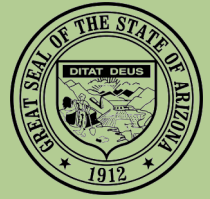


STUDENT REPORT

Arizona's Instrument to Measure Standards AIMS Science

Firstname Lastname
Superintendent of Public Instruction



How did FIRSTNAMEXXXXXXXXXX perform on the Science Assessment?

The overall performance on this content area of AIMS is shown on the bar graph below. A score that falls into the performance level "Exceeds the Standard" or "Meets the Standard" is a passing score. More detailed AIMS results are in the strand/concept report on the reverse side of this report.

The AIMS tests are aligned to the grade level state academic standards in science. The academic standards describe what students are expected to know and be able to demonstrate at each grade level. All publicly funded Arizona schools align their curriculum and day to day instruction to the state academic standards.

Student: **LASTNAME25CHARACTERSXXXX, FIRSTNAME20CHARACTERS I.**
 SAIS #: **12345678**
 Birth Date: **mm/dd/yy**
 Test Date: **Spring 2017**
 Grade: **4**
 Dist-Sch #: **99999-999999**
 School Name: **SCHOOLNAME 35CHARACTERSXXXXXXXXXXXXXXXXXXXX**
 District Name: **DISTRICTNAME 35CHARACTERSXXXXXXXXXXXXXXXXXXXX**
COUNTY NAME

AIMS Science Standards Based Results

| Science | | |
|------------------------------|----------------------|-----------------|
| PASS | EXCEEDS THE STANDARD | 800 |
| | MEETS THE STANDARD | 547 |
| | | 546 |
| APPROACHES THE STANDARD | | 500 |
| | | 499 |
| | | 462 |
| FALLS FAR BELOW THE STANDARD | | 436 - Far Below |
| | | 461 |
| | | 200 |

The performance level indicates your student can consistently perform what is described for that level and the levels below. Your student may also be capable of performing some of the competencies described at the higher levels, but not enough to have reached that level of performance.

Performance Levels

4 Exceeds the Standard

Students who score at this level illustrate a superior academic performance as evidenced by achievement that is substantially beyond the goal for all students. Students who perform at this level demonstrate a comprehensive range of knowledge, skills, and abilities in fulfillment of the science standard. They are able to plan simple investigations that control variables, formulate conclusions based upon data, explain the role of experiments in scientific inquiry, evaluate the consequences of environmental occurrences, and construct electric circuits.

3 Meets the Standard

Students who score at this level demonstrate a solid academic performance on subject matter as reflected by the science standard. Students who perform at this level are generally able to analyze data to determine trends, formulate predictions based on cause and effect relationships, describe benefits and risks related to the use of technology, compare structures and their functions in plants and animals, and measure changes in weather.

2 Approaches the Standard

Students who score at this level show partial understanding of the knowledge and application of the skills that are fundamental for proficient work. Students who perform at this level generally show some understanding of the science standard's concepts and procedures by being able to demonstrate safe behavior and appropriate procedures in science inquiry, measure using appropriate tools, describe the interaction of components in a system, classify animals by their traits, investigate the characteristics of magnets, and interpret the symbols on weather maps. Some gaps in knowledge and skills are evident and may require additional instruction and remediation in order to achieve a satisfactory level of understanding.

1 Falls Far Below the Standard

Students who score at this level may have significant gaps and limited knowledge and skills that are necessary to satisfactorily meet the state's science standard. Students will usually require a considerable amount of additional instruction and remediation in order to achieve a satisfactory level of understanding.

How did FIRSTNAMEXXXXXXXXXX perform on each Science Strand/Concept?

