in a real-world context<br>• draws a right triangle in the first quadrant in the unit circle that illustrates |

| | |
|---|---|
| | how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers<br>• explains whether a system of equations has one, infinitely many, or no solutions<br>• expresses conditional probabilities and independence using probability notation<br>• expresses the domain of a linear function from its graph in a real-world context, using either set or interval notation<br>• extends right triangle trigonometry to the unit circle and determines an ordered pair that lies in the first quadrant on the unit circle<br>• factors the difference of two squares with a degree of 2 and factors trinomials with a degree of 2 and explains the properties of the zeros<br>• factors the difference of two squares with a degree of 2, factors trinomials with a degree of 2 whose leading coefficient has up to 4 factors, and interprets the zeros<br>• finds the probability of two independent events occurring together<br>• finds values of an inverse function from a graph or a table, given that the function has an inverse<br>• given two results, decides which is more consistent with a specific data-generating process<br>• graphs or completes a table of values for a function that has a vertical or horizontal shift<br>• identifies an event as a subset of a set of outcomes (a sample space)<br>• identifies equivalent form of expressions involving rational exponents and radical expressions where there are two operations<br>• identifies the graph of a linear or quadratic function with a vertical or horizontal stretch or shrink<br>• identifies the graph of a linear, quadratic, exponential, or polynomial (in factored form) given its equation<br>• identifies the key features for a real-world context when given a graph or table of a linear, quadratic, exponential, logarithmic, polynomial, absolute value, square root, rational, or piece-wise function<br>• identifies variables in a modeling context<br>• identifies whether random sampling was used in a particular study<br>• interprets key features for a real-world context of linear or quadratic functions given as a verbal description in a real-world context<br>• interprets the base value and vertical shifts in an exponential function of the form f(x) = b^x + k, where b is an integer and k can equal zero in a real-world context<br>• interprets the slope and x- and y-intercepts in a linear function in a real-world context<br>• recognizes conditional probabilities in real-world scenarios<br>• recognizes that a negative square root is not a real number<br>• rewrites rational expressions, a(x)/b(x), where a(x) is a univariable cubic with integral coefficients and b(x) is a univariable monomial with an integral coefficient<br>• solves a literal linear equation in a real-world context that requires two |

| | |
|---|---|
| | procedural steps<br>• solves a simple system, consisting of a linear equation and a quadratic equation in two variables, when given a graph<br>• solves a system of equations by graphing or substitution (manipulation of equations may be required) or elimination in the form of ax + by = c and dx + ey = f, where multiplication is required for both equations<br>• solves quadratic equations of the form ax^2 + b = c, where c-b is a negative integer or of the form ax^2 + bx + c = d with integral coefficients<br>• solves radical equations of the form $\sqrt{}$(kx) = c and solves rational equations of the form 1/(kx) = c<br>• uses the base change formula to write an equivalent expression for a logarithm<br>• uses the empirical rule to label a blank normal distribution curve with the appropriate percentages (68%-95%-99.7%)<br>• uses the properties of exponents and classifies the new base of an exponential function, in terms of a rate<br>• uses the properties of exponents and names the new rate in a real-world context<br>• verifies by composition that two linear functions are inverses<br>• writes an arithmetic or geometric sequence when given a graph, verbal description, table of values, or set of ordered pairs in a real-world context<br>• writes a composition of functions that involve two linear functions in a real-world context<br>• writes an explicit function for arithmetic sequences and geometric sequences in a real-world context<br>• writes constraints for a real-world context as a system of linear inequalities or linear equations in a real-world context<br>• writes or chooses a simple exponential (no horizontal or vertical translation)or a simple quadratic equation for a real-world context<br>• writes or chooses a system of linear equations with integral coefficients for a real-world context or writes a single equation that has at least three variables with integral coefficients |
| Level 3 | <u>A student performing at Level 3 typically</u><br>• applies multiple operations (excluding division) when simplifying polynomials with rational coefficients<br>• applies the addition rule, P(A or B) = P(A) + P(B) - P(A and B), to calculate a probability in a given context<br>• approximates conditional probabilities using two-way frequency tables<br>• calculates conditional probabilities<br>• calculates statistics related to a randomized experiment using two categories of samples (i.e., control group, treatment group, etc.)<br>• chooses a trigonometric function for a real-world context given a graph or the amplitude, frequency, and midline within the context; identifies the variables<br>• chooses the correct justifications for the steps in solving a quadratic equation, where a does not equal 1, containing rational coefficients<br>• combines standard function types using addition, subtraction, and |

