

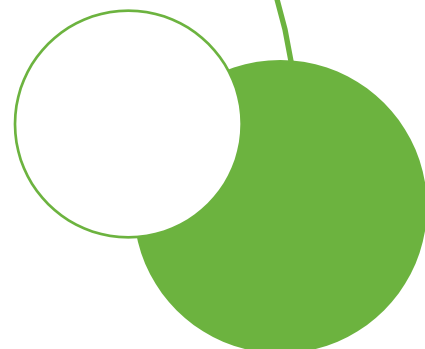
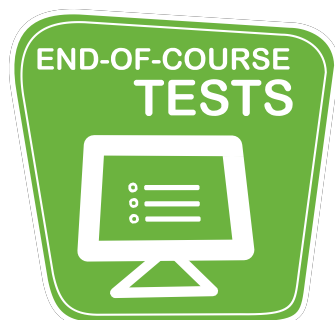
While this document contains multiple-choice items that are still relevant to the Biology EOC, the 2-point constructed response (CR) items were replaced in 2013 with an extended-response task. The CR in this document can be useful for classroom instruction and assessment.

RELEASED TEST ITEMS

Sample Student Work
Illustrating EOC Achievement Levels

October 2012

Biology



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Introduction

Louisiana Believes embraces the principle that all children can achieve at high levels. *Louisiana Believes* also promotes the idea that Louisiana’s educators should be empowered to make decisions to support the success of their students. In keeping with these values, the Department has created documents with released test items to help prepare teachers and students for the EOC tests. These documents reflect the State’s commitment to consistent and rigorous assessments and provide educators and families with clear information about expectations for student performance.

End-of-Course (EOC) testing has been recommended by the High School Redesign Commission to ensure consistent and rigorous instruction and academic expectations throughout Louisiana high schools. The tests measure the knowledge and skills a student should master at the completion of a course. EOC tests are administered online to most students, and reports are delivered online.

Biology Administration

The Biology EOC test is administered to students who have completed the following course:

- Biology: course code 150301

EOC Achievement Levels

Student scores for the Biology EOC test are reported at four achievement levels: *Excellent*, *Good*, *Fair*, and *Needs Improvement*. General definitions of the EOC achievement levels are shown below.

EOC Achievement-Level Definitions

<i>Excellent</i> : A student at this achievement level has demonstrated mastery of course content beyond <i>Good</i> .
<i>Good</i> : A student at this achievement level has demonstrated mastery of course content and is well prepared for the next level of coursework in the subject area.
<i>Fair</i> : A student at this achievement level has demonstrated only the fundamental knowledge and skills needed for the next level of coursework in the subject area.
<i>Needs Improvement</i> : A student at this achievement level has not demonstrated the fundamental knowledge and skills needed for the next level of coursework in the subject area.

Purpose of this Document

This document presents actual items and student work from a Biology EOC test. The document includes multiple-choice and constructed-response items that exemplify what students scoring at specified achievement levels should know and be able to do. A discussion of each item highlights the knowledge and skills the item is intended to measure.

Note: Teachers are encouraged to use the test items presented in this document as part of a practice test or study guide, and doing so is not a violation of test security.

As you review the items, it is important to remember that a student's achievement level is based on his or her total test score (cumulative score for all questions in the test), not on one particular item or session, and that the sample items included in this document represent a portion of the body of knowledge and skills measured by the EOC test.

Biology

The Biology EOC test contains forty-six multiple-choice items and two constructed-response items. In addition, some field test items are embedded so that new forms can be developed for future use.

Multiple-choice items assess knowledge, conceptual understanding, and application of skills. They consist of an interrogatory stem followed by four answer options and are scored as correct or incorrect.

Constructed-response items require students to compose an answer, and these items generally require higher-order thinking. A typical constructed-response item may require students to develop an idea, demonstrate a problem-solving strategy, or justify an answer based on reasoning or evidence. The Biology EOC constructed-response items are scored on a scale of 0 to 2 points. The general constructed-response rubric, shown below, provides descriptors for each score point.

Constructed-Response Rubric

Score Point 2:	The student's response provides a complete and correct answer. There are no errors.
Score Point 1:	The student's response is partially correct; the response demonstrates limited awareness. There may be one or more errors.
Score Point 0:	The student's response is incorrect, irrelevant, or too brief to evaluate. Student fails to respond.

