

**Oklahoma Alternate Assessment  
Program (OAAP)  
Grade 5 Rubrics  
2013–2014**

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**Oklahoma Alternate Assessment Program**  
**Mapping Cut Scores from the 4-point Scale to the 6-point Scale**  
**August 2013**

**Background**

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 performance, the OSDE decided to incorporate two lower score levels into the existing 4-point scale. The new scale, a 6-point scale, will have 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.

The OSDE made changes to the task specifications/rubrics as follows:

- created new score points of 1 and 2;
- changed the scoring range from 1–4 to 1–6;
- increased the existing score points by moving 1 to 3, 2 to 4, 3 to 5, and 4 to 6.

Even with the rubric extension, the same achievement standards are required for students to earn a Proficient score on the assessment. In other words, the performance level descriptors, which were derived from the expectations for student performance and guide the establishment of cut scores during standard setting, remain the same. Maintaining expectations of the existing performance levels removes the need for additional standard setting. In essence, score levels 1 and 2 in the new scoring rubric are added into the Unsatisfactory performance level. The section below describes the method and result of mapping the current cut scores to the new 6-point scale.

**Method**

From a scaling viewpoint, adding two score points below the existing scale results in a simple linear transfer of the scale by two (2) points. Those who would receive a score of three (3) points on the 4-point scale will now earn five (5) points on the 6-point scale. This linear relationship between the old and new scale presents a simple mapping solution: the new cut scores are computed by multiplying the number of objectives tested on a subject by two (2) score points and adding this product to the old cut score. The equation is as follows:

$$\text{New Cut Score} = \text{Old Cut Score} + [\text{Number of Objectives} \times 2]$$

For example, reading grade 3 has four (4) tasks that measure five (5) objectives. The maximum possible score on the 4-point scale is 20 points. The reading grade 3 cut scores for Limited Knowledge, Proficient, and Advanced levels are 8, 12, and 18, respectively (see Table 1). On a 6-point scale, the maximum possible reading grade 3 score becomes 30 points. When mapping the cut scores to the 6-point scale, the cut scores become 18, 22, and 28, respectively. For example,

$$\text{New cut score} = 8 + (5 \times 2) = 18$$

In this example, both the maximum possible score and the cut scores all shift by 10 points; since the number of objectives is multiplied by 2.

This method was validated through an examination of the impact data (percentage of students in each performance level) before and after the rubric and cut score transformations. A simulation study was conducted to compare the impact data when transforming cut scores from the 4-point scale to the 6-point scale. The results were identical—the percent classified into each of the performance levels was exactly the same. The mathematical explanation for this is if, for example, a student earns 16 points on

the reading grade 3 test on the 4-point scale, this student is at the Proficient level (cut score of 12). After shifting to the 6-point scale, this student's new score is 26 points and will still be classified in the Proficient level (transformed cut score of 22). In sum, because the raw scores and cut scores are transferred by the same constant, their spatial relationship remains the same.

Figure 1 demonstrates the mathematical association of the scale change using reading grade 3 as an example. Figure 1 shows that raw scores of 0 through 20 on the 4-point scale become 10 through 30 on the 6-point scale. The cut scores (8, 12 and 18 on the 4-point scale) shift in the same manner as raw scores (18, 22, and 28). The linear transformation maintains relations between raw scores and cut scores; hence, maintaining the integrity of achievement standards.

