

## EPAS Science Reasoning Standards for Transition matched to PASS Science Processes and Inquiry

Strand: Interpretation of Data		
Score Range	EPAS Standard	PASS Standard and Objective
13–15	Select a single piece of textual (nonnumerical) information from a table	7/8.SPI:2:1. Use observable properties, place an object, organism, and/or event into a classification system (e.g., dichotomous keys). 7/8.SPI:2:2. Identify properties by which a set of objects, organisms, and/or events could be ordered. PhySci.SPI:2:1. Use observable properties, place an object or event into a classification system. PhySci.SPI:2:2. Identify properties by which a classification system is based.
	Select the highest/lowest value from a specified column or row in a table	7/8/PhySci.SPI:1:1. Identify qualitative and/or quantitative changes given conditions (e.g., temperature, mass, volume, time, position, length) before, during, and after an event.
	Select a single data point from a simple table, graph, or diagram	<b>Too specific to match</b>
16–19	Select data from a simple table, graph, or diagram (e.g., a table or graph with 2 or 3 variables; a food web)	<b>Too specific to match</b>
	Identify basic features from a table or graph (e.g., headings, units of measurement, axis labels)	<b>Too specific to match</b>
	Understand basic scientific terminology	<b>Found in PASS content</b>
	Find basic information in a brief body of text	<b>Too specific to match</b>
	Identify a direct relationship between variables in a simple table, graph, or diagram	7/8.SPI:2:1. Use observable properties, place an object, organism, and/or event into a classification system (e.g., dichotomous keys). 7/8.SPI:2:2. Identify properties by which a set of objects, organisms, and/or events could be ordered. PhySci.SPI:2:1. Use observable properties, place an object or event into a classification system. PhySci.SPI:2:2. Identify properties by which a classification system is based. 7/8/PhySci.SPI:1:1. Identify qualitative and/or quantitative changes given conditions (e.g., temperature, mass, volume, time, position, length) before, during, and after an event.

## EPAS Science Reasoning Standards for Transition matched to PASS Science Processes and Inquiry

Strand: Interpretation of Data			
Score Range	EPAS Standard	PASS Standard and Objective	
20–23	Compare data from a simple table, graph, or diagram	7/8.SPI:4:2. Interpret data tables, line, bar, trend, and/or circle graphs.	
		7/8.SPI:4:4. Accept or reject hypotheses when given results of an investigation.	
		7/8.SPI:5:3. Review data, summarize data, and form logical conclusions.	
	Determine whether a relationship exists between 2 variables		PhySci/Bio/Chem/Physics.SPI:4:3. Interpret data tables, line, bar, trend, and/or circle graphs.
			7/8.SPI:2:1. Use observable properties, place an object, organism, and/or event into a classification system (e.g., dichotomous keys).
			7/8.SPI:2:2. Identify properties by which a set of objects, organisms, and/or events could be ordered.
			PhySci.SPI:2:1. Use observable properties, place an object or event into a classification system.
			Bio.SPI:2:1. Using observable properties, place cells, organisms, and/or events into a biological classification system.
			Bio.SPI:2:2. Identify the properties by which a biological classification system is based.
			Chem.SPI:2:1. Using observable properties, place an object or event (i.e., chemical versus physical, electrons into charge, electron levels, and reaction types) into a classification system.
	Identify an inverse relationship between variables in a simple table, graph, or diagram		Physics.SPI:2:1. Using observable properties, place an object or event into a classification system.
			PhySci/Chem/Physics.SPI:2:2. Identify properties by which a classification system is based.
Bio.SPI:1:1. Identify qualitative and quantitative changes in cells, organisms, populations, and ecosystems given conditions (e.g., temperature, mass, volume, time, position, length, quantity) before, during, and after an event.			
Chem.SPI:1:1. Identify qualitative changes in reactions and quantitative changes in chemical reactions given conditions (e.g., temperature, mass, volume, time, position, length) before, during, and after an event.			
Translate information (data or text) into graphic form		Physics.SPI:1:1. Identify qualitative and quantitative changes given conditions (e.g., temperature, mass, volume, time, position, length) before, during, and after an event.	
		PhySci/Bio/Chem/Physics.SPI:3:3. Use mathematics to show relationships within a given set of observations.	
		7/8.SPI:4:1. Report data in an appropriate method when given an experimental procedure or data.	
		7/8.SPI:4:5. Communicate scientific procedures and explanations.	
Select data from a complex table, graph, or diagram (e.g., a table or graph with more than 3 variables; a topographic map)		PhySci/Bio/Chem/Physics.SPI:4:2. Report data in an appropriate manner.	
		PhySci/Bio/Chem/Physics.SPI:4:8. Identify and/or create an appropriate graph or chart from collected data, tables, or written description.	
		PhySci/Bio/Chem/Physics.SPI:4:3. Interpret data tables, line, bar, trend, and/or circle graphs.	

