

Oklahoma Alternate Assessment Program (OAAP)

2015–2016 Rubrics

Grade 5 Social Studies

Grade 7 Geography

Grade 8 Social Studies

EOI U.S. History

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Oklahoma Alternate Assessment Program Mapping Cut Scores to the 6-point Scale

Overview

The Oklahoma Alternate Assessment Program (OAAP) Portfolio assessment is designed to assess students with the most significant cognitive disabilities. The Oklahoma State Department of Education (OSDE) has received feedback from educators regarding access limitations to required assessment items collected for the OAAP portfolio assessment.

In order to measure a broader range of student performance, the OSDE utilizes a 6-point scale. The 6-point scale incorporates a scoring rubric that captures the performance of students functioning at extremely low levels of ability; hence, measuring the growth of this group of students. This method, while providing access to students functioning at lower levels, also satisfies Federal requirements for measuring grade-level academic content standards.

Performance level descriptors were derived from the expectations for student performance and guide the establishment of cut scores. It is important to note score levels 1 and 2 are at the Unsatisfactory performance level. However, these levels do provide a measurement of growth for students functioning at extremely low levels of ability.

Cut Scores on the 6-point Scale

Subject	Grade	Number of Tasks	6-point Cut Scores		
			LK	Pro	Adv
Social Studies	5	8	29	36	45
	7	5	18	22	28
	8	6	21	27	34
U.S. History	HS	8	28	37	46

Based on peer review (consisting of experts in the fields of standards and assessment), the Oklahoma State Department of Education (OSDE) decided to increase the amount of videos included as part of the evidence to be collected by teachers for the OAAP Portfolio test. Video provides evidence that the task being performed aligns to the content/process standards being assessed. This provides an added measure to ensure content validity in the assessment. It minimizes bias and allows scorers to accurately assess the knowledge and skills of the student. For these reasons, the inclusion of videos signified a major improvement in the assessment. In addition to using the videos as evidence of student performance, the OSDE also uses them for monitoring of appropriate accommodations.

When you see the symbol below, a piece of video evidence is **required**.



Grade 5

Social Studies

NOTE: Process standards are abbreviated by using a 'P' prior to the numbered standard (e.g., P1.0)
Content standards are abbreviated by using a 'C' prior to the numbered standard (e.g., C1.0)

****Respond** refers to any attempted interaction from the student upon exposure to the activity (e.g., assisting, feeling, observing, listening).

****React** refers to any observable change caused by exposure to the activity (e.g., startle reflex, opening eyes, turning head towards sound or touch).

Grade 5 Social Studies		
Standard Measured	Early Exploration of America	5.2
Task Specification	The student will identify benefits and negative impacts of explorations for both Native Americans and Europeans.	
Objective: Early explorations		(5.2)
6 points	IDENTIFY AND COMPARE ONE benefit AND ONE negative impact of exploration for BOTH Europeans AND Native Americans in 3 out of 4 trials.	
5 points	Identify ONE benefit AND ONE negative impact of exploration for BOTH Europeans AND Native Americans in 3 out of 4 trials.	
4 points	Identify ONE benefit OR ONE negative impact of exploration for Native Americans OR Europeans in 3 out of 4 trials.	
3 points	Identify ONE difference between Native Americans and Europeans in 3 out of 4 trials.	
2 points	Respond when exposed to ONE difference between Native Americans and Europeans in 3 out of 4 trials.	
1 point	React when exposed to ONE difference between Native Americans and Europeans in 3 out of 4 trials.	
Total points possible	6	

****Respond** refers to any attempted interaction from the student upon exposure to the activity (e.g., assisting, feeling, observing, listening).

****React** refers to any observable change caused by exposure to the activity (e.g., startle reflex, opening eyes, turning head towards sound or touch).

