

Achievement Level Descriptors

High School English II

Level 4: Students performing at this level have a **superior command** of the knowledge and skills contained in the Common Core State Standards (CCSS) for English/language arts as assessed at the end of English II and are academically well prepared to engage successfully in more rigorous studies in this content area. They are *on-track to become academically prepared to engage successfully* in credit-bearing, first-year English courses or introductory courses requiring college-level reading in a range of disciplines, such as history or the social sciences, without the need for remediation.

Level 3: Students performing at this level have a **solid command** of the knowledge and skills contained in the Common Core State Standards (CCSS) for English/language arts as assessed at the end of English II and are academically prepared to engage successfully in more rigorous studies in this content area. They are *on-track to become academically prepared to engage successfully* in credit-bearing, first-year English courses or introductory courses requiring college-level reading in a range of disciplines, such as history or the social sciences, without the need for remediation.

Level 2: Students performing at this level have a **partial command** of the knowledge and skills contained in the Common Core State Standards (CCSS) for English/language arts as assessed at the end of English II and will likely need academic support to engage successfully in more rigorous studies in this content area. They *will likely need continued academic support to become prepared to engage successfully* in credit-bearing, first-year English courses or introductory courses requiring college-level reading in a range of disciplines, such as history or the social sciences, without the need for remediation.

Level 1: Students performing at this level have a **limited command** of the knowledge and skills contained in the Common Core State Standards (CCSS) for English/language arts as assessed at the end of English II and will need academic support to engage successfully in more rigorous studies in this content area. They *will need continued academic support to become prepared to engage successfully* in credit-bearing, first-year English courses or introductory courses requiring college-level reading in a range of disciplines, such as history or the social sciences, without the need for remediation.

Achievement Level Descriptors

High School

Algebra I/Integrated I

Level 4: Students performing at this level have a **superior command** of the knowledge and skills contained in the Common Core State Standards (CCSS) for Mathematics as assessed at the end of Algebra I/Integrated I and are academically well prepared to engage successfully in more rigorous studies in this content area. They are *on-track to become academically prepared to engage successfully* in credit-bearing, first-year Mathematics courses without the need for remediation.

Level 3: Students performing at this level have a **solid command** of the knowledge and skills contained in the Common Core State Standards (CCSS) for Mathematics as assessed at the end of Algebra I/Integrated I and are academically prepared to engage successfully in more rigorous studies in this content area. They are *on-track to become academically prepared to engage successfully* in credit-bearing, first-year Mathematics courses without the need for remediation.

Level 2: Students performing at this level have a **partial command** of the knowledge and skills contained in the Common Core State Standards (CCSS) for Mathematics as assessed at the end of Algebra I/Integrated I and will likely need academic support to engage successfully in more rigorous studies in this content area. They *will likely need continued academic support to become prepared to engage successfully* in credit-bearing, first-year Mathematics courses without the need for remediation.

Level 1: Students performing at this level have a **limited command** of the knowledge and skills contained in the Common Core State Standards (CCSS) for Mathematics as assessed at the end of Algebra I/Integrated I and will need academic support to engage successfully in more rigorous studies in this content area. They *will need continued academic support to become prepared to engage successfully* in credit-bearing, first-year Mathematics courses without the need for remediation.

Achievement Level Descriptors

High School Biology

Level 4: Students performing at this level have a **superior command** of the knowledge and skills contained in the North Carolina Essential Standards (ES) for Science as assessed at the end of Biology and are academically well prepared to engage successfully in more rigorous studies in this content area. They are *on-track to become academically prepared to engage successfully* in credit-bearing, first-year Science courses without the need for remediation.

Level 3: Students performing at this level have a **solid command** of the knowledge and skills contained in the North Carolina Essential Standards (ES) for Science as assessed at the end of Biology and are academically prepared to engage successfully in more rigorous studies in this content area. They are *on-track to become academically prepared to engage successfully* in credit-bearing, first-year Science courses without the need for remediation.

Level 2: Students performing at this level have a **partial command** of the knowledge and skills contained in the North Carolina Essential Standards (ES) for Science as assessed at the end of Biology and will likely need academic support to engage successfully in more rigorous studies in this content area. They *will likely need continued academic support to become prepared to engage successfully* in credit-bearing, first-year Science courses without the need for remediation.

Level 1: Students performing at this level have a **limited command** of the knowledge and skills contained in the North Carolina Essential Standards (ES) for Science as assessed at the end of Biology and will need academic support to engage successfully in more rigorous studies in this content area. They *will need continued academic support to become prepared to engage successfully* in credit-bearing, first-year Science courses without the need for remediation.