



**2021 Grades 9 and 10 Utah Aspire Plus
Science Blueprint**

Grade 9		
25 Operational & 6 Field Test Items		
Testing Time: 60 Minutes		
Reporting Category Reporting Targets (SEP and CCC)	Min.	Max.
Gathering & Investigating (GI) SEPs: Asking questions and defining problems; Obtaining, evaluating, and communicating information; Planning and carrying out investigations CCCs: Patterns; Cause and effect; Systems and system models; Energy and matter; Structure and function; Stability and change	19%	27%
Developing Models (DM) SEPs: Developing and using models CCCs: Patterns; Cause and effect; Scale, proportion and quantity; Systems and system models; Energy and matter; Stability and change	10%	20%
Using Mathematical Thinking (UM) SEPs: Analyzing and interpreting data; Using mathematics and computational thinking CCCs: Patterns; Cause and effect; Scale, proportion, and quantity; Systems and system models; Energy and matter; Stability and change	42%	47%
Constructing Explanations (CE) SEPs: Constructing explanations and designing solutions; Engaging in argument from evidence CCCs: Patterns; Cause and effect; Systems and system models; Energy and matter; Structure and function; Stability and change	16%	27%
DCI Life Science	42%	50%
DCI Earth and Space Science	23%	30%
DCI Physical Science	23%	30%

Note: The percentages shown represent target aggregate values based on Operational points. The science assessment is an aggregate matrix design. While each student will experience all the reporting categories, they will not be exposed to all the reporting targets. An individual student score represents comparable grade level science performance regardless of form given. While summary scores for classroom, school, district, and state would reflect broader coverage of the standards.



**2021 Grades 9 and 10 Utah Aspire Plus
Science Blueprint**

Grade 10		
23 Operational & 6 Field Test Items		
Testing Time: 60 Minutes		
Reporting Category	Min.	Max.
Reporting Targets (SEP and CCC)		
Gathering & Investigating (GI) SEPs: Asking questions and defining problems; Obtaining, evaluating, and communicating information; Planning and carrying out investigations CCCs: Patterns; Cause and effect; Systems and system models; Energy and matter; Structure and function; Stability and change	7%	12%
Developing Models (DM) SEPs: Developing and using models CCCs: Patterns; Cause and effect; Scale, proportion and quantity; Systems and system models; Energy and matter; Stability and change	10%	31%
Using Mathematical Thinking (UM) SEPs: Analyzing and interpreting data; Using mathematics and computational thinking CCCs: Patterns; Cause and effect; Scale, proportion, and quantity; Systems and system models; Energy and matter; Stability and change	17%	35%
Constructing Explanations (CE) SEPs: Constructing explanations and designing solutions; Engaging in argument from evidence CCCs: Patterns; Cause and effect; Systems and system models; Energy and matter; Structure and function; Stability and change	30%	58%
DCI Life Science	20%	31%
DCI Earth and Space Science	23%	31%
DCI Physical Science	43%	54%

Note: The percentages shown represent target aggregate values based on Operational points. The science assessment is an aggregate matrix design. While each student will experience all the reporting categories, they will not be exposed to all the reporting targets. An individual student score represents comparable grade level science performance regardless of form given. While summary scores for classroom, school, district, and state would reflect broader coverage of the standards.