| | |
|---|---|
| | multiplication when the functions must be interpreted from the context<br>• compares properties of two functions (linear, quadratic, exponential, logarithmic, polynomial, absolute value, square root, rational, or piece-wise) each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions)<br>• completes a table of values for a function with at least two transformations<br>• completes an informal argument on closure<br>• completes the square when the leading coefficient is greater than 1 and explains the properties of the maximum or minimum<br>• constructs the graph of an exponential, logarithmic, absolute value, polynomial, square root, or cube root function given its equation or the graph of a quadratic function given key features<br>• converts from radians to degrees and vice versa<br>• converts simple "perfect" squares to complex number form (bi) , such as the square root of -25 is 5i<br>• creates a rough graph given a polynomial function in factored form in a real-world or mathematical context, including zeros with multiplicity<br>• derives the equation of a parabola given a focus and directrix, parallel to the y-axis, on the coordinate grid<br>• describes why a particular sample is not random or why a particular sample is not representative<br>• determines a composition of functions that involve linear and quadratic functions that must be interpreted from the context<br>• determines a solution or an approximate solution for f(x) = g(x) using a graph, table of values, or successive approximations, where f(x) and g(x) are an exponential with a rational exponent; a polynomial degree greater than two; and rational, absolute value, or logarithmic functions<br>• determines an ordered pair on the unit circle<br>• determines for a real-world context what inferences can be made about a population from a given representative random sample<br>• determines if a given solution is extraneous<br>• determines if a specified model is consistent with results from a given data-generating process, such as a simulation<br>• determines if x-a is a factor of a polynomial of a degree no greater than 4, where a is an integer<br>• determines the value of k when given a set of ordered pairs for two functions or a table of values for two functions<br>• draws right triangles in the unit circle that illustrate how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers<br>• evaluates the reasonableness of a report based on data<br>• explains and uses the meaning of rational exponents in terms of properties of integer exponents, and uses notation for radicals in terms of rational exponents<br>• explains how a radian measure of 1 relates to the unit circle<br>• explains the interpretation of an average rate of change, using units, for a real-world context |

| | |
|---|---|
| | • expresses the domain of a quadratic function from its graph in a real-world context, using either set or interval notation<br>• factors the difference of two squares with a common integral factor, sum and difference of cubes, trinomials with a common integral factor and a leading coefficient having more than four factors, and explains the properties of zeros<br>• 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<br>• finds the inverse of a linear function and a quadratic function of the form y = ax^2 + c<br>• finds the sum of a finite geometric series in a real-world context<br>• given a graph or a table, completes a table of values for an inverse or plots points for an inverse<br>• identifies an unknown trigonometric value by using the Pythagorean identity<br>• identifies conditional probabilities and independence<br>• identifies equivalent forms of expressions involving rational exponents and radical expressions where there are at least three operations<br>• identifies or shows relationships between sets of events, using Venn diagrams<br>• identifies the graph of an exponential function or radical function with at least two transformations<br>• identifies the meaning of the variable when given a real-world context<br>• identifies whether events are independent or dependent<br>• interprets in a real-world context the average rate of change of a continuous function represented algebraically<br>• interprets key features of linear functions in a real-world context<br>• interprets key features of quadratics by factoring or completing the square<br>• interprets more than one part of an expression or explains properties of expressions for a real-world context<br>• interprets solutions as viable or nonviable<br>• interprets the key features for a real-world context when given a graph or table of a logarithmic, polynomial, absolute value, square root, rational, or piece-wise function and of polynomial, square root, or absolute value function given as a verbal description<br>• interprets whether a particular proportion is possible, given a sample proportion or mean in context and a margin of error<br>• interprets, in a real-world context, the base value and initial value in an exponential function of the form f(x) = ab^x, where b is an integer and can be any positive integer; interprets exponential functions that have more than one operation that require transformation before interpretation<br>• matches a given study to its purpose<br>• models constraints for a real-world context using a combination of equations, inequalities, systems of equations, and systems of inequalities<br>• recognizes even and odd functions given a graph or equation<br>• rewrites rational expressions, a(x)/b(x), where a(x) is a multivariable of a degree no greater than 8 and b(x) can be a multivariable monomial with a degree no greater than 4 |

