



## New York State Grade 4 Elementary-Level Science Test Spring 2009

### Elementary-Level Science Performance Levels Chart & Elementary-Level Science Conversion Chart for Determining a Student's Final Test Score

**Note:** Use for Spring 2009 test only.

The chart on the next page defines the four performance levels for this test. The state-designated level of performance for this test is a final score of 65 or higher (levels 3 and 4). Students scoring below 65 (levels 1 and 2) must be provided with academic intervention services according to section 100.2(ee)(2)(i) of the Regulations of the Commissioner of Education. The chart provides the score range and a brief description of student performance for each level.

The conversion chart is presented on the page following the performance levels chart. To determine the student's final test score, locate the student's raw score for the performance test across the top of the chart and the student's raw score for the written test down the left side of the chart. The point where those two scores intersect is the student's final test score. For example, a student receiving a performance test raw score of 12 and a written test raw score of 36 would receive a final test score of 81.

**Note:** Use these charts for the Spring 2009 test only. Conversion charts provided for previous administrations of the Grade 4 Elementary-Level Science Test must NOT be used to determine students' final scores for the 2009 administration of the test.

**Performance Levels for Final Score  
Grade 4 Elementary-Level Science Test**

Level	Final Test Score Range	Description of Student Performance
4	85–100	<p><b>Meeting the Standards with Distinction</b></p> <ul style="list-style-type: none"> <li>• A student demonstrates superior understanding of elementary-level science content and concepts for the learning standards and key ideas being assessed.</li> <li>• The student demonstrates superior elementary-level science skills related to the learning standards and key ideas being assessed.</li> <li>• The student demonstrates superior understanding of the science content, concepts, and skills required for an elementary-level academic environment.</li> </ul>
3	65–84	<p><b>Meeting the Standards</b></p> <ul style="list-style-type: none"> <li>• The student demonstrates understanding of elementary-level science content and concepts for the learning standards and key ideas being assessed.</li> <li>• The student demonstrates elementary-level science skills related to the learning standards and key ideas being assessed.</li> <li>• The student demonstrates understanding of the science content, concepts, and skills required for an elementary-level academic environment.</li> </ul>
2	45–64	<p><b>Not Fully Meeting the Standards</b></p> <ul style="list-style-type: none"> <li>• The student demonstrates only minimal understanding of elementary-level science content and concepts for each of the learning standards and key ideas being assessed.</li> <li>• The student demonstrates minimal elementary-level science skills related to the learning standards and key ideas being assessed.</li> <li>• The student demonstrates minimal understanding of the science content, concepts, and skills required for an elementary-level academic environment.</li> </ul>
1	0–44	<p><b>Not Meeting the Standards</b></p> <ul style="list-style-type: none"> <li>• The student is unable to demonstrate understanding of elementary-level science content and concepts for the learning standards and key ideas being assessed.</li> <li>• The student is unable to demonstrate elementary-level science skills related to the learning standards and key ideas being assessed.</li> <li>• The student is unable to demonstrate understanding of the science content, concepts, and skills required for an elementary-level academic environment.</li> </ul>

