

Interpretive Guide

LEAP Alternate Assessment, Level 1
Spring 2018



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INTRODUCTION

BACKGROUND

Begun in 1998, a state program called Reaching for Results started focusing on raising achievement for all Louisiana students. This program included two different approaches: (1) teaching strategies that supported students in meeting educational outcomes to prepare them for life after school and (2) assessments that evaluated student progress toward these educational outcomes. While all Louisiana students were included in Reaching for Results, there was a very small percentage of students for whom the general statewide assessment was not appropriate. Therefore, an alternate assessment, the LEAP Alternate Assessment, Level 1 (LAA 1), was created. It has been designed to evaluate the progress of students with significant cognitive disabilities. LAA 1 is also an innovative way to meet federal law by including all public school students in the Louisiana Educational Assessment Program (LEAP) while focusing on the unique needs of this small group of students.

Louisiana students with significant cognitive disabilities are included in this effort for four key reasons:

1. Reaching for Results is for **all** students.
2. The Individuals with Disabilities Education Act (IDEA) amendments of 1997 call for inclusion of **all** students in large-scale testing programs. The IDEA amendments of 2004 ensure that students with disabilities are included in accountability systems.
3. R.S. 17:24(F)(4) mandates the assessment of all students in Louisiana public schools.
4. The No Child Left Behind Act (NCLB) mandates assessment and inclusion of all students in the state accountability system.

On June 4, 1997, amendments to IDEA were enacted into law. A key focus of the amendments was the heightened attention to improving results for children with disabilities. These changes were based on twenty years of experience and research in the education of children with disabilities. Research has documented that educating children with disabilities can be more effective when teachers have high expectations for these students and ensure their access to the general education curriculum to the maximum extent possible. The IDEA amendments of 1997 require that all students with

disabilities participate in school system and statewide assessments to ensure that (1) high standards are set for **all** students, and (2) school systems are held accountable for the progress and outcomes of all students.

To address these issues, the IDEA amendments of 1997 require all states to:

1. Conduct alternate assessments for students who cannot participate in school system and statewide assessment programs (20 U.S.C. 1412[a][17][A][ii]).
2. Report to the public on the performance of students with disabilities participating in regular assessments (20 U.S.C. 1412[a][17][B][iii][I]).
3. Report to the public on the performance of students with disabilities participating in alternate assessments (with the same frequency and in the same detail as they report on the assessment of nondisabled children) if doing so would be statistically sound and would not result in the disclosure of performance results identifiable to individual children (20 U.S.C. 1412[a][17][B][iii][II]).

In addition, on January 8, 2002, NCLB was signed into law. This law reauthorizes the Elementary and Secondary Education Act of 1965 and mandates accountability in public school education. It requires schools and school systems to focus their attention on the achievement of traditionally underserved groups of children, among them, students with disabilities. It requires that the scores of students assessed with an alternate assessment be included in a school's accountability system.

Furthermore, the reauthorization of IDEA on December 3, 2004, requires that alternate assessments measure the achievement of children with disabilities against alternate academic achievement standards if the state has adopted such standards (section 612[a][16][C][ii][II]). Since the reauthorization of IDEA, LAA 1 has been redesigned to meet this requirement. (See Assessment Redesign, page 2.)

LAA 1 ASSESSMENT DEVELOPMENT

Assessment Development Process

LAA 1 is designed for students whose Individualized Education Programs (IEPs) reflect significant modifications of the general education curriculum and have an emphasis on functional and life skills. The development process for LAA 1 began in 1998 when a group of general and special education educators and parents created the *General Education Access Guide*. The LEAP Alternate Assessment (LAA), which was administered for the first time in 2001, was the result of two years of collaboration among state and local educators, testing coordinators, and parents. In 2006, LAA was renamed LEAP Alternate Assessment, Level 1 (LAA 1).

Assessment Redesign

Federal peer review requires that assessments for students with significant cognitive disabilities are (1) academic-based, (2) aligned to content standards, and (3) at grade level. In October 2006, the Louisiana Department of Education (LDOE) was advised to redesign LAA 1 to meet these requirements and to implement the program by spring 2008.

