



Government of Bermuda
Ministry of Education

BERMUDA DEPARTMENT OF EDUCATION
THE OFFICE OF CURRICULUM & ASSESSMENT

ACHIEVEMENT LEVEL DESCRIPTORS (ALDs)

PRIMARY THREE (P3)

APRIL 2009

BERMUDA P3 ACHIEVEMENT LEVEL DESCRIPTORS (ALDs)

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BERMUDA P3 ACHIEVEMENT LEVEL DESCRIPTORS (ALDs)

BACKGROUND

The Bermuda Criterion-Referenced Test (BCRT) will be administered operationally for the first time in Spring 2009. This marks the culmination of several years of work on the part of teachers, principals and content officers. These tests will provide teachers and parent feedback on how their students perform in relationship to the Bermuda Performance Standards. To enhance this feedback, the Ministry plans to report student performance in terms of four (4) achievement levels: *Advanced*, *Proficient*, *Partially Proficient* and *Novice*.

To bring clarity to these four (4) levels, Achievement-Level Descriptors (ALDs) have been developed. The Achievement-Level Descriptors (ALDs) are critical to the success of the standard setting process. They summarise the knowledge, skills and abilities of the student who is solidly within a particular achievement level. Achievement-Level Descriptors (ALDs) will be used by the Ministry of Education to provide guidance to students, parents, educators and the public about what students in the Bermuda Public School System (BPSS) should know and be able to do in English Language Arts, Mathematics, Science and Social Studies.

ACKNOWLEDGEMENTS

In July 2008, full descriptors were written for the four (4) achievement levels for content areas previously mentioned. In collaboration with CTB McGraw-Hill personnel, principals, teachers, mentors and content officers developed these descriptors and they reflect the knowledge, skills, and abilities expected of Bermudian students (P3-S2) in each of the achievement levels in relationship to the Bermuda Performance Standards. The writing teams were comprised of diligent and devoted professionals. Appreciation is extended to these professionals for their ability to collaborate collegially and amicably in the development of the (ALDs). The members of the development teams were:

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FREQUENTLY ASKED QUESTIONS

1. What are Achievement Level Descriptors (ALDs)?

Achievement levels descriptors specify the knowledge, skills and abilities a student needs to know in order to be classified in each achievement levels.

2. What are the achievement level titles?

The four (4) achievement level titles are *Advanced*, *Proficient*, *Partially Proficient* and *Novice*. Each achievement level indicates the student can perform the majority of what is described for that level and even more of what is described for the levels below. The student may also be capable of performing some for the things described in the next higher level, but not enough to have reached that level.

Advanced: *demonstrates exemplary understanding or skill and exceeds expected level of performance*

Proficient: *demonstrates understanding or skill and meets expected level of performance*

Partially Proficient: *demonstrates an emerging or developing level of understanding and performance*

Novice: *attempt made; however, lack of understanding and performance is evident*

3. How will the Achievement Level Descriptors (ALDs) be used?

In the standard setting process, teachers will use the ALDs as a point of reference to rate each of their students in the area of English Language Arts, Mathematics, Science and Social Studies into the one of the proficiency categories.

4. What is Standard Setting?

Standard setting is a process that establishes cut-scores for students to be placed into achievement levels. This multi-step process will allow input from various stakeholders such as educators and policy makers. During the standard setting process, Bermuda educators will consider the knowledge, skills and abilities of their students. Based on teachers expectation, cut-scores will be generated using statistical data. Standard setting is currently scheduled to begin in Spring 2009.

5. What are cut-scores?

Cut-scores are the numerical values that identify the range for achievement levels.

Bermuda Public School System Performance Standards

English Language Arts (EL)

Strategic Reading (R)

Comprehension of Informational Text (I)

Comprehension of Literary Text (L)

Language Usage (U)

Writing (W)

Speaking & Listening (S)

Processing Information and Mass Media (M)

English Language Arts (EL)

Advanced Students (EL)

- determine word meanings in context by using organisational structure to contribute to understanding of the text
- make inferences/draw conclusions to identify the main message conveyed in a text
- identify author's purpose
- compare author's observations to their own observations
- determine the message of a literary text
- make meaning of the message of a literary text
- capitalise holidays and use correct abbreviations
- combine sentences by using idea-sequencing strategies
- write a short story that has a developed plot, moves through time and shows change
- create an appropriate organisational structure
- provide closure to a story

Proficient Students (EL)