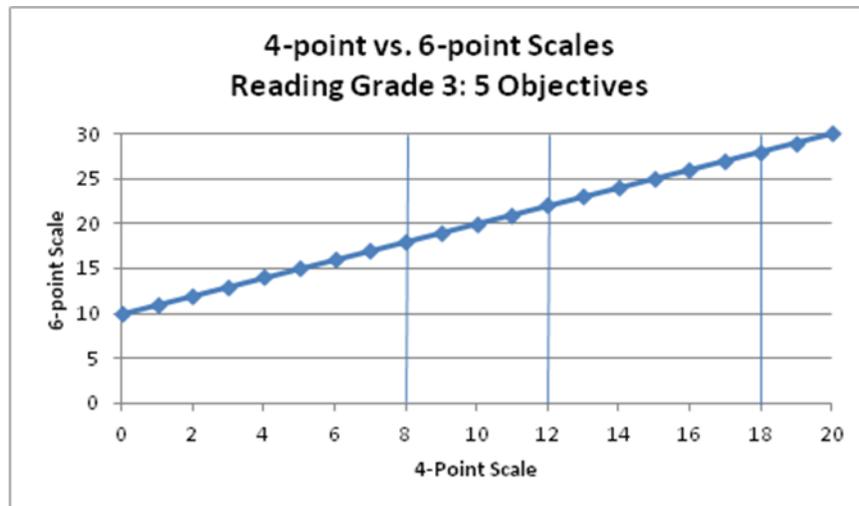


Figure 1: Relation between the 4-point and 6-point Scales

### Summary

As a consequence of the above analyses, Pearson recommended moving from the 4-point scale to the 6-point scale by adding two points at the bottom of the scale and shifting the existing points by 2 and following the suggested methodology for transforming the cut scores. The existing cut scores for all OAAP subjects and grades on the 4-point and 6-point scales are presented in Table 1.

**Table 1: Cut Scores on the 4-point and 6-point Scales**

Subject	Grade	Number of Tasks	4-point Cut Scores			6-point Cut Scores		
			LK	Pro	Adv	LK	Pro	Adv
<b>Math</b>	3	5	8	12	18	18	22	28
	4	6	10	16	21	22	28	33
	5	5	7	12	17	17	22	27
	6	6	9	15	23	21	27	35
	7	5	6	13	19	16	23	29
	8	5	7	13	19	17	23	29
<b>Reading</b>	3	5	6	12	18	16	22	28
	4	5	6	11	17	16	21	27
	5	4	5	9	14	13	17	22
	6	4	5	10	14	13	18	22
	7	6	8	14	20	20	26	32
	8	6	8	14	21	20	26	33
<b>Science</b>	5	7	10	16	25	24	30	39
	8	9	14	22	32	32	40	50
<b>Social Studies</b>	5	8	13	20	29	29	36	45
	7	5	8	12	18	18	22	28
	8	6	9	15	22	21	27	34
<b>Writing</b>	5	5	5	11	18	15	21	28
	8	4	7	11	15	15	19	23
<b>Algebra I</b>	HS	4	6	10	15	14	18	23
<b>Algebra II</b>	HS	3	4	8	11	10	14	17
<b>Biology</b>	HS	10	16	25	35	36	45	55
<b>English II</b>	HS	9	14	22	31	32	40	49
<b>English III</b>	HS	7	10	17	25	24	31	39
<b>Geometry</b>	HS	4	5	10	15	13	18	23
<b>U.S. History</b>	HS	8	12	21	30	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**

## **Mathematics**

**Grade 5 Math****Standard Measured**      **Algebraic Reasoning**      **5.1****Task Specification**      The student will create simple number patterns.**Objective: Patterns**      **(5.1)**

<b>6 points</b>	Describe at least 2 patterns in 3 out of 4 trials.
<b>5 points</b>	Create simple number patterns in 3 out of 4 trials.
<b>4 points</b>	Duplicate simple number patterns in 3 out of 4 trials.
<b>3 points</b>	Identify simple number patterns in 3 out of 4 trials.
<b>2 points</b>	Respond when exposed to one simple number pattern in 3 out of 4 trials.
<b>1 point</b>	React when exposed to one simple number pattern in 3 out of 4 trials.
<b>Total points possible</b>	<b>6</b>

**Grade 5 Math****Standard Measured**      **Number Sense and Operation**      **5.2****Task Specification**      The student will add quantities with a sum less than or equal to 50 and subtract quantities with a minuend less than or equal to 50 without regrouping.**Objective: Division and addition/subtraction**      **(5.2)**

<b>6 points</b>	Add quantities with a sum less than or equal to 50 and subtract quantities with a minuend less than or equal to 50 in 3 out of 4 trials.
<b>5 points</b>	Add quantities with a sum less than or equal to 50 and subtract quantities with a minuend less than or equal to 50 without regrouping in 3 out of 4 trials.
<b>4 points</b>	Demonstrate that repeated division of an object produces smaller pieces in 3 out of 4 trials.
<b>3 points</b>	Identify "halves" and "wholes" in 3 out of 4 trials.
<b>2 points</b>	Respond when exposed to "halves" and "wholes" in 3 out of 4 trials.
<b>1 point</b>	React when exposed to "halves" and "wholes" in 3 out of 4 trials.
<b>Total points possible</b>	<b>6</b>