Louisiana's content standards, assessments, and accountability have been major components of the Louisiana education reform program for several years. In 2003, Louisiana continued to expand its content standards by developing grade-level expectations (GLEs). GLEs identify what **all** students should know or be able to do by the end of a given grade level in the four content areas of English language arts, mathematics, science, and social studies. The Louisiana content standards were developed for use by regular education students and most students with disabilities. To meet the needs of severely disabled students, Extended Standards in English language arts, mathematics, and science were developed in July 2007 for the LAA 1 population.

The Extended Standards capture the essence of the Louisiana content standards and provide a way for students with significant cognitive disabilities to access the general education curriculum. Alignment to the Extended Standards and modifications in the test and item format allow students with significant cognitive disabilities who are served under the IDEA Amendments of 2004 to participate in academic assessments that are sensitive to measuring progress in their learning. The Extended Standards provide the foundation for the redesigned LAA 1 program, administered for the first time in spring 2008. (See Extended Standards, page 3.)

OVERVIEW OF LAA 1

LAA 1 is a performance-based student assessment that evaluates each student's knowledge and skills on the Extended Standards. It is a standardized assessment in that all students in the same grade address the same tasks. The test administrator uses item-specific rubrics to score the student's performance. LAA 1 is assessed in science only, as English language arts and mathematics transitioned to LEAP Connect.

Performance Tasks

LAA 1 items are all performance tasks. Performance tasks are a means of measuring student performance. They are graphic by design. Each visual prompt, supported by text, is accompanied by a script that is read aloud by the test administrator. Each student is assessed individually. Students complete tasks by communicating with the test administrator in their communication modality. Tasks may require students to choose an appropriate answer option, perform sorting and sequencing tasks, work with manipulatives, or identify something included within a scenario.

LAA 1 includes 25 performance tasks at each grade. They are sequenced by content standard and ordered from least to most complex.

Table 1 shows the generic test design for LAA 1. The test design may vary slightly across grades.

Table 1: LAA 1 Test Design		
Content Area	Test Components	
Science	Science as Inquiry Physical Science Life Science Earth, Space, and Environmental Science	25 performance tasks distributed across the 4 test components
Notes:		
<ul style="list-style-type: none"> Quantities of performance tasks aligned to each component vary. Students are not required to read or write on LAA 1. The Earth, Space, and Environmental Science component is not assessed in grade 11. 		

Extended Standards

Louisiana content standards reflect the essential concepts and skills students are expected to know and perform. The foundation skills, identified as essential competencies needed to meet the demands of the classroom and the world beyond, are the basis of all content standards.

These foundation skills are the following:

- communication,
- problem solving,
- resource access and utilization,
- linking and generating knowledge, and
- citizenship.

The Louisiana content standards have been extended for use in measuring academic performance of the LAA 1 student population. LAA 1 Extended Standards contain foundational concepts nested within the Louisiana content standards and provide links from curriculum to instruction and to assessment for the LAA 1 student population. The LAA 1 Extended Standards were developed with the following goals:

- to articulate academic learning from one grade to the next for students with significant cognitive disabilities,
- to facilitate access to grade-level content for students with significant cognitive disabilities,

- to move from the concrete to the abstract, and
- to attend to prerequisite skills and understandings.

There is a progression of specificity from content standards to grade-level expectations. Content standards are broad statements of what students should know and be able to do. Benchmarks define the standards more specifically. Each Extended Standard provides a description of the essence of a content standard appropriate for students who meet the eligibility criteria for LAA 1. Additionally, three levels of academic complexity related to each Extended Standard provide instructional access for students with varying academic abilities.

Extended Standards have been developed for science grades 4, 8, and 11 based on benchmarks.

Extended Standards do not represent the entire curriculum for a given grade. Rather, they represent the core academic content considered appropriate for students taking LAA 1 at each grade level.

For additional information on the Extended Standards and complexity levels, see the LAA 1 Extended Standards Handbook, available on the LDOE website, www.louisianabelieves.com.

DEVELOPMENT OF ALTERNATE ACHIEVEMENT LEVEL DESCRIPTORS

LDOE staff, along with contracted educational specialists, drafted LAA 1 alternate achievement level descriptors (AALDs) for three achievement levels and grades (4, 8, and 11) in science.

