

**Nebraska State Accountability Alternate Assessment of Science (NeSA-AAS)  
Performance Level Descriptors, Grade 5**

<b><u>Below the Standards</u></b>	<b><u>Meets the Standards</u></b>	<b><u>Exceeds the Standards</u></b>
<p>Using their primary mode of communication, appropriate supports and accommodations, the student demonstrates a basic level of understanding of extended grade-level science skills and concepts. Inaccuracies may interfere with conceptual understanding. The student may require frequent prompting in order to complete a task.</p> <ul style="list-style-type: none"> <li>• Answer/respond to an investigative question.</li> <li>• Indicate one physical property of matter.</li> <li>• Trace the movement of an object.</li> <li>• Identify living things versus non-living things.</li> <li>• Match the parent and its offspring.</li> <li>• Identify an object in the sky.</li> <li>• Identify an object on Earth.</li> <li>• Indicate night versus day.</li> <li>• Label an element of weather.</li> </ul>	<p>Using their primary mode of communication, appropriate supports and accommodations, the student demonstrates a consistent understanding of extended grade-level science skills and concepts. The student may require minimal prompting in order to complete a task. Inaccuracies that do not interfere with conceptual understanding may be present.</p> <ul style="list-style-type: none"> <li>• Solve a problem given a variety of possible solutions.</li> <li>• Identify or represent a change in one physical property of matter.</li> <li>• Identify a force.</li> <li>• Identify factors necessary to support life.</li> <li>• Identify growth in organisms.</li> <li>• Observe that the physical appearance of objects in space can change.</li> <li>• Indicate the type of weather.</li> <li>• Indicate characteristics of each season.</li> </ul>	<p>Using their primary mode of communication, appropriate supports and accommodations, the student exceeds the expectation by demonstrating independent and consistent understanding of extended grade-level science skills and concepts. The student typically requires minimal or no prompting in order to complete a task. Inaccuracies that do not interfere with conceptual understanding are rarely present.</p> <ul style="list-style-type: none"> <li>• Identify the steps necessary to solve a problem.</li> <li>• Match an instrument with its intended purpose.</li> <li>• Identify the physical properties of the three states of matter.</li> <li>• Identify a model representing the influence of force on motion.</li> <li>• Demonstrate an understanding of the sun's effect on an organism's survival.</li> <li>• Identify threats to a plant's or animal's existence.</li> <li>• Explain the essential factors needed to support life.</li> <li>• Explain the relationship between parent and offspring.</li> <li>• Recognize that the Earth travels around the sun.</li> <li>• Identify results of weather conditions.</li> <li>• Identify appropriate clothing for each season.</li> </ul>

**Nebraska State Accountability Alternate Assessment of Science (NeSA-AAS)  
Performance Level Descriptor, Grade 8**

<b><u>Below the Standards</u></b>	<b><u>Meets the Standards</u></b>	<b><u>Exceeds the Standards</u></b>
<p>Using their primary mode of communication, appropriate supports and accommodations, the student demonstrates a basic level of understanding of extended grade-level science skills and concepts. Inaccuracies may interfere with conceptual understanding. The student may require frequent prompting in order to complete a task.</p> <ul style="list-style-type: none"> <li>• Identify a wheel and/or inclined plane</li> <li>• Match a solid to its liquid state</li> <li>• Identify common sources of light</li> <li>• Recognize the human brain, heart, and lungs</li> <li>• Match parent to offspring</li> <li>• Recognize the earth, moon, and sun in various representations</li> </ul>	<p>Using their primary mode of communication, appropriate supports and accommodations, the student demonstrates a consistent understanding of extended grade-level science skills and concepts. The student may require minimal prompting in order to complete a task. Inaccuracies that do not interfere with conceptual understanding may be present.</p> <ul style="list-style-type: none"> <li>• Select a simple machine to solve a common problem</li> <li>• Recognize basic organs and identify their functions</li> <li>• Identify adaptations that help an organism survive in a given environment</li> <li>• Recognize if an organism is a producer or a consumer within an ecosystem</li> <li>• Identify the relationship of the earth to the sun and moon</li> <li>• Recognize common changes in the physical properties of matter</li> </ul>	<p>Using their primary mode of communication, appropriate supports and accommodations, the student exceeds the expectation by demonstrating independent and consistent understanding of extended grade-level science skills and concepts. The student typically requires minimal or no prompting in order to complete a task. Inaccuracies that do not interfere with conceptual understanding are rarely present.</p> <ul style="list-style-type: none"> <li>• Determine which simple machine would best solve a problem</li> <li>• Explain the reason(s) for an organism's ability or inability to survive in a given environment</li> <li>• Determine the missing element(s) in the flow of matter/energy of a given ecosystem</li> <li>• Order the planets of the solar system according to their distance from the sun</li> <li>• Identify and compare differences between revolution and rotation</li> <li>• Apply appropriate procedures to change water from solid to liquid to gas</li> </ul>

**Nebraska State Accountability Alternate Assessment of Science (NeSA-AAS)  
Performance Level Descriptor, Grade 11**

<b><u>Below the Standards</u></b>	<b><u>Meets the Standards</u></b>	<b><u>Exceeds the Standards</u></b>
<p>Using their primary mode of communication, appropriate supports and accommodations, the student demonstrates a basic level of understanding of extended grade-level science skills and concepts. Inaccuracies may interfere with conceptual understanding. The student may require frequent prompting in order to complete a task.</p> <ul style="list-style-type: none"> <li>• Participate in an investigation by following a one-step direction</li> <li>• Points to common items in the world in which they live</li> <li>• Sequences the changes that take place in the states of matter (e.g., water + cold temp &lt;32 degrees = ice)</li> <li>• Matches an object to an illustrated replica of the same object (e.g., a real battery to a picture of a battery)</li> <li>• Recalls or recognizes a basic fact about the world in which they live.</li> </ul>	<p>Using their primary mode of communication, appropriate supports and accommodations, the student demonstrates a consistent understanding of extended grade-level science skills and concepts. The student may require minimal prompting in order to complete a task. Inaccuracies that do not interfere with conceptual understanding may be present.</p> <ul style="list-style-type: none"> <li>• Reads simple bar graphs and pie charts</li> <li>• Determines appropriate terms when searching for investigative questions (through technology or texts)</li> <li>• Recognizes actions and reactions (heat transfer, motion, movement transfer)</li> <li>• Identifies physical traits that are inherited (e.g., hair color, eye color)</li> <li>• Recognizes the difference between man-made and natural objects</li> </ul>	<p>Using their primary mode of communication, appropriate supports and accommodations, the student exceeds the expectation by demonstrating independent and consistent understanding of extended grade-level science skills and concepts. The student typically requires minimal or no prompting in order to complete a task. Inaccuracies that do not interfere with conceptual understanding are rarely present.</p> <ul style="list-style-type: none"> <li>• Researches a question (through technology or texts)</li> <li>• Interpret simple bar graphs and pie charts</li> <li>• Analyzes changes occurring in matter and forces acting on matter</li> <li>• Understands the basic components of recycling living and non-living materials.</li> <li>• Predicts what physical traits may be inherited (e.g., brown hair, blue eyes)</li> </ul>