**\*\*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).

<b>Grade 5 Math</b>		
<b>Standard Measured</b>	<b>Geometry</b>	<b>5.3</b>
<b>Task Specification</b>	The student will compare differences between circles, squares, and triangles.	
<b>Objective: Identifying shapes</b>		<b>(5.3)</b>
	<b>6 points</b>	Identify congruent and similar squares, circles, and triangles in 3 out of 4 trials.
	<b>5 points</b>	Compare differences between circles, squares, and triangles in 3 out of 4 trials.
	<b>4 points</b>	Name the shapes of objects in the classroom (e.g., circles, squares, triangles) in 3 out of 4 trials.
	<b>3 points</b>	Identify circles, squares, and triangles in 3 out of 4 trials.
	<b>2 points</b>	Respond when exposed to circles, squares, and triangles in 3 out of 4 trials.
	<b>1 point</b>	React when exposed to circles, squares, and triangles in 3 out of 4 trials.
	<b>Total points possible</b>	

<b>Grade 5 Math</b>		
<b>Standard Measured</b>	<b>Measurement</b>	<b>5.4</b>
<b>Task Specification</b>	The student will identify the appropriate coins and bills to make a purchase.	
<b>Objective: Monetary value</b>		<b>(5.4)</b>
	<b>6 points</b>	Organize coins and paper money from greatest to least value or vice versa in 3 out of 4 trials.
	<b>5 points</b>	Identify the appropriate coins and money needed to make a purchase in 3 out of 4 trials.
	<b>4 points</b>	Identify the value of coins and paper money in 3 out of 4 trials.
	<b>3 points</b>	Recognize coins in 3 out of 4 trials.
	<b>2 points</b>	Respond when exposed to coins in 3 out of 4 trials.
	<b>1 point</b>	React when exposed to coins in 3 out of 4 trials.
	<b>Total points possible</b>	

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<b>Grade 5 Math</b>		
<b>Standard Measured</b>	<b>Data Analysis</b>	<b>5.5</b>
<b>Task Specification</b>	The student will organize data into a chart, graph, or table to make predictions.	
<b>Objective: Data</b>		<b>(5.5)</b>
<b>6 points</b>	Interpret data from a chart, graph, or table and make simple predictions in 3 out of 4 trials.	
<b>5 points</b>	Organize data into a chart, graph, or table in 3 out of 4 trials.	
<b>4 points</b>	Collect data for a chart, graph, or table in 3 out of 4 trials.	
<b>3 points</b>	Sort objects and identify the number of objects in each set in 3 out of 4 trials.	
<b>2 points</b>	Respond when exposed to sorted objects and to the identification of the number of objects in each set in 3 out of 4 trials.	
<b>1 point</b>	React when exposed to sorted objects and to the identification of the number of objects in each set in 3 out of 4 trials.	
<b>Total points possible</b>	<b>6</b>	

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# **Grade 5**

## **Reading**

Grade 5 Reading		
<b>Standard Measured</b>	<b>Vocabulary</b>	<b>5.1</b>
<b>Task Specification</b>	The student will identify and compare similes.	

**Objective: Similes (5.1)**

	<b>6 points</b>	Compare and contrast two similes in 3 out of 4 trials.
	<b>5 points</b>	Match pictures to illustrate three similes in 3 out of 4 trials.
	<b>4 points</b>	Match pictures to illustrate two similes in 3 out of 4 trials.
	<b>3 points</b>	Identify one picture or object that illustrates one common simile in 3 out of 4 trials.
	<b>2 points</b>	Respond when exposed to one picture or object that illustrates one common simile in 3 out of 4 trials.
	<b>1 point</b>	React when exposed to one picture or object that illustrates one common simile in 3 out of 4 trials.
<b>Total points possible</b>		<b>6</b>

**Example for score point 6**—Given two similes: “large as an elephant” and “quiet as a mouse.” The student must determine which simile is about silence.

Grade 5 Reading		
<b>Standard Measured</b>	<b>Comprehension/Critical Literacy</b>	<b>5.3</b>
<b>Task Specification</b>	The student will revise predictions after reading, hearing, or viewing text or media.	

