This guide addresses the embedded field test items for the End-of-Course (EOC) Biology Assessment. Information about the operational assessment including the structure of the test and the specifications for the multiple-choice and task sessions can be found in the EOC Assessment Guide for Biology.

A New Vision for Science Standards and Assessments
The Louisiana Student Standards for Science (LSS for Science) were created by over eighty content experts and educators with input from parents and teachers from across the state. Educators envisioned what students should know and be able to do to compete in our communities and created standards that would allow students to do so. The LSS for Science provide appropriate content for all grades or courses, maintain high expectations and create a logical connection of content across and within grades. The LSS for Science represent the knowledge and skills needed for students to successfully transition to postsecondary education and the workplace. The standards call for students to

1) apply content knowledge;
2) investigate, evaluate, and reason scientifically; and
3) connect ideas across disciplines.

This guide includes:

- Introduction to the Field Test
- Item and Set Design
- Field Test Administration Policies
- Sample Field Test Items
- Resources

INTRODUCTION TO THE FIELD TEST
The Department is committed to administering consistent and rigorous assessments in science. The EOC biology assessment administered to students in Spring 2018 will include field test items aligned to the LSS for Science. The purpose of the field test is to try out the questions to determine if they are functioning as intended. In 2018-2019, a new full-length, 5-level biology assessment will be developed from successful field-tested items.

Key Goals for New Science Assessments
Starting in the 2018-2019 school year, students in Biology will take the new LEAP 2025 biology assessment, which provide

- questions that have been reviewed by Louisiana educators to ensure their alignment to the LSS for Science and appropriateness for Louisiana students;
- measurement of the full range of student performance, including that of high- and low-performing students; and
- information for educators and parents about student readiness in science and whether students are “on track” for college and careers.
ITEM AND SET DESIGN

Supporting Key Shifts in Science Instruction

The spring 2018 field test items are designed to produce questions for the 2018-2019 LEAP 2025 operational assessments that will assess a student’s understanding of the LSS for Science, reflecting the multiple dimensions of the standards.

Apply content knowledge and skills

In the classroom, students develop skills and content knowledge reflected in the Performance Expectations (PE) and detailed in the Disciplinary Core Ideas (DCI), the key ideas in science that have broad importance within or across multiple science or engineering disciplines. However, simply having content knowledge and scientific skills are not enough. Students must investigate and apply content knowledge to scientific phenomena. Phenomena are real-world observations that can be explained through scientific knowledge and reasoning (e.g., water droplets form on the outside of a water glass, plants tend to grow toward their light source, different layers of rock can be seen on the side of the road).

On the field test, students answer questions aligned to PE bundles (groupings of like PEs) and the corresponding DCIs. The students begin each set of questions by reading through stimulus materials connected to a scientific phenomenon.

Investigate, evaluate, and reason scientifically

In the classroom, students do more than learn about science; they “do” science. Science instruction must integrate the practices, or behaviors, of scientists and engineers (Science and Engineering Practices; SEPs) as students investigate real-world phenomena and design solutions to problems.

On the field test, students do more than answer recall questions about science; they apply the practices, or behaviors, of scientists and engineers as students investigate each real-world phenomenon and design solutions to problems.

Connect ideas across disciplines

In the classroom, students develop a coherent and scientifically-based view of the world, they must make connections across the domains of science (life science, physical science, earth and space science, environmental science, and engineering, technology, and applications of science). These connections are identified as crosscutting concepts (CCC). The crosscutting concepts have applications across all domains. On the field test, sets of questions assess student application of knowledge across the domains of science for a comprehensive picture of student readiness for their next grade or course in science.