Science Strand/Concept Results

| Strands/Concepts | Number Possible | Number Correct | Percent Correct | 0 | 25 | 50 | 75 | 100 |
|--|-----------------|----------------|-----------------|---|----|----|----|-----|
| Strand 1: Inquiry Process | ## | ## | ### | | | | | |
| Concept 1: Observations, Questions, and Hypotheses | ## | ## | ### | | | | | |
| Concept 2: Scientific Testing (Investigating and Modeling) | ## | ## | ### | | | | | |
| Concept 3/4: Analysis and Conclusions/Communication | ## | ## | ### | | | | | |
| Strand 2: History and Nature of Science | ## | ## | ### | | | | | |
| Concept 1/2: History and Nature of Science | ## | ## | ### | | | | | |
| Strand 3: Science in Personal and Social Perspectives | ## | ## | ### | | | | | |
| Concept 1/2: Changes in Environ./Science & Technology in Society | ## | ## | ### | | | | | |
| Strand 4: Life Science | ## | ## | ### | | | | | |
| Concept 1/3/4: Organisms/Environments/Diversity and Adaptation | ## | ## | ### | | | | | |
| Strand 5: Physical Science | ## | ## | ### | | | | | |
| Concept 3: Energy and Magnetism | ## | ## | ### | | | | | |
| Strand 6: Earth and Space Science | ## | ## | ### | | | | | |
| Concept 2: Earth's Processes and Systems | ## | ## | ### | | | | | |
| Concept 3: Changes in the Earth and Sky | ## | ## | ### | | | | | |
| Total | #### | #### | ### | | | | | |

Purpose

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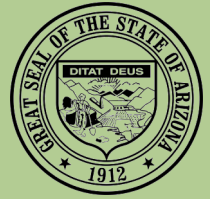
Additional Resources and Information

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STUDENT REPORT

Arizona's Instrument to Measure Standards AIMS Science

Firstname Lastname
Superintendent of Public Instruction



How did FIRSTNAMEXXXXXXXXXX perform on the Science Assessment?

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The AIMS tests are aligned to the grade level state academic standards in science. The academic standards describe what students are expected to know and be able to demonstrate at each grade level. All publicly funded Arizona schools align their curriculum and day to day instruction to the state academic standards.

Student: **LASTNAME25CHARACTERSXXXX, FIRSTNAME20CHARACTERS I.**
 SAIS #: **12345678**
 Birth Date: **mm/dd/yy**
 Test Date: **Spring 2017**
 Grade: **8**
 Dist-Sch #: **99999-999999**
 School Name: **SCHOOLNAME 35CHARACTERSXXXXXXXXXXXXXXXXXXXX**
 District Name: **DISTRICTNAME 35CHARACTERSXXXXXXXXXXXXXXXXXXXX**
COUNTY NAME

AIMS Science Standards Based Results

| Science | | |
|----------|------------------------------|-----------------|
| PASS | EXCEEDS THE STANDARD | 800 |
| | MEETS THE STANDARD | 532 |
| NOT PASS | APPROACHES THE STANDARD | 531 |
| | FALLS FAR BELOW THE STANDARD | 500 |
| | | 499 |
| | | 473 |
| | | 446 - Far Below |
| | | 472 |
| | | 200 |

The performance level indicates your student can consistently perform what is described for that level and the levels below. Your student may also be capable of performing some of the competencies described at the higher levels, but not enough to have reached that level of performance.

Performance Levels

4 Exceeds the Standard

Students who score at this level illustrate a superior academic performance as evidenced by achievement that is substantially beyond the goal for all students. Students who perform at this level can generate a hypothesis that can be tested, analyze data to identify trends, compose new questions based upon the results of a previous investigation, explain the basic principles of heredity, and describe the intent of Newton's 3rd Law of Motion.

3 Meets the Standard

Students who score at this level demonstrate a solid academic performance on subject matter as reflected by the science standard. Students who perform at this level can interpret data to determine relationships between variables, identify potential investigation error, display data in an appropriate graphic, and write clear instructions for conducting investigations. They can distinguish between dominant and recessive traits in humans, determine changes in characteristics of organisms over generations, classify matter as elements, compounds, or mixtures, identify matter based upon its characteristics, and identify conditions under which an object will continue in its state of motion (Newton's 1st and 2nd Laws of Motion).