It is possible for a student to earn a total of 50 points on the Biology EOC test. The number of raw-score points that a student would have to achieve to reach each achievement level varies slightly, given the difficulty of a particular form of the test. The table below shows the raw-score ranges for the forms that were administered in spring 2012.

Raw-Score Ranges for the Spring 2012 Biology EOC Test

Achievement Level	Raw-Score Range
<i>Excellent</i>	39–50
<i>Good</i>	29–38
<i>Fair</i>	19–28
<i>Needs Improvement</i>	0–18

Testing Materials

Students taking the Biology EOC test have access to scratch paper and pencils provided by test administrators and can be used by students during all three sessions of the Biology EOC test.

Multiple-Choice Items

This section presents ten multiple-choice items selected to illustrate the type of skills and knowledge students would need to perform at three of the four achievement levels used to report EOC results—*Excellent*, *Good*, and *Fair*. Examples of *Needs Improvement* work are not included; by definition, work classified as *Needs Improvement* exhibits a narrower range of knowledge and skills than work classified as *Fair*. Information shown for each item includes

- the strand,
- the GLE each item measures,
- the achievement level,
- the correct answer, and
- commentary on the skills and knowledge measured by the item.

Strand: Life Science—The Molecular Basis of Heredity
Biology GLE LS 7: Identify the basic structure and function of nucleic acids (e.g., DNA, RNA) (LS-H-B1)
Achievement Level: *Excellent*

What is the function of mRNA?

- A. to carry amino acids from the cytoplasm to the DNA
- B. to decode DNA and provide a binding site for proteins
- *C. to carry the genetic code for a protein from the DNA to the ribosomes
- D. to recognize a base sequence in the DNA that marks the start of a gene

*correct answer

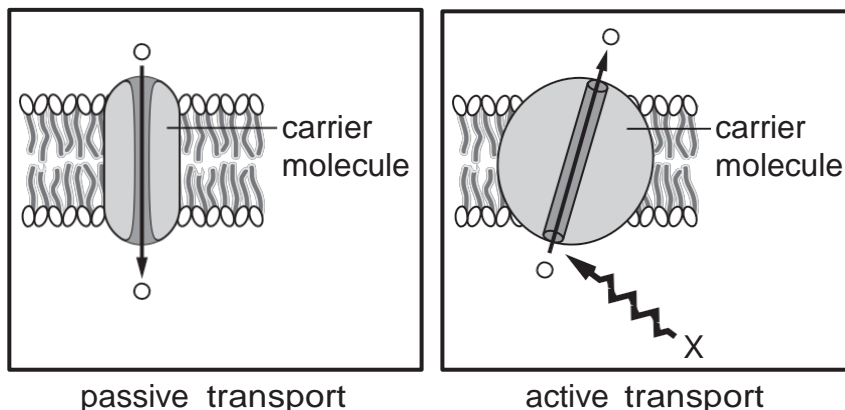
This item would most likely be answered correctly by students who score at the *Excellent* level. This item requires students to identify the function of mRNA.

Option A describes the function of transfer RNA (tRNA). Option B describes the function of ribosomal RNA (rRNA). Option D describes the function of RNA polymerase.

Option C is the correct answer. The function of messenger RNA (mRNA) is to carry the genetic code for a protein from the DNA in the nucleus to the ribosomes.

Strand: Life Science—The Cell
Biology GLE LS 4: Compare active and passive cellular transport (LS-H-A2)
Achievement Level: *Excellent*

Use the diagrams to answer the question.



The diagrams show how carrier molecules allow passive and active transport. In the diagram of active transport, the letter X represents another molecule. This molecule provides energy for active transport but is not needed for passive transport.

Which molecule is **most likely** represented by the letter X?

- A. water
- B. DNA
- *C. ATP
- D. oxygen

*correct answer

This item would most likely be answered correctly by students who score at the *Excellent* level. This item requires students to identify adenosine triphosphate (ATP) as the molecule that provides energy for active transport.

Option A lists an important molecule, water, that is needed for cellular function, but water does not provide energy to the cell for active transport. Option B represents the misconception that DNA provides energy to cells. Option D is another important molecule, oxygen, that is needed for cellular respiration, but oxygen molecules do not provide energy for active transport.

