

**Oklahoma Alternate  
Assessment Program (OAAP)  
Rubrics  
2012–2013**

**Revised August 29, 2012**

Updates to rubrics for Math 4.2 and  
Reading 8.3.2

Beginning in 2011, the OAAP Portfolio test included videos as part of evidence to be collected by teachers. With the multiple purposes SDE planned for the videos, the inclusion of videos signified a major improvement in the assessment. Besides using them as evidence of student performance, SDE also used the videos for monitoring of accommodations, monitoring of teacher training outcomes, and as validity evidence.

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



# Grade 3

**Mathematics**

**Grade 3 Mathematics**

**Standard Measured**                      **Patterns and Algebraic Reasoning**                      **3.1**

**Task Specification**                      The student will describe the classification system used to categorize two groups of items.

**Objective: Classification**                      **(3.1)**

	<b>4 points</b>	Create and extend patterns in 3 out of 4 trials.
	<b>3 points</b>	Describe the classification system used to categorize two groups of items in 3 out of 4 trials.
	<b>2 points</b>	Categorize two groups of items into a classification system in 3 out of 4 trials.
	<b>1 point</b>	Sort objects by number, size, and other properties in 3 out of 4 trials.
	<b>Total points possible</b>	<b>4</b>

**Grade 3 Mathematics**

**Standard Measured**                      **Number Sense and Operation**                      **3.2**

**Task Specification**                      The student will compare and order quantities of objects to 10.

**Objective: Portions**                      **(3.2)**

	<b>4 points</b>	Add and subtract quantities to 10 in 3 out of 4 trials.
	<b>3 points</b>	Compare and order quantities of objects to 10 in 3 out of 4 trials.
	<b>2 points</b>	Indicate the greater of two collections of items in 3 out of 4 trials.
	<b>1 point</b>	Use a number in response to a request for descriptive information in 3 out of 4 trials.
	<b>Total points possible</b>	<b>4</b>

**Grade 3 Mathematics****Standard Measured**      **Geometry**      **3.3****Task Specification**      The student will sort circular items from linear items.**Objective: Shapes**      **(3.3)**

<b>4 points</b>	Identify objects that are circles and objects that are squares in 3 out of 4 trials.
<b>3 points</b>	Sort circular items from linear items in 3 out of 4 trials.
<b>2 points</b>	Identify linear items (e.g., squares, other 4 sided shapes, triangles, cubes, etc.) in 3 out of 4 trials.
<b>1 point</b>	Identify circular items (e.g., circles, spheres, etc.) in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

**Grade 3 Mathematics****Standard Measured**      **Measurement**      **3.4****Task Specification**      The student will indicate the value of coins.**Objective: Coin value**      **(3.4)**

<b>4 points</b>	Solve problems using coins in 3 out of 4 trials.
<b>3 points</b>	Indicate the value of coins in 3 out of 4 trials.
<b>2 points</b>	Name coins (quarter, dime, nickel, penny) in 3 out of 4 trials.
<b>1 point</b>	Sort coins from other similar objects (e.g., counters, etc.) in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>



# Grade 3

**Reading**

## Grade 3 Reading

**Standard Measured**      **Vocabulary**      **3.2**

**Task Specification**      Identify words in a variety of media (newspaper, radio, television, film, Internet, CDs, DVD, mail, magazine, billboards, signs, art, etc.).

**Objective: Vocabulary**      **(3.2)**



**4 points**      Identify the same word in three or more different media in 3 out of 4 trials.

**3 points**      Identify the same word in two different media in 3 out of 4 trials.

**2 points**      Match two words to corresponding pictures or objects in 3 out of 4 trials.

**1 point**      Match a word to an object in 3 out of 4 trials.

**Total points possible**      **4**

**Grade 3 Reading**

**Standard Measured**                      **Comprehension/Critical Literacy**                      **3.4**

**Task Specification**                      The student will identify the main plot event(s) and character(s) from a text.

**Objective: Plot events** **(3.4.1)**

 <b>4 points</b>	Answer a question about a main plot event and answer a question about a minor plot event/detail in a story in 3 out of 4 trials.
	<b>3 points</b> Answer a question about a main plot event in a story in 3 out of 4 trials.
	<b>2 points</b> Identify the main plot event in a story in 3 out of 4 trials.
	<b>1 point</b> Identify any plot event from a story in 3 out of 4 trials.
	<b>Total points possible</b> <span style="float: right;"><b>4</b></span>

**Objective: Character** **(3.4.2)**

 <b>4 points</b>	Distinguish between and answer questions about major and minor characters in 3 out of 4 trials.
	<b>3 points</b> Identify most important and less important characters in 3 out of 4 trials.
	<b>2 points</b> Identify one important character in 3 out of 4 trials.
	<b>1 point</b> Identify any character in 3 out of 4 trials.
	<b>Total points possible</b> <span style="float: right;"><b>4</b></span>

**Total points possible (3.4.1, 3.4.2)** **8**

### Grade 3 Reading

<b>Standard Measured</b>	<b>Literature</b>	<b>3.5</b>
<b>Task Specification</b>	Identify the author’s message in various genres.	

**Objective: Genres** **(3.5)**

	<b>4 points</b>	Compare the author’s message in two genres in 3 out of 4 trials.
	<b>3 points</b>	Identify the author’s message in two genres in 3 out of 4 trials.
	<b>2 points</b>	Identify the author’s message in one genre in 3 out of 4 trials.
	<b>1 point</b>	Identify the author in readings from two genres in 3 out of 4 trials.
	<b>Total points possible</b>	<b>4</b>

**Example for score point 4**—Compare the author's message between a poem and a non-fiction story.

**Example for score point 3**—Identify the author's message in a poem and a biography.

**Example for score point 2**—Identify the author's message in an autobiography.

**Example for score point 1**—Identify the author from a poem and a fictional story book.

### Grade 3 Reading

<b>Standard Measured</b>	<b>Research and Information</b>	<b>3.6</b>
<b>Task Specification</b>	Use the cover, pictures, and key words of the text to find information.	

**Objective: Find information** **(3.6)**

<b>4 points</b>	Use the cover, pictures, and key words of the text to summarize information in text or media presentation in 3 out of 4 trials.
<b>3 points</b>	Use the cover, pictures, and key words of the text to find information in 3 out of 4 trials.
<b>2 points</b>	Use the cover, pictures, and key words of non-fiction text to find specific information in 3 out of 4 trials.
<b>1 point</b>	Identify target information in the cover and in the pictures of a non-fiction book in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

# Grade 4

## **Mathematics**

**Grade 4 Math**

**Standard Measured**      **Algebraic Reasoning**      **4.1**

**Task Specification**      The student will identify a rule for and extend a visual pattern.

**Objective: Patterns**      **(4.1)**



<b>4 points</b>	Create a pattern by applying a given rule in 3 out of 4 trials.
<b>3 points</b>	Identify a rule for and extend a pattern in 3 out of 4 trials.
<b>2 points</b>	Duplicate a pattern in 3 out of 4 trials.
<b>1 point</b>	Identify a pattern in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

**Grade 4 Math****Standard Measured**      **Number Sense and Operation**      **4.2****Task Specification**      The student will add quantities with a sum less than or equal to 20 and subtract quantities with a minuend less than or equal to 20.**Objective: Addition**      **(4.2.1)**

 Video Required	<b>4 points</b>	Add quantities with a sum less than or equal to 50 without regrouping in 3 out of 4 trials.
	<b>3 points</b>	Add quantities with a sum less than or equal to 20 in 3 out of 4 trials.
	<b>2 points</b>	Add quantities with a sum less than or equal to 10 in 3 out of 4 trials.
	<b>1 point</b>	Identify the symbol for addition in 3 out of 4 trials.
	<b>Total points possible</b>	<b>4</b>

**Objective: Subtraction**      **(4.2.2)**

 Video Required	<b>4 points</b>	Subtract quantities using a minuend less than or equal to 50 without regrouping in 3 out of 4 trials.
	<b>3 points</b>	Subtract quantities using a minuend less than or equal to 20 in 3 out of 4 trials.
	<b>2 points</b>	Subtract quantities using a minuend less than or equal to 10 in 3 out of 4 trials.
	<b>1 point</b>	Identify the symbol for subtraction in 3 out of 4 trials.
	<b>Total points possible</b>	<b>4</b>