- show understanding of vowel sounds
- read common 1-2 syllable words
- recognise spelling patterns/word endings/synonyms
- use multiple meanings of words
- identify key facts/details
- compare/contrast
- identify with characters/events in stories
- identify cause/effect
- summarise
- make connections between Bermudian culture and informational text
- use structure to interpret text
- recall plot, main idea of literary text
- identify comparisons, identify sensory words
- capitalise proper names, titles of people, months of year, days of week
- use apostrophes with contractions/commas in dates/letter parts/items in a series
- write a short story with characters/settings
- develop plot
- provide closure

Partially Proficient Students (EL)

- show understanding of letter-sound relationships of vowels, consonant clusters, consonant digraphs, common words
- recognise antonyms
- determine sequence
- use structure to identify key facts
- locate and explain simple details in texts
- identify character traits, middle of the story, problems/solutions and similarities/differences in stories, poems, plays
- make connections across text
- compare characters' similarities/differences
- capitalise first word in a sentence
- use subject-verb agreement
- use periods, question marks, exclamation marks
- use correct spelling in word patterns
- use parts of speech accurately
- combine sentences with connecting words
- write a short story with characters and settings

Novice Students (EL)

- show understanding of letter-sound relationships of beginning and ending sounds
- identify use of basic transitional words
- recognize high frequency words
- use specific textual features to retrieve information
- follow instructions and directions to locate specific information
- identify the main idea of an informational text
- make connections between illustrations and informational text
- recall information and details about characters
- identify the beginning and ending of a story
- use story details and prior knowledge to understand text
- capitalise "I" in a sentence
- write a short story with characters

BERMUDA P3 ACHIEVEMENT LEVEL DESCRIPTORS (ALDs)

PLANNING NOTES

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Bermuda Public School System Performance Standards

Mathematics (MT)

Number and Number Operations (N)

Patterns, Functions and Algebra (A)

Geometry (G)

Measurement (M)

Data Handling (D)

Mathematics (MT)

Advanced Students (MT)

- compare/order/identify place value/estimate numbers up to 1000
- identify/use $\frac{1}{2}$ (and equivalents up to $\frac{5}{10}$), $\frac{1}{4}$, $\frac{1}{10}$
- add/subtract up to 100
- know multiplication facts for $\frac{2}{5}/10$
- multiply 1-2 digits by $\frac{2}{5}/10$
- create/extend/describe numeric/non-numeric/geometric patterns
- solve number sentences
- model/solve problems involving patterns/functions/relations using objects/tables
- draw/describe/classify/create/solve problems involving properties of 2- dimensional shapes
- identify/use correct tools/units to measure length/time/
- solve real life problems with calendars
- collect/organise/read data using tally charts/pictographs/bar graphs

Proficient Students (MT)

- describe whole numbers verbally
- identify /use place value up to 100s
- identify number just before/after 2-digit whole number
- quantify/measure objects w/numbers up to 1000
- use ordinal numbers up to 31st
- add/subtract 2-digit numbers (regroup)
- use multiplication facts ($\frac{2}{5}/10$)
- identify/use simple fractions
- find value of group of coins up to \$1
- model numerical situations
- check/explain reasonableness of solutions
- solve adding/subtracting equations w/missing value
- identify solids
- describe similarities/differences of shapes/solids
- identify/draw congruent shapes
- identify/describe/compare attributes of length/weight
- identify units and tool to measure temperature
- know attributes of time
- tell time to half hour
- order events with calendar (weeks)
- use data to describe likelihood

Partially Proficient Students (MT)

- compare/order whole numbers up to 1000
- represent whole numbers with number lines/models
- solve real-life multiplication/division problems
- use strategies to solve problems
- predict/extend/describe numeric/geometric patterns
- model/solve problems with patterns/relationships
- identify/classify/solve problems with plane figures
- identify simple symmetrical shapes
- combine/subdivide shapes
- use standard measuring tools to measure and describe these attributes (length, time)
- describe relationships among units of length
- order events with calendar/pictures
- collect/organise data with pictures/tallies/tables
- create/interpret picto-/bar graphs
- solve problems with data

Novice Students (MT)

- compare and order whole numbers up to 100
- identify and use place value through tens
- apply cardinal numbers up to 100
- use ordinal numbers up to twentieth and identify the order of objects
- identify even and odd numbers
- model and extend geometric patterns
- describe a pattern using pictures
- recognise and draw simple shapes that have symmetry
- identify standard measuring tools and their attributes of length and weight (metric and customary)
- collect and organise data using pictures, tallies and simple tables
- use data to solve simple problems

