



Kentucky Department of  
**EDUCATION**

**Alternate Kentucky Summative Assessment (AKSA)  
Performance Level Descriptors (PLDs)  
Grade Eleven**

**Science**

<b>Performance Level</b>	<b>Descriptor</b>
	<p>The Kentucky Alternate Summative Assessment is aligned with the Kentucky Academic Standards. The depth and breadth of the standard may be reduced for the Alternate Kentucky Summative Assessment (AKSA), but the intent of science instruction remains consistent with the <a href="#">purposes and practices outlined in the KSA documents</a>. The specific limitations for assessment on the AKSA can be found in the targets that are embedded in each standard in the <a href="#">AKSA Targets documents</a>; found by content and grade level on the KDE website. Specified science skills/concepts which represent a portion of these grade level content expectations are referenced here:</p>
<b>Distinguished</b>	<p><i>The student exceeds the expectations for demonstrating an independent and accurate understanding of the three dimensions of science and engineering skills/concepts incorporated in the Kentucky Academic Standards through grade eleven.</i> The student demonstrates the ability to apply the knowledge, skills, and concepts to an authentic task and/or environment with analysis and reflection by:</p> <ul style="list-style-type: none"><li>• using authentic science materials (e.g., grade/age-appropriate texts, reference materials, tools or materials used in the experimental process, technology, newspapers, etc.)</li><li>• using or developing detailed models</li><li>• using, analyzing, or evaluating data, evidence and claims from investigations consistently</li><li>• construct an explanation for the outcome of a simple chemical reaction</li><li>• identifying and analyzing patterns to make predictions</li><li>• evaluating evidence that changes in the environment affect the distribution of traits in species</li><li>• evaluate evidence that ecosystems can remain consistent over time or change because of moderate to extreme disruptions</li><li>• explaining the relationship and interaction between structure and function and between the properties of water, including their effects on the earth's surfaces and processes</li><li>• analyzing and critiquing design problems and solutions to meet criteria and constraints</li></ul>

	<ul style="list-style-type: none"> <li>applying science skills/concepts to solve real-world problems that represent a variety of contexts and environments to answer questions and locate information</li> </ul>
<b>Proficient</b>	<p>The student demonstrates an independent and accurate understanding of the three dimensions of science and engineering skills/concepts incorporated in the Kentucky Academic Standards through grade eleven. <i>Occasional inaccuracies, which do not interfere with conceptual understanding, may be present.</i> The student demonstrates the ability to apply the knowledge, skills, and concepts to an authentic task and/or environment by:</p> <ul style="list-style-type: none"> <li>using authentic science materials (e.g., grade/age-appropriate texts, reference materials, tools or materials used in the experimental process, technology, newspapers, etc.)</li> <li>completing models to represent relationships</li> <li>using, analyzing, or evaluating data, evidence and claims effectively</li> <li>explaining the outcome of a simple chemical reaction</li> <li>evaluating changes in ecosystems and environments</li> <li>identifying design problems and solutions to meet criteria and constraints</li> <li>describe changes in the properties of water</li> <li>identifying the relationship and interaction between structure and function</li> <li>applying science skills/concepts to solve real-world problems that represent a variety of contexts and environments to answer questions and locate information</li> </ul>
<b>Apprentice</b>	<p>The student demonstrates basic understanding of the three dimensions of science and engineering skills/concepts incorporated in the Kentucky Academic Standards through grade eleven. <i>Inaccuracies may interfere with or limit the conceptual understanding.</i> The student demonstrates some understanding by applying some skills/concepts to materials, or a few authentic tasks, and/or environment by:</p> <ul style="list-style-type: none"> <li>answering questions (e.g., matches word to meaning, identifies a concept, etc.)</li> <li>using a model with limited interactions</li> <li>using data, evidence and claims appropriately</li> <li>describing the outcome of a simple chemical reaction</li> <li>describing changes in ecosystems and environments</li> <li>supporting a claim with some inconsistencies</li> <li>identifying basic patterns in data</li> <li>identifying constraints and criteria of a design solution</li> <li>using science vocabulary</li> </ul>
<b>Novice</b>	<p>The student demonstrates little or no understanding of the three dimensions of science and engineering skills/concepts incorporated in the Kentucky Academic Standards through grade eleven. <i>Inaccuracies interfere with the conceptual understanding.</i> The student demonstrates this by:</p> <ul style="list-style-type: none"> <li>inaccurate or no use of details or evidence to support claims</li> <li>inappropriate attempts at problem solving</li> </ul>