**Total points possible (4.2.1, 4.2.2)****8**

**Grade 4 Math****Standard Measured**      **Geometry**      **4.3****Task Specification**      The student will identify differences between circles, squares, and triangles.**Objective: Differentiating between shapes**      **(4.3)**

<b>4 points</b>	Compare differences between circles, squares, and triangles in 3 out of 4 trials.
<b>3 points</b>	Identify differences between circles, squares, and triangles in 3 out of 4 trials.
<b>2 points</b>	Identify circles and squares in 3 out of 4 trials.
<b>1 point</b>	Name circles and squares in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

**Grade 4 Math****Standard Measured**      **Measurement**      **4.4****Task Specification**      The student will indicate length of objects using nonstandard measurement.**Objective: Length and weight**      **(4.4)**

<b>4 points</b>	Indicate the appropriate instruments to measure length and weight in 3 out of 4 trials.
<b>3 points</b>	The student will indicate length of objects using nonstandard measurement in 3 out of 4 trials.
<b>2 points</b>	Identify units of measurement for length in 3 out of 4 trials.
<b>1 point</b>	Name instruments used for measuring length in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>



# Grade 4

**Reading**

**Grade 4 Reading**

**Standard Measured**                      **Vocabulary**    **4.1**

**Task Specification**                      Define common affixes.

**Objective: Affixes**    **(4.1)**



<b>4 points</b>	Use common affixes in context in 3 out of 4 trials.
<b>3 points</b>	Define common affixes in context in 3 out of 4 trials.
<b>2 points</b>	Recognize common affixes in context in 3 out of 4 trials.
<b>1 point</b>	Identify objects that correspond to common affixes in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

## Grade 4 Reading

**Standard Measured**                      **Comprehension/Critical Literacy**                      **4.3**

**Task Specification**                      Preview text or media and make predictions about characters and main plot events.

**Objective: Make predictions about characters**                      **(4.3.1)**

	<b>4 points</b>	Preview text or media and make predictions about two characters and then identify the best explanation or support for the predictions in 3 out of 4 trials.
	<b>3 points</b>	Preview text or media and make predictions about one character and then identify the best explanation or support for the predictions in 3 out of 4 trials.
	<b>2 points</b>	Preview text or media and make predictions about two characters in 3 out of 4 trials.
	<b>1 point</b>	Preview text or media and make a prediction about one character in 3 out of 4 trials.
	<b>Total points possible</b>	<b>4</b>

**Objective: Make predictions about plot events**                      **(4.3.2)**

	<b>4 points</b>	Preview text or media and make predictions about two events that will happen in the story and then identify the best explanation or support for the predictions in 3 out of 4 trials.
	<b>3 points</b>	Preview text or media and make predictions about one event that will happen in the story and then identify the best explanation or support for the predictions in 3 out of 4 trials.
	<b>2 points</b>	Preview text or media and make predictions about two events that will happen in 3 out of 4 trials.
	<b>1 point</b>	Preview text or media and make a prediction about one event in 3 out of 4 trials.
	<b>Total points possible</b>	<b>4</b>

**Total points possible (4.3.1, 4.3.2)**                      **8**

**Grade 4 Reading****Standard Measured**      **Literature**      **4.4****Task Specification**      Identify at least two literary elements (setting/character/plot) from two genres.**Objective: Story elements**      **(4.4)**

<b>4 points</b>	Compare at least two literary elements (setting/character/plot) from two genres in 3 out of 4 trials.
<b>3 points</b>	Identify two literary elements in two genres in 3 out of 4 trials.
<b>2 points</b>	Identify two literary elements in one genre in 3 out of 4 trials.
<b>1 point</b>	Identify setting in a reading of a selected genre in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

**Grade 4 Reading****Standard Measured**      **Research and Information**      **4.5****Task Specification**      Locate three resources on a topic (e.g., pictures from the Internet and from books, magazines, and newspapers).**Objective: Locating resources**      **(4.5)**

<b>4 points</b>	Demonstrate how to gather information from three resources about a selected topic of interest in 3 out of 4 trials.
<b>3 points</b>	Compare three resources for locating information about a selected topic of interest in 3 out of 4 trials.
<b>2 points</b>	Identify two sources of information about a selected topic of interest in 3 out of 4 trials.
<b>1 point</b>	Identify one source of information about a selected topic of interest in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

# Grade 5

## **Mathematics**



**Grade 5 Math****Standard Measured**      **Geometry**      **5.3****Task Specification**      The student will compare differences between circles, squares, and triangles.**Objective: Identifying shapes**      **(5.3)**

<b>4 points</b>	Identify congruent and similar squares, circles, and triangles in 3 out of 4 trials.
<b>3 points</b>	Compare differences between circles, squares, and triangles in 3 out of 4 trials.
<b>2 points</b>	Name the shapes of objects in the classroom (e.g., circles, squares, triangles) in 3 out of 4 trials.
<b>1 point</b>	Identify circles, squares, and triangles in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

**Grade 5 Math****Standard Measured**      **Measurement**      **5.4****Task Specification**      The student will identify the appropriate coins and bills to make a purchase.**Objective: Monetary value**      **(5.4)**

<b>4 points</b>	Organize coins and paper money from greatest to least value or vice versa in 3 out of 4 trials.
<b>3 points</b>	Identify the appropriate coins and money needed to make a purchase in 3 out of 4 trials.
<b>2 points</b>	Identify the value of coins and paper money in 3 out of 4 trials.
<b>1 point</b>	Recognize coins in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>



# Grade 5

**Reading**

## Grade 5 Reading

<b>Standard Measured</b>	<b>Vocabulary</b>	<b>5.1</b>
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<b>Task Specification</b>	Identify and compare similes.
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**Objective: Similes** **(5.1)**

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

**Example for score point 4**—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>
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<b>Task Specification</b>	Revise predictions after reading, hearing, or viewing text or media.
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**Objective: Revise predictions** **(5.3)**

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

### Grade 5 Reading

<b>Standard Measured</b>	<b>Literature</b>	<b>5.4</b>
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<b>Task Specification</b>	Identify whether a text or movie is factual or fictional.
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**Objective: Fact/fiction** **(5.4)**

	<b>4 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>3 points</b>	Identify whether a text or movie is factual or fiction in 3 out of 4 trials.	
	<b>2 points</b>	Identify four words that describe fact or fiction in 3 out of 4 trials.	
	<b>1 point</b>	Identify a natural object when compared to a similar artificial object in 3 out of 4 trials.	
	<b>Total points possible</b>		<b>4</b>

**Example for score point 4**—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?

### Grade 5 Reading

<b>Standard Measured</b>	<b>Research and Information</b>	<b>5.5</b>
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<b>Task Specification</b>	Identify reasonable sources of information for answering a question.
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**Objective: Identify sources of information** **(5.5)**

	<b>4 points</b>	Evaluate three sources of information to answer a question in 3 out of 4 trials.	
	<b>3 points</b>	Compare two sources of information to answer a question in 3 out of 4 trials.	
	<b>2 points</b>	Identify two sources of information answer a question in 3 out of 4 trials.	
	<b>1 point</b>	Identify one physical source of information about a favorite topic in 3 out of 4 trials.	
<b>Total points possible</b>			<b>4</b>

# Grade 5

**Writing**

**Grade 5 Writing**

<b>Standard Measured</b>	<b>Writing Process</b>	<b>5.1</b>
<b>Task Specification</b>	Edit and publish writings, drawings, or media to communicate complete ideas or sentences.	
<b>Objective: Edit</b>		<b>(5.1)</b>
<b>4 points</b>	Edit and publish writings, drawings, or media presentations in 3 out of 4 trials.	
<b>3 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>2 points</b>	Organize selected topics and subtopics, and sequence related pictures and objects in 3 out of 4 trials.	
<b>1 point</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>Total points possible</b>		<b>4</b>

**Grade 5 Writing**

<b>Standard Measured</b>	<b>Modes and Forms of Writing</b>	<b>5.2</b>
<b>Task Specification</b>	Write or express a simple idea in a narrative, descriptive, or persuasive piece.	
<b>Objective: Express ideas</b>		<b>(5.2)</b>
<b>4 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>3 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>2 points</b>	Write or dictate a one-sentence note for a friend in class in 3 out of 4 trials.	
<b>1 point</b>	Identify a message and/or picture that represents a given emotion or sentiment in 3 out of 4 trials.	
<b>Total points possible</b>		<b>4</b>