In April 2008, the draft AALDs were reviewed by a panel consisting primarily of special education educators, content experts, and school system personnel with expertise in special education and regular education. The LDOE also solicited input from Louisiana educators through committee meetings, correspondence, and during standard setting. This feedback was incorporated in the final AALDs, presented to the State Board of Elementary and Secondary Education (SBESE).

See the appendix, pages 10–12, for the final LAA 1 alternate achievement level descriptors.

LAA 1 ACHIEVEMENT LEVELS

A general policy statement for each achievement level was also established through the development of AALDs. Students assessed using LAA 1 receive one of the following three achievement level ratings:

Exceeds Standard: A student at this level has demonstrated **expanded** academic knowledge and skills included in the grade-level Extended Standards.

Meets Standard: A student at this level has demonstrated **fundamental** academic knowledge and skills included in the grade-level Extended Standards.

Working Toward Standard: A student at this level has demonstrated **minimal or inconsistent** academic knowledge and skills included in the grade-level Extended Standards. However, the student may be developing introductory academic knowledge and skills that can be built upon to access the grade-level curriculum.

SETTING THE PERFORMANCE STANDARDS

LAA 1 results are reported by achievement levels. A variety of research-based methods are available for setting performance standards on alternate academic content tests such as LAA 1.

As recommended by the Louisiana Technical Advisory Committee, a modified bookmark method was used, which involves reviewing the items or tasks, sorted by difficulty from easiest to most difficult, and identifying the location at which they begin to require skills within the next highest achievement level. This method has been used successfully to establish academic achievement standards for alternate assessments for other states as well as for other Louisiana statewide assessments. It is a method well suited for assessments that contain both multiple-choice and constructed-response items.

In July 2008, committees of Louisiana educators met to set the achievement standards for LAA 1. Using the extended Louisiana content standards and alternate achievement level descriptors, committee members decided which tasks exhibited skills so fundamental that a student at the *Working Toward Standard* achievement level should be able to perform the tasks correctly. As the tasks became more difficult, committee members reached a point where they believed that students would have to be at the *Meets Standard* level

to have a reasonable probability of performing the task correctly and completely. The process then had the committee members place a bookmark to define the *Exceeds Standard* level.

Based on the standard-setting committee's recommendation, suggested cut scores were established. Spring 2008 student performance data were used to validate the recommended cuts. Raw-score distributions were applied and then reviewed by the committees and the LDOE. After the review, the scale-score system was established and applied to student data. The scale-score cuts were reviewed by the LDOE and subsequently presented to SBESE for approval in August 2008.

The performance standards for science (grades 4, 8, and 11) are in scale-score form. LAA 1 scale scores range from 700 to 900 for all grades. The scale scores are not comparable across grade levels. Table 2 shows the scale-score range for each of the three achievement levels.

Achievement Level	Grade 4	Grade 8	Grade 11
Exceeds Standard	845–900	850–900	838–900
Meets Standard	810–844	810–849	810–837
Working Toward Standard	700–809	700–809	700–809

SCORING OF LAA 1

Each LAA 1 performance task is scored on a 0- to 1-point or a 0- to 2-point scale, according to an item-specific rubric. Two-point tasks allow the possibility of a partially correct response (student is asked to identify two pictures but identifies only one picture). Responses to 1-point tasks are either correct or incorrect (student is asked to identify a picture and selects the correct picture). The test administrator scores student responses and marks the scores on a standardized response document.

READING AND INTERPRETING LAA 1 RESULTS

This *Interpretive Guide* provides information about score reporting for the spring 2018 administration of LAA 1. On the following pages are sample reports and explanations to aid administrators and teachers in understanding the reports and improving their ability to explain and use the results. The data in these reports are simulated but reflect results for the spring 2018 administration.

NOTE: Some schools and school systems have few students assessed with LAA 1. As a result, there is a possibility that the identity and performance of a specific student could be determined from some of the school or school system reports. To maintain student confidentiality, test results for small groups (fewer than 10 students) should not be publicly released.

