



## Kentucky Summative Assessment (KSA) Performance Level Descriptors (PLDs) Grade 11

### Science – Grade 11

#### **Distinguished**

A student performing at the Distinguished performance level for grade 11 science has a comprehensive understanding of the three dimensions of the science and engineering concepts and practices incorporated in the Kentucky Academic Standards for science up through grade 11. The student consistently communicates ideas in a sophisticated and complex manner, using thorough supporting detail and explicit examples. The student reasons and solves problems by using appropriate strategies in an insightful way. Connections between concepts/ideas from different areas of science, when appropriate, are justified and insightful.

The student at the Distinguished performance level will demonstrate knowledge, skills, and abilities related to the Kentucky Academic Standards for grade 11 science such as:

1. Can evaluate and revise a sophisticated argument based on evidence to determine causal or correlational relationships.
2. Can make insightful predictions based on patterns evaluated in mathematical representations and computer simulations of phenomena.
3. Can consistently make and defend a claim based on valid information, or construct effective counter arguments.
4. Can predict complex cause and effect relationships from observed patterns within a system.
5. Can develop, evaluate, and revise a complex investigation.
6. Can use detailed models to justify a claim.
7. Can clearly identify non-obvious relationships within complex systems.
8. Can manipulate, evaluate and revise complex or incomplete models, including testing the reliability and merits and limitations of the model.
9. Can identify and evaluate solutions to a problem by constructing insightful explanations based on evidence.

#### **Proficient**

A student performing at the Proficient performance level for grade 11 science has a broad understanding of the three dimensions of the science and engineering concepts and practices incorporated in the Kentucky Academic Standards for science up through grade 11. The student usually communicates ideas accurately using clear and appropriate examples, supporting or justifying those ideas with relevant details and evidence. Problem-solving and critical thinking skills are used effectively. Connections between concepts/ideas from different areas of science, when present, are reasonable and appropriate.

The student at the Proficient performance level will demonstrate knowledge, skills, and abilities related to the Kentucky Academic Standards for grade 11 science, such as:

1. Can construct a relevant argument based on evidence to determine causal or correlational relationships.
2. Can make predictions based on patterns identified in mathematical representations and computer simulations of phenomena.
3. Can make and defend a claim based on valid information, or construct counter arguments.
4. Can predict cause and effect relationships from observed patterns within a system.
5. Can plan and evaluate a complex investigation.
6. Can develop or use models to support a claim.
7. Can identify important relationships within systems.
8. Can manipulate, evaluate and revise models, including testing the reliability and merits and limitations of the model
9. Can identify and evaluate solutions to a problem by constructing appropriate explanations based on evidence.

### **Apprentice**

A student performing at the Apprentice performance level for grade 11 science has a basic understanding of the three dimensions of the science and engineering concepts and practices incorporated in the Kentucky Academic Standards for science up through grade 11. The student demonstrates some problem-solving and critical thinking skills, but they are not consistently applied. The student communicates ideas in a basic manner, but explanations, solutions or justifications may be unclear or ineffective.

The student at the Apprentice performance level will demonstrate knowledge, skills, and abilities related to the Kentucky Academic Standards for grade 11 science such as:

1. Can identify an argument based on limited evidence demonstrating a basic understanding of relationships.
2. Can identify patterns in mathematical representations and computer simulations of phenomena.
3. Can attempt to make a claim based on valid information.
4. Can select appropriate tools to collect and record data.
5. Can use simplistic or incomplete models to support a claim.
6. Can identify limited or basic relationships within systems.
7. Can perform limited evaluation or manipulation of a model which may include testing the reliability and merits and limitations of the model.
8. Can identify potential solutions to a problem based on evidence.

## **Novice**

A student performing at the Novice performance level for grade 11 science has a minimal understanding of the three dimensions of the science and engineering concepts and practices incorporated in the Kentucky Academic Standards for science up through grade 11. The student communicates ideas ineffectively or inaccurately, providing little detail and little or no support. Attempts at problem solving or critical thinking are minimal or inappropriate.

The student at the Novice performance level does not demonstrate the knowledge, skills, and abilities to be classified into the Apprentice performance level.

## **Social Studies – Grade 11**

### **Distinguished**

A student performing at the Distinguished level has a comprehensive understanding of the concepts and practices described in the Kentucky Academic Standards for Social Studies, grades 9–12. The student consistently demonstrates advanced insight into civics, economics, geography, and history in past and present-day state, national, and global settings. The student is adept in using inquiry practices.