Grade 5 Social Studies		
Standard Measured	Colonial America	5.3
Task Specification	The student will identify key events, individuals, and groups regarding the growth and development of colonial America.	
Objective: Colonial America		(5.3)
6 points	Identify a MINIMUM of THREE key individuals AND/OR events (in any combination), AND identify AT LEAST ONE important contribution of EACH in 3 out of 4 trials.	
5 points	Identify TWO key individuals AND/OR events (in any combination—i.e., one individual and one event, etc.) AND identify their importance to the growth and development of colonial America in 3 out of 4 trials.	
4 points	Identify TWO key individuals AND/OR groups AND/OR events important to the growth and development of colonial America in 3 out of 4 trials.	
3 points	Identify ONE key individual OR group OR event important to the growth and development of colonial America in 3 out of 4 trials.	
2 points	Respond when exposed to ONE key individual OR group OR event important to the growth and development of colonial America in 3 out of 4 trials.	
1 point	React when exposed to ONE key individual OR group OR event important to the growth and development of colonial America in 3 out of 4 trials.	
Total points possible	6	

****Respond** refers to any attempted interaction from the student upon exposure to the activity (e.g., assisting, feeling, observing, listening).

****React** refers to any observable change caused by exposure to the activity (e.g., startle reflex, opening eyes, turning head towards sound or touch).

Grade 5 Social Studies		
Standard Measured	American Revolution	5.4
Task Specification	The student will identify cause and effect of conflicts and key individuals involved in the American Revolution.	
Objective: Key conflicts		(5.4.1)
6 points	Identify ONE cause AND ONE effect of TWO key conflicts of the American Revolution in 3 out of 4 trials.	
5 points	Identify ONE cause AND ONE effect of ONE key conflict of the American Revolution in 3 out of 4 trials.	
4 points	Recognize ONE key conflict of the American Revolution AND identify the conflict's cause OR effect in 3 out of 4 trials.	
3 points	Recognize ONE key event of the American Revolution in 3 out of 4 trials.	
2 points	Respond when exposed to ONE key event of the American Revolution in 3 out of 4 trials.	
1 point	React when exposed to ONE key event of the American Revolution in 3 out of 4 trials.	
Total points possible	6	
Objective: Key individuals		(5.4.2)
6 points	Recognize THREE or more key individuals AND identify their roles in the American Revolution in 3 out of 4 trials.	
5 points	Recognize TWO key individuals AND identify their roles in the American Revolution in 3 out of 4 trials.	
4 points	Recognize ONE key individual AND identify his or her role in the American Revolution in 3 out of 4 trials.	
3 points	Recognize ONE key individual involved in the American Revolution in 3 out of 4 trials.	
2 points	Respond when exposed to ONE key individual involved in the American Revolution in 3 out of 4 trials.	
1 point	React when exposed to ONE key individual involved in the American Revolution in 3 out of 4 trials.	
Total points possible	6	
Total points possible (5.4.1, 5.4.2)		12

****Respond** refers to any attempted interaction from the student upon exposure to the activity (e.g., assisting, feeling, observing, listening).

****React** refers to any observable change caused by exposure to the activity (e.g., startle reflex, opening eyes, turning head towards sound or touch).

Grade 5 Social Studies		
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Standard Measured	Government	5.5
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Task Specification	The student will identify services paid by taxes and the functions of the three branches of government.
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Objective: Services paid by taxes (5.5.1)

6 points	Identify THREE or more services paid for by taxes in 3 out of 4 trials.
5 points	Identify TWO services paid for by taxes in 3 out of 4 trials.
4 points	Identify ONE service paid for by taxes in 3 out of 4 trials.
3 points	Identify how government gets money to operate in 3 out of 4 trials.
2 points	Respond when exposed to how government gets money to operate in 3 out of 4 trials.
1 point	React when exposed to how government gets money to operate in 3 out of 4 trials.
Total points possible	6

Objective: Branches of government (5.5.2)