STUDENT REPORT

Sample Student Report: Explanation of Results and Terms

Student Reports for each school are posted by grade and may be downloaded and printed from eDIRECT (<https://la.drcdirect.com>) by school systems and by schools. Schools should print two copies of the report for each student. One copy should be sent home with the student and the second copy filed in the student's cumulative folder.

1 IDENTIFICATION INFORMATION

Student identification information is provided at the top of the report. The school system and school indicate where the student took the test. The sample report is for Brian Smith, a grade 8 student in Pelican Parish at Egret School.

2 SCALE SCORE AND ACHIEVEMENT LEVEL

LAA 1 results are reported according to three achievement levels: *Exceeds Standard*, *Meets Standard*, and *Working Toward Standard*. Scale scores range from 700 to 900. The student's scale score and achievement level are reported at the top of the table. In the sample report, Brian Smith's scale score for the grade 8 LAA 1 science assessment was 853, which corresponds to *Exceeds Standard*. If the student did not attempt the test, the Scale Score and the Achievement Level at the top of the table are both left blank.

3 CONTENT STANDARD

The first column in the table lists the content standards assessed. The # symbol (not applicable to the grade 8 sample report) indicates that valid data was not available for the standard.

4 SCORE POINTS

The second column in the table lists the total number of points possible for each content standard and how many points the student received for each. For example, the second column shows that Brian received 12 of 13 total points possible for Science and Inquiry. He received 7 out of 7 points for Physical Science. If a student's performance was not assessed, this column shows a blank space for the student's score points.

5 STUDENT PERCENT CORRECT

The third column in the table shows the percent correct for each content standard. For example, Brian's 12 points for Science as Inquiry translate to 92 percent of possible points correct. If a student's performance was not assessed, this column is blank.

6 CONTENT STANDARD

The fourth column in the table shows the percent correct at the state level for each content standard. This allows the reader to compare how an individual student performed as measured against state performance for the same standard. For example, the table shows that students statewide averaged 59 percent correct of the total points possible for Science as Inquiry.

7 STANDARD ERROR OF MEASUREMENT

This paragraph provides an estimate of the range in scale scores the student would likely receive if he or she were to be assessed with the same test again.

8 CONTENT-AREA SKILLS BY ACHIEVEMENT LEVEL

A summary of skills exhibited by the student appears to the right of the table. The skills are specific to the achievement level at which the student has performed. If the student did not attempt the test, a summary of skills is not included.

9 RESOURCES FOR PARENTS

A note at the bottom of the report provides general information to parents/legal guardians regarding test results for the LAA 1 assessment. Parents can contact the school counselor or access the LDOE website at www.louisianabelieves.com to obtain information about LAA 1 testing and the Extended Standards.

Sample Student Report



Name: BRIAN SMITH ①
LASID: 999999999
Grade: 8

① **School System:** 000 Pelican Parish
School: 002 Egret School
Date: Month DD, YYYY

Spring YYYY Student Report

Science

Scale Score: **853** ② Achievement Level: **Exceeds Standard**

Content Standard ③	Score Points ④	Student Percent Correct ⑤	State Percent Correct ⑥
Science as Inquiry	12 of 13	92	59
Physical Science	7 of 7	100	66
Life Science	10 of 11	91	59
Earth, Space, and Environmental Science	8 of 11	73	65

⑦ Your child's score on this test provides an estimate of what he or she knows and is able to do. If your child were to take the test again with no change in knowledge or preparation, he or she would be likely to score in the range of **838–868**.

BRIAN scored at the *Exceeds Standard* level in **Science**. Students scoring at this level ⑧ generally exhibit the ability to

- identify two or more steps in proper sequence to solve a science problem;
- recognize the highest or lowest example of varying conditions (hot-cold, long-short, heavy-light) by using a measurement tool;
- sequence the steps of a pattern based on a scenario or identify a simple graph that represents a specific situation;
- identify hazardous situations and match appropriate technology to common tasks;
- describe how the state of water changes under varying temperature conditions;
- match different actions to corresponding changes in the motion of objects;
- identify changes in an object's temperature as it is subjected to different temperatures;
- sequence how food travels from one organ to another in the human digestive system;
- recognize individuals' features that identify them as being in a specific stage of their life span;
- identify different ways to prevent disease transmission;
- identify familiar human traits that children and their parents may have in common;
- identify several animals that live in the same habitat;
- identify an adaptation that helps a plant or animal live in a specific Louisiana habitat;
- modify an activity based on a changing sequence of weather conditions represented by symbols;
- identify basic characteristics of Earth, the Moon, and the Sun; and
- identify a polluted area and the cause.