Set-Based Design

The embedded field test questions include item sets, task sets, and discrete items. A scientific phenomenon provides the focus for the sets. Stimulus materials, related to the scientific phenomenon, provide context for and anchor both item sets and task sets comprised of four to five questions. In addition to the information presented in the stimulus materials, the questions require students to bring in content knowledge from the course to demonstrate their understanding of science. The questions include selected-response (multiple-choice and/or multiple-select), technology-enhanced, and two-part questions. Some item sets culminate with a short constructed-response and the task set culminates with an extended-response task. Each field test includes a few discrete items made of selected-response, technology-enhanced, and two-part questions.
The Phenomenon and Stimulus Materials

A variety of stimulus materials provide context for each described phenomenon. Art is used to help convey information in a simplified form, examples include maps, charts, data tables, bar or line graphs, diagrams, pictures, photographs, or artist’s renderings.

Item Types

- Selected Response (SR): includes traditional multiple-choice (MC) questions with four answer options and only one correct answer, as well as multiple-select (MS) questions with five to seven answer options and more than one correct answer. For MS items, the question may or may not identify the number of correct answers. All SR items are worth 1 point each.
- Technology Enhanced (TE): uses technology to capture student comprehension in authentic ways, previously difficult to score by machine for large-scale assessments. TE items are worth up to two points and may include item types such as, but not limited to, drag and drop, dropdown menus, and hot spots. The Online Tools Training allows students to experience TE items and practice answering them to prepare for the computer-based test.
- Two-part Item: requires students to answer two related questions, worth two points. Two-part items may combine SR and/or TE item types.
  - Two-part Dependent (TPD): the first part must be correct in order to earn credit for the second part.
  - Two-part Independent (TPI): each part is scored independently.
- Constructed Response (CR): requires a brief response provided by the student and will be scored using a 2-point rubric. These items may require a brief paragraph, a few sentences, and/or completion of a chart.
- Extended Response (ER): asks students to write an in-depth response that expresses the students’ ability to apply all three dimensions of the LSS for Science and will be scored using a 9-point rubric.

Field Test Design

Students will complete embedded field test items including two item sets, five discrete items, and a task set in the Spring 2018 EOC Biology Test.

FIELD TEST ADMINISTRATION POLICIES

Students must take the field test online. The computer-based testing window opens April 9, 2018 and runs through May 4, 2018. For more information about the scheduling of the field test and online administration policies, refer to the CBT Guidance document, found in the LDOE assessment library.
Computer-Based Tests
Students will enter their answers into the online testing system. When composing their written responses for science constructed- or extended-response item, students will type their responses into an answer box, like the one shown.

The toolbar at the top of the response box allows students to undo or redo an action; and add boldface, italics, or underlining to their response. There is a limit to the amount of characters that can be typed into the response box; however, it is set well beyond what a student might produce given the LEAP 2025 expectations for written responses and timing. The character count is not included on the response box so students focus on the quality of their responses rather than the amount of writing.

The computer-based tests include the following online tools, which allow a student to select answer choices, “mark” items, eliminate answer options, take notes, enlarge the item, and guide the reading of a text or an item line by line. A help tool is also featured to assist students as they use the online system.

- Pointer tool
- Sticky Note tool
- Line Guide
- Highlighter tool
- Magnifying tool
- Help Tool
- Cross-Off tool

All students taking the computer-based field test should work through the Online Tools Training, available through INSIGHT in Winter 2017-2018 to practice, using the online tools so students are well prepared to navigate the online testing system.

Testing Materials
All students should receive scratch paper and two pencils from their test administrator.
SAMPLE FIELD TEST ITEMS

This section includes sample field test items. With each item, item set, and task set, is a table containing alignment information and the answer key, where possible. Additionally, analyses of the multi-dimensional alignment for the item set and the task set are included. Rubrics for CRs and ERs are included with the items.

DISCRETE ITEMS

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<th>SEP</th>
<th>CCC</th>
<th>Points</th>
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<td>2</td>
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</table>

SEP = blue; DCI = orange; CCC = green  An asterisk (*) denotes correct answer(s).
Technology-Enhanced Item
Performance Expectation

**HS-LS1-2** Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

A rabbit sees a predator, which activates the interactions of several body systems to make the rabbit move.