Option C is the correct answer. Adenosine triphosphate (ATP) is the molecule that provides energy to the cell for active transport.

Strand: Life Science—The Molecular Basis of Heredity
Biology GLE LS 11: Calculate the probability of genotypes and phenotypes of offspring given the parental genotypes (LS-H-B3)
Achievement Level: *Excellent*

Albinism, or the lack of pigment in the skin, is a recessive trait. A heterozygous (Aa) female marries a man with albinism. What is the probability of having a child with albinism?

- A. 25%
- *B. 50%
- C. 75%
- D. 100%

*correct answer

This item would most likely be answered correctly by students who score at the *Excellent* level. This item requires students to calculate the probability of a heterozygous female and a male with albinism (homozygous recessive) having a child with albinism.

Option A is the probability of two heterozygous parents having a child with albinism. Option C is the probability of two heterozygous parents having a child without albinism. Option D is the probability of two parents with albinism having a child with albinism.

Option B is the correct answer. Students can construct a Punnett square to show that there is a 50% probability of a heterozygous female and a male with albinism having a child with albinism.

Strand: Life Science—Matter, Energy, and Organization of Living Systems
Biology GLE LS 29: Use balanced equations to analyze the relationship between photosynthesis and cellular respiration (LS-H-E1)
Achievement Level: *Excellent*

Use the equation to answer the question.



The equation shows photosynthesis, the process by which plants make food. Cellular respiration is the process by which organisms use that food. Which equation represents cellular respiration?

- A. $6\text{CO}_2 + 6\text{H}_2\text{O} \rightarrow \text{C}_6\text{H}_{12}\text{O}_6 + 6\text{O}_2 + \text{sunlight}$
- *B. $\text{C}_6\text{H}_{12}\text{O}_6 + 6\text{O}_2 \rightarrow 6\text{CO}_2 + 6\text{H}_2\text{O} + \text{energy}$
- C. $6\text{CO}_2 + 6\text{H}_2\text{O} + \text{energy} \rightarrow \text{C}_6\text{H}_{12}\text{O}_6 + 6\text{O}_2$
- D. $\text{C}_6\text{H}_{12}\text{O}_6 + 6\text{O}_2 \rightarrow 6\text{CO}_2 + 6\text{H}_2\text{O} + \text{sunlight}$

*correct answer

This item would most likely be answered correctly by students who score at the *Excellent* level. This item requires students to identify the chemical equation that represents the reaction used in cellular respiration.

Option A represents the chemical equation for photosynthesis with sunlight incorrectly being a product. Option C represents the chemical equation for photosynthesis with energy being added to the reaction. Option D represents the chemical equation for cellular respiration with sunlight incorrectly being a product.

Option B is the correct answer. The chemical equation for cellular respiration shows glucose and oxygen reacting to produce carbon dioxide, water, and energy.

Strand: Life Science—Interdependence of Organisms
 Biology GLE LS 23: Illustrate the flow of carbon, nitrogen, and water through an ecosystem (LS-H-D1) (SE-H-A6)
 Achievement Level: *Good*

Use the diagrams to answer the question.

Nutrient Cycle Diagrams

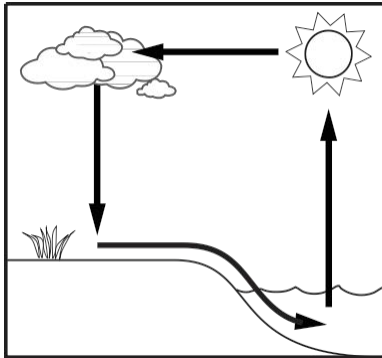


diagram 1

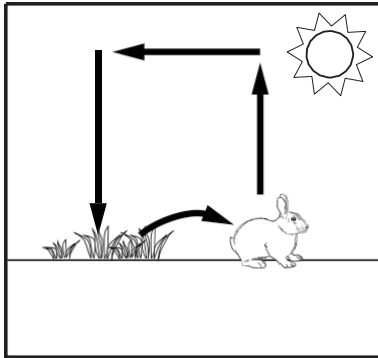


diagram 2

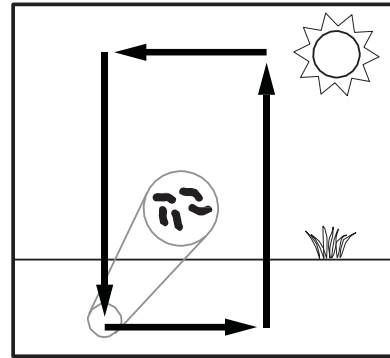


diagram 3

Which table correctly identifies the cycles shown in the diagrams?