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Bermuda Public School System Performance Standards

Science (SC)

Physical Science (P)

Life Science (L)

Earth and Space Science (E)

Nature of Science (N)

Science (SC)

Advanced Students (SC)

- can predict how shadows caused by the sun change in length and location over the course of a day
- can explain how the ear hears things
- compare and contrast the action of levers and ramps
- can extend classification of animals to include other vertebrates
- understand how fossils give clues to animals and plants of the past and can be compared to living things today
- can relate the study of landforms in science to similar physical geography concepts studied in social studies
- can describe how a cave can be formed by the impact of water on rocks
- can identify testable questions

Proficient Students (SC)

- have a basic understanding of the properties of solids, liquids and gases and phase changes
- have a basic understanding of weight, forces and magnets
- can classify organisms and explain how their features help them live in different places
- can describe various landforms and how they are changed by wind, water and animals
- understand the Sun heats water, earth, and air and can cause water to change form
- can plan an investigation and order steps for an experiment
- can summarise and organise data using pictures, tallies and simple tables
- can analyse evidence and make simple conclusions
- understand basic health concepts

Partially Proficient Students (SC)

- have a basic understanding of material properties and how they can be used for different purposes
- have a basic understanding of light and shadows
- vibration and sound
- ramps and levers
- and things that magnets attract
- recognise basic plant part functions and the basic survival needs of plants and animals
- can identify most of the major landforms in Bermuda as well as some bodies of water
- know that high and low tides can affect the appearance of the seashore
- can match tools to the properties they measure, create simple graphs, and name some common careers
- can recognise general food groups

Novice Students (SC)

- can classify materials such as metal, wood, solid or liquid
- have a limited understanding of phase changes/ the role of the Sun
- have a basic understanding of pushes and pulls
- can identify living and non-living things
- understand the basic needs of living things
- can sort things into groups
- know Earth is made of rock and can identify some of Bermuda's landforms
- can describe some features of the ocean and name living things found in oceans
- have a limited ability to match tools to the properties they measure/ create simple graphs/ make guesses about an investigation
- have a limited understanding of things found in nature and man-made objects
- know things can make people sick

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Bermuda Public School System Performance Standards

Social Studies (SS)

History (H)

Geography (G)

Civics (C)

Economics (E)

Social Studies (SS)

Advanced Students (SS)

- create graphic organisers
- gain meaning of concepts from context
- identify complex sources for obtaining information
- describe ways in which art expresses culture
- demonstrate Bermudian behavioural characteristics
- create and interpret maps using keys
- describe Bermuda's 11 landforms and name its 10 bridges
- use knowledge of physical geography to make land-use decisions
- recognise international business and taxes as revenue sources
- demonstrate an awareness of sustainability
- understand personal responsibilities toward the public good
- identify citizenship traits including justice and empathy
- describe how technology affects the needs of individuals in an island community

Proficient Students (SS)

- create timelines
- gain meaning of terms from context
- identify moderately complex resources for obtaining information
- describe ways in which music expresses culture
- interpret simple maps of the community using basic symbols
- describe 9 landforms of Bermuda and name 6 bodies of water in Bermuda
- identify the importance of Bermuda's main industries
- understand Bermuda's environmental responsibilities
- identify citizenship traits such as responsibility and volunteering
- describe the importance of Bermuda's farming, fishing and shipping industries
- describe how technology affects the community

Partially Proficient Students (SS)

- use simple graphic organisers
- utilise interviews for obtaining information and describe ways in which stories and folktales serve as expressions of culture
- describe ways in which language demonstrates Bermudian behavioural characteristics
- describe at least 6 Bermuda landforms and use their knowledge of physical geography to make wise decisions on land use and transportation
- demonstrate understanding of recycling as a citizen's environmental responsibility
- identify the flora and fauna as major symbols of Bermuda
- describe how technology negatively affects individuals such as diminishing personal interaction and physical activity

Novice Students (SS)

- sequence information on a simple timeline
- gain meaning of words from context
- collect supporting evidence from sources
- describe how language expresses culture
- create maps using the four cardinal directions
- describe at least 4 Bermuda landforms
- identify and locate Bermuda's parishes and capital
- identify Bermuda's basic resource needs
- describe how the environment influences humans
- understand individuals' rights and responsibilities in relation to social groups
- demonstrate awareness of Bermuda's cultures and citizenship traits
- identify major political symbols of Bermuda
- demonstrate the use and value of money as a means of exchange
- describe examples of technology

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April 2009