DEPARTMENT OF EDUCATION

Sofia J. Turner
School One
District Twelve

Spring 2025
Grade 5

These are Sofia's results from the Science Alternate Minnesota Comprehensive Assessment (Alt MCA) taken in the spring of 2025.

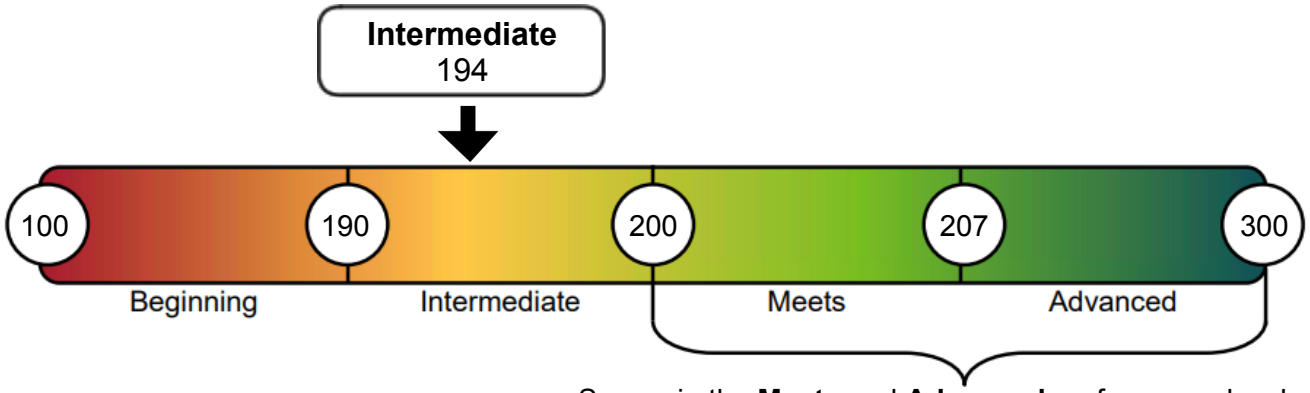
Sofia took the majority of the Science Alternate MCA using paper test materials with Test Administrator guidance and support.

Science: Sofia's Overall Alt MCA Results

Sofia's score of 194 shows evidence of learning at the **Intermediate** level for grade-level expectations in science. The Science Alternate MCA measures learning of the extended benchmarks based upon the Minnesota Academic Standards in Science.

A grade 5 student with a score at the Intermediate level needs moderate levels of support and scaffolding of skills when completing academic tasks and shows evidence of being able to:

- Identify positions of the Sun and Moon, parts of the water cycle, and ways people protect Earth's resources.
- Identify how sunlight and water affect the growth of a plant, the order of the stages of human and animal life cycles, and variations in characteristics between two organisms of the same species.
- Identify an animal's food source for energy, match materials to their observable properties, and identify that an object will go down when dropped and which direction is up or down.



Scores in the **Meets** and **Advanced** performance levels demonstrate proficiency in grade level standards.

In spring 2025, 45% of the grade 5 students in Minnesota who took the Science Alt MCA performed at the meets and advanced levels. Performing at these levels demonstrates proficiency in the knowledge and skills described in the extended benchmarks of the academic standards.

Performance Related to Cognitive Complexity

On the Science Alt MCA, each task has three questions that have an increasing level of cognitive complexity. Question complexity can depend on many variables, including how many answer options there are and how much support the question provides with pictures or graphs. This section shows how your student is doing on questions with increasing levels of complexity. Complexity levels are reported as points earned out of points possible.

Complexity Level	Content Description	Points Earned/ Points Possible
Low	Questions at this level generally require students to: • Identify the position of the Sun and different types of precipitation. • Identify ways to protect Earth's resources. • Identify that an animal needs energy from food to live. • Identify a plant from a set of living things. • Identify variations in characteristics between two organisms of the same species. • Identify that an object will go down when dropped. • Identify the difference between the beginning stage and adult stage of an animal or human. • Identify materials to the correct observable property.	**4 / 9**
Medium	Questions at this level generally require students to: • Describe the positions of the Sun and the Moon. • Identify the parts of the water cycle. • Identify ways people negatively impact Earth's resources. • Identify the stages of animal and human life. • Identify how sunlight and water affect plants. • Identify characteristics of organism survival. • Compare similar materials based on their physical properties. • Predict the direction an object in motion will go. • Explain how animals need energy from food to grow, heal, move, and stay warm.	**5 / 9**
High	Questions at this level generally require students to: • Make predictions based on data of the Sun and Moon. • Use the water cycle to identify and answer questions. • Use evidence to describe Earth's resources. • Compare models of different animals and humans throughout their life cycles. • Identify variables to investigate the impact of sun and water on plants. • Use evidence to explain characteristics that help organisms to survive. • Determine which information or data to collect to identify a material's property. • Use a model to explain animal energy. • Use data or evidence to support how forces change the direction of an object.	**6 / 9**

Scan the QR code to access a video about the new science assessments. For more information, go to the MDE Students and Families Statewide Testing Assessment Results website (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing > Assessment Results).

