

**Scholastic's Read 180, Stage B correlated to the  
Mississippi Performance Level Descriptors for the Language Arts Framework Revised  
Grade 7**

<b>Mississippi Performance Level Descriptors for the Language Arts Framework Revised</b>	<b>Scholastic's Read 180, Stage B Matches</b>
<b>Students performing at the advanced level:</b>	
<p><b>In vocabulary:</b> Justify the use of context clues used to determine meaning of unfamiliar and multiple meaning words; of vocabulary based on appropriateness for context and purpose; selection of word choice based on use of reference materials; and of vocabulary based on appropriateness for context and purpose in text of increasing length, difficulty, and complexity.</p>	<p><b>rBook Teaching Guide:</b> 96, 97, 116, 119, 164, 170, 171, 186, 192, 194, 210, 222, 234-238  <b>RDI Book 1-Reading Skills and Strategies:</b> 238, 240, 244, 252, 254, 264  <b>rSkills Test Book:</b> Tests 2, 4, &amp; 5</p>
<p><b>In reading comprehension:</b> Evaluate and justify the use of irony (situational and verbal) in text of increasing length, difficulty, and complexity. Justify the use of tools of persuasion by analyzing their effect on the author's purpose, citing text-based evidence in text of increasing length, difficulty, and complexity.</p>	<p><b>rBook Teaching Guide:</b> 64, 138, 218            Shared Reading and Strategic Reading activities, located in each Read180 Enterprise Narrow Reading units, provide opportunities to support this standard with Small Group and Whole Group discussion of the text.  <b>RDI Book 1-Reading Skills and Strategies:</b> 337</p>
<p><b>In writing:</b> Based on audience and purpose, justify an appropriate composing process utilizing topic sentences, effective organization and transition, specific supporting details, vivid word choice, and descriptive details to produce or evaluate narrative, informational, or persuasive text of increasing complexity and length. Evaluate notes based on inquiry and research and justify findings synthesized from those notes.</p>	<p>Selected Examples Include:  <b>rBook Teaching Guide:</b> 22-25, 27, 46-49, 51, 74-77, 79, 98-101, 103, 122, 123, 124, 125, 127, 149, 150, 151, 153, 172- 175, 177, 197, 198, 199, 201, 224-227, 243, 244  <b>RDI Book 2-Writing and Grammar Strategies:</b> 13, 44, 45, 47, 49, 50, 52, 54, 55, 57, 59, 60, 62, 64, 65, 68, 94-113, 214-221  <b>Test-Taking Strategies Book:</b> Practice Test – 106  <b>Test-Taking Strategies:</b> Identify Persuasive Prompts – 60-61; Writing Prompts – 113</p> <p>The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.</p>
<p><b>In grammar:</b> Apply knowledge of standard English grammar purposefully using emphatic tense to achieve a purpose. Apply knowledge of standard English mechanics and sentence structure purposefully including parenthetical expressions and compoundcomplex sentences to produce texts with sophisticated grade-</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:  <b>rBook Teaching Guide:</b> 228, 246  <b>RDI Book 2-Writing and Grammar Strategies:</b> 73, 192-195, 208, 209, 210, 211  <b>rSkills Test Book:</b> Test 5</p>

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level syntax.	The focus of the <i>READ180</i> program is not grammar skills. QuickWrite assignments, located throughout the program, provide opportunities for students to meet this standard.
