Kentucky Department of
EDUCATION

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

Reading

Performance Level	DESCRIPTOR
Reading Skills/Concepts	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 reading instruction remains consistent with the purposes and practices outlined in the KSA documents. The specific limitations for assessment on the AKSA can be found in the targets that are embedded in each standard in the AKSA Targets documents; found by content and grade level on the KDE website. Specified reading skills/concepts which represent a portion of these grade level content expectations are referenced here: 1. Analyze how characters, plot, setting, and conflict resolutions influence one another in a story or a drama. (RL.7.3) 2. Determine the meaning of words and phrases as they are used in a text; including figurative and connotative meanings, determine the impact of rhymes and other repetitions of sound on a passage. (RL.7.4) 3. Compare/contrast reading a print text and viewing its visual/oral presentation, analyzing the effects of techniques unique to each medium. (RL.7.7) 4. Compare/contrast a fictional portrayal and a historical account of the same period as a means to understand how authors use history. (RL.7.9) 5. Cite several pieces of textual evidence to support what the text says explicitly. (RI.7.1) 6. Determine central ideas of a text and analyze their development through citing textual evidence. (RI.7.2) 7. Determine the meaning of words and phrases as they are used in a text including figurative, connotative, and technical meanings; analyze the impact of word choices on meaning. (RI.7.4) 8. Determine an author's perspective and purpose in a text and analyze how the author distinguishes his or her position from that of others. (RI.7.6) 9. Compare and Contrast a print to a non-print version of a text, analyzing each media's portrayal of the subject and its impact on the audience. (RI.7.7) 10. Identify and evaluate the argument and specific claims in a text, assessing if the evidence is insufficient to support the claims. (RI.7.8)

Distinguished	*The student exceeds the expectations for demonstrating an independent and accurate understanding of the specified reading skills/concepts.* The student demonstrates the ability to apply the skills/concepts to an authentic task and/or environment with analysis and reflection by: • using authentic reading materials (e.g., grade/age-appropriate novels, nonfiction text, reference materials, magazines, newspapers, print and non-print formats, etc.) • applying reading skill/concepts to solve real-world problems that represent a variety of contexts and environments to answer questions and locate information • solving problems that require analyzing or reflecting on the task (e.g., identify meaning of words in poetry or other texts, explain the impact of word usage in text, analyze how elements of a story or drama interact, categorize details that support a central idea, determine an author's perspective and how the author differentiates it from that of others, compare written works to non-written work of same name/topic, etc.)
Proficient	The student demonstrates an independent and accurate understanding of the specified reading skills/concepts. *Occasional inaccuracies, which do not interfere with conceptual understanding, may be present.* The student demonstrates the ability to apply the skills/concepts to an authentic task and/or environment by: • using authentic reading materials (e.g., grade/age-appropriate novels, nonfiction text, reference materials, magazines, newspapers, print and non-print formats, etc.) • applying reading skill/concept to solve real-world problems that represent a variety of contexts and environments to answer questions and locate information • using relevant details (e.g., context of vocabulary, format of text, information from text, events in a story, different techniques across mediums, etc.) • using reading vocabulary (e.g., details, rhythm, poetry, fiction, repetition, characters, scenery, plot, setting, conflict resolution, opinion, etc.)
Apprentice	The student demonstrates basic understanding of the specified reading skills/concepts. *Inaccuracies may interfere with or limit the conceptual understanding.* The student demonstrates some understanding and can apply the skills/concepts to a few authentic tasks, materials, and/or environments by: • answering the questions (e.g., matches word to meaning, identifies similarities or differences across written work and another medium, etc.) • using relevant details (e.g., context of vocabulary, format of text, information from text, events in a story, different techniques across mediums, etc.) • using reading vocabulary (e.g., details, rhythm, poetry, fiction, repetition, characters, scenery, plot, setting, conflict resolution, opinion, etc.)

Novice	The student demonstrates little or no understanding of the reading skills/concepts. *Inaccuracies interfere with the conceptual understanding.* The student demonstrates this by: • inaccurately using details (e.g., context of vocabulary, format of text, information from text, events in a story, different techniques across mediums, etc.) • inaccurate or no use of reading vocabulary (e.g., details, rhythm, poetry, fiction, repetition, characters, scenery, plot, setting, conflict resolution, opinion, etc.)