**Grade 5 Writing****Standard Measured**      **Grammar, Usage, and Mechanics**      **5.3****Task Specification**      Use nouns and verbs in the writing process. Use mechanics of written language in the areas of capitalization and punctuation.**Objective: Grammar**      **(5.3.1)**

<b>4 points</b>	Use nouns and verbs in a paragraph in 3 out of 4 trials.
<b>3 points</b>	Use nouns and verbs in a simple sentence in 3 out of 4 trials.
<b>2 points</b>	Identify nouns and verbs in a simple sentence in 3 out of 4 trials.
<b>1 point</b>	Identify a simple sentence in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

**Objective: Capitalization**      **(5.3.2)**

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

**Objective: Punctuation**      **(5.3.3)**

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

**Total points possible (5.3.1, 5.3.2, 5.3.3)****12**

# 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

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

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

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

<b>4 points</b>	Measure the physical property of temperature in at least four objects in 3 out of 4 trials.
<b>3 points</b>	Measure the physical property of temperature in three objects in 3 out of 4 trials.
<b>2 points</b>	Measure the physical property of temperature in two objects in 3 out of 4 trials.
<b>1 point</b>	Measure the physical property of temperature in one object in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

**Total points possible (P5.1, 5.1)** **8**

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.**

**Grade 5 Science**

**Standard Measured**

**Conduct a Scientific Evaluation**

**P5.3**

**Task Specification**

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.

**Objective: Conduct a scientific investigation**

**(P5.3)**

<b>4 points</b>	Conduct a scientific investigation in 3 out of 4 trials.
<b>3 points</b>	Identify three parts of a scientific investigation in 3 out of 4 trials.
<b>2 points</b>	Identify the materials needed for a scientific investigation in 3 out of 4 trials.
<b>1 point</b>	Observe a scientific investigation in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

**Grade 5 Science**

**Standard Measured**                      **Classify, Organisms and Environment**                      **P5.2, C5.2**

**Task Specification**                      The student will identify living and nonliving things in their environment that affect their survival (e.g., food, shelter, physical characteristics).

**Objective: Classify** **(P5. 2)**

<b>4 points</b>	Classify at least eight objects as living or nonliving in 3 out of 4 trials.
<b>3 points</b>	Classify at least six objects as living or nonliving in 3 out of 4 trials.
<b>2 points</b>	Classify at least five objects as living or nonliving in 3 out of 4 trials.
<b>1 point</b>	Classify four or less objects as living or nonliving in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

**Objective: Organisms & environments** **(C5.2)**

<b>4 points</b>	Identify at least four habitats in 3 out of 4 trials.
<b>3 points</b>	Identify at least three habitats in 3 out of 4 trials.
<b>2 points</b>	Identify at least two habitats in 3 out of 4 trials.
<b>1 point</b>	Identify one habitat in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

**Total points possible (P5.2, C5.2)** **8**

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.**

**Grade 5 Science**

**Standard Measured**                      **Interpret/Communicate, Structure of Earth and Weather**                      **P5.4, C5.3**

**Task Specification**                      The student will describe properties of basic weather.

**Objective: Interpret/communicate** **(P5.4)**

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

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

 <p>Video Required</p>	<b>4 points</b>	Explain and demonstrate how the sun affects weather on earth in 3 out of 4 trials.
	<b>3 points</b>	Explain and demonstrate how weather affects earth in 3 out of 4 trials.
	<b>2 points</b>	Demonstrate how weather affects earth in 3 out of 4 trials.
	<b>1 point</b>	Identify a change in weather in 3 out of 4 trials.
	<b>Total points possible</b>	<b>4</b>

**Total points possible (P5.4, C5.3)** **8**

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.**

# Grade 5

**Social Studies**

**Grade 5 Social Studies**

<b>Standard Measured</b>	<b>Early Exploration of America</b>	<b>5.2</b>
<b>Task Specification</b>	Identify benefits and negative impacts of explorations for both Native Americans and Europeans.	

**Objective: Early explorations (5.2)**

<b>4 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>3 points</b>	Identify ONE benefit AND ONE negative impact of exploration for BOTH Europeans AND Native Americans in 3 out of 4 trials.
<b>2 points</b>	Identify ONE benefit OR ONE negative impact of exploration for Native Americans OR Europeans in 3 out of 4 trials.
<b>1 point</b>	Identify ONE difference between Native Americans and Europeans in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

**Grade 5 Social Studies**

<b>Standard Measured</b>	<b>Colonial America</b>	<b>5.3</b>
<b>Task Specification</b>	Identify key events, individuals, and groups regarding the growth and development of colonial America.	

**Objective: Colonial America (5.3)**

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

**Grade 5 Social Studies**

**Standard Measured**                      **American Revolution**                      **5.4**

**Task Specification**                      Identify cause and effect of conflicts and key individuals involved in the American Revolution.

**Objective: Key conflicts**                      **(5.4.1)**

<b>4 points</b>	Identify ONE cause AND ONE effect of TWO key conflicts of the American Revolution in 3 out of 4 trials.
<b>3 points</b>	Identify ONE cause AND ONE effect of ONE key conflict of the American Revolution in 3 out of 4 trials.
<b>2 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>1 point</b>	Recognize ONE key event of the American Revolution in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

**Objective: Key individuals**                      **(5.4.2)**

<b>4 points</b>	Recognize THREE or more key individuals AND identify their roles in the American Revolution in 3 out of 4 trials.
<b>3 points</b>	Recognize TWO key individuals AND identify their roles in the American Revolution in 3 out of 4 trials.
<b>2 points</b>	Recognize ONE key individual AND identify his or her role in the American Revolution in 3 out of 4 trials.
<b>1 point</b>	Recognize ONE key individual involved in the American Revolution in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

**Total points possible (5.4.1, 5.4.2)**                      **8**





# Grade 6

**Mathematics**

**Grade 6 Math****Standard Measured Algebraic Reasoning 6.1****Task Specification** The student will identify the solution to a simple one variable equation.**Objective: Algebraic equations (6.1)**

	<b>4 points</b>	Solve a simple one variable equation in 3 out of 4 trials.
	<b>3 points</b>	Identify the solution to a simple one variable equation in 3 out of 4 trials.
	<b>2 points</b>	Evaluate simple expressions (e.g., What is the value of $2 + x$ when $x=1$ ?) in 3 out of 4 trials.
	<b>1 point</b>	Identify and extend simple algebraic patterns in 3 out of 4 trials.
	<b>Total points possible</b>	<b>4</b>

**Grade 6 Math****Standard Measured Number Sense and Operation 6.2****Task Specification** The student will order fractions one-half, one-third, and one-fourth.**Objective: Fractions (6.2)**

	<b>4 points</b>	Combine equivalent common unit fractions to equal one whole in 3 out of 4 trials.
	<b>3 points</b>	Order fractions one-half, one-third, and one-fourth in 3 out of 4 trials.
	<b>2 points</b>	Model fractions one-half, one-third, and one-fourth in 3 out of 4 trials.
	<b>1 point</b>	Identify fractions one-half, one-third, and one-fourth in 3 out of 4 trials.
	<b>Total points possible</b>	<b>4</b>

**Grade 6 Math****Standard Measured****Geometry****6.3****Task Specification**

The student will identify congruent and similar squares, circles, and triangles.

