

Firstname M. Lastname

Grade: 5  
Date of Birth: 1/1/2010  
School District: District Name (12)  
School: School Name (1234)  
Test Date: Spring 2020



## Science Assessment

Enclosed is a valuable academic checkup for Science based on the state's yearly science test, which is given in the spring. This test is one measure for determining your child's progress in school; others include grades, classroom assignments, district-wide tests, and more.

Delaware's goal is for all students to demonstrate progress in each grade so they graduate from high school ready to succeed in college, career, and life. The term "assessment" in education refers to any check of student performance—from in-class quizzes to end-of-year tests. Regular assessments let students, teachers, and families know if a student is doing well in a subject or needs extra support. Teachers then use this information to tailor each student's instruction.

Delaware has rigorous academic standards—or learning goals—for what students should know and be able to do at each grade level. Teachers use these standards to help guide their teaching and to measure how well students in grades 5, 8, and high-school biology are mastering the science standards. This test goes beyond multiple-choice and short-answer responses, and focuses on problem solving and critical thinking to accurately measure student progress.

Please read this report carefully and talk to your child's teachers about how you can support your child's continued learning. For more information, visit: <https://education.delaware.gov/digital-de/>.

Sincerely,

**Susan Bunting**  
Secretary of Education

## Science Assessment

### What is the science assessment?

This assessment measures how well students in grade 5 are able to use scientific practices across the content of physical, life, and Earth and space sciences to gather empirical evidence that they can then use to make sense of problems related to engineering, technology, and the application of science.

### What are the assessment key features?

- Includes questions that measure critical thinking so students can demonstrate their information gathering, empirical reasoning, and communication skills.
- Untimed so students can take breaks and do their best.
- Includes universal text-to-speech as read-aloud support and accessibility resources and accommodations—such as Braille—for those who need them.
- Developed with input from K–12 teachers, higher education faculty, and other experts.

### What is in this report?

- Firstname's science scale score
- Additional resources and FAQs
- For Achievement Level Descriptors (ALDs) visit:  
<http://delaware.pearsonaccessnext.com/alts>



Delaware Department of Education  
The Townsend Building  
401 Federal Street, Suite 2  
Dover, DE 19901-3639

Postage

Optional Parent or Guardian Name  
To the Family of Firstname M. Lastname  
Address Line 1  
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Optional Address Line 3

How did Firstname do on the  
**Science assessment?**

**Level 3**  
**430**

Student's  
Score:  
430

**What does this score mean?**

Firstname's science scale score is 430, which is **at** the state's science standard for fifth graders.

**For more information about the student score report, school and district average scores, please visit the Open Data Portal:**  
<https://data.delaware.gov/Education/Student-Assessment-Performance/ms6b-mt82>.

435	Meets Standards	<b>Level 4—Beyond Standard:</b> Students performing at this level can consistently define novel systems & identify cause & effect relationships & patterns in order to analyze and evaluate data, gather information from multiple sources, communicate information, develop models or construct and evaluate explanations/arguments and apply foundational core concepts to make sense of phenomena relating to the structure and properties of matter, ecosystems and Earth systems, and stars and the solar system.
400		<b>Level 3—At Standard:</b> Students performing at this level can complete tasks that focus student attention toward defining a system & identifying cause & effect relationships & patterns in order to analyze and evaluate data, gather information from multiple sources, communicate information, develop models or construct and evaluate explanations/arguments and apply foundational core concepts to make sense of phenomena relating to the structure and properties of matter, ecosystems and Earth systems, and stars and the solar system.
352	Does Not Meet Standards	<b>Level 2—Below Standard:</b> Students performing at this level can, when given specific instructions embedded in the task, define a simple systems & identifying cause & effect relationships & patterns in order to analyze and evaluate data, gather information from multiple sources, communicate information, develop models or construct and evaluate explanations/arguments and apply foundational core concepts to make sense of phenomena relating to the structure and properties of matter, ecosystems and Earth systems, and stars and the solar system.
		<b>Level 1—Well Below Standard:</b> Students performing at this level can complete tasks, given specific instructions embedded in the task, to define a familiar simple systems & identify some cause & effect relationships & simple patterns in order to use simple data, use information, communicate information, use models, or construct simple explanations/arguments, and apply some foundational core concepts to make sense of phenomena relating to the structure and properties of matter, ecosystems and Earth systems, and stars and the solar system.