6 points	Identify the THREE branches of government AND the function of each branch AND the governmental body that is in each branch (i.e., Congress, the President, the Supreme Court) in 3 out of 4 trials.
5 points	Identify the THREE branches of government by name AND function OR by the governmental body that is in each branch (i.e., Congress, the President, the Supreme Court) in 3 out of 4 trials.
4 points	Name TWO branches of government OR identify the function of TWO branches of government OR identify the governmental body that is in TWO branches of government (i.e., Congress, the President, the Supreme Court) in 3 out of 4 trials.
3 points	Identify ONE branch of government by name OR function OR by governmental body (i.e., Congress or the President or the Supreme Court) in 3 out of 4 trials.
2 points	Respond when exposed to ONE branch of government by name OR function OR by governmental body (i.e., Congress or the President or the Supreme Court) in 3 out of 4 trials.
1 point	React when exposed to ONE branch of government by name OR function OR by governmental body (i.e., Congress or the President or the Supreme Court) in 3 out of 4 trials.
Total points possible	6

Total points possible (5.5.1, 5.5.2)	12
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****Respond** refers to any attempted interaction from the student upon exposure to the activity (e.g., assisting, feeling, observing, listening).

****React** refers to any observable change caused by exposure to the activity (e.g., startle reflex, opening eyes, turning head towards sound or touch).

Grade 5 Social Studies

Standard Measured	Climate/Geographical Features	5.7
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Task Specification The student will describe how various climates and geographical features influence the way people live, including their work and recreation.

Objective: Climates (5.7.1)

6 points	Describe how each of TWO different types of climate might influence the way people live in THREE ways in 3 out of 4 trials.
5 points	Describe how each of TWO different types of climate might influence the way people live in TWO ways in 3 out of 4 trials.
4 points	Describe how ONE type of climate might influence the way people live in at least ONE way in 3 out of 4 trials.
3 points	Identify ONE type of climate OR give an example of climate in 3 out of 4 trials.
2 points	Respond when exposed to ONE type of climate OR give an example of climate in 3 out of 4 trials.
1 point	React when exposed to ONE type of climate OR give an example of climate in 3 out of 4 trials.
Total points possible	6

Objective: Geographical features (5.7.2)

6 points	Describe how each of TWO different types of geographical features might influence the way people live in THREE ways in 3 out of 4 trials.
5 points	Describe how each of TWO different types of geographical features might influence the way people live in TWO ways in 3 out of 4 trials.
4 points	Describe how ONE type of geographical feature might influence the way people live in at least ONE way in 3 out of 4 trials.
3 points	Identify ONE geographical feature OR give an example of ONE geographical feature in 3 out of 4 trials.
2 points	Respond when exposed to ONE geographical feature OR respond when exposed to an example of ONE geographical feature in 3 out of 4 trials.
1 point	React when exposed to ONE geographical feature OR react when exposed to an example of ONE geographical feature in 3 out of 4 trials.
Total points possible	6

Total points possible (5.7.1, 5.7.2)	12
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****Respond** refers to any attempted interaction from the student upon exposure to the activity (e.g., assisting, feeling, observing, listening).

****React** refers to any observable change caused by exposure to the activity (e.g., startle reflex, opening eyes, turning head towards sound or touch).

Grade 7

Geography

****Respond** refers to any attempted interaction from the student upon exposure to the activity (e.g., assisting, feeling, observing, listening).

****React** refers to any observable change caused by exposure to the activity (e.g., startle reflex, opening eyes, turning head towards sound or touch).

Geography

Standard Measured	Maps	7.1
Task Specification	The student will identify the relationship between actual geographical features and representations of those features on maps.	

Objective: Maps (7.1)

6 points	Identify three or more geographical features (in a model, drawing, illustration, photograph, and/or other graphic materials) AND Identify their representations in a map in 3 out of 4 trials.
5 points	Identify two geographical features (in a model, drawing, illustration, photograph, and/or other graphic materials) AND Identify their representations in a map in 3 out of 4 trials.
4 points	Identify one geographical feature (in a model, drawing, illustration, photograph, or other graphic materials) AND Identify its representation in a map in 3 out of 4 trials.
3 points	Identify one geographical feature in 3 out of 4 trials.
2 points	Respond when exposed to one geographical feature in 3 out of 4 trials.
1 point	React when exposed to one geographical feature in 3 out of 4 trials.
Total points possible	6

Grade 7 Geography

Standard Measured	Cultural and Physical Regions of the World	7.2
Task Specification	The student will sequence a series of city and regional changes over time.	