<p><b>Students performing at the proficient level:</b></p> <p><b>In vocabulary:</b> Using text of increasing length, difficulty, and complexity, apply knowledge of roots and affixes (en-, em-, fore-, de-, -ative, -tive, -ible, -ty) to infer the meaning of unfamiliar and multiple meaning words; apply expansive knowledge of words and word meanings to communicate; use grade-level appropriate synonyms, antonyms, and homonyms; use context clues to determine meanings of unfamiliar or multiple-meaning words or figurative meaning of text; apply knowledge of reference materials to evaluate word choice; and analyze and evaluate vocabulary usage based on appropriateness for context and purpose.</p>	<p>Selected Examples Include:</p> <p><b>rBook Teaching Guide:</b> 20-25, 31, 45-49, 55, 83, 96-101, 107, 122, 131, 136, 141, 145, 146, 148-151, 157, 167, 172-175, 181, 196-199, 205, 216, 221, 222, 224-227, 233, 234, 236, 237, 238, 242, 243-244</p> <p><b>RDI Book 1-Reading Skills and Strategies:</b> 240, 246, 248, 256, 258, 266, 268, 272, 333, 335, 338, 336, 337, 334, 336, 349, 350, 351</p> <p><b>RDI Book 3-Strategies for English-Language Learners:</b> 21, 22, 23, 35, 40, 44, 60, 62, 67</p> <p><b>Topic Software Teaching Resources:</b> 1.1 Level 3, 1.2 Level 3, 1.3 Levels 2&amp;3, 1.3 Level 4, 1.4 Levels 2&amp;3, 1.4 Level 4, 1.4 Level 4, 2.1 Level 3, 2.2 Level 3, 2.2 Level 4, 2.3 Level 4, 2.4 Levels 3&amp;4, 3.1 Levels 2-4, 3.2 Level 3, 3.2 Level 4, 3.3 Level 2, 3.4 Level 3, 3.4 Level 4, 4.1 Level 4, 4.2 Levels 3&amp;4, 4.3 Level 3, 4.3 Level 4, 4.4 Levels 3&amp;4, 5.1 Level 4, 5.2 Level 3, 5.3 Level 2, 5.3 Level 4, 5.4 Levels 2&amp;3, 5.4 Level 4, 6.1 Level 2, 6.1 Level 3, 6.1 Level 4, 6.2 Level 3, 6.2 Level 4, 6.3 Level 3, 6.3 Level 4, 6.4 Level 3, 6.4 Level 4, 7.1 Levels 3&amp;4, 7.2 Level 4, 7.3 Level 3, 7.4 Level 3, 8.1 Level 3, 8.3 Level 3, 8.4 Level 3, 8.4 Level 4, 9.1 Level 3, 9.1 Level 4, 9.3 Level 3, 9.3 Level 4, 9.4 Level 3, 9.4 Level 4</p> <p><b>rSkills Test Book:</b> Tests 1, 2, 3, 4 &amp; 5</p> <p><b>Test-Taking Strategies Book:</b> Practice Test – 103 &amp; 106, Writing Prompt – 111</p>
<p><b>In reading comprehension:</b> Apply knowledge of text features, parts of a book, text structure, and genres to interpret, evaluate, or analyze texts of increasing length, complexity, and difficulty. Analyze text to infer implied main idea from related texts, justify inferences by providing supporting details, draw conclusions, synthesize, or evaluate author's use of sequence for its effect on the text, and synthesize information from related texts of increasing length, complexity,</p>	<p>Selected Examples Include:</p> <p><b>rBook Teaching Guide:</b> 16, 18, 34, 36, 62, 66, 68, 81, 86, 87, 90, 94, 118, 128, 134, 169, 184, 187, 188, 190, 191, 192, 206C, 209, 213, 208-219, 240</p> <p><b>RDI Book 1-Reading Skills and Strategies:</b> 294, 295, 302, 303, 304, 305, 321, 395, 401, 402, 413</p> <p><b>Topic Software Teaching Resources:</b> <b>1.1:</b> 71-74, 215-216, 287; <b>1.2:</b> 75-78, 217-218, 287; <b>1.3:</b> 74-82, 219-220, 287; <b>1.4:</b> 83-86, 221-222, 287; <b>2.1:</b> 87-90, 223-224, 287; <b>2.2:</b> 91-94, 225-226, 287; <b>2.3:</b> 95-98, 227-228, 287; <b>2.4:</b> 99-102, 229-230, 287; <b>3.1:</b> 103-</p>