Drag the interactions into the correct order needed to make the rabbit move.

**Multi-Dimensional Alignment**
While effectively applying the science practice of **developing and using models** by **illustrating the relationships between different systems**, the student demonstrates knowledge of **how multicellular organisms have a hierarchical structure where systems are made up of numerous parts.**

**Scoring Information**
Technology-Enhanced Item
Performance Expectation

**HS-LS3-3** Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.

In chickens, the black (\(B\)) and white (\(W\)) alleles for feather color are codominant. If a homozygous white chicken is crossed with a homozygous black chicken, the offspring has feathers that are both black and white, a trait that is known as erminette, as shown in the diagram.

The Punnett square shows the possible genotypes resulting from the cross of an erminette chicken with a white chicken.

<table>
<thead>
<tr>
<th>Erminette Chicken</th>
<th>White Chicken</th>
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<tr>
<td>(B) (W) (B)</td>
<td>(W) (W)</td>
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<td>(W) (W) (W)</td>
<td>(W) (W)</td>
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</table>

Select the correct answers from the dropdown menus to complete the sentence to indicate the expected percentage of offspring with each phenotype resulting from the cross shown in the Punnett square.

The expected phenotype percentages of offspring are

- \(0\) % black,
- \(25\) % white,
- \(75\) % erminette.

**Multi-Dimensional Alignment**

While effectively applying the science practice of analyzing and interpreting data by applying concepts of statistics and probability, the student demonstrates knowledge that sexual reproduction results in genetic variation, which is passed on to offspring.

| The expected phenotype percentages of offspring are \(0\) % black, \(50\) % white, and \(50\) % erminette. |
Multiple-Choice Item
Performance Expectation
HS-LS4-4 Construct an explanation based on evidence for how natural selection and other mechanisms lead to genetic changes in populations.

Weather conditions such as heavy rains, floods, or high rates of evaporation can affect salt concentration in soil. A high salt concentration limits most plants’ ability to take in water, affecting their ability to grow and survive. Scientists conducted an experiment to find out how changes in salt concentrations affect the genetic diversity of reed grasses. Their results are shown in the Genetic Diversity vs. Soil Salt Concentration graphs.
Multi-Dimensional Alignment

While effectively applying the science practice of **constructing explanations and designing solutions** by **selecting the valid and reliable evidence**, the student demonstrates knowledge of **how variations among traits results in natural selection leading to populations with adaptations**.
Technology-Enhanced Item  
Performance Expectation  

**HS-LS1-7** Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed, resulting in a net transfer of energy.

Plants and animals undergo the same process to obtain energy needed for cellular function, including growth, repair, and movement. This process occurs in the mitochondria of both plant and animal cells.

Complete the model to show how energy and matter are affected by the process that occurs in the mitochondria of both plant and animal cells.

Drag the labels into the correct boxes to model the flow of matter and energy during this process.

Not all labels will be used.

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Multi-Dimensional Alignment  
While effectively applying the science practice of **developing and using models** by **illustrating the relationship between components of a system**, the student demonstrates knowledge of **how chemical elements recombine to form different products as matter and energy flow through living systems**.
ITEM SET: Biodiversity in Longleaf Pine Ecosystems

Performance Expectations

**HS-LS2-1** Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity, biodiversity and populations of ecosystems at different scales.

**HS-LS2-7** Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

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</tbody>
</table>

SEP = blue; DCI = orange; CCC = green  
An asterisk (*) denotes correct answer(s).
Use the information about biodiversity in longleaf pine ecosystems and your knowledge of science to answer the questions.

**Biodiversity in Longleaf Pine Ecosystems**

Longleaf pine forests once covered large areas of the Southeast, including Louisiana. These ecosystems once contained a variety of wildlife and very diverse communities of plants. These ecosystems consisted of longleaf pines that were spaced far apart. This left open gaps in the forest that could support large populations of herbs and grasses. Many species of plants on the forest floor relied on fire to stimulate their flowering and seed production.

