

Dear Parent/Guardian of Molly,

This report summarizes Molly's performance on the New York State Testing Program Intermediate-Level Science Assessment, administered in the spring of 2025. The test score provides one way to understand student performance; **however, this score does not tell the whole story about what Molly knows and can do. The results from the Grade 3-8 ELA, Mathematics, and Science Tests are being provided for diagnostic purposes and will not be included in Molly's official transcript or permanent student record.**

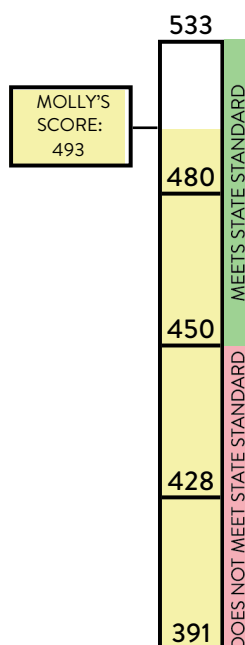
TRANSLATIONS



[https://www.nysed.gov/
state-assessment/
grades-3-8-score-report-
and-understanding-
report-samples](https://www.nysed.gov/state-assessment/grades-3-8-score-report-and-understanding-report-samples)

MOLLY'S
SCORE
THIS YEAR

493
LEVEL 4



PERFORMANCE LEVELS

LEVEL 4

Students performing at this level excel in standards for their grade.

LEVEL 3

Students performing at this level are proficient in standards for their grade.

LEVEL 2

Students performing at this level are partially proficient in standards for their grade.

LEVEL 1

Students performing at this level are below proficient in standards for their grade.

MOLLY MEETS THE STATE STANDARD

To see descriptions of what these students know and can do, go to:

[www.nysed.gov/state-assessment/next-generation-grades-3-8-
learning-standards-performance-level-descriptions](https://www.nysed.gov/state-assessment/next-generation-grades-3-8-learning-standards-performance-level-descriptions)

SUPPORTING MOLLY'S SUCCESS



Contact Molly's teacher and ask which skills are the most challenging for Molly.



Ask your school how you will receive regular reports on Molly's progress.



If appropriate, seek student support services such as counseling or school guidance to help Molly be most successful.



Review classwork and homework with Molly to see how Molly's skills are progressing.

For more information about this test, the New York State standards, and how you can help Molly, go to: [https://
www.nysed.gov/state-assessment/nys-grades-3-8-science-learning-standards](https://www.nysed.gov/state-assessment/nys-grades-3-8-science-learning-standards)

The New York State P-12 Science Learning Standards describe what Molly should know and be able to do at each grade level. This section shows the number of credits earned by Molly on the questions that measure the key science concepts of the standards at this level.

MOLLY'S
SCORE

12

OF

MAX
SCORE

19

AVERAGE SCORE FOR NYS STUDENTS

6

PHYSICAL SCIENCES

In this section, students were asked to:

- apply scientific practices, principles, and technologies to the structure and properties of matter, chemical reactions between substances, forces and their different types of interactions, the types and transfer of energy, and the properties of waves and their interaction with different intervening substances.

MOLLY'S
SCORE

9

OF

MAX
SCORE

17

AVERAGE SCORE FOR NYS STUDENTS

5

LIFE SCIENCES

In this section, students were asked to:

- apply scientific practices, principles, and technologies to the basic structure, function, and organization of living things, which allows for the synthesis of information and homeostasis, the cycling of matter and flow of energy through organisms and ecosystems, the interactions between living things that maintain biodiversity and ecosystem stability, the factors that affect and influence growth, development, and reproduction of organisms, and the evolutionary relationships between organisms and how natural selection and adaptation has led to changes in life on Earth.

MOLLY'S
SCORE

10

OF

MAX
SCORE

13

AVERAGE SCORE FOR NYS STUDENTS

4

EARTH AND SPACE SCIENCES

In this section, students were asked to:

- apply scientific practices, principles, and technologies to the cyclic patterns and scale properties of objects in the solar system and the role of gravity in the motions of objects within space systems, the evidence from geoscience processes and plate tectonics, at varying scales, to explain the history of Earth, the flow of energy that drives the cycling of Earth's materials resulting in an uneven distribution of resources, the causes for the change in weather and climate patterns, the impact humans have on Earth's systems, and the mitigation of the effects of natural hazards on humans.

Please note that students with an Individualized Education Program (IEP) or Section 504 Accommodation Plan (504 Plan) that indicates that tests be read aloud should have been provided this testing accommodation, in accordance with the specifications in the IEP/504 Plan.

HOW MOLLY'S SCORE COMPARES

MOLLY'S
SCORE

493

SCHOOL
AVERAGE

444

DISTRICT
AVERAGE

444

STATE
AVERAGE

443