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<p>and difficulty. Generate a summary or paraphrase of the events or ideas in text of increasing length, complexity, and difficulty, citing text-based evidence. Analyze, interpret, compare, contrast, or respond to increasingly complex literary text, literary non-fiction, and informational text, citing textbased evidence (including situational and verbal irony). Evaluate the author's use of facts, opinions, and tools of persuasion (card stacking, slanted words) to determine author's purpose and consider the effect of persuasive text on the intended audience.</p>	<p>106, 231-232, 287; <b>3.2:</b> 107-110, 233-234, 287; <b>3.3:</b> 111-114, 235-23, 287; <b>3.4:</b> 115-118, 237-238, 287; <b>4.1:</b> 119-122, 239-240, 287; <b>4.2:</b> 123-126, 241-242,287; <b>4.3:</b> 127-130, 243-244, 287; <b>4.4:</b> 131-134, 245-246, 287; <b>5.1:</b> 135-138, 247-248, 287; <b>5.2:</b> 139-142, 249-250, 287; <b>5.3:</b> 143-146, 251-252, 287; <b>5.4:</b> 147-150, 253-254, 287; <b>6.1:</b> 151-154, 255-256, 287; <b>6.2:</b> 155-158, 257-258, 287; <b>6.3:</b> 159-162, 259-260, 287; <b>6.4:</b> 159-162, 259-260, 287; <b>7.1:</b> 167-170, 263-264, 287; <b>7.2:</b> 171-174, 265-266, 287; <b>7.3:</b> 175-178, 267-268, 287; <b>7.4:</b> 179-182, 269-270, 287; <b>8.1:</b> 183-186, 271-272, 287; <b>8.2:</b> 187-190, 273-274, 287; <b>8.3:</b> 191-194, 275-27, 287; <b>8.4:</b> 195-198, 277-278, 287; <b>9.2:</b> 203-206, 281-282, 287; <b>9.3:</b> 207-210, 283-284, 287; <b>9.4:</b> 211-214, 285-286, 287</p> <p><b><u>Audiobook Teaching Resources:</u></b> Daniel's Story – 5, 50, 73 (Resources –27-29, 63-69), Flight #116 Is Down! – 135, 171 (Resources – 33-35, 63-69), Local News – 21, 26, 39, 43 (Resources – 39-41, 63-69), The Mighty – 53, 27, 79 (Resources - 42-44, 63-69), The Outsiders – 6, 24, 65, 106 (Resources – 48-50, 63-69), Rimshots – 5, 6, 10, 18 (Resources – 51-53, 63-69), The Star Fisher – 12, 24, 94 (Resources – 57-59, 63-69); Holes – 58, 70, 170, 216 (Resources – 36-38, 63-69), Oh Yuck! – 15, 17, 29, 37 (Resources – 45-47, 63-69), The Outsiders – 44, 56, 133, 137 (Resources – 48-50, 63-69), The Stowaway – 3, 21, 100 (Resources – 60-62, 63-69)</p> <p><b><u>Paperbacks Teaching Resources:</u></b> All in a Day's Work and Other Stories; Classic Tales of Terror; The Escape: A Classic Story of Suspense (Resources – 57, 63, 117); Secrets of Oak Park; Visitors: Strange Invaders (Resources – 91, 109); King of the Hill; Happy Burger; The Good Fight: Stories About Real Heroes; Trapped (Resources – 69, 83, 121, 131)</p> <p><b><u>rSkills Test Book:</u></b> Tests 2- 5</p> <p><b><u>Test-Taking Strategies:</u></b> 39-41</p>
<p><b>In writing:</b> Use an appropriate composing process to incorporate descriptive details into texts (narrative, expository, or persuasive); to produce narrative text utilizing adequate transitions and specific supporting details; to produce informational text (business letters)</p>	<p><b><u>rBook Teaching Guide:</u></b> 22-25, 27, 46-49, 51, 74-77, 79, 98-101, 103, 122, 123, 124, 125, 127, 149, 150, 151, 153, 172-175, 177, 197, 198, 199, 201, 224-227, 243, 244, 315, 410</p> <p><b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 13, 44, 45, 47, 49, 50, 52, 54, 55, 57, 59, 60, 62, 64,</p>

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<p>utilizing topic sentences, adequate organization, transitions, and vivid word choices; to produce persuasive text with a clear problem and solution, utilizing effective organization, adequate transitions, vivid word choices, and specific supporting details; to produce texts of a variety of modes based on inquiry and research, taking notes on important information from sources, synthesizing and evaluating important findings, and selecting sources to support central ideas, concepts, and themes.</p>	<p>65, 68, 69, 70, 72, 74, 75, 77, 79, 80, 82, 84, 85, 87, 89, 90, 93, 94-113, 104-107, 119-122, 214-221</p> <p>The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.</p>