Examples of the knowledge and skills expected of a student performing at the Distinguished level include the ability to:

1. Synthesize complex information about citizenship and/or government
2. Consistently apply micro- and macroeconomic concepts and analyze the impacts of economic choices
3. Apply geographic reasoning to analyze humans' interactions with each other and their environment
4. Critically evaluate factors that influenced historical events
5. Interpret and integrate evidence from multiple complex sources, such as primary and secondary texts, maps, graphs, tables, and images
6. Effectively apply appropriate evidence to construct claims and counterclaims in response to compelling and supporting questions
7. Clearly and effectively construct sophisticated arguments, explanations, and solutions to problems using relevant evidence that shows respect for diverse opinions

### **Proficient**

A student performing at the Proficient level has a broad understanding of the concepts and practices described in the Kentucky Academic Standards for Social Studies, grades 9–12. The student demonstrates appropriate insight into civics, economics, geography, and history in past and present-day state, national, and global settings. The student shows adequate skills using inquiry practices.

Examples of the knowledge and skills expected of a student performing at the Proficient level include the ability to:

1. Analyze information about citizenship and/or government
2. Often apply micro- and macroeconomic concepts and analyze the impacts of economic choices
3. Use geographic reasoning to describe humans' interactions with each other and their environment
4. Analyze factors that influenced historical events
5. Interpret evidence from complex sources, such as primary and secondary texts, maps, graphs, tables, and images
6. Apply appropriate evidence to construct claims and counterclaims in response to compelling and supporting questions
7. Effectively construct arguments, explanations, and solutions to problems using relevant evidence that shows respect for diverse opinions

### **Apprentice**

A student performing at the Apprentice level has a basic understanding of the concepts and practices described in the Kentucky Academic Standards for Social Studies, grades 9–12. The student sometimes demonstrates insight into civics, economics, geography, and history in past and present-day state, national, and global settings. The student has moderate skill using inquiry practices.

Examples of the knowledge and skills demonstrated by a student performing at the Apprentice level include the ability to:

1. Explain information about citizenship and/or government
2. Describe micro- and macroeconomic concepts and make economic choices
3. Explain basic geographic concepts and use basic geographic skills
4. Explain factors that influenced historical events
5. Use evidence from simple sources, such as secondary texts, maps, graphs, tables, and images
6. Apply evidence to construct claims in response to compelling and supporting questions
7. Construct arguments and explanations using relevant evidence

### **Novice**

A student performing at the Novice level has a beginning understanding of the concepts and practices described in the Kentucky Academic Standards for Social Studies, grades 9–12. The student occasionally demonstrates insight into civics, economics, geography, and history in past and present-day state, national, and global settings. The student has emerging skills using inquiry practices.

Examples of the knowledge and skills demonstrated by a student performing at the Novice level include the ability to:

1. Recall basic facts about citizenship and/or government
2. Recall simple economic concepts
3. Use basic geographic skills
4. Identify factors that influenced historical events
5. Locate basic information in simple sources, such as secondary texts and maps
6. Create claims in response to compelling and supporting questions
7. Construct explanations with evidence that has limited relevance

## **Editing & Mechanics – Grade 11**

### **Distinguished**

A student performing at the distinguished performance level for grade 11 Editing and Mechanics consistently demonstrates firm control over of the conventions of standard English capitalization, punctuation and spelling as well as intentional and effective use of diction, syntax, and rhetoric. The student is adept at determining and clarifying the meaning of nuanced words and phrases and routinely demonstrates an extensive vocabulary across interdisciplinary literacy, including figurative language, denotations and connotations.

### **Proficient**

A student performing at the Proficient performance level for grade 11 Editing and Mechanics often demonstrates firm control over of the conventions of standard English capitalization, punctuation and spelling as well as intentional and effective use of diction, syntax, and rhetoric. The student usually determines and clarifies the meaning of nuanced words and phrases and often demonstrates an extensive vocabulary across interdisciplinary literacy, including figurative language, denotations and connotations.

### **Apprentice**

A student performing at the Apprentice performance level for grade 11 Editing and Mechanics sometimes demonstrates firm control over of the conventions of standard English capitalization, punctuation and spelling as well as intentional and effective use of diction, syntax, and rhetoric. The student attempts to determine and clarify the meaning of nuanced words and phrases and demonstrates a basic vocabulary across interdisciplinary literacy, including figurative language, denotations and connotations.

### **Novice**

A student performing at the Novice performance level for grade 11 Editing and Mechanics minimally demonstrates control over of the conventions of standard English capitalization, punctuation and spelling as well as intentional and effective use of diction, syntax, and rhetoric. The student rarely determines and clarifies the meaning of nuanced words and phrases and demonstrates a minimal vocabulary across interdisciplinary literacy, including figurative language, denotations and connotations.