2 Approaches the Standard

Students who score at this level show partial understanding of the knowledge and application of the skills that are fundamental for proficient work. Students who perform at this level show some understanding of the science standard's concepts and are able to formulate questions based upon observations, demonstrate appropriate procedures during scientific inquiry, perform measurements using appropriate tools, and explain the purposes of cell division and how an organism's behavior allows it to survive in an environment. Some gaps in knowledge and skills are evident and may require additional instruction and remediation in order to achieve a satisfactory level of understanding.

1 Falls Far Below the Standard

Students who score at this level may have significant gaps and limited knowledge and skills that are necessary to satisfactorily meet the state's science standard. Students will usually require a considerable amount of additional instruction and remediation in order to achieve a satisfactory level of understanding.

How did FIRSTNAMEXXXXXXXXXX perform on each Science Strand/Concept?

Science Strand/Concept Results

| Strands/Concepts | Number Possible | Number Correct | Percent Correct | 0 25 50 75 100 | | | | |
|---|-----------------|----------------|-----------------|----------------|--|--|--|--|
| | | | | | | | | |
| Strand 1: Inquiry Process | ## | ## | ### | | | | | |
| Concept 1: Observations, Questions, and Hypotheses | ## | ## | ### | | | | | |
| Concept 2: Scientific Testing (Investigating and Modeling) | ## | ## | ### | | | | | |
| Concept 3: Analysis and Conclusions | ## | ## | ### | | | | | |
| Concept 4: Communication | ## | ## | ### | | | | | |
| Strand 2: History and Nature of Science | ## | ## | ### | | | | | |
| Concept 1/2: History and Nature of Science | ## | ## | ### | | | | | |
| Strand 3: Science in Personal and Social Perspectives | ## | ## | ### | | | | | |
| Concept 1/2: Changes in Environ./Science & Technology in Society | ## | ## | ### | | | | | |
| Strand 4: Life Science | ## | ## | ### | | | | | |
| Concept 2/4: Reproduction, Heredity/Diversity, Adaptation, Behavior | ## | ## | ### | | | | | |
| Strand 5: Physical Science | ## | ## | ### | | | | | |
| Concept 1: Properties and Changes of Properties in Matter | ## | ## | ### | | | | | |
| Concept 2: Motion and Forces | ## | ## | ### | | | | | |
| Total | #### | #### | ### | | | | | |

Purpose

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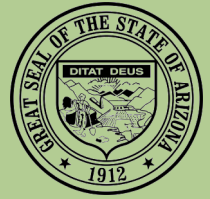
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STUDENT REPORT

Arizona's Instrument to Measure Standards AIMS Science

Firstname Lastname
Superintendent of Public Instruction



How did FIRSTNAMEXXXXXXXXXX perform on the Science Assessment?

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The AIMS tests are aligned to the grade level state academic standards in science. The academic standards describe what students are expected to know and be able to demonstrate at each grade level. All publicly funded Arizona schools align their curriculum and day to day instruction to the state academic standards.

Student: **LASTNAME25CHARACTERSXXXX, FIRSTNAME20CHARACTERS I.**
 SAIS #: **12345678**
 Birth Date: **mm/dd/yy**
 Test Date: **Spring 2017**
 Cohort **2020**
 Dist-Sch #: **99999-999999**
 School Name: **SCHOOLNAME 35CHARACTERSWWWWWWWWWWWWWWWWWW**
 District Name: **DISTRICTNAME 35CHARACTERSWWWWWWWWWWWWWWWWWW**
COUNTY NAME

20

AIMS Science Standards Based Results

| Science | | |
|----------|------------------------------|-----------------|
| PASS | EXCEEDS THE STANDARD | 800 |
| | MEETS THE STANDARD | 537 |
| NOT PASS | APPROACHES THE STANDARD | 536 |
| | FALLS FAR BELOW THE STANDARD | 500 |
| | | 499 |
| | | 475 |
| | | 474 |
| | | 200 |
| | | 200 - Far Below |

The performance level indicates your student can consistently perform what is described for that level and the levels below. Your student may also be capable of performing some of the competencies described at the higher levels, but not enough to have reached that level of performance.