| | |
|---|---|
| | • rewrites rational expressions, a(x)/b(x), where a(x) is a univariable cubic or quartic with integral coefficients and b(x) is a univariable binomial with a natural number coefficient and the remainder is a constant<br>• solves a system that consists of linear equations in two variables with rational coefficients by graphing, substitution, or elimination<br>• solves algebraically a system consisting of a linear equation of the form y = kx and a univariable quadratic<br>• solves by graphing a simple system, consisting of a linear equation, where the slope and the y-intercept are integers and a univariable quadratic with integral coefficients<br>• solves, by graphing or algebraically, a simple system consisting of a linear equation of the form y = kx and a circle centered at (0, 0)<br>• solves quadratic equations of the form ax^2 + bx + c = d with integral coefficients, where b/a is an integer by completing the square or where the discriminant is a negative perfect square<br>• solves radical equations of the form $\sqrt{}$(kx + a) = b, rational equations of the form c/(kx + a) = b, or a literal equation that requires three procedural steps<br>• transforms exponential functions that have more than one operation<br>• uses a polynomial identity to describe numerical relationships, restricted to trinomials, difference of squares, sum of cubes, and difference of cubes<br>• uses logarithms to solve for variables in exponents of an exponential function, where b is a whole number, in a real-world context<br>• uses the base change formula to find a value for a logarithm<br>• uses the commutative, associative, and distributive properties to find the product or the sum of complex numbers, with up to three steps<br>• 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<br>• verifies by composition that a quadratic and radical function are inverses on a restricted domain<br>• writes a single equation for a real-world context that has at least three variables with rational coefficients<br>• writes an arithmetic or geometric sequence using a recursive formula or an explicit formula<br>• writes exponential or quadratic equations with a horizontal or vertical translation for a real-world context<br>• writes or chooses a system of two equations with rational coefficients, where one equation can be a simple quadratic equation |
| Level 4 | <u>A student performing at Level 4 typically</u><br>• assimilates that there is a complex number i such that i^2 = -1, and identifies the proper a + bi form<br>• chooses a domain that can be used to produce an invertible function from a noninvertible function<br>• chooses the correct parts of the expression when given an interpretation<br>• compares properties of two functions (linear, quadratic, exponential, logarithmic, polynomial, absolute value, square root, rational, or piece-wise), in a real-world context, when at least one function is described verbally<br>• compares the results of a randomized experiment containing two categories |

