CONNECTICUT STATE DEPARTMENT OF EDUCATION CSDE

Student Name: **Jane Doe**
Grade: **5**
Date of Birth: **05/20/2013**
SASID: **1234567891**

School: **Demo Elementary School**
District: **Demo District**
Test Year: **2024**

Connecticut Alternate Science Assessment Results

Dear Parents and Guardians:

This report shows your child's performance on the 2023–2024 Connecticut Alternate Science (CTAS) Assessment. The CTAS is designed to gather information about your child's progress in science and to help guide instruction in the classroom. Schools and districts also use results from the CTAS to monitor strengths and areas of concern in student performance so that improvements can be made in your child's education.

The CTAS has been designed exclusively for a small percentage of eligible special education students with significant cognitive disabilities. The Planning and Placement Team (PPT) previously determined the CTAS, a non-secure test, administered throughout the school year, to be the most appropriate science assessment for your child at this time. Eligibility is determined by the student's PPT. The CTAS is an assessment administered by teachers who work with your child on a regular basis.

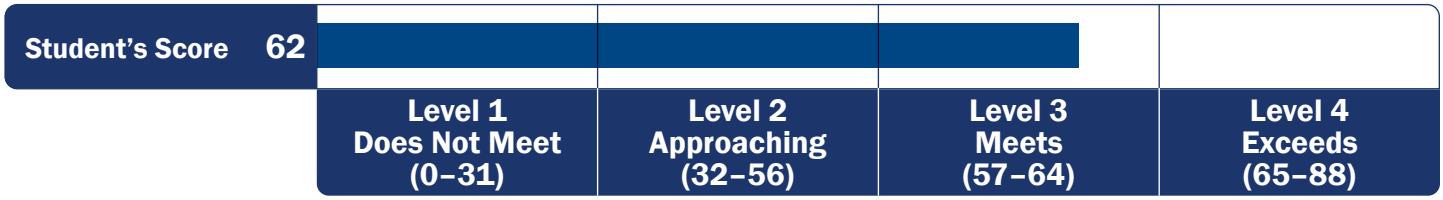
The CTAS is organized into six Performance Tasks; two each from Earth Science, Life Science, and Physical Science. Each Performance Task includes a series of activities presented by the trained teacher to the student to demonstrate their science knowledge in situations they may experience in everyday life. These activities provide students with significant cognitive disabilities the opportunity to connect with the science standards in a way that is engaging and accessible. Students might be asked to conduct an experiment, use a data table, or complete a model to show their understanding. To complete these activities, students are guided by a teacher with simple pictures, drawings, and other visual aids including graphic organizers. If the student has difficulty, the teacher provides additional support through scaffolding.

For further information about the CTAS and to support your understanding of this report, please access the following link: https://ct.portal.cambiumast.com/alternate-assessment.html.

Parents and guardians are encouraged to speak with educators from their local school about the results of the CTAS as one indicator of their child's learning in science.

Overall Results

This table indicates the overall raw score and achievement level for your student on the CTAS.



Jane has met the alternate achievement standard for science expected for this grade. Students performing at this level are demonstrating progress toward mastery of science knowledge and skills. Students performing at this level are demonstrating understanding of grade-level science skills and knowledge represented in the alternate assessment.

Summary of Scores for Each of the Performance Tasks

Discipline	Performance Task	Student's Score	Total Possible Points
Earth Science	Earth Systems	**12**	18
	Natural Resources	**13**	18
Life Science	Living Organisms	**7**	10
	Healthy Ecosystems	**11**	16
Physical Science	Forces and Motion	**11**	14
	Using Energy Every Day	**8**	12

More information regarding the breakdown of the score points can be found on the back of this report.

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Detailed Results

In addition to a total score for each Performance Task, results for each essence statement are reported (raw score out of the total points).

Performance Task 1: Earth Systems

Guiding Questions: How does the weather change in different seasons? What types of climates are there and how can they be described? How do wind and water help to shape the land?	**Score: 12 out of 18 Points**
Use and interpret data in tables and graphs to describe typical weather conditions expected during a particular season. CTAS-3-ESS2-1	**5 out of 8 Points**
Use information to describe climates in different regions of the United States. CTAS-3-ESS2-2	**4 out of 6 Points**
Use a model to show how wind and water interact with land and living organisms. CTAS-5-ESS2-1	**3 out of 4 Points**

Performance Task 2: Natural Resources

Guiding Questions: From where do we get energy? From where do we get fresh water? How do we protect our natural resources?	**Score: 13 out of 18 Points**
Interpret data to compare the relative amounts of fresh and salt water on Earth, and use maps to show their locations in various reservoirs (lakes, rivers, and oceans). CTAS-5-ESS2-2	**4 out of 6 Points**
Use information to describe renewable (wind, water, and solar) and non-renewable (coal, oil, and natural gas) sources of energy and how their uses affect the environment. CTAS-4-ESS3-1	**5 out of 6 Points**
Use information from multiple sources to describe ways people can protect our natural resources (water, air, land). CTAS-5-ESS3-1	**4 out of 6 Points**

Performance Task 3: Living Organisms

Guiding Questions: What features do plants and animals have that allow them to survive? What life stages do living things go through over time?	**Score: 7 out of 10 Points**
Make and support a claim that plants and animals have structures that function to support survival, growth, and behavior. CTAS-4-LS1-1	**4 out of 6 Points**
Compare simple models to describe the similarities and differences in the life cycle stages (birth, growth, reproduction, and death) of common organisms. CTAS-3-LS1-1	**3 out of 4 Points**

Performance Task 4: Healthy Ecosystems

Guiding Questions: Where do plants and animals get the matter they need to survive? What causes organisms to thrive or not thrive in an ecosystem? How can humans contribute to a healthier environment?	**Score: 11 out of 16 Points**
Make and support a claim that in a given habitat, some organisms can survive well, some survive less well, and some cannot survive at all. CTAS-3-LS4-3	**4 out of 6 Points**
Given evidence, compare possible solutions to a problem that causes changes in an environment affecting the plants and animals that live there.* CTAS-3-LS4-4	**3 out of 4 Points**
Use a simple model to describe the movement of matter among plants and animals in the environment. CTAS-5-LS2-1	**4 out of 6 Points**

Performance Task 5: Forces and Motion

Guiding Questions: What makes objects move? How can the pattern of an object's motion be described?	**Score: 11 out of 14 Points**
Use the results of an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. CTAS-3-PS2-1	**6 out of 8 Points**
Make observations and/or measurements to show the pattern of an object's motion in order to make predictions. CTAS-3-PS2-2	**5 out of 6 Points**

Performance Task 6: Using Energy Every Day

Guiding Questions: What is energy and how is it transferred? How do we use light and heat energy? Where do we get the energy we need for everyday life?	**Score: 8 out of 12 Points**
Make observations that light and heat are forms of energy that can be transferred from place to place. CTAS-4-PS3-2	**5 out of 8 Points**
Use a simple model to describe that light energy comes from the sun, and is used by plants to grow and produce food that is eaten by animals and/or humans that they use for various purposes. CTAS-5-PS3-1	**3 out of 4 Points**

*Indicates a Next Generation Science Standards (NGSS) Standard Performance Expectation or Connecticut Alternate Science Essence Statement that incorporates engineering design.