

Student Name: **Jonathan M. Doe**  
 State Student ID: **9999 234 567**  
 Grade: **8**  
 Test Date: **Spring 2022**

School: **Demo School (12345\_6789)**  
 District: **Demo District (12345)**



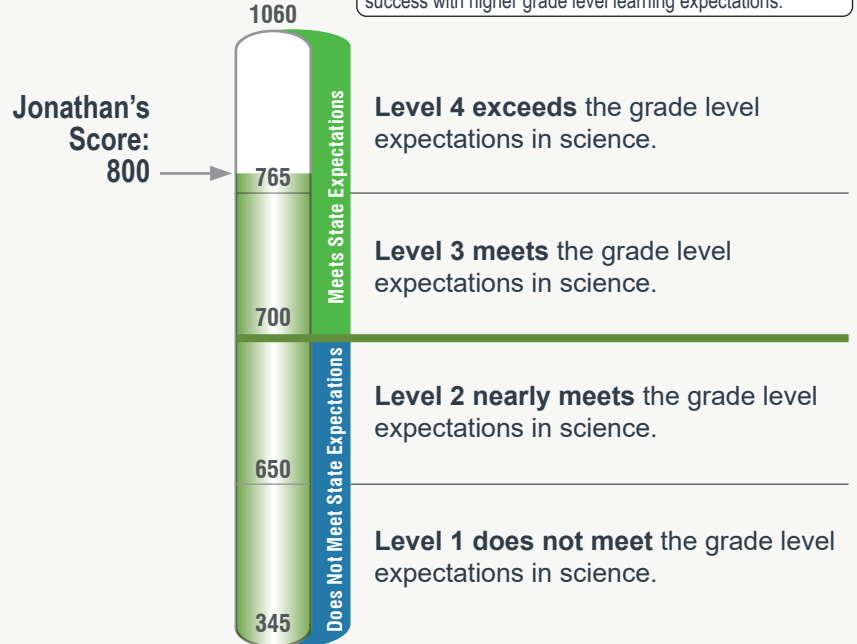
# Science Test Results: Washington Comprehensive Assessment of Science

## Jonathan's Science Test Score

**800**  
**Level 4**

Jonathan's science score of 800 (Level 4) **exceeds** grade level expectations for eighth grade students.

Each level below is a category of student performance on the application of grade-level skills and knowledge in science. Students who earn a **Level 3** or **Level 4** are likely on track for success with higher grade level learning expectations.



### Information for Families about this Test

Your student took the Washington Comprehensive Assessment of Science. The level your student earned is an estimate of their performance on some of the skills and knowledge in the science standards, such as science and engineering practices; crosscutting concepts; and the disciplinary core ideas of physical, life, and Earth and space sciences.

All states give tests to help understand what students know and can do. The state tests give policy makers information to support schools. Test results are only one way to know how students are doing in science. Teachers also gather detailed information about your student's learning using teacher observations, projects, classroom work, and other school activities.

Families and educators can use many sources to understand student progress. State test results should not be used as a single measure that allows or denies students access to educational opportunities. We encourage families to have conversations with your student's teacher about your student's learning.

For family resources and information about testing, visit <https://www.k12.wa.us/student-success/testing/state-testing/assessment-resources> or <https://wa.startingsmarter.org>.

#### Practices & Crosscutting Concepts in Physical Sciences

**AT STANDARD**

Your student's performance on this test met expectations for the application of practices and crosscutting concepts in Physical Sciences. **Your student earned 50%** of the points in this reporting area. Students who earn 45%-60% of the points in this reporting area are AT STANDARD.

#### Practices & Crosscutting Concepts in Life Sciences

**ABOVE STANDARD**

Your student's performance on this test exceeded expectations for the application of practices and crosscutting concepts in Life Sciences. **Your student earned 75%** of the points in this reporting area. Students who earn 40%-70% of the points in this reporting area are AT STANDARD.

#### Practices & Crosscutting Concepts in Earth & Space Sciences

**ABOVE STANDARD**

Your student's performance on this test exceeded expectations for the application of practices and crosscutting concepts in Earth & Space Sciences. **Your student earned 60%** of the points in this reporting area. Students who earn 30%-50% of the points in this reporting area are AT STANDARD.

More information on skills in each reporting area is on the next page.

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Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

## Family Report

# Science Test Results: Washington Comprehensive Assessment of Science

Reporting areas are broad statements of skills and knowledge students should know and be able to apply in science. Your student's performance in each reporting area contributes to the science test score.

The percentage of points needed to be AT STANDARD in each reporting area is determined from the percentage of points earned in each reporting area by students with a Level 3 test score. A student's performance is not required to be AT STANDARD or ABOVE STANDARD in all reporting areas to earn a Level 3 test score.

Skills that a student whose performance is AT STANDARD likely knows and is able to do in each science reporting area are below.

### Practices & Crosscutting Concepts in Physical Sciences

A student whose performance is AT STANDARD:

- Models how atoms are conserved during changes
- Asks questions and investigates motion caused by contact and non-contact forces
- Uses data to model energy in systems
- Describes kinetic and thermal energy transfers
- Models how waves travel in patterns, transfer energy, and interact
- Designs devices to optimize collisions, forces, and energy transfers

### Practices & Crosscutting Concepts in Life Sciences

A student whose performance is AT STANDARD:

- Uses evidence to argue that organisms are systems of cells
- Uses patterns to model the flow of energy and matter in an ecosystem and how organisms use energy and matter to survive
- Uses models to understand how the structure and function of genes causes variations
- Uses patterns in fossil data to compare organisms and infer evolutionary relationships
- Evaluates solutions that stabilize ecosystems

### Practices & Crosscutting Concepts in Earth & Space Sciences

A student whose performance is AT STANDARD:

- Uses evidence to model Earth and other objects as part of a universe with movements controlled by gravity
- Uses rock strata evidence to explain Earth's history
- Models the cycling of matter and energy and explains changes in Earth's surface features and weather
- Uses evidence to describe how human activities are affected by Earth's resources
- Designs solutions to problems caused by using resources