

META-PR Alterna 2016

General Academic Performance Level Descriptors of Puerto Rico

Eleventh Grade

English

The student has access to standards-based instruction and is assessed using authentic materials that are aligned to the grade-level standards and indicators that have been modified to reduce the level of complexity. Additional supports have been incorporated, including technological assistance, adaptations, and/or modifications.

Performance of Listening, Reading, and Writing skills at the required grade level should be demonstrated during evaluation.

The skills that are required for students to demonstrate performance during the evaluation of English as a Second Language and which are a representation of the grade-level indicators are:

- Demonstrate comprehension of oral presentations and discussion on a variety of topics by asking and answering questions. (11.L.1.a)
- Determine a theme or main idea of a literary text and tell how it is shaped by specific details. (11.R.2.L)
- Analyze how the author uses the order of a series of ideas and the connections between them in an informational text. (11.R.3.I)
- Write two paragraphs, including information and reflection, on a selected topic. (11.W.7)

Advanced	Proficient	Basic	Pre-basic
<p>The student exhibits superior understanding and consistent high performance when applying and explaining the required targeted skills or concepts for English as a Second Language (Listening, Reading, Writing, and Language) that are required to be demonstrated during assessment. The student is able to use critical thinking and more complex skills, including problem-solving strategies and making inferences and comparisons, to demonstrate content knowledge. The student uses authentic materials and tools and appropriate grade and content-area vocabulary in the completion of these tasks.</p>	<p>The student demonstrates solid performance in most activities when applying the required targeted skills or concepts for English as a Second Language (Listening, Reading, Writing, and Language) that are required to demonstrate performance during assessment. Performance is primarily independent and accurate, and while occasional errors are committed, they do not interfere with the student's conceptual understanding. The student is able to integrate information, comprehend details, and understand relationships. The student uses authentic materials and tools and appropriate grade and content-area vocabulary in the completion of these tasks.</p>	<p>The student demonstrates limited and inconsistent performance of the targeted skills or concepts for English as a Second Language (Listening, Reading, Writing, and Language) that are required to demonstrate performance during assessment. Frequent errors reflect reduced conceptual understanding. The student recognizes concepts, but does not exhibit the ability to apply general knowledge and skills to novel stimuli. The student uses authentic materials and tools and appropriate grade and content-area vocabulary in the completion of these tasks.</p>	<p>The student's performance demonstrates minimal understanding of the targeted skills or concepts for English as a Second Language (Listening, Reading, Writing, and Language) that are required to demonstrate performance during evaluation. Even when provided supports numerous errors indicate the student's poor conceptual understanding. The student does not demonstrate basic content knowledge or skills when attempting to use authentic materials and tools or appropriate grade and content-area vocabulary in the completion of these tasks.</p>

Performance Level Descriptors

Advanced	Proficient	Basic	Pre-basic
<p>The student with superior understanding will:</p> <ul style="list-style-type: none"> • Consistently demonstrate comprehension of oral presentations and discussion on a variety of topics by asking and answering questions. • Determine a theme or main idea of a variety of literary texts and tell how it is shaped by specific details. • Analyze how the author uses the order of a series of ideas and the connections between them in an informational text. • Correctly write two well-structured paragraphs, including information and reflection, on a selected topic. 	<p>The student with significant competence will:</p> <ul style="list-style-type: none"> • Demonstrate comprehension of oral presentations and discussion on a variety of topics by asking and answering questions. • Describe a theme or main idea of a literary text and tell how it is shaped by specific details. • Describe how the author uses the order of a series of ideas and the connections between them in an informational text. • Write two paragraphs, including information and reflection, on a selected topic. 	<p>The student with conceptual limitations will:</p> <ul style="list-style-type: none"> • Demonstrate comprehension of oral presentations and discussion on a few topics by asking and answering questions. • Identify a theme or main idea of a literary text and tell how it is shaped by specific details. • Identify how the author uses the order of a series of ideas and the connections between them in an informational text. • Identify a paragraph, including information and reflection, on a selected topic. 	<p>The student will minimally:</p> <ul style="list-style-type: none"> • Demonstrate comprehension of an oral presentation or discussion on a topic by asking a question. • Recognize a theme or main idea of a literary text and tell how it is shaped by a specific detail. • Recognize how the author uses the order of a series of ideas and the connections between them in an informational text. • Recognize a paragraph that includes information and reflection on a selected topic.