| | |
|---|---|
| | of samples by using simulations (i.e., hypothesis, test) in order to determine if differences in the treatments are significant<br>• completes an algebraic or graphic proof of a polynomial identity<br>• completes an explanation on how to find a solution for f(x) = g(x)<br>• completes steps in a verification by composition that two functions are inverses<br>• completes steps in the deviation of the formula for a sum of a finite geometric series, where r is not equal to 1<br>• completes the square when the leading coefficient is rational<br>• constructs the graph of an exponential or logarithmic function given key features, a rational function given the equation, or a polynomial function using x-intercepts and end behavior that are given within a real-world context<br>• derives the equation of a parabola given a focus and directrix, parallel to the y-axis with an integral value<br>• describes events as subsets of a sample space using characteristics of the outcomes or using appropriate set language and appropriate set representations or notations (unions, intersections, or complements)<br>• determines and validates which form of an exponential function is most appropriate for a real-world context<br>• determines if A and B are mutually exclusive and applies the addition rule<br>• determines if x - a is a factor of a polynomial of a degree no greater than 6, where a is a rational number<br>• differentiates between two functions (linear, quadratic, exponential, logarithmic, polynomial, absolute value, square root, rational, or piece-wise), in a real-world context, when at least one function is described verbally<br>• eliminates extraneous solutions from the solution set<br>• evaluates sums and products of complex numbers for multistep problems<br>• explains closure for polynomials<br>• explains how the extension of right triangles with a vertex of an acute angle at the center of the unit circle enables the extension of sine and cosine to all real numbers<br>• explains how the radian measure of an angle is the length of the arc on the unit circle subtended by the angle<br>• explains the concepts of conditional probability and independence and determines that two events, A and B, are independent<br>• explains why a representative random sample is appropriate to make inferences about a population; how a sample may be random but not representative of the underlying population; how a sample may be representative but not random; the differences among sample surveys, experiments, and observational studies; how randomization relates to each type of study or why a specific model is not consistent with given data-generated results<br>• explains why a solution is viable or nonviable<br>• expresses the domain of a function that is neither linear nor quadratic from its graph for a real-world context, using either set or interval notation<br>• factors the difference of two squares, the sum or difference of cubes, |

| | |
|---|---|
| | trinomials, or a polynomial with a degree of 3 and a leading coefficient greater than 1<br>• identifies differences and similarities between a function and its transformations<br>• interprets key features, in a real-world context, of rational, exponential, or logarithmic functions given as a verbal description<br>• interprets the consequences of the results, given a report based on data, and discusses the statistical validity of the findings<br>• interprets the line of symmetry of a quadratic function written symbolically for a real-world context<br>• interprets two-way frequency tables of data and uses them to decide if events are independent<br>• justifies the Pythagorean identity using trigonometric ratios<br>• justifies the steps in solving a quadratic equation with complex solutions<br>• proves the properties of rational exponents (which are an extension of the properties of integer exponents)<br>• restricts the domain and finds the inverse of a quadratic function<br>• rewrites rational expressions, a(x)/b(x), where a(x) is a univariable with a degree no greater than 5 and b(x) is a univariable binomial or trinomial with a degree no greater than 2 or where a(x) is a multivariable of a degree no greater than 10 and b(x) can be a factorable multivariable binomial with a degree no greater than 6<br>• solves a literal equation that requires four or five procedural steps<br>• solves a simple system, consisting of a linear equation and a circle, by graphing and algebraically<br>• solves a simple system, consisting of a linear equation, where the slope and the y-intercept are rational numbers and a univariate quadratic with rational coefficients, by graphing<br>• solves algebraically a simple system, consisting of a linear equation of the form Ax + By = C, where A, B, and C are integers and a bivariate quadratic<br>• solves quadratic equations (with any real coefficients) that have complex solutions<br>• solves radical equations of the form $\sqrt{}$(kx+a) = $\sqrt{}$(jx+b) or rational equations of the form c/(kx+a) = d/(jx+b)<br>• 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<br>• uses logarithms to solve for variables in exponents of an exponential function in a real-world context<br>• uses tables to estimate areas under the normal curve<br>• writes a new function that uses both a composition of functions and operations involving relationships that must be interpreted from a real-world context<br>• writes a recursive formula using an explicit formula and vice versa<br>• writes a system of three equations<br>• writes a trigonometric function to model a real-world context<br>• writes absolute value, rational or radical equations with a horizontal or vertical translation for a real-world context |