**Objective: Congruent shapes****(6.3.1)**

 Video Required	<b>4 points</b>	Identify corresponding sides of congruent triangles in 3 out of 4 trials.
	<b>3 points</b>	Identify congruent squares, circles, and triangles in 3 out of 4 trials.
	<b>2 points</b>	Identify congruent circles in 3 out of 4 trials.
	<b>1 point</b>	Identify squares, circles, and triangles in 3 out of 4 trials.
	<b>Total points possible</b>	<b>4</b>

**Objective: Similar shapes****(6.3.2)**

 Video Required	<b>4 points</b>	Identify corresponding sides of similar triangles in 3 out of 4 trials.
	<b>3 points</b>	Identify similar squares, circles, and triangles in 3 out of 4 trials.
	<b>2 points</b>	Identify similar circles and squares in 3 out of 4 trials.
	<b>1 point</b>	Identify squares, circles, and triangles in 3 out of 4 trials.
	<b>Total points possible</b>	<b>4</b>

**Total points possible (6.3.1, 6.3.2)****8**



# Grade 6

**Reading**

### Grade 6 Reading

<b>Standard Measured</b>	<b>Vocabulary</b>	<b>6.1</b>
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<b>Task Specification</b>	Identify words with the same origins/roots.
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**Objective: Word origins (6.1)**

 Video Required	<b>4 points</b>	Categorize six words by their origins/roots in 3 out of 4 trials.	
	<b>3 points</b>	Match two pairs of words with the same origins/roots in 3 out of 4 trials.	
	<b>2 points</b>	Match two words with the same origins/roots in 3 out of 4 trials.	
	<b>1 point</b>	Identify a word with a specified root in 3 out of 4 trials.	
	<b>Total points possible</b>		<b>4</b>

### Grade 6 Reading

<b>Standard Measured</b>	<b>6.3 Comprehension/Critical Literacy</b>
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<b>Task Specification</b>	Make predictions prior to reading, hearing, or viewing text or media and then confirm predictions about characters and main ideas.
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**Objective: Make predictions (6.3)**

 Video Required	<b>4 points</b>	Confirm two predictions as being correct or incorrect, and provide supporting context after reading, hearing, or viewing text or media in 3 out of 4 trials.	
	<b>3 points</b>	Make two predictions prior to reading, hearing, or viewing text or media and then confirm predictions about characters and main ideas of text or media in 3 out of 4 trials.	
	<b>2 points</b>	Predict a main idea (or plot event) and then revise that prediction after reading, hearing, or viewing text or media in 3 out of 4 trials.	
	<b>1 point</b>	Preview text or media and make a prediction about the main character in 3 out of 4 trials.	
	<b>Total points possible</b>		<b>4</b>

**Grade 6 Reading****Standard Measured**      **Literature**      **6.4****Task Specification**      Identify the author's purpose.**Objective: Author's purpose**      **(6.4)**

<b>4 points</b>	Describe the authors' purposes in two different texts in 3 out of 4 trials.
<b>3 points</b>	Identify the author's purpose in 3 out of 4 trials.
<b>2 points</b>	Identify answer to two very simple questions about the author's purpose in 3 out of 4 trials.
<b>1 point</b>	Identify correct answer to a very simple question about author's purpose in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

**Grade 6 Reading****Standard Measured**      **Research and Information**      **6.5****Task Specification**      Use maps, charts, illustrations, and the Internet to access information.**Objective: Accessing information**      **(6.5)**

<b>4 points</b>	Analyze maps, charts, and illustrations to access information for a specific topic in 3 out of 4 trials.
<b>3 points</b>	Locate and use charts to access information in 3 out of 4 trials.
<b>2 points</b>	Identify illustrations to access information in 3 out of 4 trials.
<b>1 point</b>	Identify a map, a chart, and an illustration in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

# Grade 7

**Mathematics**

**Grade 7 Math****Standard Measured**      **Algebraic Reasoning**      **7.1****Task Specification**      The student will model one-step linear equations.**Objective: Commutative property**      **(7.1)**

	<b>4 points</b>	Find solutions to a simple linear equation in 3 out of 4 trials.
	<b>3 points</b>	Model one-step linear equations in 3 out of 4 trials.
	<b>2 points</b>	Identify examples of the commutative property in 3 out of 4 trials.
	<b>1 point</b>	Identify that an equation is two sets of equal things in 3 out of 4 trials.
	<b>Total points possible</b>	<b>4</b>

**Grade 7 Math****Standard Measured**      **Number Sense and Operation**      **7.2****Task Specification**      The student will add and subtract single digit positive and negative integers using a number line.**Objective: Positive and negative integers**      **(7.2)**

	<b>4 points</b>	Solve simple word problems using positive and negative integers in real world settings in 3 out of 4 trials.
	<b>3 points</b>	Add and subtract single digit positive and negative integers using a number line in 3 out of 4 trials.
	<b>2 points</b>	Describe positive and negative integers in real world settings in 3 out of 4 trials.
	<b>1 point</b>	Identify positive and negative integers in 3 out of 4 trials.
	<b>Total points possible</b>	<b>4</b>



**Grade 7 Math****Standard Measured**      **Data Analysis**      **7.5****Task Specification**      The student will determine the probability of an event.**Objective: Probability**      **(7.5)**

<b>4 points</b>	Explain how to determine the probability of an event in 3 out of 4 trials.
<b>3 points</b>	Determine the probability of an event in 3 out of 4 trials.
<b>2 points</b>	Identify all possible outcomes of an event in 3 out of 4 trials.
<b>1 point</b>	Identify one possible outcome of an event in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

# Grade 7

**Reading**



**Grade 7 Reading****Standard Measured**      **Comprehension/Critical Literacy**      **7.3****Task Specification**      Describe characteristics of the main characters, ideas, and events.**Objective: Characters**      **(7.3.1)**

	<b>4 points</b>	Describe how the characteristics of the main characters were used to revise predictions in 3 out of 4 trials.
	<b>3 points</b>	Compare characteristics of two main characters in 3 out of 4 trials.
	<b>2 points</b>	Identify characteristics of the main characters in 3 out of 4 trials.
	<b>1 point</b>	Identify the main characters in 3 out of 4 trials.
	<b>Total points possible</b>	<b>4</b>

**Objective: Author's message**      **(7.3.2)**

	<b>4 points</b>	Describe how an author's message can be used to revise predictions in 3 out of 4 trials.
	<b>3 points</b>	Compare two authors' messages in 3 out of 4 trials.
	<b>2 points</b>	Describe the author's message in a text in 3 out of 4 trials.
	<b>1 point</b>	Identify a message of the author in 3 out of 4 trials.
	<b>Total points possible</b>	<b>4</b>

**Objective: Events**      **(7.3.3)**

	<b>4 points</b>	Describe how the characteristics of the main events were used to review predictions in 3 out of 4 trials.
	<b>3 points</b>	Compare characteristics of the main events in 3 out of 4 trials.
	<b>2 points</b>	Identify characteristics of the main events in 3 out of 4 trials.
	<b>1 point</b>	Identify an important main event in 3 out of 4 trials.
	<b>Total points possible</b>	<b>4</b>

**Total points possible (7.3.1, 7.3.2, 7.3.3)****12**

**Grade 7 Reading****Standard Measured**      **Literature**      **7.4****Task Specification**      Explain the different characteristics of literary genres.**Objective: Genres**      **(7.4)**

	<b>4 points</b>	Identify the literary genre of a text in 3 out of 4 trials.
	<b>3 points</b>	Match three samples to the right category of literary genre in 3 out of 4 trials.
	<b>2 points</b>	Identify a novel in 3 out of 4 trials.
	<b>1 point</b>	Identify a poem in 3 out of 4 trials.
	<b>Total points possible</b>	<b>4</b>

**Grade 7 Reading****Standard Measured**      **Research and Information**      **7.5****Task Specification**      Use maps, charts, and illustrations to access information.**Objective: Access information**      **(7.5)**

<b>4 points</b>	Organize information in text or media presentation, and document at least two reasonable sources of information for answering a question in 3 out of 4 trials.
<b>3 points</b>	Locate and use a map, a chart, and an illustration that contains useful information about a selected topic in 3 out of 4 trials.
<b>2 points</b>	Identify at least two valuable sources of information about a selected topic in 3 out of 4 trials.
<b>1 point</b>	Identify a map, a chart, and an illustration in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

# Grade 7

## **Geography**



**Grade 7 Geography**

**Standard Measured**                      **Interactions of Physical Systems**                      **7.3**

**Task Specification**                      Describe the impact of natural disasters on humans.

**Objective: Natural disasters**                      **(7.3)**

<b>4 points</b>	Describe AT LEAST TWO kinds of natural disasters AND describe AT LEAST TWO impacts on humans of those SAME kinds of natural disasters in 3 out of 4 trials.
<b>3 points</b>	Describe ONE kind of natural disasters AND describe AT LEAST ONE impact on humans of those SAME kinds of natural disasters in 3 out of 4 trials.
<b>2 points</b>	Identify ONE kind of natural disaster AND Identify ONE impact on humans of that same OR another kind of natural disaster in 3 out of 4 trials.
<b>1 point</b>	Identify ONE kind of natural disaster OR Identify one impact on humans of a natural disaster in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

**Grade 7 Geography**

**Standard Measured**                      **Human Systems**                      **7.4**

**Task Specification**                      Compare and contrast common characteristics of two world cultures (e.g., language, food, and money systems).