How to request this report in a translated language or an alternative format:

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DEPARTMENT OF EDUCATION

Aiden R. Jones
School Five
District Eight

Spring 2025
Grade 8

These are Aiden's results from the Science Alternate Minnesota Comprehensive Assessment (Alt MCA) taken in the spring of 2025.

Aiden took the majority of the Science Alternate MCA using paper test materials with Test Administrator guidance and support.

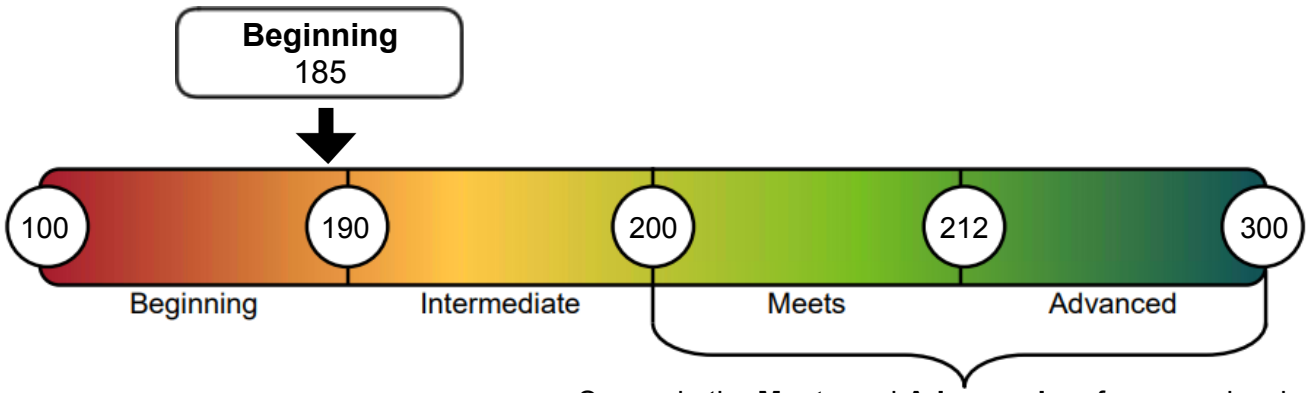
Aiden engaged in some or all of the questions using educational objects or manipulatives as part of their test materials (for example: using math counters or models to show food webs, life cycles or other science topics).

Science: Aiden's Overall Alt MCA Results

Aiden's score of 185 shows evidence of learning at the **Beginning** level for grade-level expectations in science. The Science Alternate MCA measures learning of the extended benchmarks based upon the Minnesota Academic Standards in Science.

A grade 8 student with a score at the Beginning level needs significant levels of support and scaffolding of skills when completing academic tasks and shows evidence of being able to:

- Identify weather conditions and ways that humans impact the environment.
- Identify living things, including predators and prey, within ecosystems and what living things need to survive.
- Identify natural resources and indicators of a chemical change.



Scores in the **Meets** and **Advanced** performance levels demonstrate proficiency in grade level standards.

In spring 2025, 45% of the grade 8 students in Minnesota who took the Science Alt MCA performed at the meets and advanced levels. Performing at these levels demonstrates proficiency in the knowledge and skills described in the extended benchmarks of the academic standards.

Performance Related to Cognitive Complexity

On the Science Alt MCA, each task has three questions that have an increasing level of cognitive complexity. Question complexity can depend on many variables, including how many answer options there are and how much support the question provides with pictures or graphs. This section shows how your student is doing on questions with increasing levels of complexity. Complexity levels are reported as points earned out of points possible.

Complexity Level	Content Description	Points Earned/ Points Possible
Low	Questions at this level generally require students to: • Identify weather conditions. • Identify producers, consumers, and decomposers within an ecosystem. • Identify that synthetic materials are made from natural resources. • Identify what indicates a chemical change. • Identify human activities that affect temperature over time. • Identify human impact on the environment. • Identify that plants and animals are made of cells and are different. • Identify the predator of a given animal. • Identify that living things need food, water, and shelter to survive.	**1 / 9**
Medium	Questions at this level generally require students to: • Identify patterns resulting in weather changes. • Identify a solution that minimizes human impact on the environment. • Identify the effects of the availability of food, water and shelter on a living thing. • Identify the movement of energy among living things within a food chain or web. • Compare plant and animal cells. • Determine if chemical reactions have occurred. • Use a data set or food web to predict competition between plants and/or animals. • Determine how variables within human activities and natural processes affect changes in temperature over time. • Describe the risks and benefits of using natural resources to make synthetic materials.	**2 / 9**
High	Questions at this level generally require students to: • Use data to identify atmospheric patterns that result in changes in weather conditions. • Assess solutions that minimize human impact on the environment. • Describe the cycling of matter and/or movement of energy among parts of an ecosystem. • Use information from various cultural communities to interpret patterns of interactions within an ecosystem, including invasive species impacts and/or mutualism. • Compare questions about changes in temperature over time. • Describe the steps of an investigation that demonstrates that plants and animals are made of different types of cells and/or either one cell or many cells.	**3 / 9**

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DEPARTMENT OF EDUCATION

Carina N. Moore
School One
District Eight

Spring 2025
Grade 8

These are Carina's results from the Science Alternate Minnesota Comprehensive Assessment (Alt MCA) taken in the spring of 2025.