Objective: Sequence changes (7.2)

6 points	Sequence a series of FOUR city or regional changes over time in 3 out of 4 trials.
5 points	Sequence a series of THREE city or regional changes over time in 3 out of 4 trials.
4 points	Recognize TWO changes in a city or region over time in 3 out of 4 trials.
3 points	Recognize ONE change in a city or region over time in 3 out of 4 trials.
2 points	Respond when exposed to ONE change in a city or region over time in 3 out of 4 trials.
1 point	React when exposed to ONE change in a city or region over time in 3 out of 4 trials.
Total points possible	6

****Respond** refers to any attempted interaction from the student upon exposure to the activity (e.g., assisting, feeling, observing, listening).

****React** refers to any observable change caused by exposure to the activity (e.g., startle reflex, opening eyes, turning head towards sound or touch).

Grade 7 Geography

Standard Measured	Interactions of Physical Systems	7.3
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Task Specification	The student will describe the impact of natural disasters.
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Objective: Natural disasters (7.3)

	6 points	Describe AT LEAST TWO types of natural disasters AND describe AT LEAST TWO impacts of those SAME types of natural disasters in 3 out of 4 trials.	
	5 points	Describe ONE type of natural disaster AND describe AT LEAST ONE impact of those SAME types of natural disasters in 3 out of 4 trials.	
	4 points	Identify ONE kind of natural disaster AND Identify ONE impact of that same OR another kind of natural disaster in 3 out of 4 trials.	
	3 points	Identify ONE type of natural disaster OR Identify one impact of a natural disaster in 3 out of 4 trials.	
	2 points	Respond when one type of natural disaster OR its impact is identified in 3 out of 4 trials.	
	1 point	React when one type of natural disaster OR its impact is identified in 3 out of 4 trials.	
Total points possible			6

****Respond** refers to any attempted interaction from the student upon exposure to the activity (e.g., assisting, feeling, observing, listening).

****React** refers to any observable change caused by exposure to the activity (e.g., startle reflex, opening eyes, turning head towards sound or touch).

Grade 7 Geography		
Standard Measured	Human Systems	7.4
Task Specification	The student will compare and contrast common characteristics of two world cultures (e.g., language, food, and money systems).	
Objective: World cultures		(7.4)
6 points	Compare TWO or more culture traits AND contrast TWO or more culture traits of any TWO or more world cultures in 3 out of 4 trials.	
5 points	Compare ONE culture trait AND contrast ONE culture trait of any TWO world cultures in 3 out of 4 trials.	
4 points	Compare ONE or more culture traits of any TWO countries or world cultures in 3 out of 4 trials.	
3 points	Identify ONE or more culture traits of ONE country or world culture in 3 out of 4 trials.	
2 points	Respond when exposed to ONE or more culture traits of ONE country or world culture in 3 out of 4 trials.	
1 point	React when exposed to ONE or more culture traits of ONE country or world culture in 3 out of 4 trials.	
Total points possible		6

Grade 7 Geography		
Standard Measured	Interactions of Humans and Their Environments	7.5
Task Specification	The student will describe ways that people adapt to their climate and environment (e.g., different types of houses and clothing).	
Objective: Adaptations		(7.5)
6 points	Describe three or more ways people adapt to their climate and environment in 3 out of 4 trials.	
5 points	Describe two ways people adapt to their climate and environment in 3 out of 4 trials.	
4 points	Describes one way people adapt to their climate and environment in 3 out of 4 trials.	
3 points	Describe one characteristic of his/her own climate or natural environment in 3 out of 4 trials.	
2 points	Respond when exposed to one characteristic of his/her own climate or natural environment in 3 out of 4 trials.	
1 point	React when exposed to one characteristic of his/her own climate or natural environment in 3 out of 4 trials.	
Total points possible		6

****Respond** refers to any attempted interaction from the student upon exposure to the activity (e.g., assisting, feeling, observing, listening).