⑨ This report informs parents/legal guardians of their child's test performance.

Test results are reported according to three achievement levels: *Exceeds Standard*, *Meets Standard*, and *Working Toward Standard*. LAA 1 is designed for students with significant cognitive disabilities who meet participation guidelines. As required by the Every Student Succeeds Act (ESSA), LAA 1 measures your child's knowledge and skills in accordance with state grade-level academic Extended Standards. Please contact the school counselor and refer to the *Interpretive Guide* on the Department Web site at <http://www.louisianabelieves.com/> if you have any questions.

SCHOOL ROSTER REPORT

Sample School Roster Report: Explanation of Results and Terms

The School Roster Report is posted in PDF format and may be downloaded and printed from eDIRECT (<https://la.drcedirect.com>) by school systems and by schools. The School Roster Report presents a summary of student performance. For some schools, the report for each grade has multiple pages.

❶ ACHIEVEMENT LEVEL SCALE-SCORE RANGES

In this box, the scale-score ranges associated with each achievement level are reported. For example, a grade 11 student receiving a scale score of 822 on the Science test would achieve a score within the range for the *Meets Standard* achievement level.

❷ ROSTER OF STUDENTS TESTED

A list of students tested in the school is printed in alphabetical order in the far left column. The second column from the left lists the student's LASID.

❸ SCIENCE PERFORMANCE DATA

Each student's performance on the LAA 1 Science assessment is reported in this section of the table. The student's achievement level and scale score on the Science assessment are presented, followed by the percent correct in each of the standards assessed. In the sample report, Justin Cooper received a scale score of 822 on the grade 11 Science assessment, achieving *Meets Standard*. His percent correct for the Science standards was 62 percent for Science as Inquiry, 55 percent for Physical Science, and 55 percent for Life Science. The # symbol indicates that the Earth, Space, and Environmental Science standards are not assessed.

In the sample report, Stewart Parker did not receive a scale score for the Science assessment, and across the row, the Achievement Level and all Percent Correct fields are blank. This indicates the student's performance was not assessed.

Sample School Roster Report

MM/DD/YYYY



Page 1

LEAP Alternate Assessment, Level 1 Criterion-Referenced Test School Roster Report Spring YYYY Science—Grade 11

School System: 000 Pelican Parish
School: 045 Bayou Elementary School

1	Achievement Level Scale Score Ranges			
Science	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 33%;">Working Toward Standard 700–809</td> <td style="text-align: center; width: 33%;">Meets Standard 810–837</td> <td style="text-align: center; width: 33%;">Exceeds Standard 838–900</td> </tr> </table>	Working Toward Standard 700–809	Meets Standard 810–837	Exceeds Standard 838–900
Working Toward Standard 700–809	Meets Standard 810–837	Exceeds Standard 838–900		

2 Special Education Students		3 Science					
		Achievement level	Scale score	Standards			
				Science as Inquiry	Physical Science	Life Science	Earth, Space, and Environmental Science*
Name	LASID			Percent Correct			
COOPER, JUSTIN	9999999999	Meets Standard	822	62	55	56	
COOPER, LARRY	9999999999	Working Toward Standard	804	50	48	60	
DROPE, LEO	9999999999	Exceeds Standard	856	70	64	78	
FOX, SHEILA	9999999999	Working Toward Standard	722	22	30	25	
MORSEY, CHERYL	9999999999	Working Toward Standard	792	56	54	50	
PARKER, STEWART	9999999999						
RELSORTH, RACHEL	9999999999	Working Toward Standard	753	18	28	24	
TASUL, BRIAN	9999999999	Exceeds Standard	881	78	84	90	

School Average (Special Ed):

804 51 52 55

* These standards are not assessed

APPENDIX

LAA 1 ALTERNATE ACHIEVEMENT LEVEL DESCRIPTORS

Grade 4 Science

Exceeds Standard: A student at this level has demonstrated *expanded* academic knowledge and skills included in the grade-level Extended Standards.