| | |
|---|---|
| Level 5 | <u>A student performing at Level 5 typically</u><br>• completes a simulation<br>• constructs a graph of a piece-wise or rational function given key features<br>• constructs a viable argument to justify the steps in solving radical, rational, and exponential equations (with base 2, 10, or e)<br>• contrasts two events in a sample space and determines if they are independent by calculating the event probabilities<br>• derives the equation of a parabola given a focus and directrix<br>• derives the formula for a sum of a finite geometric series<br>• determines if A and B are mutually exclusive and applies the addition rule and interprets the answer<br>• develops a margin of error for a given survey through use of a simulation model<br>• explains how to select a representative random sample from a particular population<br>• explains that the radian measure can extend beyond 2pi<br>• explains the purposes and limitations of sample surveys, experiments, and observational studies; designs an appropriate study for a given situation<br>• explains why (x-a) is a factor of p(x) = 0 when p(a) = 0<br>• explains, using the wrapping function, the extension of sine and cosine to all real numbers<br>• generalizes or develops a rule that explains complex numbers and their properties<br>• generalizes rules for abstract problems, such as explaining what type of expression results when given (a + bi)(c + di)<br>• interprets independence of events using conditional probabilities<br>• interprets key features, in a real-world context, of a piece-wise function given as a verbal description<br>• justifies a polynomial identity<br>• justifies a transformation that has been applied to a function, not limited to linear, quadratic, exponential, or square root<br>• justifies, using the modeling cycle, why an equivalent form would provide the required property<br>• proves the Pythagorean identity<br>• relates the domain of a function to its graph for a real-world context<br>• restricts the domain and finds the inverse of a function<br>• rewrites rational expressions, a(x)/b(x), where a(x) is a univariable with a degree no greater than 6 with integral coefficients and b(x) is a univariable binomial or trinomial with a degree no greater than 3<br>• solves a literal equation that requires six procedural steps<br>• solves a simple system consisting of a linear equation and a bivariate quadratic algebraically and graphically<br>• solves radical equations of the form $\sqrt{}$(kx + a) = jx + b, $\sqrt{}$(hx^2 + kx + a) = jx + b or $\sqrt{}$(hx^2 + kx + a) = $\sqrt{}$(gx^2(jx + b) or rational equations of the form c/(kx + a) + w = d/(jx + b) + v and justifies algebraically why a solution is extraneous |

| | |
|---|---|
| | • uses the modeling cycle to model a real-world context with both a sine and cosine function<br>• uses the modeling cycle to write a recursive or explicit formula<br>• uses the modeling cycle to write functions, explain key features or properties of functions, write constraints, or justify solutions<br>• uses the modeling cycle when solving for variables in exponents of an exponential function<br>• using complex representations, makes sense of outcomes in context (for example, unions of all subsets would equal the sample space)<br>• validates that the intersection of two functions is a solution to f(x) = g(x) using the modeling cycle |