7 - Grade 7, 8 - Grade 8, PhySci - Physical Science, Bio - Biology I, Chem - Chemistry, Physics - Physics, SPI - Science Processes and Inquiry

## EPAS Science Reasoning Standards for Transition matched to PASS Science Processes and Inquiry

Strand: Interpretation of Data		
Score Range	EPAS Standard	PASS Standard and Objective
24–27	Compare data from a complex table, graph, or diagram	Bio.SPI:1:1. Identify qualitative and quantitative changes in cells, organisms, populations, and ecosystems given conditions (e.g., temperature, mass, volume, time, position, length, quantity) before, during, and after an event.
		Chem.SPI:1:1. Identify qualitative changes in reactions and quantitative changes in chemical reactions given conditions (e.g., temperature, mass, volume, time, position, length) before, during, and after an event.
		PhySci/Physics.SPI:1:1. Identify qualitative and quantitative changes given conditions (e.g., temperature, mass, volume, time, position, length) before, during, and after an event.
		PhySci/Bio/Chem/Physics.SPI:4:3. Interpret data tables, line, bar, trend, and/or circle graphs.
	Interpolate between data points in a table or graph	7/8.SPI:1:1. Identify qualitative and/or quantitative changes given conditions (e.g., temperature, mass, volume, time, position, length) before, during, and after an event.
		Bio.SPI:1:1. Identify qualitative and quantitative changes in cells, organisms, populations, and ecosystems given conditions (e.g., temperature, mass, volume, time, position, length, quantity) before, during, and after an event.
		Chem.SPI:1:1. Identify qualitative changes in reactions and quantitative changes in chemical reactions given conditions (e.g., temperature, mass, volume, time, position, length) before, during, and after an event.
		PhySci/Physics.SPI:1:1. Identify qualitative and quantitative changes given conditions (e.g., temperature, mass, volume, time, position, length) before, during, and after an event.
	Identify or use a simple mathematical relationship that exists between data	Physics.SPI:2:3. Graphically classify physical relationships (e.g., linear, parabolic, inverse).
		PhySci/Bio/Chem/Physics.SPI:3:3. Use mathematics to show relationships within a given set of observations.
Identify a direct or inverse relationship between variables in a complex table, graph, or diagram	Bio.SPI:1:1. Identify qualitative and quantitative changes in cells, organisms, populations, and ecosystems given conditions (e.g., temperature, mass, volume, time, position, length, quantity) before, during, and after an event.	
	Chem.SPI:1:1. Identify qualitative changes in reactions and quantitative changes in chemical reactions given conditions (e.g., temperature, mass, volume, time, position, length) before, during, and after an event.	
	PhysicSPI:1:1. Identify qualitative and quantitative changes given conditions (e.g., temperature, mass, volume, time, position, length) before, during, and after an event.	
	Physics.SPI:2:3. Graphically classify physical relationships (e.g., linear, parabolic, inverse).	
Compare or combine data from two simple data sets		PhySci/Bio/Chem/Physics.SPI:4:8. Identify and/or create an appropriate graph or chart from collected data, tables, or written description.