**Objective: World cultures**                      **(7.4)**

<b>4 points</b>	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.
<b>3 points</b>	Compare ONE culture trait AND contrast ONE culture trait of any TWO world cultures in 3 out of 4 trials.
<b>2 points</b>	Compare ONE or more culture traits of any TWO countries or world cultures in 3 out of 4 trials.
<b>1 point</b>	Identify ONE or more culture traits of ONE country or world culture in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>



# Grade 8

**Mathematics**

**Grade 8 Math****Standard Measured**      **Algebraic Reasoning**      **8.1****Task Specification**      The student will find solutions to a simple linear equation.**Objective: Linear equations**      **(8.1)**

	<b>4 points</b>	Graph a simple linear equation in 3 out of 4 trials.	
	<b>3 points</b>	Find solutions to a simple linear equation in 3 out of 4 trials.	
	<b>2 points</b>	Given a value for $x$ and $y$ , verify whether those values are a solution to a simple linear equation in 3 out of 4 trials.	
	<b>1 point</b>	Identify that an equation is two sets of equal things in 3 out of 4 trials.	
	<b>Total points possible</b>		<b>4</b>

**Grade 8 Math****Standard Measured**      **Number Sense and Operation**      **8.2****Task Specification**      The student will solve a simple word problem.**Objective: Word problems**      **(8.2)**

	<b>4 points</b>	Solve a multi-step word problem in 3 out of 4 trials.	
	<b>3 points</b>	Solve a one-step word problem in 3 out of 4 trials.	
	<b>2 points</b>	Use estimation to select an answer to a real world problem involving whole numbers up to 50 in 3 out of 4 trials.	
	<b>1 point</b>	Round a number to the nearest 5, 10, and 100 in 3 out of 4 trials.	
	<b>Total points possible</b>		<b>4</b>

**Grade 8 Math****Standard Measured**      **Geometry**      **8.3****Task Specification**      The student will classify shapes and solid figures.**Objective: Geometric shapes**      **(8.3)**

<b>4 points</b>	Identify differences between shapes and solid figures in 3 out of 4 trials.
<b>3 points</b>	Classify shapes and solid figures in 3 out of 4 trials.
<b>2 points</b>	Identify differences between circles, squares, triangles, and rectangles in 3 out of 4 trials.
<b>1 point</b>	Identify circles, squares, triangles, and rectangles in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

**Grade 8 Math****Standard Measured**      **Measurement Dimension: Volume**      **8.4****Task Specification**      The student will estimate volume.**Objective: Volume**      **(8.4)**

<b>4 points</b>	Calculate volume in 3 out of 4 trials.
<b>3 points</b>	Estimate volume in 3 out of 4 trials.
<b>2 points</b>	Understand volume permanence in 3 out of 4 trials.
<b>1 point</b>	Identify appropriate tools for measuring volume in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>



# Grade 8

**Reading**

## Grade 8 Reading

Standard Measured

Vocabulary

8.1

Task Specification

Use a variety of new terms and word constructions to demonstrate vocabulary and identify influence of word origin.

Objective: Identify vocabulary

(8.1)



<b>4 points</b>	Identify the definitions of four words that illustrate abstract ideas in 3 out of 4 trials.
<b>3 points</b>	Identify the definitions of three words that illustrate abstract ideas in 3 out of 4 trials.
<b>2 points</b>	Identify the definitions of two words that illustrate abstract ideas in 3 out of 4 trials.
<b>1 point</b>	Identify four words that describe everyday objects and school activities in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

## Grade 8 Reading

**Standard Measured**                      **Comprehension/Critical Literacy**                      **8.3**

**Task Specification**                      Answer basic comprehension questions about a text.

### Objective: Characters (8.3.1)

	<b>4 points</b>	Identify and answer questions about 2 major and 2 minor characters in 3 out of 4 trials.
	<b>3 points</b>	Identify and answer questions about 2 major characters and 1 minor character in 3 out of 4 trials.
	<b>2 points</b>	Answer questions about a major and a minor character in 3 out of 4 trials.
	<b>1 point</b>	Identify a major character and answer a question about him/her in 3 out of 4 trials.
	<b>Total points possible</b>	<b>4</b>

### Objective: Plot events (8.3.2)

	<b>4 points</b>	Summarize at least 3 main events of a narrative in 3 out of 4 trials.
	<b>3 points</b>	Summarize at least 2 main events of a narrative in 3 out of 4 trials.
	<b>2 points</b>	Place 3 given plot events in the order they happened in 3 out of 4 trials.
	<b>1 point</b>	Identify a single plot event in 3 out of 4 trials.
	<b>Total points possible</b>	<b>4</b>

### Objective: Author's message (8.3.3)

	<b>4 points</b>	Explain a message that the author conveys in the passage in 3 out of 4 trials.
	<b>3 points</b>	Given choices, select two important messages of the passage in 3 out of 4 trials.
	<b>2 points</b>	Given choices, select one important message of the passage in 3 out of 4 trials.
	<b>1 point</b>	Identify one message that relates to the passage in 3 out of 4 trials.
	<b>Total points possible</b>	<b>4</b>

**Total points possible (8.3.1, 8.3.2, 8.3.3)**

**12**

### Grade 8 Reading

<b>Standard Measured</b>	<b>Literature</b>	<b>8.4</b>
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<b>Task Specification</b>	The student will identify similarities and differences between story elements (characters, plot, mood, and setting) in two or more texts.
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**Objective: Compare story elements from two or more texts (8.4)**

	<b>4 points</b>	Identify two similarities and two differences between story elements in two texts in 3 out of 4 trials.	
	<b>3 points</b>	Identify one similarity and one difference between story elements in two texts in 3 out of 4 trials.	
	<b>2 points</b>	Identify two similar story elements in two texts in 3 out of 4 trials.	
	<b>1 point</b>	Identify one story element that is similar in two texts in 3 out of 4 trials.	
	<b>Total points possible</b>		<b>4</b>

### Grade 8 Reading

<b>Standard Measured</b>	<b>Research and Information</b>	<b>8.5</b>
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<b>Task Specification</b>	Find information related to a personal interest identifying at least two sources of information.
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**Objective: Research (8.5)**

	<b>4 points</b>	Participate in a short interview to gain information and locate a variety of resources on a topic of personal interest in 3 out of 4 trials.	
	<b>3 points</b>	Locate two sources of information about a topic of personal interest in 3 out of 4 trials.	
	<b>2 points</b>	Locate one source of information about a topic of personal interest in 3 out of 4 trials.	
	<b>1 point</b>	Use the cover, the illustrations, and key words from the text to help identify a source of information in 3 out of 4 trials.	
<b>Total points possible</b>			<b>4</b>

# Grade 8

**Writing**

**Grade 8 Writing****Standard Measured**      **Writing Process**      **8.1****Task Specification**      Construct compound and exclamatory sentences.**Objective: Exclamatory sentences**      **(8.1.1)**

<b>4 points</b>	Identify the correct definition of an exclamatory sentence and construct one in 3 out of 4 trials.
<b>3 points</b>	Construct two exclamatory sentences in 3 out of 4 trials.
<b>2 points</b>	Identify an exclamatory sentence in 3 out of 4 trials.
<b>1 point</b>	Identify a question in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

**Objective: Compound sentences**      **(8.1.2)**

<b>4 points</b>	Construct two compound sentences in 3 out of 4 trials.
<b>3 points</b>	Construct a compound sentence in 3 out of 4 trials.
<b>2 points</b>	Identify a compound sentence in 3 out of 4 trials.
<b>1 point</b>	Identify sentences in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

**Total points possible (8.1.1, 8.1.2)**      **8**

**Grade 8 Writing**

<b>Standard Measured</b>	<b>Modes and Forms of Writing</b>	<b>8.2</b>
<b>Task Specification</b>	Write a biographical or autobiographical story.	

**Objective: Written communication (8.2)**

<b>4 points</b>	Write a short biography and autobiography in 3 out of 4 trials.
<b>3 points</b>	Write a short biography or autobiography in 3 out of 4 trials.
<b>2 points</b>	Outline a biography or autobiography in 3 out of 4 trials.
<b>1 point</b>	Identify differences between a biography and autobiography in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

**Grade 8 Writing**

<b>Standard Measured</b>	<b>Grammar, Usage, and Mechanics</b>	<b>8.3</b>
<b>Task Specification</b>	Demonstrate correct use of Standard English in speaking and writing using nouns, pronouns, subjects, and verbs.	