Carina took the majority of the Science Alternate MCA using online test materials independently with Test Administrator supervision.

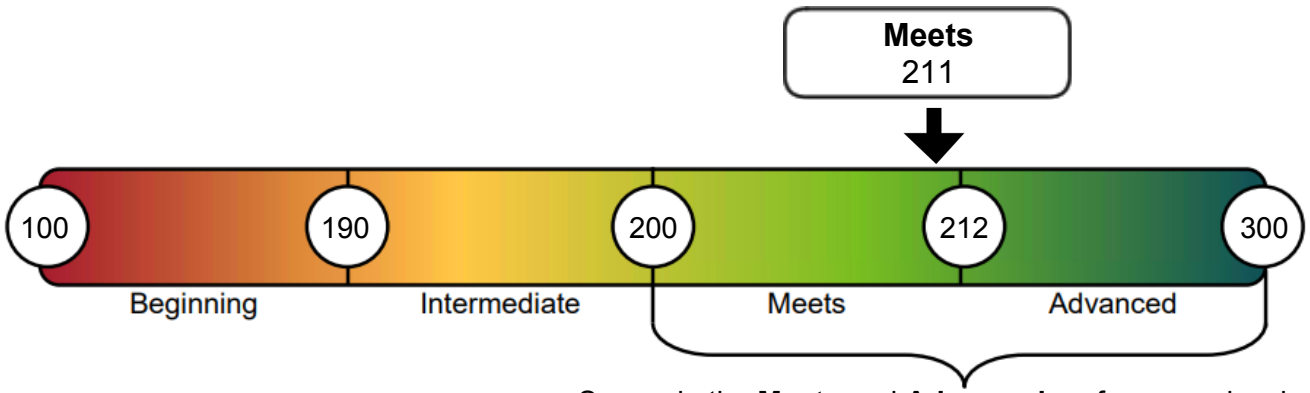
Carina engaged in some or all of the questions using educational objects or manipulatives as part of their test materials (for example: using math counters or models to show food webs, life cycles or other science topics).

Science: Carina's Overall Alt MCA Results

Carina's score of 211 shows evidence of learning at the **Meets** level for grade-level expectations in science. The Science Alternate MCA measures learning of the extended benchmarks based upon the Minnesota Academic Standards in Science.

A grade 8 student with a score at the Meets level needs minimal levels of support and scaffolding of skills when completing academic tasks and shows evidence of being able to:

- Identify patterns that cause changes in weather conditions, use data or a model to assess how a solution reduces human impact on the environment, and interpret data or a model to find variables within human activity and natural processes that cause temperature changes over time.
- Use evidence to distinguish between plant and animal cells, use a model or data to identify the cycle of matter or flow of energy among parts of an ecosystem, and use data or a model to describe the effects of the availability of food, shelter, and water on populations within an ecosystem.
- Interpret data to determine if a chemical change has occurred and describe the risks and benefits of using natural resources to make synthetic materials.



Scores in the **Meets** and **Advanced** performance levels demonstrate proficiency in grade level standards.

In spring 2025, 45% of the grade 8 students in Minnesota who took the Science Alt MCA performed at the meets and advanced levels. Performing at these levels demonstrates proficiency in the knowledge and skills described in the extended benchmarks of the academic standards.

Performance Related to Cognitive Complexity

On the Science Alt MCA, each task has three questions that have an increasing level of cognitive complexity. Question complexity can depend on many variables, including how many answer options there are and how much support the question provides with pictures or graphs. This section shows how your student is doing on questions with increasing levels of complexity. Complexity levels are reported as points earned out of points possible.

Complexity Level	Content Description	Points Earned/ Points Possible
Low	Questions at this level generally require students to: • Identify weather conditions. • Identify producers, consumers, and decomposers within an ecosystem. • Identify that synthetic materials are made from natural resources. • Identify what indicates a chemical change. • Identify human activities that affect temperature over time. • Identify human impact on the environment. • Identify that plants and animals are made of cells and are different. • Identify the predator of a given animal. • Identify that living things need food, water, and shelter to survive.	**7 / 9**
Medium	Questions at this level generally require students to: • Identify patterns resulting in weather changes. • Identify a solution that minimizes human impact on the environment. • Identify the effects of the availability of food, water and shelter on a living thing. • Identify the movement of energy among living things within a food chain or web. • Compare plant and animal cells. • Determine if chemical reactions have occurred. • Use a data set or food web to predict competition between plants and/or animals. • Determine how variables within human activities and natural processes affect changes in temperature over time. • Describe the risks and benefits of using natural resources to make synthetic materials.	**6 / 9**
High	Questions at this level generally require students to: • Use data to identify atmospheric patterns that result in changes in weather conditions. • Assess solutions that minimize human impact on the environment. • Describe the cycling of matter and/or movement of energy among parts of an ecosystem. • Use information from various cultural communities to interpret patterns of interactions within an ecosystem, including invasive species impacts and/or mutualism. • Compare questions about changes in temperature over time. • Describe the steps of an investigation that demonstrates that plants and animals are made of different types of cells and/or either one cell or many cells.	**8 / 9**

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DEPARTMENT OF EDUCATION

Maya C. Foster
School One
District Eight

Spring 2025
Grade 11

These are Maya's results from the Science Alternate Minnesota Comprehensive Assessment (Alt MCA) taken in the spring of 2025.