7 - Grade 7, 8 - Grade 8, PhySci - Physical Science, Bio - Biology I, Chem - Chemistry, Physics - Physics, SPI - Science Processes and Inquiry

## EPAS Science Reasoning Standards for Transition matched to PASS Science Processes and Inquiry

Strand: Interpretation of Data		
Score Range	EPAS Standard	PASS Standard and Objective
24–27	Combine new, simple information (data or text) with given information (data or text)	7/8.SPI:5:4. Formulate and evaluate explanations proposed by examining and comparing evidence, pointing out statements that go beyond evidence, and suggesting alternative explanations.
		PhySci.SPI:5:3. Compare a given model to the physical world.
		Bio.SPI:5:3. Compare a given model to the living world.
		PhySci/Bio/Chem/Physics.SPI:4:2. Report data in an appropriate manner.
		PhySci/Bio/Chem/Physics.SPI:4:8. Identify and/or create an appropriate graph or chart from collected data, tables, or written description.
28–32	Identify or use a complex mathematical relationship that exists between data	Physics.SPI:2:3. Graphically classify physical relationships (e.g., linear, parabolic, inverse)
	Extrapolate from data points in a table or graph	Bio.SPI:1:1. Identify qualitative and quantitative changes in cells, organisms, populations, and ecosystems given conditions (e.g., temperature, mass, volume, time, position, length, quantity) before, during, and after an event.
		Chem.SPI:1:1. Identify qualitative changes in reactions and quantitative changes in chemical reactions given conditions (e.g., temperature, mass, volume, time, position, length) before, during, and after an event.
		PhySci/Physics.SPI:1:1. Identify qualitative and quantitative changes given conditions (e.g., temperature, mass, volume, time, position, length) before, during, and after an event.
	Compare or combine given text with data from tables, graphs, or diagrams	PhySci/Bio/Chem/Physics.SPI:4:8. Identify and/or create an appropriate graph or chart from collected data, tables, or written description.
33–36	Compare or combine data from two complex data sets	PhySci/Bio/Chem/Physics.SPI:4:8. Identify and/or create an appropriate graph or chart from collected data, tables, or written description.
	Combine new, complex information (data or text) with given information (data or text)	PhySci/Bio/Chem/Physics.SPI:4:8. Identify and/or create an appropriate graph or chart from collected data, tables, or written description.
		PhySci/Bio/Chem/Physics.SPI:4:8. Identify and/or create an appropriate graph or chart from collected data, tables, or written description.