Human activities, such as farming and livestock grazing, have destroyed large areas of longleaf pine ecosystems. In the few remaining longleaf pine ecosystems, fire suppression (management strategies to prevent forest fires and/or fight fires to keep them from spreading) has allowed other large trees, such as oaks, to fill in the once-open spaces. Woody shrubs have also taken over the forest floor. This has caused a large decrease in plant biodiversity.

In recent decades, people have attempted to restore longleaf pine ecosystems across the Southeast. Data from these efforts show an increase in plant biodiversity, as measured by species richness.

Scientists conducted a study to investigate the effects of fire suppression on biodiversity. The scientists selected plots (sections) of land in different areas. The plots were different scales (small to large) and were assigned to groups that would receive regular controlled burns every one to four years. Some plots were assigned to a group that would not receive any controlled burns. Each year of the study, the scientists counted the number of different plant species living in each plot. Graph 1 shows the relationship between the amount of time between controlled burns and the number of species in each plot.
A second study showed further increases in biodiversity, with thinning (selective removal) of pine trees and woody shrubs in addition to controlled burns. Data from that study are shown in Graph 2.

Images 1 and 2 show effects of different management practices in different areas.
Technology-Enhanced Item

Select the correct answer from each dropdown menu to explain what the data show about the effect of regular burns on plant biodiversity in the longleaf pine ecosystem.

- Plant biodiversity increases as the amount of
  - stays the same
  - fluctuates up and down

- time between fires increases
  - stays the same
  - decreases

Multi-Dimensional Alignment

While effectively applying the science practice of using mathematics and computational thinking by using the information from a mathematical representation to explain the relationship between parts of an ecosystem, the student demonstrates knowledge of the factors that affect carrying capacity, which include the availability of nonliving resources that can affect the biodiversity of an ecosystem.

Scoring Information

Plant biodiversity increases as the amount of time between fires decreases.
Two-Part Dependent Item (Part A: Multiple-Choice Item, Part B: Multiple-Select Item)

Part A
Which statement best explains how the effect of fewer years between burns relates to the scale of the ecosystem area that is burned?

A. Burning smaller areas causes a greater increase in biodiversity than burning larger areas.
B. Burning smaller areas causes a decrease in biodiversity compared to burning larger areas.
C. Burning larger areas causes a greater increase in biodiversity than burning smaller areas. *
D. Burning larger areas causes a decrease in biodiversity compared to burning smaller areas.

Part B
Which statements about Graph 1 are evidence that supports the answer to Part A?
Select all that apply.

A. The slopes of the data lines become more steep as the scale of the plot size increases. *
B. The slopes of the data lines become less steep as the scale of the plot size increases.
C. The slopes of the data lines become more steep as the scale of the plot size decreases.
D. The slopes of the data lines become less steep as the scale of the plot size decreases. *
E. The slopes of the data lines reverse from the largest scale to the smallest scale of plot size.
F. The slopes of the data lines are all negative at all three scales of plot size. *

Multi-Dimensional Alignment
The item requires the student to apply the science practice of **mathematics and computational thinking** by using a mathematical representation to explain the relationship between parts of an ecosystem and knowledge of **the factors that affect carrying capacity**, which include the availability of **nonliving resources that can affect the biodiversity of an ecosystem** to demonstrate an understanding of the **scale, proportion, and quantity of changes to an ecosystem**.
Multiple-Select Item

Which statements best explain what the data in Graph 2 and the images of the different management practices show about increasing the biodiversity of herbs and grasses?

Select the three correct answers.

A. The effects of thinning pine trees and woody shrubs are greater in unburned areas than in burned areas.*

B. The effects of thinning pine trees and woody shrubs are much greater than the effects of burning alone.*

C. The continued thinning of pine trees in burned areas has a much greater effect on the biodiversity of herbs and grasses than the thinning of woody shrubs does.

