BEAVERTON SCHOOL DISTRICT

Grade 11 Achievement Level Descriptors

For more information regarding the specific content on the subject area tests, visit the Oregon Department of Education website at https://www.oregon.gov/ode/educator-resources/assessment/Pages/Statewide-Assessments.aspx

To convert your student's score to a state percentile, see the Conversion Tables: Scale Score to Percentile Rank at http://www.oregon.gov/ode/educator-resources/assessment/Pages/assessment-percentile-tables.aspx.

Math (Smarter Balanced)

Level and score range	What a student can do
4 2718 and above	A student performing at Level 4 is able to: interpret and carry out mathematical procedures with high precision and fluency; make sense of a range of complex and unfamiliar problems in pure and applied mathematics with no scaffolding; thoroughly apply mathematical concepts; analyze and interpret the context of an unfamiliar situation for problems of increasing complexity; construct chains of logic about abstract concepts autonomously.
3 2628 - 2717	A student performing at Level 3 is able to: interpret and carry out mathematical procedures with adequate precision and fluency; make sense of and persevere in solving a range of unfamiliar problems in pure and applied mathematics with a limited degree of scaffolding; adequately explain and apply mathematical concepts; use stated assumptions, definitions and previous results to identify and repair a flawed argument; reason abstractly and quantitatively to analyze complex, real-world scenarios. Construct and use mathematical models and appropriate tools to accurately solve problems.
2 2543 - 2627	A student performing at Level 2 is able to: interpret and carry out mathematical procedures with partial precision and fluency; make sense of and solve familiar problems in pure and applied mathematics with a moderate degree of scaffolding; partially explain and apply mathematical concepts; find and identify the flaw in an argument; analyze familiar real-world scenarios, and use mathematical models and given tools to partially interpret and solve basic problems.
1 2542 and below	A student performing at Level 1 is able to: interpret and carry out mathematical procedures with minimal precision and fluency; make sense of and solve simple and familiar problems in pure and applied mathematics with a high degree of scaffolding; minimally explain and apply mathematical concepts; construct arguments using concrete referents such as objects, drawings, diagrams, and actions; identify familiar real-world scenarios, and use simple mathematical models and given tools to solve basic problems.

English Language Arts (Smarter Balanced)

Level and	What a student can do

score range	
4 2682 and above	A student performing at Level 4 demonstrates a thorough ability to: read closely and analytically to comprehend texts of unusually high complexity and use textual evidence to demonstrate complex critical thinking; produce compelling, well-supported writing for a diverse range of purposes and audiences; critically interpret and use information delivered orally or audio-visually; integrate accurate, relevant and complete information from multiple sources in a persuasive and sustained exploration of a topic.
3 2583 - 2681	A student performing at Level 3 demonstrates an adequate ability to: read closely and analytically to comprehend texts of moderate to high complexity and use textual evidence to demonstrate critical thinking; produce effective and well-grounded writing for a range of purposes and audiences; accurately interpret and use information delivered orally or audio-visually; conduct research to investigate a topic, and analyze and integrate accurate, relevant and complete information from multiple sources.
2 2493 - 2582	A student performing at Level 2 demonstrates a partial ability to: comprehend texts of moderate complexity and use partial text evidence to demonstrate critical thinking; produce writing for a range of purposes and audiences; interpret or use information delivered orally or audio-visually; conduct research to investigate a topic, and analyze and integrate accurate and relevant information from multiple sources.
1 2492 and below	A student performing at Level 1 demonstrates a minimal ability to: comprehend texts of low complexity and uses minimal textual evidence to demonstrate thinking; produce writing for a range of purposes and audiences; interpret or use information delivered orally or audio-visually; conduct research to investigate a topic, and analyze and integrate information from sources.

OSAS Science

Grade 11

Level and score range	What a student can do
4 3788 and above	Student can synthesize the application of science and engineering practices, core ideas, and cross-cutting concepts to local and global phenomena, becoming community members who are critical consumers of scientific information capable of engaging in scientific argumentation from evidence on track for post high school college and career readiness. High School assessments include topics such as: atoms, chemical reactions, energy, radioactivity, forces, momentum, energy, engineering, wave properties and information transfer, cell function, cycles of matter and energy transfer, group behavior, genetic variation, natural selection, evolution, workings of the universe, earth materials and systems, biogeology, climate change, natural resources, and the environmental impacts of human activities.

District Goal: WE empower all students to achieve post-high school success.

The Beaverton School District recognizes the diversity and worth of all individuals and groups. It is the policy of the Beaverton School District that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans' status, genetic information or disability in any educational programs, activities or employment.

3 3755 - 3787	Student can demonstrate the application of science and engineering practices, core ideas, and cross-cutting concepts to local and global phenomena, becoming community members who are critical consumers of scientific information on track for post high school college and career readiness. High School assessments include topics such as: atoms, chemical reactions, energy, radioactivity, forces, momentum, energy, engineering, wave properties and information transfer, cell function, cycles of matter and energy transfer, group behavior, genetic variation, natural selection, evolution, workings of the universe, earth materials and systems, biogeology, climate change, natural resources, and the environmental impacts of human activities.
2 3735 - 3754	Student can demonstrate some application of science and engineering practices, knowledge of core ideas, and understanding of cross-cutting concepts tied to local and global phenomena. High School assessments include topics such as: atoms, chemical reactions, energy, radioactivity, forces, momentum, energy, engineering, wave properties and information transfer, cell function, cycles of matter and energy transfer, group behavior, genetic variation, natural selection, evolution, workings of the universe, earth materials and systems, biogeology, climate change, natural resources, and the environmental impacts of human activities.
1 3734 and below	Student demonstrates minimal application of science and engineering practices, knowledge of core ideas, and understanding of cross-cutting concepts tied to local and global phenomena. High School assessments include topics such as: atoms, chemical reactions, energy, radioactivity, forces, momentum, energy, engineering, wave properties and information transfer, cell function, cycles of matter and energy transfer, group behavior, genetic variation, natural selection, evolution, workings of the universe, earth materials and systems, biogeology, climate change, natural resources, and the environmental impacts of human activities.

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