Nutrient Cycle Diagrams

A.

Diagram	Cycle
1	water
2	nitrogen
3	carbon

Nutrient Cycle Diagrams

C.

Diagram	Cycle
1	carbon
2	water
3	nitrogen

Nutrient Cycle Diagrams

*B.

Diagram	Cycle
1	water
2	carbon
3	nitrogen

Nutrient Cycle Diagrams

D.

Diagram	Cycle
1	carbon
2	nitrogen
3	water

*correct answer

This item would most likely be answered correctly by students who score at the *Good* level. This item requires students to identify diagrams representing the carbon cycle, the nitrogen cycle, and the water cycle.

In option A, the student misidentifies the carbon cycle and nitrogen cycle by switching the cycles. In option C, the student misidentifies the carbon cycle and the water cycle by switching the cycles. In option D, the student misidentifies all three cycles.

Option B is the correct answer. Diagram 1 represents the water cycle, diagram 2 represents the carbon cycle, and diagram 3 represents the nitrogen cycle.

Strand: Life Science—Systems and the Behavior of Organisms
Biology GLE LS 34: Explain how body systems maintain homeostasis (LS-H-F2)
Achievement Level: *Good*

Which system controls many of the other body systems involved in homeostasis?

- A. the urinary system
- *B. the nervous system
- C. the cardiovascular system
- D. the lymphatic system

*correct answer

This item would most likely be answered correctly by students who score at the *Good* level. This item requires students to identify the body system that controls many of the other body systems involved in homeostasis.

In option A, the urinary system controls the removal of toxins through urine to maintain homeostasis. In option C, the cardiovascular system controls the delivery of oxygen and the removal of waste gases to maintain homeostasis. In option D, the lymphatic system controls the body's immune response to maintain homeostasis.

Option B is the correct answer. The nervous system controls many other body systems involved in homeostasis.

Strand: Life Science—Personal and Community Health
Biology GLE LS 38: Discuss mechanisms of disease transmission and processes of infection (LS-H-G2) (LS-H-G4)
Achievement Level: *Good*

Which statement describes the **most** common way a person becomes infected with the West Nile virus?

- A. A bird eats an infected mosquito, and then a person touches the dead bird or bird feces.
- *B. A mosquito feeds on an infected bird, and then the mosquito transmits the virus when it bites a person.
- C. A mosquito becomes infected in the West Nile region, and then the mosquito infects people around the world as they migrate.
- D. A person from the West Nile region becomes infected, and then the person coughs or sneezes on a visiting traveler.

*correct answer

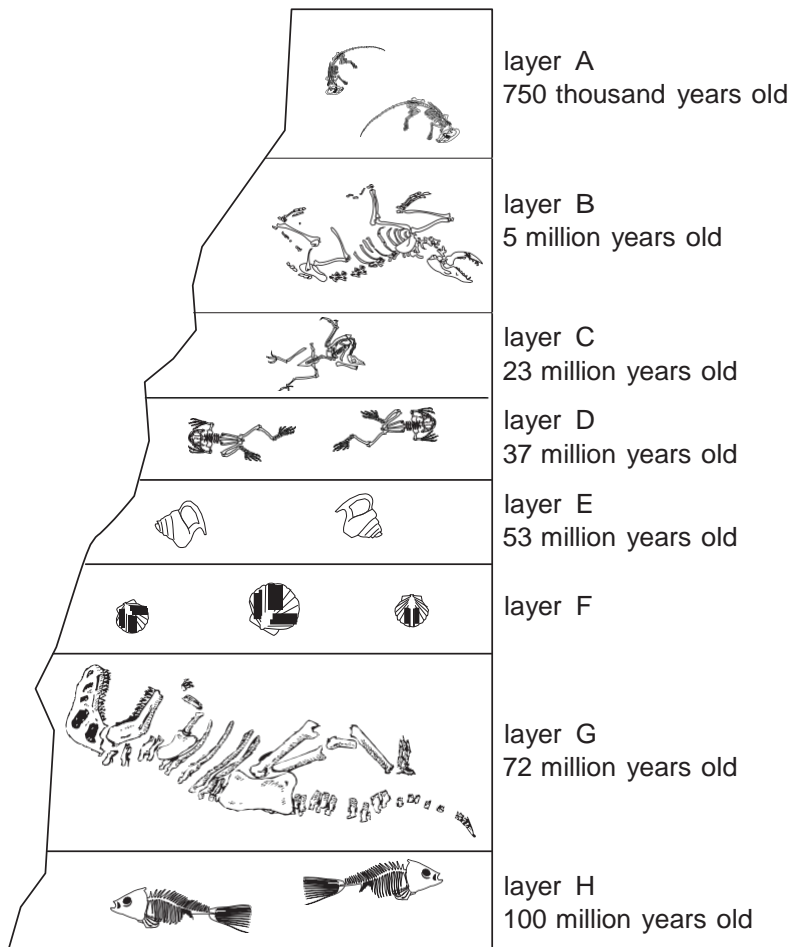
This item would most likely be answered correctly by students who score at the *Good* level. This item requires students to identify the most common way a person becomes infected with the West Nile virus.