****React** refers to any observable change caused by exposure to the activity (e.g., startle reflex, opening eyes, turning head towards sound or touch).

Grade 8

Social Studies

NOTE: Process standards are abbreviated by using a 'P' prior to the numbered standard (e.g., P1.0)
Content standards are abbreviated by using a 'C' prior to the numbered standard (e.g., C1.0)

****Respond** refers to any attempted interaction from the student upon exposure to the activity (e.g., assisting, feeling, observing, listening).

****React** refers to any observable change caused by exposure to the activity (e.g., startle reflex, opening eyes, turning head towards sound or touch).

Grade 8 Social Studies

Standard Measured	Events Leading to the American Revolution	8.3
Task Specification	The student will identify or illustrate a critical event leading to the American Revolution (e.g., taxation without representation, the Boston Massacre, the Boston Tea Party, or the First Continental Congress).	

Objective: Events leading to the American Revolution (8.3)

6 points	Identify text about AND illustrate ONE critical event LEADING TO the American Revolution in 3 out of 4 trials.
5 points	Identify text about OR illustrate ONE critical event LEADING TO the American Revolution in 3 out of 4 trials.
4 points	Identify text about OR recognize an illustration of ONE historical event OF the American Revolution in 3 out of 4 trials.
3 points	Identify text about OR recognize an illustration of ONE historical event of American history that occurred BEFORE OR DURING the American Revolution in 3 out of 4 trials.
2 points	Respond when exposed to a text about OR recognize an illustration of ONE historical event of American history that occurred BEFORE OR DURING the American Revolution in 3 out of 4 trials.
1 point	React when exposed to text about OR recognize an illustration of ONE historical event of American history that occurred BEFORE OR DURING the American Revolution in 3 out of 4 trials.
Total points possible	6

****Respond** refers to any attempted interaction from the student upon exposure to the activity (e.g., assisting, feeling, observing, listening).

****React** refers to any observable change caused by exposure to the activity (e.g., startle reflex, opening eyes, turning head towards sound or touch).

Grade 8 Social Studies		
Standard Measured	Preamble to the United States Constitution	8.5
Task Specification	The student will identify a major idea expressed in the Preamble to the United States Constitution.	
Objective: Bill of Rights		(8.5.1)
6 points	Identify TWO major ideas in the Bill of Rights in 3 out of 4 trials.	
5 points	Identify ONE example of a right guaranteed by the Bill of Rights in 3 out of 4 trials.	
4 points	Identify OR illustrate ONE major idea in the Bill of Rights in 3 out of 4 trials.	
3 points	Identify the Bill of Rights in 3 out of 4 trials.	
2 points	Respond when exposed to the Bill of Rights in 3 out of 4 trials.	
1 point	React when exposed to the Bill of Rights in 3 out of 4 trials.	
Total points possible		6
Objective: Preamble to the United States Constitution		(8.5.2)
6 points	Identify TWO major ideas in the Preamble to the United States Constitution in 3 out of 4 trials.	
5 points	Identify ONE major idea in the Preamble to the United States Constitution in 3 out of 4 trials.	
4 points	Identify ONE example of the government fulfilling its purpose in 3 out of 4 trials.	
3 points	Identify ONE job of government in 3 out of 4 trials.	
2 points	Respond when exposed to ONE job of government in 3 out of 4 trials.	
1 point	React when exposed to ONE job of government in 3 out of 4 trials.	
Total points possible		6
Total points possible (8.5.1, 8.5.2)		12

****Respond** refers to any attempted interaction from the student upon exposure to the activity (e.g., assisting, feeling, observing, listening).