| FSA Geometry EOC | |
|---|---|
| Achievement Level | Achievement Level Descriptions |
| Level 1 | Students performing at Level 1 are just beginning to access the challenging content of the *Florida Standards*. |
| Level 2 | <u>A student performing at Level 2 typically</u><br>• calculates density based on a given area when division is the only step required in a real-world context<br>• calculates unknown side lengths using the Pythagorean theorem given a picture of a right triangle<br>• chooses a visual or written step in a construction<br>• determines if two given figures are similar<br>• determines the center and radius of a circle given its equation in general form<br>• determines transformations that preserve distance and angle to those that do not and if a sequence of transformations will result in congruent figures or if a sequence of two transformations will carry a given figure onto itself or onto another figure<br>• finds areas or perimeters of right triangles, rectangles, and squares when given a graphic or volume of cylinders, pyramids, cones, and spheres when given a graphic<br>• finds measures of sides and angles of congruent and similar triangles when given a diagram<br>• finds the point on a line segment that partitions the segment in a given ratio of 1 to 1, given a visual representation of the line segment<br>• gives an informal argument for the formulas for the circumference of a circle and the area of a circle<br>• identifies the corresponding parts of two congruent triangles<br>• identifies that all circles are similar, inscribed and circumscribed circles of a triangle, and a sector area of a circle as a proportion of the entire circle<br>• identifies that the slopes of parallel lines are equal<br>• identifies the scale factors of dilations<br>• identifies the shapes of two-dimensional cross-sections formed by a vertical or horizontal plane<br>• identifies that two triangles are similar using the AA criterion<br>• recognizes the sine, cosine, or tangent ratio when given a picture of a right triangle with two sides and an angle labeled<br>• solves problems using the properties of central angles, diameters, and radii<br>• uses coordinates to prove or disprove that a figure is a parallelogram<br>• uses definitions to choose examples and non-examples<br>• uses measures and properties to model and describe a real-world object that can be modeled by a three-dimensional object<br>• uses properties of parallelograms to find numerical values of a missing side or angle or to select true statements about a parallelogram<br>• uses ratios and a grid system to determine values for dimensions in a real-world context |

| | |
|---|---|
| | • uses theorems about parallel lines with one transversal, interior angles of a triangle, vertical angles, or exterior angles of a triangle to solve problems |
| Level 3 | <u>A student performing at Level 3 typically</u><br>• applies geometric methods to solve design problems where numerical physical constraints are given<br>• applies similarity to solve problems that involve the length of the arc intercepted by an angle and the radius of a circle<br>• calculates density based on area and volume and identifies appropriate unit rates<br>• chooses the properties of dilations when a dilation is presented on a coordinate plane, as a set of ordered pairs, as a diagram, or as a narrative; properties: a dilation takes a line not passing through the center of the dilation to a parallel line and leaves a line passing through the center unchanged, and the dilation of a line segment is longer or shorter in the ratio given by the scale factor<br>• completes no more than two steps of a proof<br>• completes no more than two steps of a proof using theorems about lines and angles<br>• completes the square to find the center and radius of a circle<br>• creates or provides steps for the construction of the inscribed and circumscribed circles of a triangle<br>• defines radian measure as the constant of proportionality<br>• derives the equation of a circle using the Pythagorean theorem, the coordinates of a circle's center, and the circle's radius<br>• describes translations as functions<br>• draws the shape of a particular two-dimensional cross-section that is the result of horizontal or vertical slice of a three-dimensional shape<br>• finds a dimension when given a graphic and the volume for cylinders, pyramids, cones, or spheres<br>• finds area and perimeter of parallelograms and regular polygons where at least two sides have a horizontal or vertical side when given a graphic<br>• finds the point on a line segment that partitions, with no more than five partitions, the segment in a given ratio, given the coordinates for the end points of the line segment<br>• identifies a three-dimensional object generated by rotations of a triangular and rectangular object about a line of symmetry of the object or the location of a horizontal or vertical slice that would give a particular cross-section<br>• identifies, sequences, or reorders steps in a construction<br>• solves for sides of right triangles using trigonometric ratios and the Pythagorean theorem in applied problems<br>• solves problems or provides justifications about relationships using congruence and similarity criteria<br>• solves problems that include the use of algebra for parallel lines with two to three transversals, angles, triangles, parallelograms, or circles that use no more than two properties (excludes tangents)<br>• uses a sequence of no more than two transformations to prove that two circles are similar |