Option A represents the misconception that birds are involved in the transmission of the West Nile virus. Option C represents the misconception that the cause of the West Nile virus must originate in the West Nile region. Option D represents the misconception that the West Nile virus is spread from person to person like influenza.

Option B is the correct answer. The West Nile virus is spread when an infected mosquito bites a person.

Strand: Earth Science—The Origin and Evolution of the Earth System
Biology GLE ESS 22: Analyze data related to a variety of natural processes to determine the time frame of the changes involved (e.g., formation of sedimentary rock layers, deposition of ash layers, fossilization of plant or animal species) (ESS-H-C5)
Achievement Level: *Needs Improvement*

Use the diagram to answer the question.



The diagram shows the ages of some fossils embedded in layers of rock. The fossils in layer F are **most likely** which age?

- A. 25 thousand years old
- B. 950 thousand years old
- *C. 61 million years old
- D. 125 million years old

*correct answer

This item would most likely be answered correctly by students who score at the *Fair* level. This item requires students to use a diagram to identify the age of fossils in a certain layer of rock (layer F), when given the ages of the layers of rocks above and below.

Option A represents the age of a layer of rock that would most likely be found above the top layer of the diagram. Option B represents the age of a layer of rock that would most likely be found between layers A and B. Option D represents the age of a layer of rock that would most likely be found below the bottom layer of rock in the diagram.

Option C is the correct answer. The fossils in layer F are most likely 61 million years old, because Layer E, directly above layer F, is dated at 53 million years old, and layer G, directly below layer F, is dated at 72 million years.

Strand: Life Science—Systems and the Behavior of Organisms
Biology GLE LS 35: Explain how selected organisms respond to a variety of stimuli (LS-H-F3)
Achievement Level: *Fair*

Which statement **best** describes how a sunflower responds to the stimuli of light and Earth’s gravitational pull?

- A. The sunflower’s stem grows toward light, and its roots grow opposite to Earth’s gravitational pull.
- *B. The sunflower’s stem grows toward light, and its roots grow toward Earth’s gravitational pull.
- C. The sunflower’s stem grows away from light, and its roots grow opposite to Earth’s gravitational pull.
- D. The sunflower’s stem grows away from light, and its roots grow toward Earth’s gravitational pull.

*correct answer

This item would most likely be answered correctly by students who score at the *Fair* level. This item requires students to identify how a sunflower responds to the stimuli of light and Earth’s gravitational pull.

Option A correctly describes how a sunflower’s stem grows toward light, but incorrectly describes roots growing opposite to Earth’s gravitational pull.

Option C incorrectly describes how a sunflower’s stem grows away from light, and incorrectly describes roots growing opposite to Earth’s gravitational pull.

Option D incorrectly describes how a sunflower’s stem grows away from light, but correctly describes roots growing toward Earth’s gravitational pull.

Option B is the correct answer. A sunflower’s stem grows toward light, and its roots grow toward Earth’s gravitational pull.

Strand: Life Science—Personal and Community Health
Biology GLE LS 37: Explain how fitness and health maintenance can result in a longer human life span (LS-H-G1)
Achievement Level: *Needs Improvement*

Which action can result in a longer life span?