****React** refers to any observable change caused by exposure to the activity (e.g., startle reflex, opening eyes, turning head towards sound or touch).

Grade 8 Social Studies		
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Standard Measured	Slavery	8.6
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Task Specification	The student will identify or illustrate the life circumstances of slaves.
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Objective: Slavery	(8.6)
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	6 points	Identify OR illustrate THREE characteristics about the life of slaves in 3 out of 4 trials.	
	5 points	Identify OR illustrate TWO characteristics about the life of slaves in 3 out of 4 trials.	
	4 points	Identify OR illustrate ONE characteristic of slavery in 3 out of 4 trials.	
	3 points	Identify ONE illustration about slavery in 3 out of 4 trials.	
	2 points	Respond when exposed to ONE illustration about slavery in 3 out of 4 trials.	
	1 point	React when exposed to ONE illustration about slavery in 3 out of 4 trials.	
Total points possible			6

Grade 8 Social Studies		
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Standard Measured	Lifestyles of the Pioneers	8.9
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Task Specification	The student will distinguish between the lifestyle of the pioneers and today.
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Objective: Lifestyles of the pioneers	(8.9)
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	6 points	Compare TWO characteristics of pioneers to TWO characteristic of people today in 3 out of 4 trials.	
	5 points	Compare ONE characteristic of pioneers to ONE characteristic of people today in 3 out of 4 trials.	
	4 points	Identify ONE characteristic of the lifestyle of a pioneer in 3 out of 4 trials.	
	3 points	Identify the term "Pioneer" OR identify ONE object used by pioneers in 3 out of 4 trials.	
	2 points	Respond when exposed to the term "Pioneer" OR to one object used by pioneers in 3 out of 4 trials.	
	1 point	React when exposed to the term "Pioneer" OR to one object used by pioneers in 3 out of 4 trials.	
Total points possible			6

****Respond** refers to any attempted interaction from the student upon exposure to the activity (e.g., assisting, feeling, observing, listening).

****React** refers to any observable change caused by exposure to the activity (e.g., startle reflex, opening eyes, turning head towards sound or touch).

Grade 8 Social Studies		
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Standard Measured	Civil War	8.10
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Task Specification	The student will explore the differences between the North and the South leading up to the Civil War.
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Objective: Civil War	(8.10)
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	6 points	Identify THREE differences between the North and the South during the period leading up to the Civil War in 3 out of 4 trials.	
	5 points	Identify TWO differences between the North and the South during the period leading up to the Civil War in 3 out of 4 trials.	
	4 points	Identify ONE characteristic of the North AND ONE characteristic of the South during the period leading up to the Civil War in 3 out of 4 trials.	
	3 points	Identify ONE characteristic of the North OR ONE characteristic of the South during the period leading up to the Civil War in 3 out of 4 trials.	
	2 points	Respond when exposed to ONE characteristic of the North OR ONE characteristic of the South during the period leading up to the Civil War in 3 out of 4 trials.	
	1 point	React when exposed to ONE characteristic of the North OR ONE characteristic of the South during the period leading up to the Civil War in 3 out of 4 trials.	
Total points possible			6

****Respond** refers to any attempted interaction from the student upon exposure to the activity (e.g., assisting, feeling, observing, listening).

****React** refers to any observable change caused by exposure to the activity (e.g., startle reflex, opening eyes, turning head towards sound or touch).

End of Instruction (EOI)

U.S. History

NOTE: Process standards are abbreviated by using a 'P' prior to the numbered standard (e.g., P1.0)
Content standards are abbreviated by using a 'C' prior to the numbered standard (e.g., C1.0)

****Respond** refers to any attempted interaction from the student upon exposure to the activity (e.g., assisting, feeling, observing, listening).

****React** refers to any observable change caused by exposure to the activity (e.g., startle reflex, opening eyes, turning head towards sound or touch).