Math

Performance Level	**DESCRIPTOR**
Math Skills/Concepts	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 math instruction remains consistent with the purposes and practices outlined in the KSA documents. The specific limitations for assessment on the AKSA can be found in the targets that are embedded in each standard in the AKSA Targets documents; found by content and grade level on the KDE website. Specified math skills/concepts which represent a portion of these grade level content expectations are referenced here: 1. Recognize and represent proportional relationships between quantities, identify the unit rate, and explain x/y coordinates in terms of proportional relationships, for rational numbers between -20 and 20 (KY.7.RP.2) 2. Use percents to solve real-world and mathematical problems, solve multistep ratio and percent problems, limiting parts and percentages to increments of tenths or quarters and multistep problems to a single scenario (KY.7.RP.3) 3. Add and subtract rational numbers from -20 to 20, using number lines to represent addition and subtraction and demonstrating concepts of additive inverse (KY.7.NS.1) 4. Apply and extend previous understandings of multiplication and division for rational numbers, including rules of operation, for rational numbers from -12 to 12, interpret products and quotients by describing real-word contexts. (KY.7.NS.2) 5. Apply properties of strategies to add, subtract, factor, and expand linear expressions with rational coefficients from -20 to 20 (KY.7.EE.1) 6. Solve real-life and mathematical problems posed with positive and negative rational numbers in any form, using tools strategically. Limit range of solutions to within negative 100 and 100. When problems involve fractions, limit denominators to 2, 3, 4, 5, 6, 8, 10 and 12. When problems include mental computation/estimation (rounding), limit rounding to the nearest “tens” for integer values. Limit rounding to the nearest “tenth” for decimals. (KY.7.EE.3)

	7. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas, from a scale drawing (KY.7.G.1) 8. Solve real-world or mathematical problems involving area of two-dimensional objects and volume and surface area of three-dimensional objects composed of cubes, pyramids, and right prisms (KY.7.G.6) 9. Create displays, including circle graphs (pie charts) and bar graphs, to compare and analyze distributions of categorical data from both matching and different-sized samples (KY.7.SP.0) 10. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency and predict the approximate relative frequency given the probability; limit the number of events or items to 100 or less. (KY.7.SP.6)
Distinguished	*The student exceeds the expectations for demonstrating an independent and accurate understanding of the specified math skills/concepts.* The student demonstrates the ability to apply the skills/concepts to an authentic task and/or environment with analysis and reflection by: • solving a real-world problem (e.g., examining word problems to determine final cost after applying percentage discount or the unit cost when given the total cost and number of units; using a number line to explain a change in value, including positive and negative integers; solving for actual lengths and areas from a scale drawing; expanding linear expressions; determining volume and surface area of a three-dimensional object; constructing data displays; etc.) • solving real world problems that represent a variety of contexts and environments • solving problems that require analyzing or reflecting on the problem (e.g., determining the strategies needed to set up a proportional relationship in ratio and percent problems; determining the strategies needed to solve a word problem involving addition/subtraction and multiplication/division of positive and negative integers; determining strategies needed to convert between whole numbers, fractions and decimals; determining strategies to find actual lengths from a scale drawing; describing what surface area and volume measure in 3D shapes and finding the surface area and volume in 3D shapes; etc.)
Proficient	The student demonstrates an independent and accurate understanding of the specified math skills/concepts. *Occasional inaccuracies, which do not interfere with conceptual understanding, may be present.* The student demonstrates the ability to apply the skills/concepts to an authentic task and/or environment by: • solving a real-world problem (e.g., solving word problems to determine final cost after applying percentage discount or the unit cost when given the total cost and number of units; using a number line to find a change in value, including positive and negative integers; solving for actual lengths and areas from a scale drawing; finding volume and surface area of a three-dimensional object; expanding a linear expression; constructing data displays; etc.) • solving real world problems that represent a variety of contexts and environments