| | |
|---|---|
| | • uses coordinates to prove or disprove properties of triangles, properties of circles, properties of quadrilaterals, or that a figure is a square, right triangle, or rectangle when given a graph<br>• uses dissection arguments and Cavalier's principle for volume of a cylinder, pyramid, and cone<br>• uses given dimensions to answer questions about area, surface area, perimeter, and circumference of a real-world object that can be modeled by composite three-dimensional objects<br>• uses measures and properties to model and describe a real-world object that can be modeled by composite three-dimensional objects<br>• uses or chooses properties of angles for a quadrilateral inscribed in a circle<br>• uses precise definitions that are based on the undefined notions of point, line, distance along a line, and distance around a circular arc<br>• uses ratios and a grid system to determine perimeter, area, or volume<br>• uses rigid motions to transform figures<br>• uses the definition of congruence in terms of rigid motions to determine if two figures are congruent, including that ASA, SAS, SSS, or HL is true for two triangles<br>• uses the definition of similarity in terms of similarity transformations to decide if two figures are similar, to establish the AA criterion for two triangles or if given information is sufficient to determine similarity<br>• uses the relationship between the sine and cosine of complementary angles<br>• uses transformations to develop definitions of angles, perpendicular lines, or parallel lines or to determine if a given figure carries onto itself or onto another figure<br>• writes an equation that models a design problem that involves perimeter, area, or volume of simple composite figures<br>• writes the equation of a line that is parallel or perpendicular when given a point on the line and an equation, in slope-intercept form, of the parallel line or given two points (coordinates are integral) on the line that is parallel<br>• writes the equation of a line that is parallel when given integral coordinates |
| Level 4 | <u>A student performing at Level 4 typically</u><br>• analyzes possible definitions to determine mathematical accuracy<br>• assimilates 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<br>• chooses correct statements about a design problem that employ the modeling cycle<br>• compares and contrasts different types of slices<br>• completes a proof that requires more than two steps<br>• completes proofs about relationships in geometric figures by using congruence and similarity criteria for triangles<br>• constructs a geometric figure, given physical constraints<br>• creates the equation of a line that is parallel, given a point on the line and an equation, in a form other than slope-intercept or of a line that is perpendicular when given two points or an equation in a form other than slope-intercept |

| | |
|---|---|
| | • derives the equation of the circle using the Pythagorean theorem when given coordinates of a circle's center and a point on the circle<br>• derives the formula for the area of a sector or the property that the length of the arc intercepted by an angle is proportional to the radius<br>• describes rotations and reflections as functions<br>• draws the shape of a particular two-dimensional cross-section that is the result of a nonhorizontal or nonvertical slice of a three-dimensional shape<br>• explains that two figures are congruent using the definition of congruence based on rigid motions or using algebraic descriptions to describe rigid motion that will show ASA, SAS, SSS, or HL is true for two triangles<br>• explains the relationship between the sine and cosine of complementary angles<br>• explains why a dilation takes a line not passing through the center of dilation to a parallel line and leaves a line passing through the center unchanged or that the dilation of a line segment is longer or shorter in ratio given by the scale factor<br>• finds a dimension for a real-world object that can be modeled by a composite three-dimensional figure when given area, volume, surface area, perimeter, and/or circumference<br>• finds area or volume given density<br>• finds the area and perimeter of irregular polygons that are shown on the coordinate plane or of shapes when given coordinates<br>• finds the endpoint on a directed line segment given the partition ratio, the point at the partition, and one endpoint<br>• identifies a three-dimensional object generated by rotations of a closed two-dimensional object about a line of symmetry of the object or the location of a nonhorizontal or nonvertical slice that would give a particular cross-section<br>• identifies sequences or reorders steps in a construction of an equilateral triangle, a square, and a regular hexagon inscribed in a circle<br>• justifies properties of angles of a quadrilateral that is inscribed in a circle<br>• 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<br>• proves theorems about triangles by using triangle similarity<br>• provides an informal argument to prove or disprove properties of triangles, properties of circles, or properties of quadrilaterals<br>• sequences an informal limit argument for the circumference of a circle, the area of a circle, and the volume of a cylinder, pyramid, and cone<br>• shows that corresponding angles of two similar figures are congruent and that their corresponding sides are proportional<br>• solves a density problem by interpreting units<br>• solves for missing angles of right triangles using sine, cosine, and tangent<br>• solves problems involving the volume of composite figures that include a cube or prism, and a cylinder, pyramid, cone, or sphere (a graphic would be given) or the volume when one or more dimensions are changed<br>• solves problems that include algebraic expressions for circles including properties of tangents, for the area of a sector, for the incenter and |