Students scoring at this level generally exhibit the ability to:

- ask appropriate questions about organisms or events in the environment;
- use appropriate sensory descriptions to communicate about an observation and use an appropriate tool to extend a sensory observation;
- identify appropriate safety equipment needed in a specific event;
- identify a characteristic, material, or state of matter for sorting a set of objects;
- push or pull to move an object to a specific location;
- identify uses of energy in common settings;
- identify basic needs that are common to both plants and animals;
- match plant parts to their functions or parts of the human skeletal system to their functions;
- sequence the stages of the life cycle of a bean plant or human growth from birth to adulthood;
- match common animals to different habitat types;
- select appropriate clothing for specific weather conditions;
- identify differences in representations of spring, summer, fall, and winter; and
- match multiple human-made items with the natural resources from which they were made.

Meets Standard: A student at this level has demonstrated *fundamental* academic knowledge and skills included in the grade-level Extended Standards.

Students scoring at this level generally exhibit the ability to:

- select one of the five senses to make a specific observation or the correct tool to use to extend that sense;
- recognize the correct use of safety equipment;
- sort objects based on a single characteristic, material, or state of matter;
- follow directions to push or pull an object;
- sort by common uses of energy;

- select more than one basic need of plants or animals and match common animals to a habitat type;
- identify the same plant part on different plants or match parts of the skeletal system to their location in the human body;
- recognize the correct sequence of the life cycle of a bean plant or the general relationship between human growth and age;
- sort appropriate clothing by basic weather conditions or sequence morning, noon, and night; and
- identify human-made items.

Working Toward Standard: A student at this level has demonstrated *minimal* or *inconsistent* academic knowledge and skills included in the grade-level Extended Standards. However, the student may be developing introductory academic knowledge and skills that can be built upon to access the grade-level curriculum.

Students scoring at this level may exhibit the ability to:

- recognize an object, part of an organism, or an event that is inconsistent with a group;
- match descriptions or pictures with the correct sensory organ;
- recognize a use of energy, a tool, or safety equipment;
- imitate pushing or pulling an object;
- select a basic need of plants or animals or match a common animal to a habitat type;
- recognize a plant part or part of the human skeletal system;
- recognize a part of the life cycle of a bean plant or that persons of the same age grow at different rates; and
- recognize a change in basic weather conditions or identify representations of daytime and nighttime.

Grade 8 Science

Exceeds Standard: A student at this level has demonstrated *expanded* academic knowledge and skills included in the grade-level Extended Standards.

Students scoring at this level generally exhibit the ability to:

- identify two or more steps in proper sequence to solve a science problem;
- recognize the highest or lowest example of varying conditions (hot-cold, long-short, heavy-light) by using a measurement tool;
- sequence the steps of a pattern based on a scenario or identify a simple graph that represents a specific situation;
- identify hazardous situations and match appropriate technology to common tasks;
- describe how the state of water changes under varying temperature conditions;
- match different actions to corresponding changes in the motion of objects;
- identify changes in an object's temperature as it is subjected to different temperatures;
- sequence how food travels from one organ to another in the human digestive system;
- recognize individuals' features that identify them as being in a specific stage of their life span;
- identify different ways to prevent disease transmission;
- identify familiar human traits that children and their parents may have in common;
- identify several animals that live in the same habitat;
- identify an adaptation that helps a plant or animal live in a specific Louisiana habitat;
- modify an activity based on a changing sequence of weather conditions represented by symbols;
- identify basic characteristics of Earth, the Moon, and the Sun; and
- identify a polluted area and the cause.

Meets Standard: A student at this level has demonstrated *fundamental* academic knowledge and skills included in the grade-level Extended Standards.