## Resources & FAQs

### What do these assessment scores tell me?

The scores tell you if your child is performing below, at, or above grade-level science performance expectations.

### How are these results used?

Delaware teachers use many assessments to monitor student learning of the science standards. Short classroom assessments are used to adjust immediate instruction and longer unit assessments help determine if additional instruction is needed on more-complex topics. The state summative assessment provides a more-generalized view of the alignment of curriculum, instruction, and assessment to provide a system of science education with an opportunity for shared reflection and informed decision-making at classroom, school, and district levels.

### How are accommodations provided for students with disabilities and English language learners?

Most accommodations that are provided in classrooms to students with disabilities and English language learners are also available for the state assessments. For more information, please contact your child's school.

### When are Delaware students tested?

Delaware's statewide tests occur in the spring. Students in grades 3–8 are tested each year in ELA/Literacy and math. Students in grades 5, 8, and high-school biology are tested in science. Students in grades 4, 7, and 11 are tested in social studies. All students take the SAT for free once during high school.

Visit <https://www.doe.k12.de.us/Page/2530> to find resources and information about how you can support your child's learning at home.

Firstname M. Lastname

Grade: 8  
Date of Birth: 1/1/2010  
School District: District Name (12)  
School: School Name (1234)  
Test Date: Spring 2020



## Science Assessment

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Delaware has rigorous academic standards—or learning goals—for what students should know and be able to do at each grade level. Teachers use these standards to help guide their teaching and to measure how well students in grades 5, 8, and high-school biology are mastering the science standards. This test goes beyond multiple-choice and short-answer responses, and focuses on problem solving and critical thinking to accurately measure student progress.

Please read this report carefully and talk to your child's teachers about how you can support your child's continued learning. For more information, visit: <https://education.delaware.gov/digital-de/>.

Sincerely,

**Susan Bunting**  
Secretary of Education

## Science Assessment

### What is the science assessment?

This assessment measures how well students in grade 8 are able to use scientific practices across the content of physical, life, and Earth and space sciences to gather empirical evidence that they can then use to make sense of problems related to engineering, technology, and the application of science.

### What are the assessment key features?

- Includes questions that measure critical thinking so students can demonstrate their information gathering, empirical reasoning, and communication skills.
- Untimed so students can take breaks and do their best.
- Includes universal text-to-speech as read-aloud support and accessibility resources and accommodations—such as Braille—for those who need them.
- Developed with input from K–12 teachers, higher education faculty, and other experts.

### What is in this report?

- Firstname's science scale score
- Additional resources and FAQs
- For Achievement Level Descriptors (ALDs) visit:  
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How did Firstname do on the  
**Science assessment?**

**Level 3**  
**430**

Student's  
Score:  
430

**What does this score mean?**

Firstname's science scale score is 430, which is **at** the state's science standard for **eighth** graders.

For more information about the student score report, school and district average scores, please visit the Open Data Portal: <https://data.delaware.gov/Education/Student-Assessment-Performance/ms6b-mt82>.