**Objective: Revise predictions (5.3)**

	<b>6 points</b>	Evaluate predictions about plot or characters using context for support in 3 out of 4 trials.
	<b>5 points</b>	Revise two predictions about plot or characters after reading, hearing, or viewing text or media in 3 out of 4 trials.
	<b>4 points</b>	Preview text or media and make two predictions about main plot events or characters in 3 out of 4 trials.
	<b>3 points</b>	Preview text or media and make a prediction about one character or plot event in 3 out of 4 trials.
	<b>2 points</b>	Respond when exposed to a prediction about one character or plot event in 3 out of 4 trials.
	<b>1 point</b>	React when exposed to a prediction about one character or plot event in 3 out of 4 trials.
<b>Total points possible</b>		<b>6</b>

**\*\*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).

<b>Grade 5 Reading</b>		
<b>Standard Measured</b>	<b>Literature</b>	<b>5.4</b>
<b>Task Specification</b>	The student will identify whether a text or movie is factual or fictional.	
<b>Objective: Fact/fiction</b>		<b>(5.4)</b>
	<b>6 points</b>	When presented with two texts and/or movies on the same topic, identify which is factual and which is fiction in 3 out of 4 trials.
	<b>5 points</b>	Identify whether a text or movie is factual or fiction in 3 out of 4 trials.
	<b>4 points</b>	Identify four words that describe fact or fiction in 3 out of 4 trials.
	<b>3 points</b>	Identify a natural object when compared to a similar artificial object in 3 out of 4 trials.
	<b>2 points</b>	Respond when exposed to a natural object when compared to a similar artificial object in 3 out of 4 trials.
	<b>1 point</b>	React when exposed to a natural object when compared to a similar artificial object in 3 out of 4 trials.
	<b>Total points possible</b>	<b>6</b>

**Example for score point 6**—The teacher could set up a comparison between a science-fiction story about space travel and a science story about the US expeditions to the moon. The question could be: Which of these is true?

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<b>Grade 5 Reading</b>		
<b>Standard Measured</b>	<b>Research and Information</b>	<b>5.5</b>
<b>Task Specification</b>	The student will identify reasonable sources of information for answering a question.	
<b>Objective: Identify sources of information</b>		<b>(5.5)</b>
<b>6 points</b>	Evaluate three sources of information to answer a question in 3 out of 4 trials.	
<b>5 points</b>	Compare two sources of information to answer a question in 3 out of 4 trials.	
<b>4 points</b>	Identify two sources of information to answer a question in 3 out of 4 trials.	
<b>3 points</b>	Identify one physical source of information about a favorite topic in 3 out of 4 trials.	
<b>2 points</b>	Respond when exposed to one physical source of information about a favorite topic in 3 out of 4 trials.	
<b>1 point</b>	React when exposed to one physical source of information about a favorite topic in 3 out of 4 trials.	
<b>Total points possible</b>		<b>6</b>

**\*\*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**

## **Writing**

<b>Grade 5 Writing</b>		
<b>Standard Measured</b>	<b>Writing Process</b>	<b>5.1</b>
<b>Task Specification</b>		
The student will edit and publish writings, drawings, or media to communicate complete ideas or sentences.		
<b>Objective: Edit</b>		<b>(5.1)</b>
<b>6 points</b>	Edit and publish writings, drawings, or media presentations in 3 out of 4 trials.	
<b>5 points</b>	Write or dictate at least two basic sentences and then place them in order; add details along with pictures in 3 out of 4 trials.	
<b>4 points</b>	Organize selected topics and subtopics, and sequence related pictures and objects in 3 out of 4 trials.	
<b>3 points</b>	Participate in pre-writing activities such as marking a preferred topic and gathering related pictures and objects in 3 out of 4 trials.	
<b>2 points</b>	Respond when exposed to pre-writing activities such as marking a preferred topic and gathering related pictures and objects in 3 out of 4 trials.	
<b>1 point</b>	React when exposed to pre-writing activities such as marking a preferred topic and gathering related pictures and objects in 3 out of 4 trials.	
<b>Total points possible</b>	<b>6</b>	