Maya took the majority of the Science Alternate MCA using online test materials with Test Administrator guidance and support.

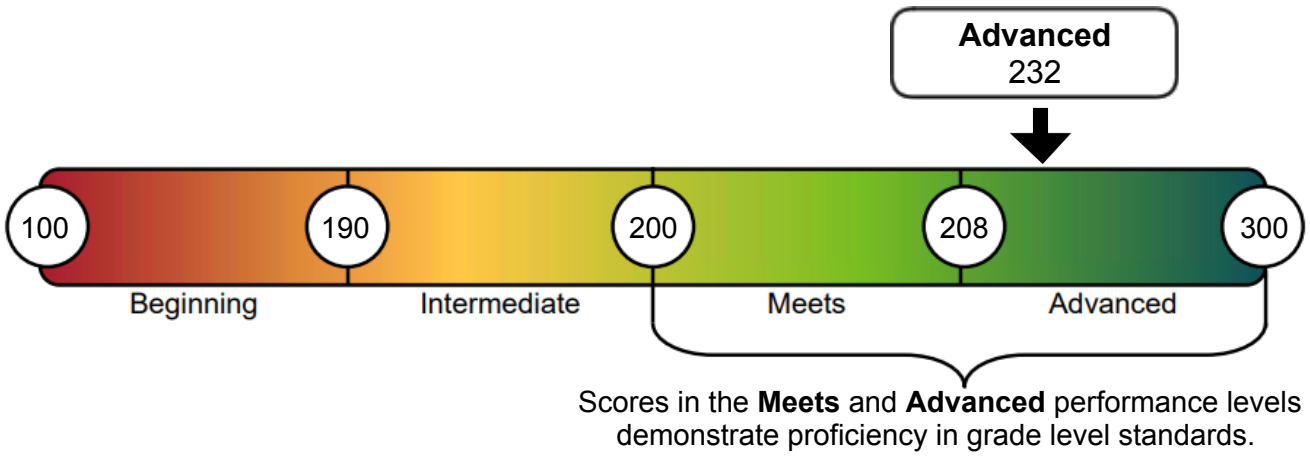
Maya engaged in some or all of the questions using educational objects or manipulatives as part of their test materials (for example: using math counters or models to show food webs, life cycles or other science topics).

Science: Maya's Overall Alt MCA Results

Maya's score of 232 shows evidence of learning at the **Advanced** level for grade-level expectations in science. The Science Alternate MCA measures learning of the extended benchmarks based upon the Minnesota Academic Standards in Science.

A high school student with a score at the Advanced level needs minimal levels of support and scaffolding of skills when completing academic tasks and shows evidence of being able to:

- Use a model to explain the process of cellular respiration and use evidence to compare how two different living things adapt in the same environment.
- Use evidence to describe the relationship between photosynthesis and cellular respiration.
- Predict which traits will most likely occur in the offspring of a given set of parents.
- Use evidence to explain how traits of individuals within a species help them to survive.



Scores in the **Meets** and **Advanced** performance levels demonstrate proficiency in grade level standards.

In spring 2025, 45% of the high school students in Minnesota who took the Science Alt MCA performed at the meets and advanced levels. Performing at these levels demonstrates proficiency in the knowledge and skills described in the extended benchmarks of the academic standards.

Performance Related to Cognitive Complexity

On the Science Alt MCA, each task has three questions that have an increasing level of cognitive complexity. Question complexity can depend on many variables, including how many answer options there are and how much support the question provides with pictures or graphs. This section shows how your student is doing on questions with increasing levels of complexity. Complexity levels are reported as points earned out of points possible.