## EPAS Science Reasoning Standards for Transition matched to PASS Science Processes and Inquiry

Strand: Scientific Investigation		
Score Range	EPAS Standard	PASS Standard and Objective
13–15	<b>None</b>	
16–19	<b>None</b>	
20–23	Understand simple lab procedures	<p>7/8:1:2. Use appropriate tools (e.g., metric ruler, graduated cylinder, thermometer, balances, spring scales, stopwatches) when measuring objects, organisms, and/or events.</p> <p>7/8.SPI:1:3. Use appropriate System International (SI) units (i.e., grams, meters, liters, degrees Celsius, and seconds); and SI prefixes (i.e., micro-, milli-, centi-, and kilo-) when measuring objects, organisms and/or events.</p> <p>7/8.SPI:5:1. Use systematic observations, make accurate measurements, and identify and control variables.</p> <p>7/8.SPI:5:2. Use technology to gather data and analyze results of investigation.</p> <p>Bio.SPI:1:2. Use appropriate tools (e.g., microscope, pipette, metric ruler, graduated cylinder, thermometer, balances, stopwatches) when measuring cells, organisms, populations, and ecosystems.</p> <p>Bio.SPI:1:3. Use appropriate System International (SI) units (i.e., grams, meters, liters, degrees Celsius, and seconds); and SI prefixes (i.e., micro-, milli-, centi-, and kilo-) when measuring cells, organisms, populations, and ecosystems.</p> <p>Bio.SPI:6:3. Use a variety of technologies, such as hand tools, microscopes, measuring instruments, and computers to collect, analyze, and display data.</p> <p>Chem.SPI:1:3. Use appropriate System International (SI) units (i.e., grams, meters, liters, degrees Celsius, and seconds); and SI prefixes (i.e., micro-, milli-, centi-, and kilo-) when measuring mass volume and temperature.</p> <p>Chem.SPI:6:3. Use a variety of technologies, such as hand tools, balances, conductivity apparatus, thermometers, graduated cylinders, volumetric flasks, and computers to collect, analyze, and display data.</p> <p>PhySci/Chem/Physics.SPI:1:2. Use appropriate tools (e.g., metric ruler, graduated cylinder, thermometer, balances, spring scales, stopwatches) when measuring objects and/or events.</p> <p>PhySci/Physics.SPI:1:3. Use appropriate System International (SI) units (i.e., grams, meters, liters, degrees Celsius, and seconds); and SI prefixes (i.e., micro-, milli-, centi-, and kilo-) when measuring objects and/or events.</p> <p>PhySci/Physics.SPI:6:3. Use a variety of technologies, such as hand tools, measuring instruments, and computers to collect, analyze, and display data.</p>
	Identify the control in an experiment	7/8.SPI:5:1. Use systematic observations, make accurate measurements, and identify and control variables.

7 - Grade 7, 8 - Grade 8, PhySci - Physical Science, Bio - Biology I, Chem - Chemistry, Physics - Physics, SPI - Science Processes and Inquiry

## EPAS Science Reasoning Standards for Transition matched to PASS Science Processes and Inquiry

Strand: Scientific Investigation		
Score Range	EPAS Standard	PASS Standard and Objective
24–27	Understand moderately complex lab procedures	Bio.SPI:6:3. Use a variety of technologies, such as hand tools, microscopes, measuring instruments, and computers to collect, analyze, and display data. Chem.SPI:6:3. Use a variety of technologies, such as hand tools, balances, conductivity apparatus, thermometers, graduated cylinders, volumetric flasks, and computers to collect, analyze, and display data. PhySci/Bio/Chem/Physics.SPI:4:2. Report data in an appropriate manner. PhySci/Physics.SPI:6:3. Use a variety of technologies, such as hand tools, measuring instruments, and computers to collect, analyze, and display data.
	Understand simple experimental designs	7/8.SPI:3:1. Ask questions about the world and design investigations that lead to scientific inquiry. 7/8.SPI:3:2. Evaluate the design of a scientific investigation. 7/8.SPI:3:3. Identify variables and/or controls in an experimental setup (i.e., tested, experimental, and measured variables). 7/8.SPI:3:5. Design and conduct experiments. PhySci.SPI:3:1. Evaluate the design of a physical science investigation. PhySci.SPI:6:1. Formulate a testable hypothesis and design an appropriate experiment relating to the physical world. PhySci.SPI:6:2. Design and conduct physical science investigations in which variables are identified and controlled. Bio.SPI:3:1. Evaluate the design of a biology laboratory investigation. Bio.SPI:6:2. Design and conduct biological investigations in which variables are identified and controlled. Chem.SPI:3:1. Evaluate the design of a chemistry laboratory investigation. Chem.SPI:6:2. Design and conduct scientific investigations in which variables are identified and controlled. PhysicSPI:3:1. Evaluate the design of a physics investigation. Physics.SPI:6:2. Design and conduct physics investigations in which variables are identified and controlled. PhySci/Bio/Chem/PhysicSPI:3:2. Identify the independent variables, dependent variables, and controls in an experiment.