Students scoring at this level generally exhibit the ability to:

- select two or more steps to solve a simple science problem;
- match correctly recorded measurements of length, weight, or temperature;

- select a description or graphic that best represents a set of data or complete the next step in a pattern;
- select appropriate ways to complete science tasks safely or recognize the appropriate use of technology;
- match water in solid, liquid, and gaseous states to different temperature conditions;
- select an action that results in an increase in speed or change in direction of a moving object or recognize that heat can transfer from one object to another;
- locate organs in the human digestive system;
- recognize a correct sequence of stages in the human life span;
- recognize that germs may be transmitted directly or indirectly;
- sort animals by common traits or match familiar animals to their appropriate habitats;
- match adaptation (e.g., method of movement) to habitat;
- match weather symbols to descriptions of different weather conditions or recognize differences between Earth, the Moon, and the Sun; and
- sort polluted and unpolluted areas.

Working Toward Standard: A student at this level has demonstrated *minimal* or *inconsistent* academic knowledge and skills included in the grade-level Extended Standards. However, the student may be developing introductory academic knowledge and skills that can be built upon to access the grade-level curriculum.

Students scoring at this level may exhibit the ability to:

- recognize similar patterns in data;
- recognize measurement tools, technology, or safety procedures;
- identify ways to stop or slow the motion of objects;
- sort objects that are being heated or cooled or recognize that water has three states;
- recognize a basic organ in the human digestive system or that common diseases are caused by germs;
- sort individuals according to life-span stages;
- recognize differences in animal characteristics, physical adaptations, or habitats;
- recognize that symbols are used to represent different weather conditions, Earth, the Moon, or the Sun; and
- recognize a polluted area.

Grade 11 Science

Exceeds Standard: A student at this level has demonstrated *expanded* academic knowledge and skills included in the grade-level Extended Standards.

Students scoring at this level generally exhibit the ability to:

- identify a step necessary to complete a given scientific investigation or that performing processes in their proper order affects safety;
- make an appropriate selection based on data or identify how technology can improve information gathering;
- identify the difference between mixtures and compounds or how objects in a given mixture, having similar properties of color, shape, and size, can be easily separated by using their magnetic properties or density: whether they sink or float in water;
- match how the motion of an object on a level surface changes as the surface texture varies due to the use of different common surface materials;
- identify the presence of hazardous situations involving different uses of energy;
- compare the life cycles of a frog and a given mammal;
- assemble a basic food chain;
- identify structural relationships between the parts of the circulatory system and the functions of each part;
- identify how fitness activities improve one's health;
- identify different healthy activities and/or diets; and identify different unhealthy activities and/or diets that contribute to a person's susceptibility to becoming ill; and
- identify early warning symptoms of common illnesses that signal the need to get help.

Meets Standard: A student at this level has demonstrated *fundamental* academic knowledge and skills included in the grade-level Extended Standards.

Students scoring at this level generally exhibit the ability to:

- recognize an appropriate and safe procedure for a scientific investigation;
- compare situations using data or sort technology by the kind of information it can provide;
- recognize that substances may be mixtures or compounds, or sort objects in a mixture based on color, shape, or size;
- match changes in motion with different external forces or recognize that magnets may attract or repel certain substances;
- sort hazardous and nonhazardous exposure to heat, light, or electricity;
- compare the life cycles of a human and a given mammal;

- recognize basic food chains;
- identify where parts of the circulatory system are located in the human body; and
- match a fitness activity to a health improvement, sort healthy and unhealthy activities and diets, or match symptoms to common illnesses.

Working Toward Standard: A student at this level has demonstrated *minimal* or *inconsistent* academic knowledge and skills included in the grade-level Extended Standards. However, the student may be developing introductory academic knowledge and skills that can be built upon to access the grade-level curriculum.

Students scoring at this level may exhibit the ability to:

- recognize safety or scientific procedures or match the technology used by different types of scientists;
- match data to a specific situation;
- recognize that objects can have different physical properties;
- recognize that in certain circumstances light, heat, or electricity can be hazardous;
- recognize the life cycles of different common organisms;
- recognize what different common animals eat;
- recognize parts of the human circulatory system;
- recognize fitness activities or that certain activities affect the body in different ways; and
- recognize that the body changes during an illness.

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Interpretive Guide