Complexity Level	Content Description	Points Earned/ Points Possible
Low	Questions at this level generally require students to: • Identify a living thing's physical response to maintain homeostasis given an environmental condition. • Identify the role of food in providing energy for living things. • Recognize that a plant takes in carbon dioxide and releases oxygen. • Identify which human actions help or harm a species or environment. • Identify a physical trait in a living thing. • Identify traits that vary within a population. • Identify a simple pattern such as frequency or number of traits within a population. • Identify which environment a species is best suited to. • Recognize that a fossil is part of a living thing that lived a long time ago.	**8 / 9**
Medium	Questions at this level generally require students to: • Predict how a living thing will adapt to an environment. • Use a model to describe how oxygen and food provide energy to living things. • Identify the relationship between photosynthesis and cellular respiration. • Describe how a strategy can protect a species or environment. • Recognize that DNA is a set of directions that affect the physical traits of a living thing. • Use data to identify the most common trait in a population. • Identify which trait helps a living thing survive and reproduce given a pattern or specific environmental condition. • Match a living thing to a fossil based on similar structure.	**9 / 9**
High	Questions at this level generally require students to: • Use evidence to compare how two different living things adapt to the same environmental condition. • Use a model to show that cellular respiration produces energy for living things and releases carbon dioxide. • Use evidence to describe the relationship between photosynthesis and cellular respiration. • Draw connections to solutions to problems that hurt the environment and people. • Ask questions about how known traits are passed from parents to offspring. • Use data to predict which traits will most likely occur in offspring based on their parents. • Use data to predict which traits become more common over time in a population. • Use evidence to explain how traits help increase survival for individuals in a species. • Describe similarities between living things and infer if they are related.	**9 / 9**

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DEPARTMENT OF EDUCATION

Alissa R. Foster
School Eleven
District Sixteen

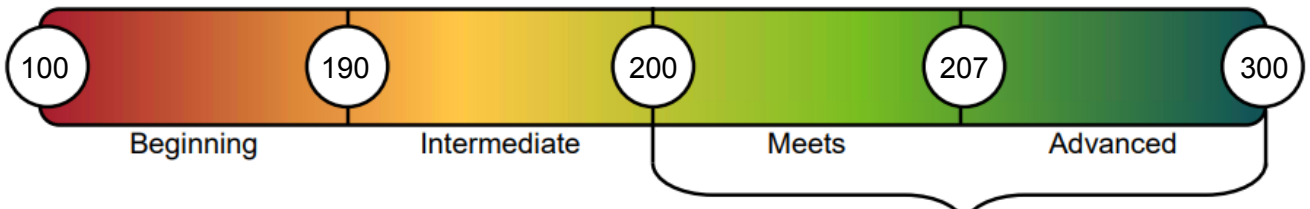
Spring 2025
Grade 5

These are Alissa's results from the Science Alternate Minnesota Comprehensive Assessment (Alt MCA) taken in the spring of 2025.

Alissa's test was invalidated.

Science: Alissa's Overall Alt MCA Results

No score is available. The student's test was invalidated by the school due to improper use of a device. Please contact your student's school for further information.



Scores in the **Meets** and **Advanced** performance levels demonstrate proficiency in grade level standards.

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Performance Related to Cognitive Complexity

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Complexity Level	Content Description	Points Earned/ Points Possible
Low	Questions at this level generally require students to: • Identify the position of the Sun and different types of precipitation. • Identify ways to protect Earth's resources. • Identify that an animal needs energy from food to live. • Identify a plant from a set of living things. • Identify variations in characteristics between two organisms of the same species. • Identify that an object will go down when dropped. • Identify the difference between the beginning stage and adult stage of an animal or human. • Identify materials to the correct observable property.	No Test Data Available
Medium	Questions at this level generally require students to: • Describe the positions of the Sun and the Moon. • Identify the parts of the water cycle. • Identify ways people negatively impact Earth's resources. • Identify the stages of animal and human life. • Identify how sunlight and water affect plants. • Identify characteristics of organism survival. • Compare similar materials based on their physical properties. • Predict the direction an object in motion will go. • Explain how animals need energy from food to grow, heal, move, and stay warm.	No Test Data Available
High	Questions at this level generally require students to: • Make predictions based on data of the Sun and Moon. • Use the water cycle to identify and answer questions. • Use evidence to describe Earth's resources. • Compare models of different animals and humans throughout their life cycles. • Identify variables to investigate the impact of sun and water on plants. • Use evidence to explain characteristics that help organisms to survive. • Determine which information or data to collect to identify a material's property. • Use a model to explain animal energy. • Use data or evidence to support how forces change the direction of an object.	No Test Data Available

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DEPARTMENT OF EDUCATION

James J. Chapman
School Nine
District Sixteen

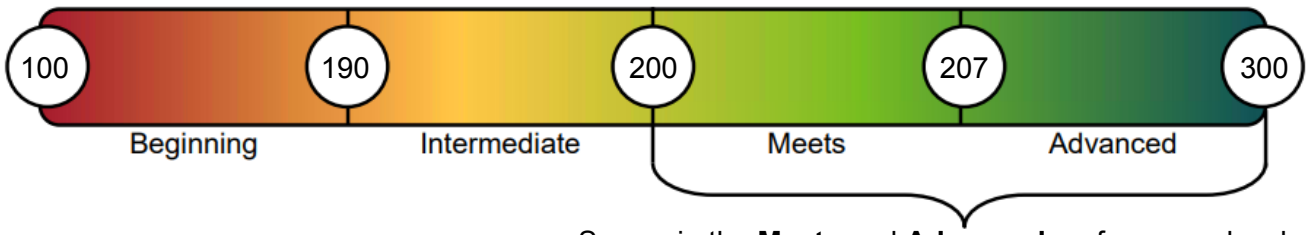
Spring 2025
Grade 5

These are James's results from the Science Alternate Minnesota Comprehensive Assessment (Alt MCA) taken in the spring of 2025.