**Objective: Grammar (8.3)**

<b>4 points</b>	Identify errors in four sentences focusing on nouns, pronouns, subjects, and verbs in 3 out of 4 trials. (One sentence for each type of error.)
<b>3 points</b>	Identify errors in three sentences in 3 out of 4 trials.
<b>2 points</b>	Create a question in 3 out of 4 trials.
<b>1 point</b>	Create a simple sentence using beginning capitalization and ending punctuation in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

# Grade 8

## **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 8 Science**

**Standard Measured**                      **Diversity and Adaptation of Organisms**                      **C8.3**

**Task Specification**                      The student will identify internal and external structures of organisms by likenesses and differences.

**Objective: Diversity and adaptation of organisms**                      **C8.3**

<b>4 points</b>	Compare and contrast internal and external structures of organisms in 3 out of 4 trials.
<b>3 points</b>	Compare and contrast internal structures of organisms in 3 out of 4 trials.
<b>2 points</b>	Identify an internal and external structure of an organism in 3 out of 4 trials.
<b>1 point</b>	Identify an external structure of an organism in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

**Grade 8 Science**

<b>Standard Measured</b>	<b>Interpret and Communicate, Properties/Chemical Change</b>	<b>P8.4, C8.1</b>
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<b>Task Specification</b>	The student will identify and apply data gained from a scientific investigation to accept/reject hypotheses and communicate procedures and explanations.
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**Objective: Interpret and communicate (P8.4)**

<b>4 points</b>	Evaluate data to develop reasonable explanations in 3 out of 4 trials.
<b>3 points</b>	Interpret data tables, line, bar, trend, and/or circle graphs in 3 out of 4 trials.
<b>2 points</b>	Identify data tables, line, bar, trend, and circle graphs in 3 out of 4 trials.
<b>1 point</b>	Identify a line, bar, or circle graph in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

**Objective: Properties/chemical change (C8.1)**

<b>4 points</b>	Demonstrate and explain chemical change in 3 out of 4 trials.
<b>3 points</b>	Describe differences between chemical change and physical change in 3 out of 4 trials.
<b>2 points</b>	Define chemical change in 3 out of 4 trials.
<b>1 point</b>	Identify chemical reactions in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

**Total points possible (P8.4, C8.1)****8**

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: Answer questions about chemical and physical changes displayed in a table or graph.**

**Grade 8 Science**

**Standard Measured**                      **Classify, Structures and Forces of Earth**                      **P8.2, C8.4**

**Task Specification**                      The student will describe the spheres of the earth (i.e., land, air, and water), the differences in properties when rock formations change to dirt.

**Objective: Classify** **(P8.2)**

	<b>4 points</b>	Identify the properties used to create a classification system and place objects, organisms, or events into a classification system in 3 out of 4 trials.
	<b>3 points</b>	Place objects, organisms, or events into a classification system in 3 out of 4 trials.
	<b>2 points</b>	Arrange objects, organisms, and events in serial order in 3 out of 4 trials.
	<b>1 point</b>	Identify an example of a classification system in 3 out of 4 trials.
	<b>Total points possible</b>	<b>4</b>

**Objective: Structures and forces of the Earth** **(C8.4)**

	<b>4 points</b>	Describe differences in the spheres of the earth (i.e., land, water, air) and identify causes of rock formation in 3 out of 4 trials.
	<b>3 points</b>	Describe the spheres of the earth (i.e., land, water, air) and the differences in properties when rock formations change in 3 out of 4 trials.
	<b>2 points</b>	Identify the spheres of the earth (i.e., land, water, air) in 3 out of 4 trials.
	<b>1 point</b>	Identify different rock formations in 3 out of 4 trials.
	<b>Total points possible</b>	<b>4</b>

**Total points possible (P8.2, C8.4)** **8**

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: Classify the different layers of the earth (object).**

**Grade 8 Science**

**Standard Measured**                      **Experiment, Earth's History**                      **P8.3, C8.5**

**Task Specification**                      The student will identify local natural disasters and how they change the earth.

**Objective: Experiment** **(P8.3)**

<b>4 points</b>	Design, conduct, and record results of a scientific investigation in 3 out of 4 trials.
<b>3 points</b>	Identify a testable hypothesis, variables, and/or controls in an experiment in 3 out of 4 trials.
<b>2 points</b>	Record results of a scientific investigation in 3 out of 4 trials.
<b>1 point</b>	Identify results of a scientific investigation in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

**Objective: Earth's history** **(C8.5)**

<b>4 points</b>	Explain how global natural disasters have changed the earth (e.g., hurricanes, tsunamis) in 3 out of 4 trials.
<b>3 points</b>	Identify global natural disasters and compare with local natural disasters in 3 out of 4 trials.
<b>2 points</b>	Identify the changes in Earth with the local and natural disasters in 3 out of 4 trials.
<b>1 point</b>	Identify local and natural disasters in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

**Total points possible (P8.3, C8.5)** **8**

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 and compare natural and local disasters and identify a testable hypothesis based on a natural disaster.**

# Grade 8

**Social Studies**

**Grade 8 Social Studies**

<b>Standard Measured</b>	<b>Events Leading to the American Revolution</b>	<b>8.3</b>
<b>Task Specification</b>	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)**

<b>4 points</b>	Identify text about AND illustrate ONE critical event LEADING TO the American Revolution in 3 out of 4 trials.
<b>3 points</b>	Identify text about OR illustrate ONE critical event LEADING TO the American Revolution in 3 out of 4 trials.
<b>2 points</b>	Identify text about OR recognize an illustration of ONE historical event OF the American Revolution in 3 out of 4 trials.
<b>1 point</b>	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.
<b>Total points possible</b>	<b>4</b>

**Grade 8 Social Studies****Standard Measured**                      **Preamble to the United States Constitution**                      **8.5****Task Specification**                      Identify a major idea expressed in the Preamble to the United States Constitution.**Objective: Bill of Rights**                      **(8.5.1)**

<b>4 points</b>	Identify TWO major ideas in the Bill of Rights in 3 out of 4 trials.
<b>3 points</b>	Identify ONE example of a right guaranteed by the Bill of Rights in 3 out of 4 trials.
<b>2 points</b>	Identify OR illustrate ONE major idea in the Bill of Rights in 3 out of 4 trials.
<b>1 point</b>	Identify the Bill of Rights in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

**Objective: Preamble to the United States Constitution**                      **(8.5.2)**

<b>4 points</b>	Identify TWO major ideas in the Preamble to the United States Constitution in 3 out of 4 trials.
<b>3 points</b>	Identify ONE major idea in the Preamble to the United States Constitution in 3 out of 4 trials.
<b>2 points</b>	Identify ONE example of the government fulfilling its purpose in 3 out of 4 trials.
<b>1 point</b>	Identify ONE job of government in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

**Total points possible (8.5.1, 8.5.2)**                      **8**

**Grade 8 Social Studies****Standard Measured**      **Slavery**      **8.6****Task Specification**      Identify or illustrate the life circumstances of slaves.**Objective: Slavery**      **(8.6)**

<b>4 points</b>	Identify OR illustrate THREE characteristics about the life of slaves in 3 out of 4 trials.
<b>3 points</b>	Identify OR illustrate TWO characteristics about the life of slaves in 3 out of 4 trials.
<b>2 points</b>	Identify OR illustrate ONE characteristic of slavery in 3 out of 4 trials.
<b>1 point</b>	Identify ONE illustration about slavery in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

**Grade 8 Social Studies****Standard Measured**      **Lifestyles of the Pioneers**      **8.9****Task Specification**      Distinguish between the lifestyle of the pioneers and today.**Objective: Lifestyles of the pioneers**      **(8.9)**

<b>4 points</b>	Compare TWO characteristics of pioneers to TWO characteristic of people today in 3 out of 4 trials.
<b>3 points</b>	Compare ONE characteristic of pioneers to ONE characteristic of people today in 3 out of 4 trials.
<b>2 points</b>	Identify ONE characteristic of the lifestyle of a pioneer in 3 out of 4 trials.
<b>1 point</b>	Identify the term "Pioneer" OR identify ONE object used by pioneers in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>



