

## What is in this report?

This report provides a summary of the results of your student's performance on the state academic assessment, the Maine Science Assessment. The Maine Science Assessment is based on the Maine Science and Engineering Standards, i.e., the Next Generation Science Standards (NGSS). The Maine Science Assessment is required for Maine public school students in grades 5, 8, and the 3rd year of high school.

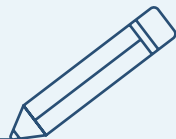
## What is the Maine Science Assessment?

The Maine Science Assessment focuses on multidimensional learning that incorporates science and engineering practices and disciplinary core ideas. The NGSS describes science and engineering practices as those activities that scientists do to investigate the natural world. The disciplinary core ideas are the key content ideas in science and can be grouped into physical science, life science, and Earth and space science.



To create a more complete understanding of what your student knows and can do in relation to grade level standards, information from this report should be used alongside additional sources, such as school assessments and classroom learning.

### Questions for the Student



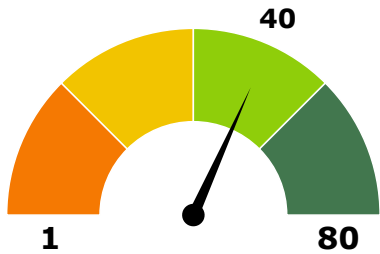
- What are you studying in science class?
- What is your favorite part about science class?
- Can you think of any jobs that use science you would like to do when you grow up?

### Questions for the Teacher



- What is my student learning in science class this year?
- How can I use this information to better support my student's learning?
- What resources are available in the community to support science learning?

# Overall Student Science Performance



## Score Comparison

Student Score:		40
School Average:		33
SAU Average:		33
State Average:		34



A student's test score can vary. If your student took this test again, it is likely that they would score between 38 and 42 points.

**Well Below State Expectations:** The student's work demonstrates a minimal understanding of essential concepts in science. The student's responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing connections among central ideas. There are multiple inaccuracies.

**Below State Expectations:** The student's work demonstrates an incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems, but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear.

**At State Expectations:** The student's work demonstrates an adequate understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding.

**Above State Expectations:** The student's work demonstrates a thorough understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions.

## The overall score is comprised of scores in these three areas:

### Structure and Properties of Matter



This bundle organizes topics with a focus on helping students begin to understand the conservation of matter and its particulate nature.

- Matter of any type can be subdivided into particles that are too small to see.
- When two or more different substances are mixed, a new substance with different properties may be formed.
- Measurements of a variety of properties can be used to identify materials.
- The amount (weight) of matter is conserved when it changes form, even in transitions when it seems to vanish.

### Matter and Energy in Organisms and Ecosystems



This bundle organizes topics with a focus on helping students build an understanding of the flow and cycles of matter and energy.

- Matter cycles between the air and soil and among plants, animals, and microbes as these organisms live and die.
- Matter is subdivided into particles as it flows between organisms and the air and soil.
- Plants acquire their material for growth chiefly from air and water and food provides animals with the materials they need for body repair and growth.
- Energy released from food was once energy from the sun that was captured by plants in the chemical process that forms plant matter.

### Earth's Systems, Space Systems: Stars and the Solar System



This bundle organizes topics with a focus on helping students build an understanding of Earth's major systems and how they interact.

- Earth's major systems interact in multiple ways to affect Earth's surface materials and processes.
- The Earth's major systems are affected by gravity as the gravitational force of Earth acting on an object near Earth's surface pulls that object toward the planet's center.
- Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, and air.
- There are observable patterns caused by the orbits of Earth around the sun, the moon around Earth, and the rotation of Earth about an axis.