James did not participate in the test.

Science: James's Overall Alt MCA Results

The student was not tested. The parent or guardian refused to allow the student to test. Please contact your student's school for further information.



Scores in the **Meets** and **Advanced** performance levels demonstrate proficiency in grade level standards.

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Performance Related to Cognitive Complexity

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Complexity Level	Content Description	Points Earned/ Points Possible
Low	Questions at this level generally require students to: • Identify the position of the Sun and different types of precipitation. • Identify ways to protect Earth's resources. • Identify that an animal needs energy from food to live. • Identify a plant from a set of living things. • Identify variations in characteristics between two organisms of the same species. • Identify that an object will go down when dropped. • Identify the difference between the beginning stage and adult stage of an animal or human. • Identify materials to the correct observable property.	No Test Data Available
Medium	Questions at this level generally require students to: • Describe the positions of the Sun and the Moon. • Identify the parts of the water cycle. • Identify ways people negatively impact Earth's resources. • Identify the stages of animal and human life. • Identify how sunlight and water affect plants. • Identify characteristics of organism survival. • Compare similar materials based on their physical properties. • Predict the direction an object in motion will go. • Explain how animals need energy from food to grow, heal, move, and stay warm.	No Test Data Available
High	Questions at this level generally require students to: • Make predictions based on data of the Sun and Moon. • Use the water cycle to identify and answer questions. • Use evidence to describe Earth's resources. • Compare models of different animals and humans throughout their life cycles. • Identify variables to investigate the impact of sun and water on plants. • Use evidence to explain characteristics that help organisms to survive. • Determine which information or data to collect to identify a material's property. • Use a model to explain animal energy. • Use data or evidence to support how forces change the direction of an object.	No Test Data Available

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DEPARTMENT OF EDUCATION

Alberta B. West
School Eight
District Eight

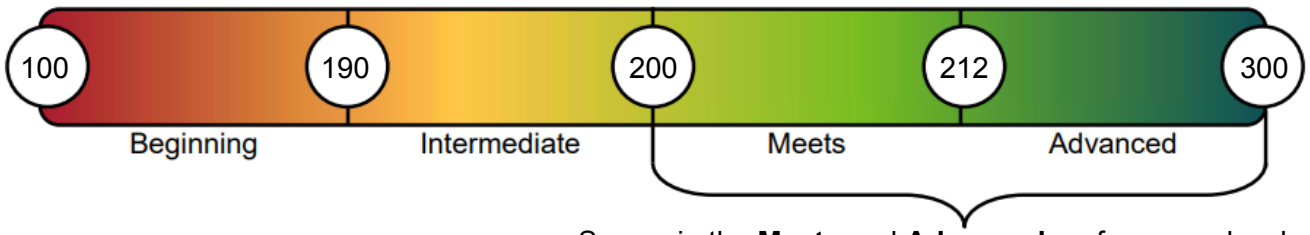
Spring 2025
Grade 8

These are Alberta's results from the Science Alternate Minnesota Comprehensive Assessment (Alt MCA) taken in the spring of 2025.

Alberta's test was invalidated.

Science: Alberta's Overall Alt MCA Results

No score is available. The student's test was invalidated by the school due to other action. Please contact your student's school for further information.



Scores in the **Meets** and **Advanced** performance levels demonstrate proficiency in grade level standards.

In spring 2025, 45% of the grade 8 students in Minnesota who took the Science Alt MCA performed at the meets and advanced levels. Performing at these levels demonstrates proficiency in the knowledge and skills described in the extended benchmarks of the academic standards.

Performance Related to Cognitive Complexity

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Complexity Level	Content Description	Points Earned/ Points Possible
Low	Questions at this level generally require students to: • Identify weather conditions. • Identify producers, consumers, and decomposers within an ecosystem. • Identify that synthetic materials are made from natural resources. • Identify what indicates a chemical change. • Identify human activities that affect temperature over time. • Identify human impact on the environment. • Identify that plants and animals are made of cells and are different. • Identify the predator of a given animal. • Identify that living things need food, water, and shelter to survive.	No Test Data Available
Medium	Questions at this level generally require students to: • Identify patterns resulting in weather changes. • Identify a solution that minimizes human impact on the environment. • Identify the effects of the availability of food, water and shelter on a living thing. • Identify the movement of energy among living things within a food chain or web. • Compare plant and animal cells. • Determine if chemical reactions have occurred. • Use a data set or food web to predict competition between plants and/or animals. • Determine how variables within human activities and natural processes affect changes in temperature over time. • Describe the risks and benefits of using natural resources to make synthetic materials.	No Test Data Available
High	Questions at this level generally require students to: • Use data to identify atmospheric patterns that result in changes in weather conditions. • Assess solutions that minimize human impact on the environment. • Describe the cycling of matter and/or movement of energy among parts of an ecosystem. • Use information from various cultural communities to interpret patterns of interactions within an ecosystem, including invasive species impacts and/or mutualism. • Compare questions about changes in temperature over time. • Describe the steps of an investigation that demonstrates that plants and animals are made of different types of cells and/or either one cell or many cells.	No Test Data Available