**\*\*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).

<b>Grade 5 Writing</b>		
<b>Standard Measured</b>	<b>Modes and Forms of Writing</b>	<b>5.2</b>
<b>Task Specification</b>	The student will write or express a simple idea in a narrative, descriptive, or persuasive piece.	
<b>Objective: Express ideas</b>		<b>(5.2)</b>
<b>6 points</b>	Write or express a simple idea in at least 3 sentences for a narrative, descriptive, or persuasive piece for a specific audience or purpose in 3 out of 4 trials.	
<b>5 points</b>	Write or express a simple idea in at least 2 sentences for a narrative, descriptive, or persuasive piece in 3 out of 4 trials.	
<b>4 points</b>	Write or dictate a one-sentence note for a friend in class in 3 out of 4 trials.	
<b>3 points</b>	Identify a message and/or picture that represents a given emotion or sentiment in 3 out of 4 trials.	
<b>2 points</b>	Respond when exposed to a message and/or picture that represents a given emotion or sentiment in 3 out of 4 trials.	
<b>1 point</b>	React when exposed to a message and/or picture that represents a given emotion or sentiment in 3 out of 4 trials.	
<b>Total points possible</b>		<b>6</b>

<b>Grade 5 Writing</b>		
<b>Standard Measured</b>	<b>Grammar, Usage, and Mechanics</b>	<b>5.3</b>
<b>Task Specification</b>	The student will use nouns and verbs in the writing process. Use mechanics of written language in the areas of capitalization and punctuation.	
<b>Objective: Grammar</b>		<b>(5.3.1)</b>
<b>6 points</b>	Use nouns and verbs in a paragraph in 3 out of 4 trials.	
<b>5 points</b>	Use nouns and verbs in a simple sentence in 3 out of 4 trials.	
<b>4 points</b>	Identify nouns and verbs in a simple sentence in 3 out of 4 trials.	
<b>3 points</b>	Identify a simple sentence in 3 out of 4 trials.	
<b>2 points</b>	Respond when exposed to a simple sentence in 3 out of 4 trials.	
<b>1 point</b>	React when exposed to a simple sentence in 3 out of 4 trials.	
<b>Total points possible</b>		<b>6</b>

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**Grade 5 Writing (continued)**

**Objective: Capitalization (5.3.2)**

<b>6 points</b>	Use mechanics of written language in the areas of capitalization in a paragraph in 3 out of 4 trials.
<b>5 points</b>	Use mechanics of written language in the areas of capitalization in a simple sentence in 3 out of 4 trials.
<b>4 points</b>	Identify correct and incorrect capital letters in a three-sentence paragraph in 3 out of 4 trials.
<b>3 points</b>	Identify capital letters in a three-sentence paragraph in 3 out of 4 trials.
<b>2 points</b>	Respond when exposed to capital letters in a three-sentence paragraph in 3 out of 4 trials.
<b>1 point</b>	React when exposed to capital letters in a three-sentence paragraph in 3 out of 4 trials.
<b>Total points possible</b>	<b>6</b>

**Objective: Punctuation (5.3.3)**

<b>6 points</b>	Use mechanics of written language in the areas of punctuation in a paragraph in 3 out of 4 trials.
<b>5 points</b>	Use mechanics of written language in the areas of punctuation in a simple sentence in 3 out of 4 trials.
<b>4 points</b>	Identify correct and incorrect punctuation in a three-sentence paragraph in 3 out of 4 trials.
<b>3 points</b>	Identify three different types of punctuation in a three-sentence paragraph in 3 out of 4 trials.
<b>2 points</b>	Respond when exposed to three different types of punctuation in a three-sentence paragraph in 3 out of 4 trials.
<b>1 point</b>	React when exposed to three different types of punctuation in a three-sentence paragraph in 3 out of 4 trials.
<b>Total points possible</b>	<b>6</b>

**Total points possible (5.3.1, 5.3.2, 5.3.3) 18**

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**\*\*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

## Science

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)

**Grade 5 Science****Standard Measured**      **Using Simple Tools, Energy Transfer**      **P5.1, C5.1****Task Specification**      The student will demonstrate cause/effect related to transferring energy in age-appropriate objects or devices, and measure properties of common materials using simple tools.**Objective: Using simple tools**      **(P5.1)**

<b>6 points</b>	Measure a property of a common material by selecting the appropriate tool from three choices in 3 out of 4 trials.
<b>5 points</b>	Measure a property of a common material after selecting the appropriate tool from two choices in 3 out of 4 trials.
<b>4 points</b>	Measure a property of a common material by being provided the appropriate tool in 3 out of 4 trials.
<b>3 points</b>	Identify a measurable property of a common material in 3 out of 4 trials.
<b>2 points</b>	Respond when exposed to a measurable property of a common material in 3 out of 4 trials.
<b>1 point</b>	React when exposed to a measurable property of a common material in 3 out of 4 trials.
<b>Total points possible</b>	<b>6</b>