<p><b>In grammar:</b> Use standard English grammar (collective nouns; emphatic tense; correlative conjunctions; pronoun-antecedent agreement with collective nouns, for relative and indefinite pronouns, and with expressions of amount) and standard English mechanics (commas with parenthetical expressions; semicolons with conjunctive adverbs; colons and capitalization of first word in salutations and closings of business letters) to compose or edit. Apply knowledge of sentence structure (compound-complex sentences; noun clauses) to compose or edit. Spell words commonly found in seventh-grade-level texts.</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective: <b>rBook Teaching Guide:</b> 51, 81B, 83B, 102, 103, 126, 152, 228, 245, 246, 247 <b>RDI Book 2-Writing and Grammar Strategies:</b> 73, 154, 155, 162, 163, 166-179, 192-195, 208, 209, 210, 211 <b>rSkills Test Book:</b> Tests 1, 2 &amp; 5</p> <p>The focus of the <i>READ180</i> program is not grammar skills. QuickWrite assignments, located throughout the program, provide opportunities for students to meet this standard.</p>
<p><b>Students performing at the basic level:</b></p>	
<p><b>In vocabulary:</b> In text of increasing length, complexity and difficulty, identify roots and affixes in multi-syllabic words; identify and produce grade-level appropriate synonyms, antonyms, and homonyms; and identify figurative language.</p>	<p>Selected Examples Include: <b>rBook Teaching Guide:</b> 20-25, 31, 45-49, 55, 83, 96-101, 107, 122, 131, 136, 141, 145, 146, 148-151, 157, 167, 172-175, 181, 196-199, 205, 216, 221, 222, 224-227, 233, 234, 236, 237, 238, 242, 243-244 <b>RDI Book 1-Reading Skills and Strategies:</b> 240, 246, 248, 256, 258, 266, 268, 272, 333, 335, 338, 336, 337, 334, 336, 349, 350, 351 <b>RDI Book 3-Strategies for English-Language Learners:</b> 21, 22, 23, 35, 40, 44, 60, 62, 67 <b>Topic Software Teaching Resources:</b> 1.1 Level 3, 1.2 Level 3, 1.3 Levels 2&amp;3, 1.3 Level 4, 1.4 Levels 2&amp;3, 1.4 Level 4, 1.4 Level 4, 2.1 Level 3, 2.2 Level 3, 2.2 Level 4, 2.3 Level 4, 2.4 Levels 3&amp;4, 3.1 Levels 2-4, 3.2 Level 3, 3.2 Level 4, 3.3 Level 2, 3.4 Level 3, 3.4 Level 4, 4.1 Level 4, 4.2 Levels 3&amp;4, 4.3 Level 3, 4.3 Level 4, 4.4 Levels 3&amp;4, 5.1 Level</p>

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<p><b>In reading comprehension:</b> In texts of increasing length, complexity, and difficulty, recognize and apply knowledge of text features, parts of a book, and text structures to gain information from texts of increasing length, complexity, and difficulty; recognize and identify an appropriate summary or paraphrase of events or ideas; recognize appropriate text-based evidence (story elements, literary devices, sound devices) to compare texts and analyze author's purpose; recognize and identify the use of fact, opinion, and persuasion tools in to determine author's purpose.</p>	<p>Selected Examples Include:  <b>rBook Teaching Guide:</b> 16, 18, 34, 36, 62, 66, 68, 81, 86, 87, 90, 94, 118, 128, 134, 169, 184, 187, 188, 190, 191, 192, 206C, 209, 213, 208-219, 240  <b>RDI Book 1-Reading Skills and Strategies:</b> 294, 295, 302, 303, 304, 305, 321, 395, 401, 402, 413  <b>Topic Software Teaching Resources:</b> <b>1.1:</b> 71-74, 215-216, 287; <b>1.2:</b> 75-78, 217-218, 287; <b>1.3:</b> 74-82, 219-220, 287; <b>1.4:</b> 83-86, 221-222, 287; <b>2.1:</b> 87-90, 223-224, 287; <b>2.2:</b> 91-94, 225-226, 287; <b>2.3:</b> 95-98, 227-228, 287; <b>2.4:</b> 99-102, 229-230, 287; <b>3.1:</b> 103-106, 231-232, 287; <b>3.2:</b> 107-110, 233-234, 287; <b>3.3:</b> 111-114, 235-23, 287; <b>3.4:</b> 115-118, 237-238, 287; <b>4.1:</b> 119-122, 239-240, 287; <b>4.2:</b> 123-126, 241-242, 287; <b>4.3:</b> 127-130, 243-244, 287; <b>4.4:</b> 131-134, 245-246, 287; <b>5.1:</b> 135-138, 247-248, 287; <b>5.2:</b> 139-142, 249-250, 287; <b>5.3:</b> 143-146, 251-252, 287; <b>5.4:</b> 147-150, 253-254, 287; <b>6.1:</b> 151-154, 255-256, 287; <b>6.2:</b> 155-158, 257-258, 287; <b>6.3:</b> 159-162, 259-260, 287; <b>6.4:</b> 159-162, 259-260, 287; <b>7.1:</b> 167-170, 263-264, 287; <b>7.2:</b> 171-174, 265-266, 287; <b>7.3:</b> 175-178, 267-268, 287; <b>7.4:</b> 179-182, 