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DEPARTMENT OF EDUCATION

Harold M. Miller
School One
District Eight

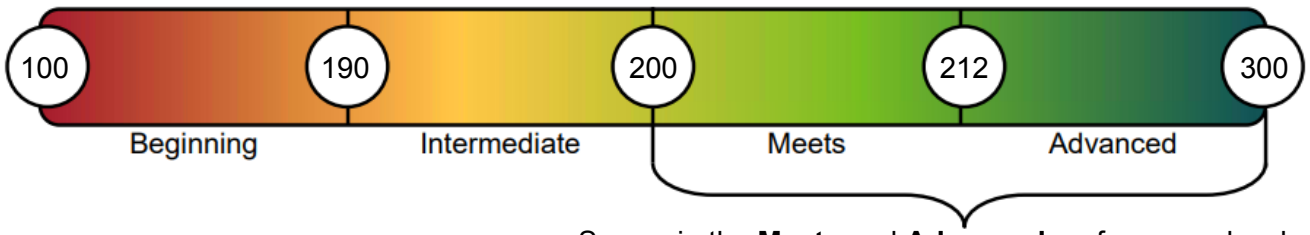
Spring 2025
Grade 8

These are Harold's results from the Science Alternate Minnesota Comprehensive Assessment (Alt MCA) taken in the spring of 2025.

Harold did not participate in the test.

Science: Harold's Overall Alt MCA Results

The student was not tested. The student refused to test. Please contact your student's school for further information.



Scores in the **Meets** and **Advanced** performance levels demonstrate proficiency in grade level standards.

In spring 2025, 45% of the grade 8 students in Minnesota who took the Science Alt MCA performed at the meets and advanced levels. Performing at these levels demonstrates proficiency in the knowledge and skills described in the extended benchmarks of the academic standards.

Performance Related to Cognitive Complexity

On the Science Alt MCA, each task has three questions that have an increasing level of cognitive complexity. Question complexity can depend on many variables, including how many answer options there are and how much support the question provides with pictures or graphs. This section shows how your student is doing on questions with increasing levels of complexity. Complexity levels are reported as points earned out of points possible.

Complexity Level	Content Description	Points Earned/ Points Possible
Low	Questions at this level generally require students to: • Identify weather conditions. • Identify producers, consumers, and decomposers within an ecosystem. • Identify that synthetic materials are made from natural resources. • Identify what indicates a chemical change. • Identify human activities that affect temperature over time. • Identify human impact on the environment. • Identify that plants and animals are made of cells and are different. • Identify the predator of a given animal. • Identify that living things need food, water, and shelter to survive.	No Test Data Available
Medium	Questions at this level generally require students to: • Identify patterns resulting in weather changes. • Identify a solution that minimizes human impact on the environment. • Identify the effects of the availability of food, water and shelter on a living thing. • Identify the movement of energy among living things within a food chain or web. • Compare plant and animal cells. • Determine if chemical reactions have occurred. • Use a data set or food web to predict competition between plants and/or animals. • Determine how variables within human activities and natural processes affect changes in temperature over time. • Describe the risks and benefits of using natural resources to make synthetic materials.	No Test Data Available
High	Questions at this level generally require students to: • Use data to identify atmospheric patterns that result in changes in weather conditions. • Assess solutions that minimize human impact on the environment. • Describe the cycling of matter and/or movement of energy among parts of an ecosystem. • Use information from various cultural communities to interpret patterns of interactions within an ecosystem, including invasive species impacts and/or mutualism. • Compare questions about changes in temperature over time. • Describe the steps of an investigation that demonstrates that plants and animals are made of different types of cells and/or either one cell or many cells.	No Test Data Available

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How to request this report in a translated language or an alternative format:

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DEPARTMENT OF EDUCATION

Valeria M. Ellis
School Ten
District Sixteen

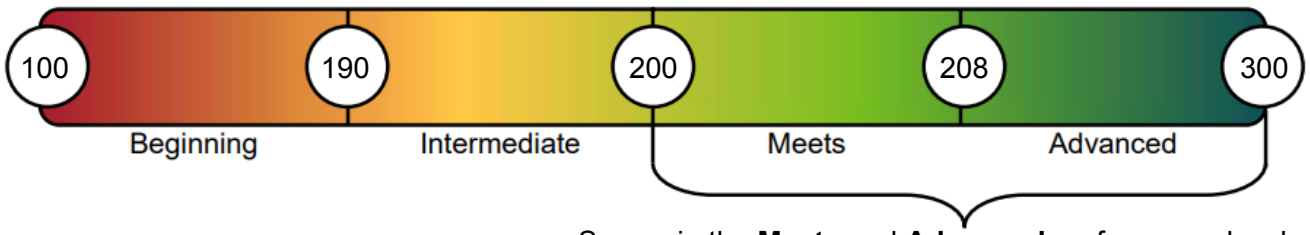
Spring 2025
Grade 10

These are Valeria's results from the Science Alternate Minnesota Comprehensive Assessment (Alt MCA) taken in the spring of 2025.