Performance Levels

4 Exceeds the Standard

Students who score at this level demonstrate superior academic performance and knowledge at all levels in fulfillment of the science standard. They can specify the requirements of a valid, scientific theory, evaluate the effectiveness of conservation practices and preservation techniques, and describe the molecular basis of heredity in viruses and living things, including DNA replication and protein synthesis.

3 Meets the Standard

Students who score at this level demonstrate a solid academic performance on subject matter as reflected by the science standard. They are able to develop questions from observations that transition into testable hypotheses, predict the outcome of an investigation, design an appropriate written plan of action for testing a hypothesis, interpret data, and evaluate whether the data supports a proposed hypothesis. They can describe the purposes and processes of cellular reproduction, analyze the relationships among nucleic acids (DNA, RNA), genes, and chromosomes, analyze the degree of relatedness among various species, and explain how genotypic and phenotypic variations can result in adaptations that influence an organism's success in an environment.

2 Approaches the Standard

Students who score at this level show partial understanding of the knowledge and application of the skills that are fundamental for proficient work. They show some understanding of the science standard's concepts and procedures by being able to evaluate scientific information for relevance, demonstrate safe and ethical procedures, produce graphs that communicate data, identify the relationships among organisms, and describe the levels of organization of living things. Some gaps in knowledge and skills are evident and may require additional instruction and remediation in order to achieve a satisfactory level of understanding.

1 Falls Far Below the Standard

Students who score at this level may have significant gaps and limited knowledge and skills that are necessary to satisfactorily meet the state's science standard. Students will usually require a considerable amount of additional instruction and remediation in order to achieve a satisfactory level of understanding.

How did FIRSTNAMEXXXXXXXXXX perform on each Science Strand/Concept?

Science Strand/Concept Results

| Strands/Concepts | Number Possible | Number Correct | Percent Correct | 0 | 25 | 50 | 75 | 100 |
|---|-----------------|----------------|-----------------|---|----|----|----|-----|
| | | | | | | | | |
| Strand 1: Inquiry Process | ## | ## | ### | | | | | |
| Concept 1: Observations, Questions, and Hypotheses | ## | ## | ### | | | | | |
| Concept 2: Scientific Testing (Investigating and Modeling) | ## | ## | ### | | | | | |
| Concept 3: Analysis and Conclusions, and Refinements | ## | ## | ### | | | | | |
| Concept 4: Communication | ## | ## | ### | | | | | |
| Strand 2: History and Nature of Science | ## | ## | ### | | | | | |
| Concept 1/2: History and Nature of Science | ## | ## | ### | | | | | |
| Strand 3: Science in Personal and Social Perspectives | ## | ## | ### | | | | | |
| Concept 1/2/3: Environments/Sci and Tech in Society/Human Pop | ## | ## | ### | | | | | |
| Strand 4: Life Science | ## | ## | ### | | | | | |
| Concept 1: The Cell | ## | ## | ### | | | | | |
| Concept 2: Molecular Basis of Heredity | ## | ## | ### | | | | | |
| Concept 3: Interdependence of Organisms | ## | ## | ### | | | | | |
| Concept 4: Biological Evolution | ## | ## | ### | | | | | |
| Concept 5: Matter, Energy, and Organization in Living Systems | ## | ## | ### | | | | | |
| Total | #### | #### | ### | | | | | |

Purpose

The AIMS Science is administered to determine a student's degree of competency in the Arizona Academic Standards. AIMS meets both federal and state assessment requirements. The data derived from AIMS is used to guide instruction and to measure school performance.

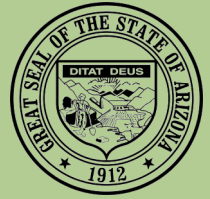
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STUDENT REPORT

Arizona's Instrument to Measure Standards AIMS Science

Firstname Lastname
Superintendent of Public Instruction



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Student: **LASTNAME25CHARACTERSXXXX, FIRSTNAME20CHARACTERS I.**
 SAIS #: **12345678**
 Birth Date: **mm/dd/yy**
 Test Date: **Spring 2017**
 Cohort: **2019**
 Dist-Sch #: **99999-999999**
 School Name: **SCHOOLNAME 35CHARACTERSWWWWWWWWWWWWWWWW**
 District Name: **DISTRICTNAME 35CHARACTERSWWWWWWWWWWWWWW**
COUNTY NAME

