Student's Name_____

	Iowa Alternate Assessment 2013-2014 *Science Rating Scale* *Grade 11*	Check the Box if Full Physical or Full Verbal Prompts were used (the student was given the answer)	Student Performance in Percent Accurate (0-100%)
Science Standard 1: Students can understand and apply skills used in Scientific Inquiry			
1.1	Identifies or states purpose of an experiment being conducted in class	☐	_____
1.2	Compares and makes conclusions about objects to determine differences in size (shorter/longer)	☐	_____
1.3	Compares and makes conclusions about objects to determine differences in weight (heavier/lighter)	☐	_____
1.4	Observes and draws conclusions as to texture (rough/smooth)	☐	_____
1.5	Observes and draws conclusions about viscosity of different liquids	☐	_____
1.6	Observes and draws conclusions about temperature (warmer/cooler)	☐	_____
1.7	Answers questions about the scientific process	☐	_____
1.8	Draws conclusion in an experiment	☐	_____
1.9	Selects and uses scientific tools for measurement (length)	☐	_____
1.10	Selects and uses scientific tools for measurement of mass (scale)	☐	_____

Student's Name_____

	Check the Box if Full Physical or Full Verbal Prompts were used (the student was given the answer)	Student Performance in Percent Accurate (0-100%)
Iowa Alternate Assessment 2013-2014 *Science Rating Scale Grade 11*		
Science Standard 1: Students can understand and apply skills used in Scientific Inquiry		
1.11 Selects and uses scientific tools for measurement of volume (teaspoons, measuring cups, beakers)	☐	_____
1.12 Classifies items, organize the data, and represent in a chart, table, or graph	☐	_____
1.13 Identifies, investigates, and forms conclusions about patterns and trends (order sequence)	☐	_____
1.14 Demonstrates safe techniques for investigation	☐	_____
Science Standard 2: Students can understand and concepts and relationships in Life Science		
2.15 Identifies and discriminates a variety of species (e.g., wild animals, plants, and humans)	☐	_____
2.16 Identifies or characterizes some animals as predators to other animals	☐	_____
2.17 Conducts an investigation, analyze data, and forms a conclusion to demonstrate variations in data exist (e.g., differences in height, eye color, variations between leaves, etc.)	☐	_____
2.18 Conducts and analyzes an investigation with a plant to determine how the environment effects its growth	☐	_____

Student's Name_____

Iowa Alternate Assessment 2013-2014 *Science Rating Scale Grade 11*	Check the Box if Full Physical or Full Verbal Prompts were used (the student was given the answer)	Student Performance in Percent Accurate (0-100%)
Science Standard 2: Students can understand and concepts and relationships in Life Science		
2.19 Classifies the parts of a food chain (animals (including humans), plants, decomposers)	☐	_____
2.20 Specifies and explains the relationships between the steps of a food chain (sun, producers, consumers)	☐	_____
2.21 Identifies that food sources come from the environment (e.g., bread comes from wheat)	☐	_____
Science Standard 3: Students can understand concepts and relationships in Earth/Space Science		
3.22 Forms conclusions about how land forms were created	☐	_____
3.23 Identifies differences in rocks (e.g., color, texture, composition)	☐	_____
3.24 Identifies weather through observation (clouds, temperature, wind, rain, and snow)	☐	_____
3.25 Organizes and graphs qualitative observations about weather (clouds, temperature, wind, rain, snow)	☐	_____
3.26 Identifies materials, clothing, recreation, transportation appropriate to the weather	☐	_____

Student's Name‗‗

	Iowa Alternate Assessment 2013-2014 *Science Rating Scale Grade 11*	Check the Box if Full Physical or Full Verbal Prompts were used (the student was given the answer)	Student Performance in Percent Accurate (0-100%)
	Science Standard 3: Students can understand concepts and relationships in Earth/Space Science		
3.27	Recognizes and identifies states of water (solid, liquid, gas)	☐	‗‗‗‗‗‗‗
3.28	Forms a conclusion based on precipitation (snow, hail, rain)	☐	‗‗‗‗‗‗‗
3.29	Identifies uses of water (bathing, drinking, cooking, recreation, etc.)	☐	‗‗‗‗‗‗‗
3.30	Recognizes and identifies ways to conserve water	☐	‗‗‗‗‗‗‗
3.31	Analyzes effects of the water cycle on living organisms (precipitation, evaporation, condensation)	☐	‗‗‗‗‗‗‗
	Science Standard 4: Students can understand concepts and relationships in Physical Science		
4.32	Accurately predicts how far a ball will roll if pushed (acceleration and velocity)	☐	‗‗‗‗‗‗‗
4.33	Draws conclusions whether magnets will repel (separate) or attract (come together)	☐	‗‗‗‗‗‗‗
4.34	Makes comparisons between different types and quantities of batteries	☐	‗‗‗‗‗‗‗

Student's Name_____

		Check the Box if Full Physical or Full Verbal Prompts were used (the student was given the answer)	Student Performance in Percent Accurate (0-100%)
	Iowa Alternate Assessment 2013-2014 *Science Rating Scale Grade 11*		
**Science Standard 4: Students can understand concepts and relationships in Physical Science**		
4.35	Classifies mixtures as homogeneous and heterogeneous (e.g., salt water is homogeneous and chocolate chip cookie batter is heterogeneous)	☐	_____
4.36	Graphs objects based on physical properties (e.g., textures, living vs. nonliving, type of object)	☐	_____
4.37	Investigates how different things can be made from the same materials (e.g., wood=furniture, paper, etc.)	☐	_____
4.38	Investigates how combining two or more materials may result in a product that has different properties than original materials (e.g., home-made ice cream, pottery, etc.)	☐	_____
4.39	Analyzes and evaluates given data to determine states of matter of an object (solid, liquid, gas)	☐	_____
4.40	Observes and draws conclusions that objects can move at different speeds based on the amount of force applied	☐	_____