EOI United States History		
Standard Measured	Industrial Revolution	US.2
Task Specification	The student will identify major technological advances/inventions and reasons for U.S. immigration during the industrial revolution.	
Objective: Industrial Revolution		(US.2)
6 points	Identify TWO major technological advances AND TWO reasons for U.S. immigration DURING the industrial revolution in 3 out of 4 trials.	
5 points	Identify ONE major technological advance/invention AND ONE reason for U.S. immigration DURING the industrial revolution in 3 out of 4 trials.	
4 points	Identify ONE reason people immigrated to the United States OR identify ONE major technological advance/invention OF the industrial revolution in 3 out of 4 trials.	
3 points	Identify ONE group that immigrated to the United States OR identify ONE technological advance/invention DURING OR BEFORE the industrial revolution in 3 out of 4 trials.	
2 points	Respond when exposed to one group that immigrated to the United States OR respond when exposed to one technological advance/invention DURING OR BEFORE the industrial revolution in 3 out of 4 trials.	
1 point	React when exposed to one group that immigrated to the United States OR react when exposed to one technological advance/invention DURING OR BEFORE the industrial revolution in 3 out of 4 trials.	
Total points possible	6	

****Respond** refers to any attempted interaction from the student upon exposure to the activity (e.g., assisting, feeling, observing, listening).

****React** refers to any observable change caused by exposure to the activity (e.g., startle reflex, opening eyes, turning head towards sound or touch).

EOI United States History

Standard Measured	Causes of World War I	US.3
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Task Specification	The student will identify the causes of WWI.
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Objective: Causes of World War I	(US.3)
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	6 points	Identify THREE causes of World War I in 3 out of 4 trials.	
	5 points	Identify TWO causes of World War I in 3 out of 4 trials.	
	4 points	Identify TWO facts about World War I in 3 out of 4 trials.	
	3 points	Identify ONE fact about World War I in 3 out of 4 trials.	
	2 points	Respond when exposed to one fact about World War I in 3 out of 4 trials.	
	1 point	React when exposed to one fact about World War I in 3 out of 4 trials.	
Total points possible			6

****Respond** refers to any attempted interaction from the student upon exposure to the activity (e.g., assisting, feeling, observing, listening).

****React** refers to any observable change caused by exposure to the activity (e.g., startle reflex, opening eyes, turning head towards sound or touch).

EOI United States History

Standard Measured	Events in the U.S. in the era between the World Wars	US.4
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Task Specification	The student will identify how automobiles and the expanded use of electricity changed people's lives in the United States.
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Objective: Automobiles (US.4.1)

6 points	Identify TWO ways the automobile (car) changed people's lives in 3 out of 4 trials.
5 points	Identify ONE way the automobile (car) changed people's lives in 3 out of 4 trials.
4 points	Identify ONE form of transportation people used before the automobile (car) in 3 out of 4 trials.
3 points	Identify ONE use of automobiles (cars) in 3 out of 4 trials.
2 points	Respond when exposed to one use of automobiles (cars) in 3 out of 4 trials.
1 point	React when exposed to one use of automobiles (cars) in 3 out of 4 trials.
Total points possible	6

Objective: Electricity (US.4.2)

6 points	Identify TWO ways the use of electricity changed people's lives in 3 out of 4 trials.
5 points	Identify ONE way the use of electricity changed people's lives in 3 out of 4 trials.
4 points	Identify ONE source of power before electricity in 3 out of 4 trials.
3 points	Identify ONE way people use electricity in 3 out of 4 trials.
2 points	Respond when exposed to one use of electricity in 3 out of 4 trials.
1 point	React when exposed to one use of electricity in 3 out of 4 trials.
Total points possible	6

Total points possible (US.4.1, US.4.2)	12
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****Respond** refers to any attempted interaction from the student upon exposure to the activity (e.g., assisting, feeling, observing, listening).

****React** refers to any observable change caused by exposure to the activity (e.g., startle reflex, opening eyes, turning head towards sound or touch).