D. The effects of thinning pine trees on the biodiversity of herbs and grasses in burned areas, compared to the effects of thinning of woody shrubs, is about the same over time.

E. The thinning of pine trees in burned areas had a slightly greater effect on the biodiversity of herbs and grasses than the thinning of woody shrubs in Year 8, but that effect decreased by Year 14.*

Multi-Dimensional Alignment

While effectively applying the science practice of using mathematics by using a mathematical representation to explain the relationship between parts of an ecosystem, the student demonstrates knowledge of how humans can directly and indirectly affect biodiversity and ecosystem health.
Multi-Dimensional Alignment

The item requires the student to apply the science and engineering practices of constructing explanations and designing solutions by designing and evaluating a solution to a complex real-world problem based on scientific knowledge, and knowledge of:

- ecosystems with greater biodiversity are more resilient to change, and that changes (induced by human activity) can disrupt an ecosystem;
- humans’ activity has adverse impacts on biodiversity, and biodiversity is essential to supporting life; and
- constraints to consider when evaluating solutions to demonstrate an understanding of stability and change.

Sample Response

Regular burning: In both studies, regular burning increased plant biodiversity. The first study showed that biodiversity improved as the frequency of burning increased up to one burn per year.

Thinning pine trees: Study number two showed that thinning of pine trees in burned areas increased biodiversity initially, but if the area were allowed to overgrow again, those increases could lessen, which suggests that thinning needs to be conducted regularly. Accept any other plausible answer that is supported by evidence from the stimulus. Example: (Thinning woody plants) Study number two showed that the removal of woody plants from burned areas has a sustainable effect, which increases biodiversity through Year 14 of the study.

Scoring Guide

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<th>Description</th>
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<td>Student’s response clearly describes <strong>two</strong> steps that should be taken, correctly predicts how <strong>each</strong> step will change plant biodiversity, and supports the predictions with evidence.</td>
</tr>
<tr>
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<td>Student’s response clearly describes <strong>one</strong> step that should be taken, correctly predicts how <strong>one</strong> step will change plant biodiversity, and supports <strong>one</strong> prediction with evidence.</td>
</tr>
<tr>
<td>0</td>
<td>Student’s response does <strong>not</strong> clearly describe <strong>one</strong> step that should be taken, correctly predict how <strong>one</strong> step will change plant biodiversity, or support <strong>one</strong> prediction with evidence.</td>
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**Task Set: Bee Communication**

**Performance Expectations**

**HS-LS1-1** Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.

**HS-LS1-2** Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

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</table>

**SEP = blue; DCI = orange; CCC = green** An asterisk (*) denotes correct answer(s).

**Stimulus Materials**

Use the information about bee communication and your knowledge of science to answer the questions.

**Bee Communication**

Insects communicate with one another in different ways. Some insects communicate through the use of chemical signals called pheromones. There are many different types of pheromones used by insects. Bees have one of the most advanced pheromone-based communication systems. An individual bee can have up to fifteen different glands, and each gland can produce a collection of different pheromones. Bees also have sensory glands, such as antennae and mouth parts, that detect different pheromones in the environment.

Queen bees use pheromones to control the behavior of the bees in a colony. Pheromones help coordinate activities among bees. Individual bees release different pheromones in response to different stimuli. Colonies without queen bees become stressed and collapse.
Picture 1 shows an example of a bee colony swarming in response to queen bee pheromones. When the queen bee becomes trapped in a car, she emits pheromones, and bees from her colony swarm the car in an attempt to rescue her.

**Picture 1. Bee Colony Swarm**

Bees make specific proteins that bind to different pheromones. When proteins bind to a pheromone, a response is triggered in the bee. Examples of bee responses include:

- location detection
- sexual attraction
- direction of a flying swarm
- the calming of a landed swarm
- queen replacement
- defense alarms
- attack-site location
- signals that trigger attack

Individual bees that lack specific proteins or that have malformed proteins are unable to detect and respond to certain pheromones.
Multi-Dimensional Alignment
While effectively applying the science practice of **developing and using models** by **illustrating the relationship between components of a system**, the student demonstrates knowledge of **how multicellular organisms have a hierarchical structure where systems are made up of numerous parts**.
### Multiple-Select Item

A student claims that DNA determines the structures of pheromone-detecting proteins in bees. Which evidence best supports the student’s claim?