7 - Grade 7, 8 - Grade 8, PhySci - Physical Science, Bio - Biology I, Chem - Chemistry, Physics - Physics, SPI - Science Processes and Inquiry

## EPAS Science Reasoning Standards for Transition matched to PASS Science Processes and Inquiry

Stand: Scientific Investigation		
Score Range	EPAS Standard	PASS Standard and Objective
28–32	Understand complex lab procedures	Bio.SPI:6:3. Use a variety of technologies, such as hand tools, microscopes, measuring instruments, and computers to collect, analyze, and display data.
		Chem.SPI:6:3. Use a variety of technologies, such as hand tools, balances, conductivity apparatus, thermometers, graduated cylinders, volumetric flasks, and computers to collect, analyze, and display data.
		PhySci/Physics.SPI:6:3. Use a variety of technologies, such as hand tools, measuring instruments, and computers to collect, analyze, and display data.
	Determine the hypothesis for an experiment	PhySci.SPI:3:4. Identify a hypothesis for a given problem in physical science investigations.
		Bio.SPI:3:4. Identify a hypothesis for a given problem in biology investigations.
		Bio.SPI:6:1. Formulate a testable hypothesis and design an appropriate experiment relating to the living world.
		Chem.SPI:3:4. Identify a hypothesis for a given problem in chemistry investigations.
		Chem.SPI:6:1. Formulate a testable hypothesis and design an appropriate experiment to identify an unknown substance.
		Physics.SPI:3:4. Identify a hypothesis for a given problem in physics investigations.
	Understand moderately complex experimental designs	PhySci/Physics.SPI:6:1. Formulate a testable hypothesis and design an appropriate experiment relating to the physical world.
		PhySci.SPI:3:1. Evaluate the design of a physical science investigation.
		Bio.SPI:3:1. Evaluate the design of a biology laboratory investigation.
Chem.SPI:3:1. Evaluate the design of a chemistry laboratory investigation.		
Physics.SPI:3:1. Evaluate the design of a physics investigation.		
Identify an alternate method for testing a hypothesis	PhySci/Bio/Chem/Physics.SPI:6:4. Inquiries should lead to the formulation of explanations or models (physical, conceptual, and mathematical). In answering questions, students should engage in discussions (based on scientific knowledge, the use of logic, and evidence from the investigation) and arguments that encourage the revision of their explanations, leading to further inquiry.	
	PhySci.SPI:3:1. Evaluate the design of a physical science investigation.	
	Bio.SPI:3:1. Evaluate the design of a biology laboratory investigation.	
	Chem.SPI:3:1. Evaluate the design of a chemistry laboratory investigation.	
		Physics.SPI:3:1. Evaluate the design of a physics investigation.

## EPAS Science Reasoning Standards for Transition matched to PASS Science Processes and Inquiry

Strand: Scientific Investigation		
Score Range	EPAS Standard	PASS Standard and Objective
33–36	Understand precision and accuracy issues	Chem.SPI:6.3. Use a variety of technologies, such as hand tools, balances, conductivity apparatus, thermometers, graduated cylinders, volumetric flasks, and computers to collect, analyze, and display data.
		Physics.SPI:6:3. Use a variety of technologies, such as hand tools, measuring instruments, and computers to collect, analyze, and display data.
	Predict how modifying an experiment or study (adding a new trial or changing a variable) will affect results	PhySci/Bio/Chem/Physics.SPI:6:4. Inquiries should lead to the formulation of explanations or models (physical, conceptual, and mathematical). In answering questions, students should engage in discussions (based on scientific knowledge, the use of logic, and evidence from the investigation) and arguments that encourage the revision of their explanations, leading to further inquiry.
	Identify new information that could be collected from a new experiment or by modifying an existing experiment	PhySci/Bio/Chem/Physics.SPI:6:4. Inquiries should lead to the formulation of explanations or models (physical, conceptual, and mathematical). In answering questions, students should engage in discussions (based on scientific knowledge, the use of logic, and evidence from the investigation) and arguments that encourage the revision of their explanations, leading to further inquiry.