	• using relevant details (e.g., using addition, subtraction, multiplication or division, rational numbers, measurements, percentages, area, surface area and volume, etc.) • using math vocabulary (e.g., add, subtract, multiply, divide, ratio, percent, decimals, fractions, whole numbers, positive and negative integers, area, perimeter, volume and surface area, etc.)
Apprentice	The student demonstrates basic understanding of the specified math skills/concepts. *Inaccuracies may interfere with or limit the conceptual understanding.* The student demonstrates some understanding and is able to apply the skills/concepts to a few authentic tasks or environment by: • answering mathematical questions (e.g., computation problems, identifying area, surface area and volume, labeling a data display, etc.) • using relevant details (e.g., using addition, subtraction, multiplication or division, rational numbers, measurements, percents, area, surface area and volume, etc.) • using math vocabulary (e.g., add, subtract, multiply, divide, ratio, percent, decimals, fractions, whole numbers, positive and negative numbers, area, perimeter, volume and surface area, etc.)
Novice	*The student demonstrates little or no understanding of the math skills/concepts.* Inaccuracies interfere with the conceptual understanding. The student demonstrates this by: • inaccurately answering mathematical questions (e.g., computation problems, identifying area, surface area and volume, labeling a data display, etc.) • inaccurate or no use of math vocabulary (e.g., add, subtract, multiply, divide, ratio, percent, decimals, fractions, whole numbers, positive and negative numbers, area, perimeter, volume and surface area, etc.)

Science

Performance Level	**Descriptor**
	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 purposes and practices outlined in the KSA documents. The specific limitations for assessment on the AKSA can be found in the targets that are embedded in each standard in the AKSA Targets documents; 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:
Distinguished	*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.* The student demonstrates the ability to apply the knowledge, skills, and concepts to an authentic task and/or environment with analysis and reflection by:

	• using authentic science materials (e.g., grade/age-appropriate texts, reference materials, tools or materials used in the experimental process, technology, newspapers, etc.) • using or developing detailed models • using, analyzing, or evaluating data, evidence and claims from investigations consistently • construct an explanation for the outcome of a simple chemical reaction • identifying and analyzing patterns to make predictions • evaluating evidence that changes in the environment affect the distribution of traits in species • evaluate evidence that ecosystems can remain consistent over time or change because of moderate to extreme disruptions • 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 • analyzing and critiquing design problems and solutions to meet criteria and constraints • applying science skills/concepts to solve real-world problems that represent a variety of contexts and environments to answer questions and locate information
Proficient	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. *Occasional inaccuracies, which do not interfere with conceptual understanding, may be present.* The student demonstrates the ability to apply the knowledge, skills, and concepts to an authentic task and/or environment by: • using authentic science materials (e.g., grade/age-appropriate texts, reference materials, tools or materials used in the experimental process, technology, newspapers, etc.) • completing models to represent relationships • using, analyzing, or evaluating data, evidence and claims effectively • explaining the outcome of a simple chemical reaction • evaluating changes in ecosystems and environments • identifying design problems and solutions to meet criteria and constraints • describe changes in the properties of water • identifying the relationship and interaction between structure and function • applying science skills/concepts to solve real-world problems that represent a variety of contexts and environments to answer questions and locate information
Apprentice	The student demonstrates basic understanding of the three dimensions of science and engineering skills/concepts incorporated in the Kentucky Academic Standards through grade eleven. *Inaccuracies may interfere with or limit the conceptual understanding.* The student demonstrates some understanding by applying some skills/concepts to materials, or a few authentic tasks, and/or environment by:

	• answering questions (e.g., matches word to meaning, identifies a concept, etc.) • using a model with limited interactions • using data, evidence and claims appropriately • describing the outcome of a simple chemical reaction • describing changes in ecosystems and environments • supporting a claim with some inconsistencies • identifying basic patterns in data • identifying constraints and criteria of a design solution • using science vocabulary
Novice	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. *Inaccuracies interfere with the conceptual understanding.* The student demonstrates this by: • inaccurate or no use of details or evidence to support claims • inappropriate attempts at problem solving