269-270, 287; <b>8.1:</b> 183-186, 271-272, 287; <b>8.2:</b> 187-190, 273-274, 287; <b>8.3:</b> 191-194, 275-27, 287; <b>8.4:</b> 195-198, 277-278, 287; <b>9.2:</b> 203-206, 281-282, 287; <b>9.3:</b> 207-210, 283-284, 287; <b>9.4:</b> 211-214, 285-286, 287</p> <p><b>Audiobook Teaching Resources:</b> Daniel's Story – 5, 50, 73 (Resources –27-29, 63-69), Flight #116 Is Down! – 135, 171 (Resources – 33-35, 63-69), Local News – 21, 26, 39, 43 (Resources – 39-41, 63-69), The Mighty – 53, 27, 79 (Resources - 42-44, 63-69), The Outsiders – 6, 24, 65, 106 (Resources – 48-50, 63-69), Rimshots – 5, 6, 10, 18 (Resources – 51-53,</p>

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	<p>63-69), The Star Fisher – 12, 24, 94 (Resources – 57-59, 63-69); Holes – 58, 70, 170, 216 (Resources – 36-38, 63-69), Oh Yuck! – 15, 17, 29, 37 (Resources – 45-47, 63-69), The Outsiders – 44, 56, 133, 137 (Resources – 48-50, 63-69), The Stowaway – 3, 21, 100 (Resources – 60-62, 63-69)</p> <p><b><u>Paperbacks Teaching Resources:</u></b> All in a Day's Work and Other Stories; Classic Tales of Terror; The Escape: A Classic Story of Suspense (Resources – 57, 63, 117); Secrets of Oak Park; Visitors: Strange Invaders (Resources – 91, 109); King of the Hill; Happy Burger; The Good Fight: Stories About Real Heroes; Trapped (Resources – 69, 83, 121, 131)</p> <p><b><u>rSkills Test Book:</u></b> Tests 2- 5</p> <p><b><u>Test-Taking Strategies:</u></b> 39-41</p>
<p><b>In writing:</b> Use an appropriate composing process to incorporate descriptive details into texts; to produce narrative text utilizing transitions and supporting details, informational text utilizing topic sentences and transitions, persuasive text utilizing specific supporting details, and text presenting findings based on inquiry and research.</p>	<p><b><u>rBook Teaching Guide:</u></b> 22-25, 27, 46-49, 51, 74-77, 79, 98-101, 103, 122, 123, 124, 125, 127, 149, 150, 151, 153, 172-175, 177, 197, 198, 199, 201, 224-227, 243, 244, 315, 410</p> <p><b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 13, 44, 45, 47, 49, 50, 52, 54, 55, 57, 59, 60, 62, 64, 65, 68, 69, 70, 72, 74, 75, 77, 79, 80, 82, 84, 85, 87, 89, 90, 93, 94-113, 104-107, 119-122, 214-221</p> <p>The Read180 program provides instruction in writing, grammar, usage and mechanics. There are a variety of types of writing assignments, including narrative, descriptive, expository, and persuasive compositions. Additional types of writing lessons include functional (letters, announcements, résumés, etc.), poetry and research.</p>
<p><b>In grammar:</b> Recognize the use of standard English grammar (collective nouns; emphatic tense; correlative conjunctions; pronounantecedent agreement with collective nouns, for relative and indefinite pronouns, and with expressions of amount). Recognize the use of standard English mechanics (commas with parenthetical expressions; semicolons with conjunctive adverbs; colons and capitalization of first word in salutations and closings of business letters). Recognize sentence structure incorporating</p>	<p>The Following Selected Matches Provide Opportunities to Meet this Objective:</p> <p><b><u>rBook Teaching Guide:</u></b> 81B, 83B, 102, 103, 126, 152, 228, 245, 246, 247</p> <p><b><u>RDI Book 2-Writing and Grammar Strategies:</u></b> 73, 166-179, 192-195, 208, 209, 210, 211</p> <p><b><u>rSkills Test Book:</u></b> Tests 2 &amp; 5</p> <p>The focus of the <i>READ180</i> program is not grammar skills. QuickWrite assignments, located throughout the program, provide opportunities for students to meet this standard.</p>

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compoundcomplex sentences and noun clauses.	
<b>Students performing at the minimal level inconsistently demonstrate the knowledge or skills that define basic level performance.</b>	