# End of Instruction (EOI)

**Algebra I**

### EOI Algebra I

**Standard Measured**                      **Number Sense and Algebraic Operations**                      **A.1**

**Task Specification**                      The student will identify dependent and independent variables.

**Objective: Dependent and independent variables**                      **(A.1)**



<b>4 points</b>	Identify the difference between the dependent and the independent variable in a problem in 3 out of 4 trials.
<b>3 points</b>	Identify dependent and independent variables in 3 out of 4 trials.
<b>2 points</b>	Identify two variables in a given word problem in 3 out of 4 trials.
<b>1 point</b>	Identify a variable in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

### EOI Algebra I

**Standard Measured**                      **Number Sense and Algebraic Operations**                      **A.1**

**Task Specification**                      The student will use numbers to describe the relationship in a set of data.

**Objective: Relationships in data**                      **(A.1)**



<b>4 points</b>	Use a formula to solve a problem in 3 out of 4 trials.
<b>3 points</b>	Use numbers to describe the relationship in a set of data in 3 out of 4 trials.
<b>2 points</b>	Identify relationships in a set of data in 3 out of 4 trials.
<b>1 point</b>	Identify a set of data in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

## EOI Algebra I

<b>Standard Measured</b>	<b>Relations and Functions</b>	<b>A.2</b>
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<b>Task Specification</b>	The student will translate word phrases or sentences into expressions.
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**Objective: Equations** **(A.2)**



	<b>4 points</b>	The student will evaluate expressions they have translated from word phrases or sentences in 3 out of 4 trials.
	<b>3 points</b>	The student will translate word phrases or sentences into expressions in 3 out of 4 trials.
	<b>2 points</b>	The student will identify different parts of an expression and identify the different terms and operations in 3 out of 4 trials.
	<b>1 point</b>	The student will identify the words for addition, subtraction, multiplication, and division in an expression in 3 out of 4 trials.
	<b>Total points possible</b>	<b>4</b>

## EOI Algebra I

<b>Standard Measured</b>	<b>Data Analysis, Probability, and Statistics</b>	<b>A.3</b>
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<b>Task Specification</b>	The student will collect and display data involving two variables on a graph.
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**Objective: Data** **(A.3)**

	<b>4 points</b>	The student will collect and display data involving two variables on a graph and make predictions based on the data collected in 3 out of 4 trials.
	<b>3 points</b>	The student will collect and display data involving two variables on a graph in 3 out of 4 trials.
	<b>2 points</b>	The student will identify changes in a graph involving two variables in 3 out of 4 trials.
	<b>1 point</b>	The student will identify different types of graphs in 3 out of 4 trials.
	<b>Total points possible</b>	<b>4</b>

# End of Instruction (EOI)

**Algebra II**

**EOI Algebra II****Standard Measured**      **Number Sense and Algebraic Operations**      **AII.1****Task Specification**      The student will multiply and divide monomials with the same bases.**Objective: Algebraic expressions**      **(AII.1)**

<b>4 points</b>	The student will identify and apply the rules of multiplying and dividing monomials with the same bases in 3 out of 4 trials.
<b>3 points</b>	The student will multiply and divide monomials with the same bases in 3 out of 4 trials.
<b>2 points</b>	The student will identify exponential expressions that have the same and different bases in 3 out of 4 trials.
<b>1 point</b>	The student will identify the base and exponent of an exponential expression in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

**EOI Algebra II****Standard Measured**      **Relations and Functions**      **AII.2****Task Specification**      The student will use graphs to answer questions about situations modeled by equations.**Objective: Graphs**      **(AII.2)**

<b>4 points</b>	The student will use graphs to make inferences and predictions about situations modeled by equations in 3 out of 4 trials.
<b>3 points</b>	The student will use graphs to answer questions about situations modeled by equations in 3 out of 4 trials.
<b>2 points</b>	The student will use graphs to model a situation in 3 out of 4 trials.
<b>1 point</b>	The student will identify an increase or decrease in a graph in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

**EOI Algebra II****Standard Measured**      **Data Analysis, Probability, and Statistics**      **AII.3****Task Specification**      The student will collect data involving two variables and display the data on a scatterplot.**Objective: Data**      **(AII.3)**

<b>4 points</b>	The student will collect data involving two variables and display the data on a scatterplot and make inferences and predictions based on these data in 3 out of 4 trials.
<b>3 points</b>	The student will collect data involving two variables and display the data on a scatterplot in 3 out of 4 trials.
<b>2 points</b>	The student will collect data involving two variables in 3 out of 4 trials.
<b>1 point</b>	The student will identify changes in data on a scatterplot in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

# End of Instruction (EOI)

**Geometry**

**EOI Geometry****Standard Measured**      **Logical Reasoning**      **G.1****Task Specification**      The student will use deductive reasoning to follow logical arguments.**Objective: Deductive reasoning**      **(G.1)**

<b>4 points</b>	Use deductive reasoning to identify logical/illogical arguments in 3 out of 4 trials.
<b>3 points</b>	Use deductive reasoning to follow logical arguments in 3 out of 4 trials.
<b>2 points</b>	Draw conclusions based on given information in 3 out of 4 trials.
<b>1 point</b>	Recognize if/then statements in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

**EOI Geometry****Standard Measured**      **Properties of Two-Dimensional Figures**      **G.2****Task Specification**      The student will identify the properties of two-dimensional figures.**Objective: Two-Dimensional figures**      **(G.2)**

<b>4 points</b>	Identify the side length, perimeter, or circumference of two-dimensional figures in 3 out of 4 trials.
<b>3 points</b>	Identify the properties of two-dimensional figures in 3 out of 4 trials.
<b>2 points</b>	Identify circumference in 3 out of 4 trials.
<b>1 point</b>	Identify perimeter in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

**EOI Geometry****Standard Measured**                      **Triangles and Trigonometric Ratios**                      **G.3****Task Specification**                      The student will identify the two legs and the hypotenuse of a right triangle.**Objective: Pythagorean Theorem**                      **(G.3)**

<b>4 points</b>	Use the lengths of the 3 sides of a triangle and the Pythagorean Theorem to verify whether or not the triangle is a right triangle in 3 out of 4 trials.
<b>3 points</b>	Identify the two legs and the hypotenuse of a right triangle in 3 out of 4 trials.
<b>2 points</b>	Classify triangles using lengths of sides (e.g., equilateral, isosceles, scalene) and types of angles (e.g., equiangular, right, acute, obtuse) in 3 out of 4 trials.
<b>1 point</b>	Identify different types of triangles in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

**EOI Geometry****Standard Measured**                      **Coordinate Geometry**                      **G.5****Task Specification**                      The student will use transformations to solve problems.**Objective: Transformations**                      **(G.5)**

<b>4 points</b>	Identify the coordinates of one missing vertex of a transformation (reflection, rotation, translation) of a simple figure in 3 out of 4 trials.
<b>3 points</b>	Create transformations in 3 out of 4 trials.
<b>2 points</b>	Identify the type of transformation: reflection, rotation, translation in 3 out of 4 trials.
<b>1 point</b>	Recognize transformations in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

# End of Instruction (EOI)

**English II**

### EOI English II Reading

<b>Standard Measured</b>	<b>Vocabulary</b>	<b>English II.1</b>
<b>Task Specification</b>	Identify figurative language.	

**Objective: Figurative language** **(Eng II.1)**

 Video Required	<b>4 points</b>	Use context to determine meaning of figurative language in a story in 3 out of 4 trials.	
	<b>3 points</b>	Identify metaphors in 3 out of 4 trials.	
	<b>2 points</b>	Explain pictures or situations that illustrate simple similes in 3 out of 4 trials.	
	<b>1 point</b>	Identify similes in 3 out of 4 trials.	
	<b>Total points possible</b>		<b>4</b>

### EOI English II Reading

<b>Standard Measured</b>	<b>Comprehension/Critical Literacy</b>	<b>English II.3</b>
<b>Task Specification</b>	Justify answers to basic comprehension questions about the cause/effect, main idea, characters, and events using text or pictures to support comprehension.	

**Objective: Justify answers** **(Eng II.3)**

 Video Required	<b>4 points</b>	Make inferences about main ideas, events, and characters within a text or passage in 3 out of 4 trials.	
	<b>3 points</b>	Answer four basic comprehension questions about cause/effect, main idea, characters, and events in 3 out of 4 trials.	
	<b>2 points</b>	Answer three basic comprehension questions about cause/effect, main idea, characters, and events in 3 out of 4 trials.	
	<b>1 point</b>	Answer two basic comprehension questions in 3 out of 4 trials.	
	<b>Total points possible</b>		<b>4</b>

## EOI English II Reading

Standard Measured

Literature

English II.4

Task Specification

Identify similarities and differences between literary elements (setting, character, plot) in two or more genres.