Select the two correct answers.

A. Bee cells contain both DNA and pheromone-detecting proteins.
B. A single bee can produce multiple pheromone-detecting proteins.
C. Bee DNA contains unique genes for each pheromone-detecting protein.*
D. The queen bee contains more DNA than other bees that receive pheromone signals.
E. A mutation in a bee gene causes a change in the function of a pheromone-detecting protein.*

### Multi-Dimensional Alignment

While effectively applying the science practice of **constructing explanations** by **using valid and reliable evidence to form an explanation of scientific phenomena**, the student demonstrates knowledge of how all cells contain genetic information in the form of DNA and that genes found in DNA code for specific proteins, which carry out the essential functions of life.
Multiple-Choice Item

A student makes a model to show how the structure of a protein allows it to bind to a molecule. The student’s model is shown.

Which pair of statements correctly explains how the student’s model shows how bees produce different responses to different pheromones?

A. The large and irregular binding site allows a variety of different pheromones with different shapes to bind with a specific protein. Different responses to different pheromones can be produced by a single protein.

B. The unique shape and size of the binding site allows only one pheromone with a specific shape to bind with a specific protein. Different responses to different pheromones are produced by different proteins.*

C. A protein changes the shape of a pheromone by forming covalent bonds at the binding site. This allows the protein to produce different responses.

D. A pheromone changes the shape of the binding site of a protein by forming covalent bonds. This allows the pheromone to produce different responses.

Multi-Dimensional Alignment

The item requires the student to apply knowledge of the systems of specialized cells within organisms to demonstrate an understanding of structure and function.
Drag the statements into the correct boxes to model how a pheromone triggers a swarming response in a bee colony.

A swarming response is triggered in the individual bee.
A pheromone molecule attaches to the binding site of a specific protein.
The queen bee sends out specific pheromone molecules that indicate she is in danger.
The pheromone molecule from the queen bee is absorbed by a sensory gland of an individual bee.
Multi-Dimensional Alignment

While effectively applying the science practice of developing and using models by illustrating the relationship between components of a system, the student demonstrates knowledge of how multicellular organisms have a hierarchical structure where systems are made up of numerous parts.

Scoring Information

The queen bee sends out specific pheromone molecules that indicate she is in danger.

The pheromone molecule from the queen bee is absorbed by a sensory gland of an individual bee.

A pheromone molecule attaches to the binding site of a specific protein.

A swarming response is triggered in the individual bee.
Extended-Response Task

Many natural systems are involved in the biological organization of an individual bee. These systems interact to allow the individual bee to survive in its environment and contribute to the well-being of the entire bee colony.

The model can be used to explain how a bee’s cell structures use information in DNA to produce specific proteins that can bind to specific pheromones.

As you respond to Part A and Part B, follow the directions below.

- Address all of the instructions in each prompt.
- Use evidence from the information provided and your own knowledge of science to support your responses.

**Part A**

Explain how the structure and function of nucleotides (DNA and RNA) allow the cell to assemble specific proteins with different structures and functions. In your answer, discuss the roles of:

- the DNA double helix structure
- nucleotide base pair bonding
- tRNA molecules

Use evidence from the model to support your answer.

**Part B**

Explain how the path from DNA to the swarming response in an individual bee involves a combination of biological systems at multiple scales. In your answer, describe the bee’s biological systems that are involved in the swarming response, and explain how the systems work together to perform the response. Use evidence to support your answer.