- A. to stop making annual doctor visits
- B. to stop wearing safety belts
- *C. to stop smoking cigarettes
- D. to stop receiving vaccinations

*correct answer

This item would most likely be answered correctly by students who score at the *Fair* level. This item requires students to determine which action can result in a longer life span.

The action in option A, to stop making doctor visits, would not ensure a longer life span because some health conditions could be detected early and treated before becoming a major problem with annual doctor visits. The action in option B, to stop wearing safety belts, would not ensure a longer life span because wearing safety belts is attributed to saving lives in automobile accidents. The action in option D, to stop receiving vaccinations, would not ensure a longer life span because vaccinations, even in adults, can prevent a person from contracting and spreading a disease.

Option C is the correct answer. To stop smoking cigarettes can result in a longer life span because cigarette smoking is a known cause of many diseases.

Constructed-Response Item

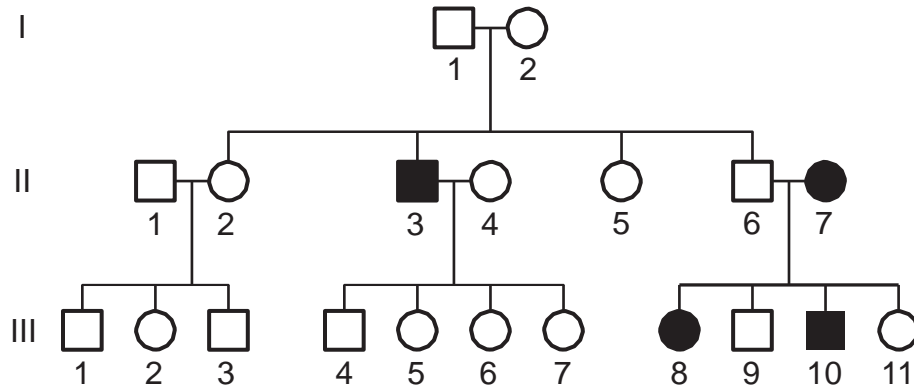
This section presents a constructed-response item, information used to score the constructed-response item, and examples of student responses that received scores of 2, 1, and 0. This section also includes the Biology Typing Help (page 24), an online tool that describes how to enter special characters, symbols, and formatting into typed responses.

Constructed-Response Example

Strand:	Life Science—The Molecular Basis of Heredity
Biology GLE LS 10:	Analyze pedigrees to identify patterns of inheritance for common genetic disorders (LS-H-B3)

Use the pedigree to answer the question.

PKU Pedigree



Key	
■	affected male
□	non-affected male
●	affected female
○	non-affected female

A genetic condition called phenylketonuria (PKU) can cause damage to the nervous system if left untreated. The pedigree shows the pattern of inheritance of PKU within a family.

Based on the pedigree, identify the pattern of inheritance for PKU.

(student enters response in text box)

Describe one piece of evidence supporting the pattern of inheritance shown in the pedigree.

(student enters response in text box)

Scoring Information

Exemplary Response

PKU is an autosomal recessive disorder.

Other possible correct responses include:

- autosomal
- non-sex-linked
- recessive

Fatal errors include:

- dominant
- sex-linked

Evidence includes:

- Individuals I-1 and I-2, neither of whom have PKU, produce offspring with PKU.
- Individual II-3, who has PKU, marries/mates with individual II-4, and they produce offspring without PKU.
- Individual II-6, who does not have PKU, marries/mates with individual II-7, who has PKU. They produce offspring with and without PKU.
- Males and females are both affected.
- The trait skips generations.

Points Assigned

- One point for correctly identifying the pattern of inheritance for PKU.
- One point for correctly describing evidence supporting the pattern of inheritance identified.

Scoring Rubric

Score	Description
2	The student correctly identifies the pattern of inheritance for PKU and correctly describes evidence supporting the pattern of inheritance. There are no errors.
1	The student correctly identifies the pattern of inheritance for PKU. There may be one or more errors.
0	The student's response is incorrect, irrelevant, or too brief to evaluate. Student fails to respond.

Example Student Responses

Score Point 2

The following actual student responses show the work of three students who received a score of 2 for their responses. A score of 2 is given when a student completes all required components of the task and communicates his or her ideas effectively. The response should demonstrate in-depth understanding of the content objectives, and all required components of the task should be complete. Per the rubric, there can be no errors in the responses.