## EPAS Science Reasoning Standards for Transition matched to PASS Science Processes and Inquiry

Strand: Evaluations of Experiments, Models, and Assertions		
Score Range	EPAS Standard	PASS Standard and Objective
13–15	<b>None</b>	
16–19	<b>None</b>	
20–23	<b>None</b>	
24–27	<p>Select a simple hypothesis, prediction, or conclusion that is supported by one or more data sets or viewpoints</p> <p>Identify strengths and weaknesses in one or more viewpoints</p> <p>Identify similarities and differences in two or more viewpoints</p>	<p>7/8.SPI:3:4. Identify a testable hypothesis for an experiment.</p> <p>7/8.SPI:4:3. Evaluate data to develop reasonable explanations, and/or predictions.</p> <p>PhySci.SPI:3:4. Identify a hypothesis for a given problem in physical science investigations.</p> <p>PhySci.SPI:4:4. Accept or reject hypotheses when given results of a physical science investigation.</p> <p>Bio.SPI:4:4. Accept or reject hypotheses when given results of a biological investigation.</p> <p>Bio.SPI:5:1. Interpret a biological model which explains a given set of observations.</p> <p>Bio.SPI:5:2. Select predictions based on models such as pedigrees, life cycles, energy pyramids.</p> <p>Chem.SPI:4:4. Accept or reject hypotheses when given results of a chemistry investigation.</p> <p>Chem.SPI:5:1. Interpret an atomic model which explains a given set of observations.</p> <p>Chem.SPI:5:2. Select predictions based on models such as electron configuration, bonding, and compound formation.</p> <p>Physics.SPI:4:4. Accept or reject hypotheses when given results of a physics investigation.</p> <p>PhySci/Physics.SPI:5:1. Interpret a model which explains a given set of observations.</p> <p>PhySci/Physics.SPI:5:2. Select predictions based on models.</p> <p>PhySci/Bio/Chem/Physics.SPI:4:1. Select appropriate predictions based on previously observed patterns of evidence.</p> <p>PhySci/Bio/Chem/Physics.SPI:4:5. Evaluate experimental data to draw the most logical conclusion.</p> <p>PhySci.SPI:4:4. Accept or reject hypotheses when given results of a physical science investigation.</p> <p>Bio.SPI:4:4. Accept or reject hypotheses when given results of a biological investigation.</p> <p>Chem.SPI:4:4. Accept or reject hypotheses when given results of a chemistry investigation.</p> <p>Physics.SPI:4:4. Accept or reject hypotheses when given results of a physics investigation.</p> <p>PhySci.SPI:4:4. Accept or reject hypotheses when given results of a physical science investigation.</p> <p>Bio.SPI:4:4. Accept or reject hypotheses when given results of a biological investigation.</p> <p>Bio.SPI:5:3. Compare a given model to the living world.</p> <p>Chem.SPI:4:4. Accept or reject hypotheses when given results of a chemistry investigation.</p> <p>Physics.SPI:4:4. Accept or reject hypotheses when given results of a physics investigation.</p> <p>PhySci/Chem/Physics.SPI:5:3. Compare a given model to the physical world.</p>

7 - Grade 7, 8 - Grade 8, PhySci - Physical Science, Bio - Biology I, Chem - Chemistry, Physics - Physics, SPI - Science Processes and Inquiry