435	Meets Standards	<b>Level 4—Beyond Standard:</b> Students performing at this level can consistently use complex and multiple/varied sources of information to define novel systems and identify cause and effect relationships and patterns in order to analyze and evaluate data, develop models or construct and evaluate explanations/arguments, and applying foundational core concepts to make sense of phenomena relating to transformations of energy, weather and climate, and ecosystems.
400		<b>Level 3—At Standard:</b> Students performing at this level can complete tasks that focus student attention toward defining a system and identifying cause and effect relationships and in order to analyze data, develop models or construct explanations/arguments, and apply foundational core concepts to make sense of phenomena relating to transformations of energy, weather and climate, and ecosystems.
352	Does Not Meet Standards	<b>Level 2—Below Standard:</b> Students performing at this level can complete tasks, when given specific instructions embedded in the task, to define a simple system and identify some cause and effect relationships and simple patterns in order to use data, use models, or construct simple explanations/arguments, and apply foundational core concepts to make sense of phenomena relating to transformations of energy, weather and climate, and ecosystems.
		<b>Level 1—Well Below Standard:</b> Students performing at this level can complete tasks, given specific instructions embedded in the task, to define a familiar simple system and identify some cause and effect relationships and simple patterns in order to use simple data, use models or construct simple explanations/arguments, and apply some foundational core concepts to make sense of phenomena relating to transformations of energy, weather and climate, and ecosystems.

## Resources & FAQs

### What do these assessment scores tell me?

The scores tell you if your child is performing below, at, or above grade-level science performance expectations.

### How are these results used?

Delaware teachers use many assessments to monitor student learning of the science standards. Short classroom assessments are used to adjust immediate instruction and longer unit assessments help determine if additional instruction is needed on more-complex topics. The state summative assessment provides a more-generalized view of the alignment of curriculum, instruction, and assessment to provide a system of science education with an opportunity for shared reflection and informed decision-making at classroom, school, and district levels.

### How are accommodations provided for students with disabilities and English language learners?

Most accommodations that are provided in classrooms to students with disabilities and English language learners are also available for the state assessments. For more information, please contact your child's school.

### When are Delaware students tested?

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Firstname M. Lastname

Grade: 10  
Date of Birth: 1/1/2004  
School District: District Name (12)  
School: School Name (1234)  
Test Date: Spring 2020



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Sincerely,

**Susan Bunting**  
Secretary of Education

## Science Assessment

### What is the science assessment?

This assessment measures how well students in high school are able to use scientific practices across the content of physical, life, and Earth and space sciences to gather empirical evidence that they can then use to make sense of problems related to engineering, technology, and the application of science.

### What are the assessment key features?

- Includes questions that measure critical thinking so students can demonstrate their information gathering, empirical reasoning, and communication skills.
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How did Firstname do on the  
**Science assessment?**

**Level 4**  
**456**

Student's  
Score:  
456

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**Level 4—Beyond Standard:** Students performing at this level can consistently define novel systems and identify cause and effect relationships and patterns in order to analyze and evaluate data, gather information from multiple sources, communicate information, develop and/or revise models or construct, evaluate, and/or revise explanations/arguments, and apply foundational core concepts to make sense of phenomena relating to the cellular foundation of life, matter and energy and interdependent relationships in ecosystems, and inheritance and variation of traits and natural selection and evolution.

**Level 3—At Standard:** Students performing at this level can complete tasks that focus student attention toward defining a system and identifying cause and effect relationships and patterns in order to use scientific practices, such as analyzing data, gathering information, communicating information, developing models or constructing explanations/arguments, and applying foundational core concepts to make sense of phenomena relating to the cellular foundation of life, matter and energy and interdependent relationships in ecosystems, and inheritance and variation of traits and natural selection and evolution.

**Level 2—Below Standard:** Students performing at this level can complete tasks, when given specific instructions embedded in the task, define a simple system and identify some cause and effect relationships and simple patterns in order to use data, use information, communicate information, use models or construct simple explanations/arguments, and apply foundational core concepts to make sense of phenomena relating to cellular foundation of life, matter and energy and interdependent relationships in ecosystems, and inheritance and variation of traits and natural selection and evolution.

**Level 1—Well Below Standard:** Students performing at this level can complete tasks, given specific instructions embedded in the task, to define a familiar simple system and identify some cause and effect relationships and simple patterns in order to use simple data, use information, communicate information, use models or construct simple explanations/arguments, and apply some foundational core concepts to make sense of phenomena relating to the cellular foundation of life, matter and energy and interdependent relationships in ecosystems, and inheritance and variation of traits and natural selection and evolution.

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