19

AIMS Science Standards Based Results

| Science | | 800 - Exceeds | |
|---------|------------------------------|---------------|--|
| PASS | EXCEEDS THE STANDARD | 800 | |
| | | 537 | |
| | MEETS THE STANDARD | 536 | |
| | | 500 | |
| | APPROACHES THE STANDARD | 499 | |
| | | 475 | |
| | FALLS FAR BELOW THE STANDARD | 474 | |
| | | 200 | |

The performance level indicates your student can consistently perform what is described for that level and the levels below. Your student may also be capable of performing some of the competencies described at the higher levels, but not enough to have reached that level of performance.

Performance Levels

4 Exceeds the Standard

Students who score at this level demonstrate superior academic performance and knowledge at all levels in fulfillment of the science standard. They can specify the requirements of a valid, scientific theory, evaluate the effectiveness of conservation practices and preservation techniques, and describe the molecular basis of heredity in viruses and living things, including DNA replication and protein synthesis.

3 Meets the Standard

Students who score at this level demonstrate a solid academic performance on subject matter as reflected by the science standard. They are able to develop questions from observations that transition into testable hypotheses, predict the outcome of an investigation, design an appropriate written plan of action for testing a hypothesis, interpret data, and evaluate whether the data supports a proposed hypothesis. They can describe the purposes and processes of cellular reproduction, analyze the relationships among nucleic acids (DNA, RNA), genes, and chromosomes, analyze the degree of relatedness among various species, and explain how genotypic and phenotypic variations can result in adaptations that influence an organism's success in an environment.

2 Approaches the Standard

Students who score at this level show partial understanding of the knowledge and application of the skills that are fundamental for proficient work. They show some understanding of the science standard's concepts and procedures by being able to evaluate scientific information for relevance, demonstrate safe and ethical procedures, produce graphs that communicate data, identify the relationships among organisms, and describe the levels of organization of living things. Some gaps in knowledge and skills are evident and may require additional instruction and remediation in order to achieve a satisfactory level of understanding.

1 Falls Far Below the Standard

Students who score at this level may have significant gaps and limited knowledge and skills that are necessary to satisfactorily meet the state's science standard. Students will usually require a considerable amount of additional instruction and remediation in order to achieve a satisfactory level of understanding.

How did FIRSTNAMEXXXXXXXXXX perform on each Science Strand/Concept?

Science Strand/Concept Results

| Strands/Concepts | Number Possible | Number Correct | Percent Correct | 0 | 25 | 50 | 75 | 100 |
|---|-----------------|----------------|-----------------|---|----|----|----|-----|
| | | | | | | | | |
| Strand 1: Inquiry Process | ## | ## | ### | | | | | |
| Concept 1: Observations, Questions, and Hypotheses | ## | ## | ### | | | | | |
| Concept 2: Scientific Testing (Investigating and Modeling) | ## | ## | ### | | | | | |
| Concept 3: Analysis, Conclusions, and Refinements | ## | ## | ### | | | | | |
| Concept 4: Communication | ## | ## | ### | | | | | |
| Strand 2: History and Nature of Science | ## | ## | ### | | | | | |
| Concept 1/2: History and Nature of Science | ## | ## | ### | | | | | |
| Strand 3: Science in Personal and Social Perspectives | ## | ## | ### | | | | | |
| Concept 1/2/3: Environments/Sci and Tech in Society/Human Pop | ## | ## | ### | | | | | |
| Strand 4: Life Science | ## | ## | ### | | | | | |
| Concept 1: The Cell | ## | ## | ### | | | | | |
| Concept 2: Molecular Basis of Heredity | ## | ## | ### | | | | | |
| Concept 3: Interdependence of Organisms | ## | ## | ### | | | | | |
| Concept 4: Biological Evolution | ## | ## | ### | | | | | |
| Concept 5: Matter, Energy, and Organization in Living Systems | ## | ## | ### | | | | | |
| Total | #### | #### | ### | | | | | |

Purpose

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