Student 1

Autosomal recessive.

2-3 is affected and 2-4 is not affected but their offspring are not affected making it autosomal recessive.

The student response is thorough and correct. The student correctly identifies a pattern of inheritance as autosomal recessive and then correctly uses evidence from the pedigree to support the conclusion.

Student 2

Based on the information in the pedigree chart, the inheritance for PKU is recessive.

One piece of evidence supporting this conclusion is, that the trait for PKU skips generations. Thus, resulting in the trait being recessive.

The student correctly identifies the trait as being recessive and then uses evidence from the pedigree, that the trait skips generations, to support the conclusion.

Student 3

Auto-somal recessive.

An even number of both genders have it.

Only four family members have the condition.

The student response gives a correct pattern of inheritance and uses a combination of evidence from the pedigree—both genders have the condition and few family members have the condition—to give a thorough explanation.

Score Point 1

The following examples show the work of three students who received a score of 1 for their responses. A score of 1 is given when a student correctly addresses some but not all aspects of the item or demonstrates at least minimal understanding of the key concepts. Per the rubric, the responses can contain one or more errors.

Student 1

The pattern of inheritance is more than likely a recessive gene in the family.

One way that you can tell that the gene is recessive is by noticing how the majority of the family in the pedigree does not have PKU.

The student correctly identifies the pattern of inheritance as recessive. However, the misconception that dominant genes occur more frequently in the population is indicated by the second part of the response.

Student 2

The PKU is definaitly a recessive gene, and usually happens to every other person. It can occur in males and females. It has no pattern, just a slim chance.

Some of the parents that had the gene had four children without PKU, while another couple had the gene and two out of four children had PKU. Proving that this is not dominate inheritance.

The response correctly identifies the pattern of inheritance as recessive and correctly gives evidence from the pedigree to support the conclusion. However, the student introduces an error by stating that a recessive gene “usually happens to every other person.” The scoring rubric states that a score of 2 can have no errors, so the student loses a point because of the error.

Student 3

Based on the pedigree, the pattern of inheritance for PKU is a recessive trait.

One piece of evidence is that all offsprings do not have the trait, but some are carriers.

The student correctly identifies the pattern of inheritance as recessive, but fails to use correct evidence from the pedigree to support the conclusion.

Score Point 0

The following examples show the work of two students who received a score of 0 for their responses. A score of 0 is given when a student response is incorrect, irrelevant, or too brief to evaluate.

Student 1

The female is dominant but the male is recessive

7 was dominant, therefore 8 and 10 received it.

The response incorrectly attributes the pattern of inheritance to be different in males and females. The evidence from the pedigree is also incorrect.

Student 2

The pattern is sex-linked. Because in the second row you see that others have got it from there family leading to get married with this family and spreading it by sex-link.

Number 7 is from another family and it caused a sex-link to spread and give to her kids.

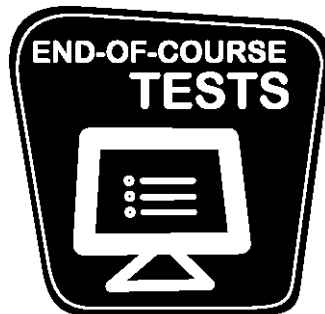
The response incorrectly identifies the pattern of inheritance as sex-linked and then appears to confuse an inherited genetic trait with the spread of a sexually transmitted disease.

Biology EOC Typing Help

On the constructed-response portion of the Biology EOC test, students may need to use the following keystrokes to enter special symbols within their responses. The table below shows the shortcuts that students will have available for their use during the Biology EOC test.

Keystrokes for Special Symbols

1. If the Response Includes:	2. Type this Instead:	3. Example:
Na ⁺ superscript	^ “caret” symbol (SHIFT + 6)	Na^+
H ₂ O subscript	2 number	H2O
20°C degree symbol	degree the word “degree”	20 degrees C
Bb x Bb cross	x space, letter x, space	Bb x Bb
→ reaction arrow	-> dash, followed by greater than sign	Na + Cl -> NaCl
← reversible reaction arrows	<=> less than sign, followed by equals sign, followed by greater than sign	H + I <=> HI



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Division of Assessments and Accountability