## EPAS Science Reasoning Standards for Transition matched to PASS Science Processes and Inquiry

Strand: Evaluations of Experiments, Models, and Assertions		
Score Range	EPAS Standard	PASS Standard and Objective
24–27	Identify key issues or assumptions in an argument or viewpoint	PhySci.SPI:4:4. Accept or reject hypotheses when given results of a physical science investigation.
		Bio.SPI:4:4. Accept or reject hypotheses when given results of a biological investigation.
		Chem.SPI:4:4. Accept or reject hypotheses when given results of a chemistry investigation.
		Physics.SPI:4:4. Accept or reject hypotheses when given results of a physics investigation.
		PhySci/Bio/Chem/Physics.SPI:4:7. Communicate or defend scientific thinking that resulted in conclusions.
	Determine whether new information supports or weakens a viewpoint or hypothesis	PhySci.SPI:4:4. Accept or reject hypotheses when given results of a physical science investigation.
		Bio.SPI:4:4. Accept or reject hypotheses when given results of a biological investigation.
		Chem.SPI:4:4. Accept or reject hypotheses when given results of a chemistry investigation.
28–32	Select a complex hypothesis, prediction, or conclusion that is supported by a data set or viewpoint	PhySci.SPI:4:4. Accept or reject hypotheses when given results of a physical science investigation.
		Bio.SPI:4:4. Accept or reject hypotheses when given results of a biological investigation.
		Chem.SPI:4:4. Accept or reject hypotheses when given results of a chemistry investigation.
		Physics.SPI:4:4. Accept or reject hypotheses when given results of a physics investigation.
		PhySci/Bio/Chem/Physics.SPI:4:1. Select appropriate predictions based on previously observed patterns of evidence.
		PhySci/Bio/Chem/Physics.SPI:4:5. Evaluate experimental data to draw the most logical conclusion.
	Select a set of data or a viewpoint that supports or contradicts a hypothesis, prediction, or conclusion	PhySci.SPI:4:4. Accept or reject hypotheses when given results of a physical science investigation.
		Bio.SPI:4:4. Accept or reject hypotheses when given results of a biological investigation.
		Chem.SPI:4:4. Accept or reject hypotheses when given results of a chemistry investigation.
		Physics.SPI:4:4. Accept or reject hypotheses when given results of a physics investigation.
		PhySci/Bio/Chem/Physics.SPI:4:5. Evaluate experimental data to draw the most logical conclusion.
		PhySci.SPI:4:4. Accept or reject hypotheses when given results of a physical science investigation.
	Predict the most likely or least likely result based on a given viewpoint	Bio.SPI:4:4. Accept or reject hypotheses when given results of a biological investigation.
		Chem.SPI:4:4. Accept or reject hypotheses when given results of a chemistry investigation.
		Physics.SPI:4:4. Accept or reject hypotheses when given results of a physics investigation.
		PhySci/Bio/Chem/Physics.SPI:4:5. Evaluate experimental data to draw the most logical conclusion.

## EPAS Science Reasoning Standards for Transition matched to PASS Science Processes and Inquiry

Strand: Evaluations of Experiments, Models, and Assertions		
Score Range	EPAS Standard	PASS Standard and Objective
33–36	Select a complex hypothesis, prediction, or conclusion that is supported by two or more data sets or viewpoints	PhySci.SPI:4:4. Accept or reject hypotheses when given results of a physical science investigation.
		Bio.SPI:4:4. Accept or reject hypotheses when given results of a biological investigation.
		Chem.SPI:4:4. Accept or reject hypotheses when given results of a chemistry investigation.
		Physics.SPI:4:4. Accept or reject hypotheses when given results of a physics investigation.
		PhySci/Bio/Chem/PhysicSPI:4:1. Select appropriate predictions based on previously observed patterns of evidence.
	Determine why given information (data or text) supports or contradicts a hypothesis or conclusion	PhySci/Bio/Chem/Physics.SPI:4:5. Evaluate experimental data to draw the most logical conclusion.
		PhySci.SPI:4:4. Accept or reject hypotheses when given results of a physical science investigation.
		Bio.SPI:4:4. Accept or reject hypotheses when given results of a biological investigation.
		Chem.SPI:4:4. Accept or reject hypotheses when given results of a chemistry investigation.
		Physics.SPI:4:4. Accept or reject hypotheses when given results of a physics investigation.
		PhySci/Bio/Chem/Physics.SPI:4:5. Evaluate experimental data to draw the most logical conclusion.