## Social Studies

Performance Level	DESCRIPTOR
<b>Social Studies Skills/Concepts</b>	<p>The Kentucky Alternate Summative Assessment is aligned with the Kentucky Academic Standards. The depth and breadth of the standard may be reduced for the Alternate Kentucky Summative Assessment (AKSA), but the intent of social studies instruction remains consistent with the <a href="#">purposes and practices outlined in the KSA documents</a>. The specific limitations for assessment on the AKSA can be found in the targets that are embedded in each standard in the <a href="#">AKSA Targets documents</a>; found by content and grade level on the KDE website. Specified social studies skills/concepts which represent a portion of these grade level content expectations are referenced here:</p> <ol style="list-style-type: none"> <li>1. Evaluate individual civic personal responsibilities (e.g., following laws, paying taxes), participatory citizenship (e.g., voicing opinions to public officials), and justice-oriented citizenship (e.g., non-discrimination/Inclusion) (HS.C.RR.1).</li> <li>2. Analyze the impact of the efforts of individuals and reform movements on the expansion of civil rights and liberties locally, nationally, and internationally (HS.C.CV.3)</li> <li>3. Predict the way scarcity causes individuals to evaluate tradeoffs, make choices and incur opportunity costs. (HS.E.IC.1)</li> <li>4. Analyze how national and international trends and policies impact Kentucky’s state and local economies. (HS.E.KE.2)</li> <li>5. Analyze the impact of supply and demand shifts on equilibrium price and quantities produced. (HS.E.MI.2)</li> <li>6. Analyze how cultural and economic decisions influence the characteristics of various places. (HS.G.HI.2)</li> <li>7. Assess the reciprocal relationship between physical environment and culture within local, national, and global scales. (HS.G.HE.1)</li> <li>8. Examine the ways diverse groups viewed themselves and contributed to the identity of the United States in the world from 1877-1917. (HS.UH.CH.1)</li> <li>9. Analyze how global interactions impacted American culture and society from post WWII - present. (HS.UH.CE.6)</li> <li>10. Determine the causes of the World Wars and their global effects between 1900-1945. (HS.WH.CE.8)</li> </ol>
<b>Distinguished</b>	<p><i>The student exceeds the expectations for demonstrating an independent and accurate understanding of the specified social studies skills/concepts.</i> The student demonstrates the ability to apply the skills/concepts to an authentic task and/or environment with analysis and reflection by:</p> <ul style="list-style-type: none"> <li>• analyzing authentic social studies materials (e.g., grade/age-appropriate texts, nonfiction text, reference materials, technology, magazines, newspapers, etc.)</li> </ul>

	<ul style="list-style-type: none"> <li>• applying social studies skills/concepts to solve real-world problems that represent a variety of contexts and environments to answer questions and locate information</li> <li>• solving problems that require analyzing or reflecting on the task (e.g., explaining how reform movements can bring about change; explaining changes in individual behaviors made in response to changes in supply and demand; explaining how the industrial revolution changed American society; analyzing government policies designed to protect the common good; etc.)</li> </ul>
<b>Proficient</b>	<p>The student demonstrates an independent and accurate understanding of the specified social studies skills/concepts. <i>Occasional inaccuracies, which do not interfere with conceptual understanding, may be present.</i> The student demonstrates the ability to apply the skills/concepts to an authentic task and/or environment by:</p> <ul style="list-style-type: none"> <li>• using authentic social studies materials (e.g., grade/age-appropriate texts, nonfiction text, reference materials, technology, magazines, newspapers, etc.)</li> <li>• applying social studies skills/concepts to solve real-world problems that represent a variety of contexts and environments to answer questions and locate information</li> <li>• using relevant details (e.g., changes in factors of supply and demand, belief systems, technology, cause and effect, etc. )</li> <li>• using social studies vocabulary (e.g., civic responsibility, population, natural resource, environment, global economy, supply, demand, cost, income, tradeoff, consumer preference, global, etc.)</li> </ul>
<b>Apprentice</b>	<p>The student demonstrates basic understanding of the specified social studies skills/concepts. <i>Inaccuracies may interfere with or limit the conceptual understanding.</i> The student demonstrates some understanding and is able to apply the skills/concepts to a few authentic tasks, materials, and/or environments by:</p> <ul style="list-style-type: none"> <li>• answering social studies questions (e.g., identify a natural resource, identify a power of the legislative branch, etc.)</li> <li>• using relevant details (e.g., the challenge, changes, factors of supply and demand, belief systems, technology, cause and effect, etc. )</li> <li>• using social studies vocabulary (e.g., civic responsibility, population, natural resource, environment, global economy, supply, demand, cost, income, tradeoff, consumer preference, global, etc.)</li> </ul>
<b>Novice</b>	<p>The student demonstrates little or no understanding of the social studies skills/concepts. <i>Inaccuracies interfere with the conceptual understanding.</i> The student demonstrates this by:</p> <ul style="list-style-type: none"> <li>• inaccurately answering social studies questions</li> <li>• inaccurately using details (e.g., the challenge, changes, factors of supply and demand, belief systems, technology, cause and effect, etc.)</li> <li>• inaccurate or no use of social studies vocabulary (e.g., civic responsibility, population, natural resource, environment, global economy, supply, demand, cost, income, tradeoff, consumer preference, global, etc.)</li> </ul>