EOI United States History

Standard Measured	World War II	US.5
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Task Specification The student will identify the major powers involved in World War II (Germany, Soviet Union, Italy, Japan, Great Britain) and identify the significance of Pearl Harbor and of the Holocaust.

Objective: Pearl Harbor (US.5.1)

6 points	Identify ONE cause AND ONE effect of the bombing of Pearl Harbor during World War II in 3 out of 4 trials.
5 points	Identify TWO facts relating to Pearl Harbor during World War II in 3 out of 4 trials.
4 points	Identify an event that occurred at Pearl Harbor on December 7, 1941, in 3 out of 4 trials.
3 points	Identify the war during which Pearl Harbor was attacked in 3 out of 4 trials.
2 points	Respond when exposed to the war during which Pearl Harbor was attacked in 3 out of 4 trials.
1 point	React when exposed to the war during which Pearl Harbor was attacked in 3 out of 4 trials.
Total points possible	6

Objective: Holocaust (US.5.2)

6 points	Identify ONE cause and ONE effect of the Holocaust in 3 out of 4 trials.
5 points	Identify TWO facts relating to the Holocaust in 3 out of 4 trials.
4 points	Identify ONE fact relating to the Holocaust in 3 out of 4 trials.
3 points	Identify the war during which the Holocaust occurred in 3 out of 4 trials.
2 points	Respond when exposed to the war during which the Holocaust occurred in 3 out of 4 trials.
1 point	React when exposed to the war during which the Holocaust occurred in 3 out of 4 trials.
Total points possible	6

****Respond** refers to any attempted interaction from the student upon exposure to the activity (e.g., assisting, feeling, observing, listening).

****React** refers to any observable change caused by exposure to the activity (e.g., startle reflex, opening eyes, turning head towards sound or touch).

EOI United States History (continued)

Objective: Major powers of WWII

(US.5.3)

6 points	Identify FOUR or more major powers/countries involved in World War II in 3 out of 4 trials.
5 points	Identify THREE major powers/countries involved in World War II in 3 out of 4 trials.
4 points	Identify TWO major powers/countries involved in World War II in 3 out of 4 trials.
3 points	Identify ONE major power/country involved in World War II in 3 out of 4 trials.
2 points	Respond when exposed to one major power/country involved in World War II in 3 out of 4 trials.
1 point	React when exposed to one major power/country involved in World War II in 3 out of 4 trials.
Total points possible	6

Total points possible (US.5.1, US.5.2, US.5.3)

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****Respond** refers to any attempted interaction from the student upon exposure to the activity (e.g., assisting, feeling, observing, listening).

****React** refers to any observable change caused by exposure to the activity (e.g., startle reflex, opening eyes, turning head towards sound or touch).

EOI United States History		
Standard Measured	United States Since World War II	US.6
Task Specification	The student will identify the significance of Martin Luther King, Jr., Rosa Parks, and the main goal of the Civil Rights Movement.	

Objective: Civil Rights movement (US.6)

6 points	Identify the significance of Martin Luther King, Jr. AND Rosa Parks AND identify ONE goal of the Civil Rights Movement AND ONE success of the Civil Rights Movement in 3 out of 4 trials.
5 points	Identify the significance of Martin Luther King, Jr. AND Rosa Parks AND identify the main goal of the Civil Rights Movement in 3 out of 4 trials.
4 points	Identify Martin Luther King, Jr. OR Rosa Parks in 3 out of 4 trials.
3 points	Identify ONE goal of the Civil Rights movement in 3 out of 4 trials.
2 points	Respond when exposed to one goal of the Civil Rights movement in 3 out of 4 trials.
1 point	React when exposed to one goal of the Civil Rights movement in 3 out of 4 trials.
Total points possible	6

****Respond** refers to any attempted interaction from the student upon exposure to the activity (e.g., assisting, feeling, observing, listening).

****React** refers to any observable change caused by exposure to the activity (e.g., startle reflex, opening eyes, turning head towards sound or touch).