Valeria's test was invalidated.

Science: Valeria's Overall Alt MCA Results

No score is available. The student's test was invalidated by the school due to action by the student. Please contact your student's school for further information.



Scores in the **Meets** and **Advanced** performance levels demonstrate proficiency in grade level standards.

In spring 2025, 45% of the high school students in Minnesota who took the Science Alt MCA performed at the meets and advanced levels. Performing at these levels demonstrates proficiency in the knowledge and skills described in the extended benchmarks of the academic standards.

Performance Related to Cognitive Complexity

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Complexity Level	Content Description	Points Earned/ Points Possible
Low	Questions at this level generally require students to: • Identify a living thing's physical response to maintain homeostasis given an environmental condition. • Identify the role of food in providing energy for living things. • Recognize that a plant takes in carbon dioxide and releases oxygen. • Identify which human actions help or harm a species or environment. • Identify a physical trait in a living thing. • Identify traits that vary within a population. • Identify a simple pattern such as frequency or number of traits within a population. • Identify which environment a species is best suited to. • Recognize that a fossil is part of a living thing that lived a long time ago.	No Test Data Available
Medium	Questions at this level generally require students to: • Predict how a living thing will adapt to an environment. • Use a model to describe how oxygen and food provide energy to living things. • Identify the relationship between photosynthesis and cellular respiration. • Describe how a strategy can protect a species or environment. • Recognize that DNA is a set of directions that affect the physical traits of a living thing. • Use data to identify the most common trait in a population. • Identify which trait helps a living thing survive and reproduce given a pattern or specific environmental condition. • Match a living thing to a fossil based on similar structure.	No Test Data Available
High	Questions at this level generally require students to: • Use evidence to compare how two different living things adapt to the same environmental condition. • Use a model to show that cellular respiration produces energy for living things and releases carbon dioxide. • Use evidence to describe the relationship between photosynthesis and cellular respiration. • Draw connections to solutions to problems that hurt the environment and people. • Ask questions about how known traits are passed from parents to offspring. • Use data to predict which traits will most likely occur in offspring based on their parents. • Use data to predict which traits become more common over time in a population. • Use evidence to explain how traits help increase survival for individuals in a species. • Describe similarities between living things and infer if they are related.	No Test Data Available

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DEPARTMENT OF EDUCATION

Alan A. Barrett
School Ten
District Sixteen

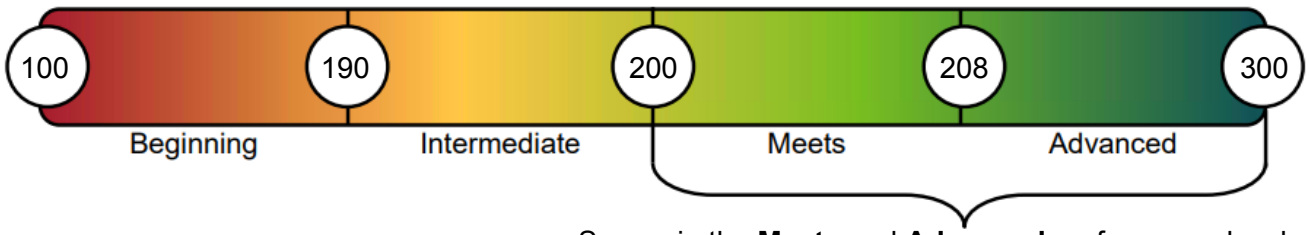
Spring 2025
Grade 11

These are Alan's results from the Science Alternate Minnesota Comprehensive Assessment (Alt MCA) taken in the spring of 2025.

No Test Data Available

Science: Alan's Overall Alt MCA Results

No Test Data Available



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Complexity Level	Content Description	Points Earned/ Points Possible
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Medium	Questions at this level generally require students to: • Predict how a living thing will adapt to an environment. • Use a model to describe how oxygen and food provide energy to living things. • Identify the relationship between photosynthesis and cellular respiration. • Describe how a strategy can protect a species or environment. • Recognize that DNA is a set of directions that affect the physical traits of a living thing. • Use data to identify the most common trait in a population. • Identify which trait helps a living thing survive and reproduce given a pattern or specific environmental condition. • Match a living thing to a fossil based on similar structure.	No Test Data Available
High	Questions at this level generally require students to: • Use evidence to compare how two different living things adapt to the same environmental condition. • Use a model to show that cellular respiration produces energy for living things and releases carbon dioxide. • Use evidence to describe the relationship between photosynthesis and cellular respiration. • Draw connections to solutions to problems that hurt the environment and people. • Ask questions about how known traits are passed from parents to offspring. • Use data to predict which traits will most likely occur in offspring based on their parents. • Use data to predict which traits become more common over time in a population. • Use evidence to explain how traits help increase survival for individuals in a species. • Describe similarities between living things and infer if they are related.	No Test Data Available

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