## Editing and Mechanics

Performance Level	DESCRIPTOR
<b>Writing Skills/Concepts</b>	<p>The Kentucky Alternate Summative Assessment is aligned with the Kentucky Academic Standards. The depth and breadth of the standard may be reduced for the Alternate Kentucky Summative Assessment (AKSA), but the intent of writing instruction remains consistent with the <a href="#">purposes and practices outlined in the KSA documents</a>. The specific limitations for assessment on the AKSA can be found in the targets that are embedded in each standard in the <a href="#">AKSA Targets documents</a>; found by content and grade level on the KDE website. Specified writing skills/concepts which represent a portion of these grade level content expectations are referenced here:</p> <ol style="list-style-type: none"> <li>1. In both written and oral expression:               <ol style="list-style-type: none"> <li>a. Demonstrate the understanding that usage is a matter of convention, can change over time and may be contested.</li> <li>b. Resolve issues of complex or contested usage, consulting references as needed. (L.11-12.1)</li> </ol> </li> <li>1. When writing:               <ol style="list-style-type: none"> <li>a. Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. (L.11-12.2)</li> </ol> </li> <li>2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.               <ol style="list-style-type: none"> <li>a. Apply an understanding of syntax to the study of complex texts when reading.</li> <li>b. Vary syntax for effect in writing and speaking, consulting references for guidance as needed. (L.11-12.3)</li> </ol> </li> <li>3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibly from an array of strategies               <ol style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>d. Accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level. (L.11-12.4)</li> </ol> </li> <li>4. Demonstrate understanding of, figurative language, word relationships and nuances in word meanings.               <ol style="list-style-type: none"> <li>a. Interpret hyperbole in context and analyze its function in the text. (L.11-12.5)</li> </ol> </li> </ol>
<b>Distinguished</b>	<ul style="list-style-type: none"> <li>• <i>The student exceeds the expectations for demonstrating an independent and accurate understanding of the specified writing skills/concepts.</i> The student demonstrates the ability to apply the skills/concepts to an authentic task with analysis and reflection by:               <ul style="list-style-type: none"> <li>• applying writing skills/concepts to answer questions and locate information</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>analyzing or reflecting on writing stimuli (e.g., demonstrating command of standard English conventions by correctly using capitalization, punctuation and spelling; analyzing sentences to ensure best word choice [including multi-meaning, unknown and specific content words]; analyzing how word usage is a matter of convention and can change over time; considering how language functions in different contexts and using effective choices for meaning or style, etc.)</li> </ul>
<b>Proficient</b>	<p>The student demonstrates an independent and accurate understanding of the specified writing skills/concepts. <i>Occasional inaccuracies, which do not interfere with conceptual understanding, may be present.</i> The student demonstrates the ability to apply the skills/concepts to an authentic task by:</p> <ul style="list-style-type: none"> <li>applying writing skills/concepts to answer questions and locate information</li> <li>applying writing skills across stimuli (e.g., applying standard English conventions correctly including capitalization, punctuation and spelling; reviewing sentences to ensure best word choice [including multi-meaning, unknown and specific content words]; recognizing that word meaning may change over time; considering writing context to choose appropriate style, etc.)</li> </ul>
<b>Apprentice</b>	<p>The student demonstrates basic understanding of the specified writing skills/concepts. <i>Inaccuracies may interfere with or limit the conceptual understanding.</i> The student demonstrates some understanding and is able to apply limited skills/concepts to an authentic task by:</p> <ul style="list-style-type: none"> <li>using writing skills across stimuli (e.g., identifying correct capitalization, punctuation, and spelling; selecting best word choice [including multi-meaning and specific content words]; identifying how words change over time; choosing appropriate writing style, etc.)</li> </ul>
<b>Novice</b>	<p>The student demonstrates little or no understanding of the writing skills/concepts. <i>Inaccuracies interfere with the conceptual understanding.</i> The student demonstrates this by:</p> <ul style="list-style-type: none"> <li>inaccurate or no use of writing skills across stimuli (e.g., identifying correct capitalization, punctuation, and spelling; selecting best word choice [including multi-meaning and specific content words]; identifying how words change over time; choosing appropriate writing style, etc.)</li> </ul>