**Objective: Energy transfer**      **(C5.1)**

<b>6 points</b>	Measure the physical property of temperature in at least four objects in 3 out of 4 trials.
<b>5 points</b>	Measure the physical property of temperature in three objects in 3 out of 4 trials.
<b>4 points</b>	Measure the physical property of temperature in two objects in 3 out of 4 trials.
<b>3 points</b>	Measure the physical property of temperature in one object in 3 out of 4 trials.
<b>2 points</b>	Respond when exposed to the measurement of the physical property of temperature in one object in 3 out of 4 trials.
<b>1 point</b>	React when exposed to the measurement of the physical property of temperature in one object in 3 out of 4 trials.
<b>Total points possible</b>	<b>6</b>

**Total points possible (P5.1, 5.1)**      **12**

Process and content standards should be taught in conjunction with one another. You use the process standards to teach the content. Your evidence for these standards should reflect one activity that incorporates both the content and process standards.

Examples provide a way in which the process and content can be combined. They do not reflect any proficiency level as stated.

**Example: Select the appropriate tool to measure temperature and then measure the temperature of water from the refrigerator and room-temperature water.**

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<b>Grade 5 Science</b>		
<b>Standard Measured</b>	<b>Conduct a Scientific Evaluation</b>	<b>P5.3</b>
<b>Task Specification</b>	The student will demonstrate cause/effect related to transferring energy in age-appropriate objects or devices and identify the parts of a scientific investigation and conduct a scientific investigation.	
<b>Objective: Conduct a scientific investigation</b>		<b>(P5.3)</b>
<b>6 points</b>	Conduct a scientific investigation in 3 out of 4 trials.	
<b>5 points</b>	Identify three parts of a scientific investigation in 3 out of 4 trials.	
<b>4 points</b>	Identify the materials needed for a scientific investigation in 3 out of 4 trials.	
<b>3 points</b>	Observe a scientific investigation in 3 out of 4 trials.	
<b>2 points</b>	Respond when exposed to a scientific investigation in 3 out of 4 trials.	
<b>1 point</b>	React when exposed to a scientific investigation in 3 out of 4 trials.	
<b>Total points possible</b>		<b>6</b>

**\*\*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).

<b>Grade 5 Science</b>		
<b>Standard Measured</b>	<b>Classify, Organisms and Environment</b>	<b>P5.2, C5.2</b>
<b>Task Specification</b>	The student will identify living and nonliving things in their environment that affect their survival (e.g., food, shelter, physical characteristics).	
<b>Objective: Classify</b>		<b>(P5.2)</b>
<b>6 points</b>	Classify at least eight objects as living or nonliving in 3 out of 4 trials.	
<b>5 points</b>	Classify at least six objects as living or nonliving in 3 out of 4 trials.	
<b>4 points</b>	Classify at least five objects as living or nonliving in 3 out of 4 trials.	
<b>3 points</b>	Classify four or less objects as living or nonliving in 3 out of 4 trials.	
<b>2 points</b>	Respond when exposed to four or less objects as living or nonliving in 3 out of 4 trials.	
<b>1 point</b>	React when exposed to four or less objects classified as living or nonliving in 3 out of 4 trials.	
<b>Total points possible</b>		<b>6</b>
<b>Objective: Organisms &amp; environments</b>		<b>(C5.2)</b>
<b>6 points</b>	Identify at least four habitats in 3 out of 4 trials.	
<b>5 points</b>	Identify at least three habitats in 3 out of 4 trials.	
<b>4 points</b>	Identify at least two habitats in 3 out of 4 trials.	
<b>3 points</b>	Identify one habitat in 3 out of 4 trials.	
<b>2 points</b>	Respond when exposed to one habitat in 3 out of 4 trials.	
<b>1 point</b>	React when exposed to one habitat in 3 out of 4 trials.	
<b>Total points possible</b>		<b>6</b>
<b>Total points possible (P5.2, C5.2)</b>		<b>12</b>

Process and content standards should be taught in conjunction with one another. You use the process standards to teach the content. Your evidence for these standards should reflect one activity that incorporates both the content and process standards.