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**Multi-Dimensional Alignment**

The item requires the student to apply the science practices of **constructing explanations** by using valid and reliable evidence to form an explanation of scientific phenomena and **developing and using models** by illustrating the relationship between components of a system, and knowledge of:

- **multicellular organisms have a hierarchical structure where systems are made up of numerous parts,**
- **all cells contain genetic information (DNA) and genes found in DNA code for specific proteins, which carry out the essential functions of life;** and
- **systems of specialized cells within an organism help them perform the essential functions of life**

to demonstrate an understanding of **systems and system models** and **structure and function.**
Score Points
An ER item may contain a single part or multiple parts. For multiple-part items: The student’s score is the sum total of all the points earned across all parts (up to an item-maximum of 9 points) of the item. No response (blank) or a response that does not address the prompt earns 0 points.

Part A (6 points maximum)
- 3 points: 1 point for explaining the role of each of the following:
  o the role of DNA double helix structure
  o the role of nucleotide base pair bonding
  o the role of tRNA molecules
- 3 points: 1 point for using evidence to support each explanation

Part B (3 points maximum)
- 1 point for description of bee’s biological systems
- 1 point for description of how multiple scales in biological systems are affected
- 1 point for explanation of how different biological systems work together

Sample Response
Part A:
DNA contains information to produce a protein. The information that codes for a protein is encoded in the order of nucleotides in a gene. The model shows that, during protein synthesis, the double helix structure unwinds and “unzips” to expose single strands of nucleotides on a gene that is then used as a template to assemble the protein.

The structures of nucleotides allow the information to be copied because they form hydrogen bonds with only their complementary base pairs. The model shows that a strand of mRNA is transcribed from the DNA template strand and that it carries the complementary code from the gene.

At the ribosome, tRNA assembles the protein by adding amino acids in the specific order coded for in the mRNA strand. The tRNA molecule carries a 3-base anticodon on one side and an amino acid that is specific to the anticodon on the other side. The model can be used to show how this structure allows the correct amino acid to be placed in the correct order by binding to the complementary bases (the codon) on the mRNA molecule.

Part B:
The path from DNA to the swarming response in an individual bee is actually a combination of biological systems because many systems are involved. First, DNA is copied to allow for protein synthesis at the level of the cellular system, which includes the nucleus and ribosomes, to allow for pheromone detection. Detection of pheromones triggers a swarming response that involves the flight and navigation systems of the bee. Flight requires coordination in the wings, and involves cells and tissues working together in muscles to pull on the wing structure for motion. Navigation requires the bee’s brain obtaining directional information from the environment and signaling the flight system to move in a specific direction based on the information.

Accept any other plausible explanation of how the path from DNA to the swarming response involves a combination of biological systems at multiple scales.
RESOURCES

- **K-12 Louisiana Student Standards for Science (2017):** provides the performance expectations and three-dimensional learning for all grades
- **Science Standards - Shifts In Science:** supports teachers in understanding how the three-dimensional learning impacts instruction
  - **Appendix A - Learning Progressions:** describes the development of SEPs, DCIs, and CCCs as appropriate for grade spans across K-2, 3-5, middle school, and high school
  - **Appendix B - Connections to ELA and Math K-12:** details the connections between the Louisiana Student Standards for Science and the Louisiana Student Standards for Math and ELA
- **Biology Sample Scope and Sequence:** includes sample units to assist educators in transitioning to the new science standards.
- **Biology Science Library:** contains resources and supporting instructional material, including sample tasks
- **Online Tools Training (OTT):** provides students and teachers opportunities to become familiar with the tools available in the online testing platform; currently available in INSIGHT or [here](#) using the Chrome browser
- **LEAP Accessibility and Accommodations Manual:** provides information about Louisiana’s accessibility features and accommodations for testing
- **LEAP 2025 Technology Enhanced Item Types:** provides a summary chart of technology enhanced items students may encounter in any of the computer-based tests across courses and grade-levels
- **2017-2018 Louisiana Assessment Calendar:** includes information on testing windows for test administrations