### On-Demand Writing

Performance Level	DESCRIPTOR
<b>Writing Skills/Concepts</b>	<p>The Kentucky Alternate Summative Assessment is aligned with the Kentucky Academic Standards. The depth and breadth of the standard may be reduced for the Alternate Kentucky Summative Assessment (AKSA), but the intent of writing instruction remains consistent with the <a href="#">purposes and practices outlined in the KSA documents</a>. The specific limitations for assessment on the AKSA can be found in the targets that are embedded in each standard in the <a href="#">AKSA Targets documents</a>; found by content and grade level on the KDE website. Specified writing</p>

	<p>skills/concepts which represent a portion of these grade level content expectations are referenced here:</p> <ol style="list-style-type: none"> <li>1. Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ol style="list-style-type: none"> <li>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.</li> <li>b. Distinguish claim(s) from alternate or opposing claims and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</li> <li>c. Develop claim(s) and opposing claims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both.</li> <li>d. Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim(s) and opposing claims.</li> <li>f. Provide a concluding statement or section that follows from and supports the argument presented.</li> <li>g. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (C.11-12.1)</li> </ol> </li> </ol>
<b>Distinguished</b>	<p><i>The student exceeds the expectations for demonstrating an independent and accurate understanding of the specified writing skills/concepts.</i> The student demonstrates an understanding of the skills/concepts used to compose an argumentative piece that is clear and coherent and demonstrates development and organization in which ideas are logically grouped and appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> <li>• The student applies writing skills/concepts to answer questions that represent a variety of contexts (e.g., reflecting on purpose and audience for writing from the given scenario; introducing a topic, developing a claim and opposing claims thoroughly supplying relevant evidence; fairly pointing out the strengths and limitations of claims and opposing claims, utilizing appropriate transitions; linking claims, reasons, evidence, and opposing claims; reflecting on writing to determine clarity; analyzing writing to find and correct errors through revising and editing; analyzing information from a source; etc.)</li> </ul>
<b>Proficient</b>	<p>The student demonstrates an independent and accurate understanding of the specified writing skills/concepts. <i>Occasional inaccuracies, which do not interfere with conceptual understanding, may be present.</i> The student demonstrates an understanding of the skills/concepts used to compose an argumentative piece that is clear and coherent and demonstrates development and organization in which ideas are logically grouped and appropriate to task, purpose and audience.</p> <ul style="list-style-type: none"> <li>• The student uses writing skills/concepts to answer questions that represent a variety of contexts (e.g., identifying purpose and audience of a given task; introducing a topic; developing a claim and opposing claims; fairly pointing out the strengths and limitations of claims and opposing claims, using appropriate transitions; explaining claims, reasons, evidence,</li> </ul>

	and opposing claims; reviewing writing to revise and edit; identifying relevant information from a source, etc.)
<b>Apprentice</b>	<p>The student demonstrates basic understanding of the specified writing skills/concepts. <i>Inaccuracies may interfere with or limit the conceptual understanding.</i> The student demonstrates some understanding and is able to recognize some of the skills/concepts used to compose an argumentative piece with limited development and organization appropriate to task, purpose and audience.</p> <ul style="list-style-type: none"> <li>• The student answers questions related to writing skills/concepts (e.g., identifying purpose of a given task; introducing a claim and opposing claim; using transitions; reviewing writing to revise and edit; identifying evidence and details, etc.)</li> </ul>
<b>Novice</b>	<p>The student demonstrates little or no understanding of the writing skills/concepts. <i>Inaccuracies interfere with the conceptual understanding.</i> The student demonstrates this by:</p> <ul style="list-style-type: none"> <li>• inaccurate or no response to questions related to writing skills/concepts (e.g., identifying purpose of a given task; introducing a claim and opposing claim; using transitions; reviewing writing to revise and edit; identifying evidence and details, etc. etc.)</li> </ul>