## **On-Demand Writing – Grade 11**

### **Distinguished**

A student performing at the distinguished performance level for grade 11 Writing skillfully composes an argumentative piece using resources to support claims and provide valid reasoning and relevant evidence. The student thoroughly demonstrates clarity and coherence by providing precise, knowledgeable claims; clearly establishing the significance of the claims; and addressing all demands of the prompt. The student skillfully acknowledges and distinguishes counterclaims and thoroughly counters and refutes opposing claims with carefully selected evidence. The student fairly and thoroughly develops and supports claims with insightful reasoning and carefully selected relevant evidence that strengthens the argument and provides thorough and effective explanations of evidence and ideas and complex reasoning to clarify nuances of the claims. The student consistently includes the most relevant evidence for each claim, identifying the strengths and limitations and anticipating the audience's knowledge and perspective. The student skillfully uses a minimum of two provide sources to support the claims and consistently and thoroughly cites evidence by quoting and/or paraphrasing details, examples, and ideas. The student effectively demonstrates organization with sophisticated structure; skillfully sequenced claims, reasoning, and evidence to strengthen the argument; consistent use of a variety of effective words, phrases, clauses, syntax; and a logical, thorough conclusion that clearly solidifies the argument. The student consistently demonstrates effective use of language and conventions, including a sophisticated formal tone or voice, effective and varied word choice, and skillful use of conventions of Standard English with few minor errors that do not interfere with understanding of the writin

### **Proficient**

A student performing at the Proficient performance level for grade 11 Writing effectively composes an argumentative piece using resources to support claims and provide valid reasoning and relevant evidence. The student demonstrates clarity and coherence by providing precise and knowledgeable claims and addressing all demands of the prompt. The student acknowledges, distinguishes, counters, and refutes claims. The student develops claims fairly and thoroughly with logical reasoning and relevant evidence, provides the most relevant evidence, and includes reasoning that points out the strengths and limitations of claims. The student accurately and effectively uses a minimum of two provided sources to support the claims and effectively cites evidence by quoting and/or paraphrasing details, examples, and ideas. The student demonstrates organization by providing clear structure; logical sequenced claims; effective words, phrases, clauses, varied syntax; and a logical conclusion. The student effectively demonstrates use of language and conventions by including an appropriate formal tone or voice, appropriate word choice, and use of conventions of Standard English with minor errors that do not interfere with understanding the writing.

**Apprentice**

A student performing at the Apprentice performance level for grade 11 Writing attempts to compose an argumentative piece using resources to support claims and provide valid reasoning and relevant evidence. The student attempts clarity and coherence by making general claims that address the prompt and attempting to address some of the demands of the prompt. The student attempts to acknowledge, counter, and refute opposing claims. The student attempts to support the claims with evidence, providing vague and/or general explanations and reasoning. The student uses a minimum of two provided sources to attempt to support the claims and inconsistently cites evidence using quotes and/or paraphrasing details, examples, and ideas. The student attempts basic organization, structure, and conclusion. The student uses simple or infrequent words, phrases, and clauses to link sections of the text. The student attempts to demonstrate use of language and conventions, including weak formal tone or voice and word choice. The student makes frequent errors in using conventions of Standard English which interfere with understanding the writing.

**Novice**

A student performing at the Novice performance level for grade 11 Writing ineffectively composes an argumentative piece using resources to support claims and provide valid reasoning and relevant evidence. The student is unable to demonstrate clarity and coherence due to unclear claims and missing all demands of the prompt. The student includes ineffective or no attempt to acknowledge, counter, or refute opposing claims. The student includes minimal or no purposeful support of claims; incomplete, inaccurate, and/or irrelevant explanations of evidence and ideas; and minimal or unrelated reasoning. The student uses one or none of the provided sources or ineffectively uses a minimum of two provided sources to support the claims; cites little or no evidence; and includes little or no quotes and/or paraphrasing of details, examples, and ideas. The student includes minimal or no organization, structure, transitions, or conclusion to support the argument. The student is unable to use language and conventions effectively, including lack of appropriate formal tone or voice and simple or inappropriate word choice. The student makes significant errors in conventions of Standard English which interfere with understanding of the writing.

**Combined Writing Performance Level – Grade 11**

		On Demand Writing			
		N	A	P	D
Editing and Mechanics	D	A	P	P	D
	P	A	A	P	D
	A	N	A	P	P
	N	N	A	A	P