Examples provide a way in which the process and content can be combined. They do not reflect any proficiency level as stated.

**Example: Identify different habitats and identify objects in them as living/nonliving.**

**\*\*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 Science

<b>Standard Measured</b>	<b>Interpret/Communicate, Structure of Earth and Weather</b>	<b>P5.4, C5.3</b>
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<b>Task Specification</b>	The student will describe properties of basic weather.
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**Objective: Interpret/communicate** **(P5.4)**

	<b>6 points</b>	Evaluate weather predictions in 3 out of 4 trials.
	<b>5 points</b>	Make a prediction related to previous weather charts in 3 out of 4 trials.
	<b>4 points</b>	Compare weekly weather chart from last year to this year in 3 out of 4 trials.
	<b>3 points</b>	Observe a weather chart for one week in 3 out of 4 trials.
	<b>2 points</b>	Respond when exposed to a weather chart for one week in 3 out of 4 trials.
	<b>1 point</b>	React when exposed to a weather chart for one week in 3 out of 4 trials.
<b>Total points possible</b>		<b>6</b>

**Objective: Structure of Earth and weather** **(C5.3)**

	<b>6 points</b>	Explain and demonstrate how the sun affects weather on Earth in 3 out of 4 trials.
	<b>5 points</b>	Explain and demonstrate how weather affects Earth in 3 out of 4 trials.
	<b>4 points</b>	Demonstrate how weather affects Earth in 3 out of 4 trials.
	<b>3 points</b>	Identify a change in weather in 3 out of 4 trials.
	<b>2 points</b>	Respond when exposed to a change in weather in 3 out of 4 trials.
	<b>1 point</b>	React when exposed to a change in weather in 3 out of 4 trials.
<b>Total points possible</b>		<b>6</b>

**Total points possible (P5.4, C5.3)** **12**

Process and content standards should be taught in conjunction with one another. You use the process standards to teach the content. Your evidence for these standards should reflect one activity that incorporates both the content and process standards.

Examples provide a way in which the process and content can be combined. They do not reflect any proficiency level as stated.

**Example: Make a prediction of weather based on an existing chart and then explain how different types of weather affect the Earth.**

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**\*\*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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**\*\*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).

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

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

<b>Grade 5 Social Studies</b>		
<b>Standard Measured</b>	<b>Colonial America</b>	<b>5.3</b>
<b>Task Specification</b>	The student will identify key events, individuals, and groups regarding the growth and development of colonial America.	
<b>Objective: Colonial America</b>		<b>(5.3)</b>
<b>6 points</b>	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.	
<b>5 points</b>	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.	
<b>4 points</b>	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.	
<b>3 points</b>	Identify ONE key individual OR group OR event important to the growth and development of colonial America in 3 out of 4 trials.	
<b>2 points</b>	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.	
<b>1 point</b>	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.	
<b>Total points possible</b>	<b>6</b>	

**\*\*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).

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

**\*\*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**                      **Government**    **5.5**

**Task Specification**                      The student will identify services paid by taxes and the functions of the three branches of government.

**Objective: Services paid by taxes**    **(5.5.1)**

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

**Objective: Branches of government**    **(5.5.2)**

<b>6 points</b>	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.
<b>5 points</b>	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.
<b>4 points</b>	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.
<b>3 points</b>	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.
<b>2 points</b>	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.
<b>1 point</b>	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.
<b>Total points possible</b>	<b>6</b>

**Total points possible (5.5.1, 5.5.2)**    **12**

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**\*\*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**

**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)**

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

**Objective: Geographical features** **(5.7.2)**

<b>6 points</b>	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.
<b>5 points</b>	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.
<b>4 points</b>	Describe how ONE type of geographical feature might influence the way people live in at least ONE way in 3 out of 4 trials.
<b>3 points</b>	Identify ONE geographical feature OR give an example of ONE geographical feature in 3 out of 4 trials.
<b>2 points</b>	Respond when exposed to ONE geographical feature OR respond when exposed to an example of ONE geographical feature in 3 out of 4 trials.
<b>1 point</b>	React when exposed to ONE geographical feature OR react when exposed to an example of ONE geographical feature in 3 out of 4 trials.
<b>Total points possible</b>	<b>6</b>

**Total points possible (5.7.1, 5.7.2)** **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).