

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

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

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

Academic Performance Levels			
<p>Advanced - Students at this level demonstrate a complete comprehension of the knowledge and skills specified in the content standards document. They are actively working with adapted academic grade-level appropriate texts that are focused on essential knowledge and skills and may need limited academic support as they transition to the next grade or course, inclusive postsecondary education, or competitive integrated employment.</p>	<p>Proficient - Students at this level demonstrate an adequate comprehension of the knowledge and skills specified in the content standards document. They are actively working with adapted academic grade-level appropriate texts that are focused on essential knowledge and skills and may need occasional academic support as they transition to the next grade or course, inclusive postsecondary education, or competitive integrated employment.</p>	<p>Basic - Students at this level demonstrate a partial comprehension of the knowledge and skills specified in the content standards document. They are actively working with adapted academic grade-level appropriate texts that are focused on essential knowledge and skills and may need frequent academic support as they transition to the next grade or course, inclusive postsecondary education, or competitive integrated employment.</p>	<p>Prebasic - Students at this level demonstrate a limited comprehension of the knowledge and skills specified in the content standards document. They are actively working adapted academic grade-level appropriate texts that are focused on essential knowledge and skills and may need substantial academic support as they transition to the next grade or course, inclusive postsecondary education, or competitive integrated employment.</p>
Academic level descriptors			
<p>Students at this level generally know the skills required at the proficient, basic, and prebasic levels and are also able to:</p> <ul style="list-style-type: none"> • identify symbols/pictures/words of common synonyms; • follow a set of multi-step directions; • identify events in a story; • make predictions on a reading selection; • identify cause and effect in a reading selection; • use appropriate text organization in informational text; • describe real experiences or events using transitional words; • use the writing process (planning, drafting, revising, editing, rewriting, or publishing). 	<p>Students at this level generally know the skills required at the basic and prebasic levels and are also able to:</p> <ul style="list-style-type: none"> • describe a character; • use a picture dictionary; • demonstrate understanding of functional documents, such as maps and schedules; • locate specific information related to target print vocabulary by using organizational features found in expository text; • use adequate text organization in informational text; • describe experiences or events using transitional words; • use the writing process (planning, drafting, revising, editing). 	<p>Students at this level generally know the skills required at the prebasic level and are also able to:</p> <ul style="list-style-type: none"> • identify a character; • identify graphic organizers; • use simple text organization • describe events using transitional words; • use the writing process (planning, drafting). 	<p>Students at this level are able to:</p> <ul style="list-style-type: none"> • match letter sounds to letter symbols; • use limited text organization; • use some transitional words.

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