| | |
|---|---|
| | circumcenter of a triangle, the triangle inequality, the Hinge theorem, the midsegment of a triangle, concurrency of angle bisectors, and concurrency of perpendicular bisectors<br>• uses algebraic descriptions to describe rotations and/or reflections that will carry a figure onto itself or onto another figure<br>• uses coordinates to prove or disprove properties of triangles, properties of circles, or properties of quadrilaterals without a graph or regular polygons when given a graph<br>• uses ratios and a grid system to determine surface area or lateral area<br>• uses the measures of different parts of a circle to determine similarity<br>• uses transformations to develop definitions of circles and line segments<br>• writes an equation that models a design problem that involves surface area or lateral area |
| Level 5 | <u>A student performing at Level 5 typically</u><br>• applies the modeling context to solve problems that require more than one trigonometric ratio and/or the Pythagorean theorem<br>• applies the modeling cycle to determine a measure when given a real-world object that can be modeled by a composite three-dimensional figure or to solve a design problem that involves cost or density<br>• applies transformations that will carry a figure onto another or onto itself, given coordinates of the geometric figure in the stem<br>• compares and contrasts different types of rotations<br>• completes an algebraic proof or writes an explanation to prove or disprove simple geometric theorems<br>• completes proofs using the medians of a triangle meet at a point<br>• creates a proof, given statements and reasons, for points on a perpendicular bisector of a line segment that are exactly those equidistant from the segment's endpoints<br>• derives the equation of a circle using the Pythagorean theorem when given coordinates of a circle's center as variables and the circle's radius as a variable<br>• explains how to derive a formula using an informal argument<br>• explains steps in a construction<br>• explains using the definition of similarity in terms of similarity transformations that corresponding angles of two figures are congruent and that corresponding sides of two figures are proportional<br>• explains whether a possible definition is valid by using precise definitions<br>• explains whether or not a dilation presented on a coordinate plane as a set of ordered pairs, as a diagram, or as a narrative correctly verifies the properties of dilations<br>• explains why all circles are similar<br>• finds area and perimeter of shapes when coordinates are given as variables<br>• finds the point on a line segment that partitions or finds the endpoint on a directed line segment when the coordinates contain variables<br>• finds the volume of composite figures with no graphic or the dimension when the volume is changed<br>• identifies a three-dimensional object generated by rotations, about a line of |

| | |
|---|---|
| | symmetry, of an open two-dimensional object or a closed two-dimensional object with empty space between the object and the line of symmetry<br>• justifies steps of a proof given algebraic descriptions of triangles, using the definition of congruence in terms of rigid motions or that the triangles are congruent using ASA, SAS, SSS, or HL<br>• proves conjectures about congruence or similarity in geometric figures<br>• proves that rectangles and rhombuses are parallelograms<br>• proves the Pythagorean theorem using similarity<br>• proves the slope criteria for parallel and perpendicular lines<br>• proves the unique relationships between the angles of a triangle or quadrilateral inscribed in a circle, and 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<br>• solves for sides of right triangles using trigonometric ratios and the Pythagorean theorem when side lengths and/or angles are given using variables<br>• solves problems that use algebra, using at least three properties of central angles, diameters, radii, inscribed angles, circumscribed angles, chords, and tangents, for the midsegment of a triangle, concurrency of angle bisectors, or concurrency of perpendicular bisectors<br>• writes equations of parallel or perpendicular lines when the coordinates are written using variables or the slope and y-intercept for the given line contains a variable |


FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org