Objective: Literary elements

(Eng II.4)



4 points

Identify two difference and two similarities in the literary elements that are present in two or more genres in 3 out of 4 trials.

3 points

Identify one difference and two similarities in the literary elements present in two or more genres in 3 out of 4 trials.

2 points

Identify at least two similarities in literary elements present in two genres in 3 out of 4 trials.

1 point

Identify one similarity in a literary element used in two genres in 3 out of 4 trials.

Total points possible

4

**EOI English II Reading****Standard Measured****Research and Information****English II.5****Task Specification**

Locate resources, gain information by conducting a short interview, and extend the idea into a narrative story or specific topic.

**Objective: Gathering information****(Eng II.5.1)**

<b>4 points</b>	Analyze information from an interview in 3 out of 4 trials.
<b>3 points</b>	Conduct a short interview to gain information in 3 out of 4 trials.
<b>2 points</b>	Develop interview questions in 3 out of 4 trials.
<b>1 point</b>	Select a topic in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

**Objective: Locate resources****(Eng II.5.2)**

<b>4 points</b>	Identify the use of glossary, index, and table of contents in various media to locate information in 3 out of 4 trials.
<b>3 points</b>	Locate a variety of resources on topic in 3 out of 4 trials.
<b>2 points</b>	Identify resources to use in 3 out of 4 trials.
<b>1 point</b>	Select a topic in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

**Total points possible (II.5.1, II.5.2)****8**

**EOI English II Writing**

<b>Standard Measured</b>	<b>Writing Process</b>	<b>English II W.1</b>
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<b>Task Specification</b>	The student will be able to extend an idea into a narrative story or specific topic using transition and sequence.	
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**Objective: Transition and sequence words** (Eng II W.1)

<b>4 points</b>	Extend an idea into a narrative or essay in 3 out of 4 trials.
<b>3 points</b>	Identify words, pictures, or objects to convey a specific meaning using transition and sequence words in 3 out of 4 trials.
<b>2 points</b>	Identify transition and sequence words in 3 out of 4 trials.
<b>1 point</b>	Identify the transition word in a sentence in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

**EOI English II Writing**

<b>Standard Measured</b>	<b>Modes and Forms of Writing</b>	<b>English II W.2</b>
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<b>Task Specification</b>	The student will write a biographical or autobiographical story that provides at least two facts about the person to show the person's qualities.	
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**Objective: Biographies and autobiographies** (Eng II W.2)

<b>4 points</b>	Write a biographical and autobiographical story, identifying similarities/differences among the stories in 3 out of 4 trials.
<b>3 points</b>	Write a biographical or autobiographical story that provides at least two facts about the person to show the person's qualities in 3 out of 4 trials.
<b>2 points</b>	Create a biographical or autobiographical story in 3 out of 4 trials.
<b>1 point</b>	Identify information relevant to writing a biographical or autobiographical story in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

**EOI English II Writing****Standard Measured****Grammar, Usage, and Mechanics****English II W.3****Task Specification**

The student will demonstrate correct use of English in speaking and writing using nouns, pronouns, verbs, subject verb agreement and adjectives, and mechanics of written language.

**Objective: Parts of speech****(Eng II W.3.1)**

<b>4 points</b>	Identify parts of speech in two sentences in 3 out of 4 trials.
<b>3 points</b>	Identify parts of speech in a sentence in 3 out of 4 trials.
<b>2 points</b>	Identify a noun, a verb, and an adjective in 3 out of 4 trials.
<b>1 point</b>	Identify a noun or a verb in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

**Objective: Mechanics of written language****(Eng II W.3.2)**

<b>4 points</b>	Create simple sentences and questions utilizing correct mechanics of written language in 3 out of 4 trials.
<b>3 points</b>	Demonstrate correct mechanics of written language in 3 out of 4 trials.
<b>2 points</b>	Identify two mechanics of written language in 3 out of 4 trials.
<b>1 point</b>	Identify one mechanic of written language in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

**Total points possible (W.3.1, W.3.2)****8**

# End of Instruction (EOI)

**English III**



**EOI English III Reading****Standard Measured****Literature****English III.3****Task Specification**

Identify a variety of literary forms and compare text for literary elements (setting, character, plot) from various genres.

**Objective: Literary forms****(Eng III.3)**

<b>4 points</b>	Identify at least three literary forms and compare texts for similarities and differences in literary elements in 3 out of 4 trials.
<b>3 points</b>	Identify at least two literary forms and compare text for similarities and differences in literary elements in 3 out of 4 trials.
<b>2 points</b>	Identify two similarities in literary elements used in two genres in 3 out of 4 trials.
<b>1 point</b>	Identify one similarity in a literary element used in two genres in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

**EOI English III Reading****Standard Measured****Research and Information****English III.4****Task Specification**

The student will identify and use the index, glossary, and table of contents in various media, including the Internet, to locate information.

**Objective: Accessing information****(Eng III.4)**

<b>4 points</b>	Communicate gathered information for a specific purpose in 3 out of 4 trials.
<b>3 points</b>	The student will identify and use the index, glossary, and table of contents in various media to locate information in 3 out of 4 trials.
<b>2 points</b>	Identify the index, glossary, or table of contents in various media in 3 out of 4 trials.
<b>1 point</b>	Identify parts of reference materials in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

**EOI English III Writing**

<b>Standard Measured</b>	<b>Writing Process</b>	<b>English III W.1</b>
<b>Task Specification</b>	Use graphic organizers to develop writing skills, such as: organizing ideas, planning and building a narrative, and adding details.	

**Objective: Graphic organizers****(Eng III W.1)**

<b>4 points</b>	Use a graphic organizer to build a narrative and add details in 3 out of 4 trials.
<b>3 points</b>	Use a graphic organizer to arrange ideas for writing a narrative in 3 out of 4 trials.
<b>2 points</b>	Add ideas to a partially completed graphic organizer in 3 out of 4 trials.
<b>1 point</b>	Identify a graphic organizer in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

**EOI English III Writing**

<b>Standard Measured</b>	<b>Modes and Forms of Writing</b>	<b>English III W.2</b>
<b>Task Specification</b>	The student will fill out a job application.	

**Objective: Job application****(Eng III W.2)**

<b>4 points</b>	Completely fill out a job application in 3 out of 4 trials.
<b>3 points</b>	Insert personal information on a job application in 3 out of 4 trials.
<b>2 points</b>	Identify three sections of a job application in 3 out of 4 trials.
<b>1 point</b>	Identify a job application in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

**EOI English III Writing****Standard Measured****Grammar, Usage, and Mechanics****English III W.3****Task Specification**

Create simple and compound sentences and questions.

**Objective: Grammar****(Eng III W.3)**

<b>4 points</b>	Create two compound sentences and a question in 3 out of 4 trials.
<b>3 points</b>	Create one simple sentence, one compound sentence, and one simple question in 3 out of 4 trials.
<b>2 points</b>	Identify a compound sentence in 3 out of 4 trials.
<b>1 point</b>	Identify one simple sentence in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

# End of Instruction (EOI)

**Biology**

## EOI Biology

<b>Standard Measured</b>	<b>Observe and Measure, Classify</b>	<b>P1.0, C5.0</b>
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<b>Task Specification</b>	The student will indicate the function of organ systems.
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**Objective: Observe & measure (P1.0)**

	<b>4 points</b>	Identify changes in cells, organisms, populations, and ecosystems given conditions before and after an event in 3 out of 4 trials.	
	<b>3 points</b>	Use appropriate tools and SI units and prefixes when measuring cells, organisms, populations, and ecosystems in 3 out of 4 trials.	
	<b>2 points</b>	Identify organisms in 3 out of 4 trials.	
	<b>1 point</b>	Observe organisms in 3 out of 4 trials.	
<b>Total points possible</b>			<b>4</b>

**Objective: Organ systems (C5.0)**

	<b>4 points</b>	Compare/contrast the function of at least two organ systems in 3 out of 4 trials.	
	<b>3 points</b>	Indicate the functions of two organ systems in 3 out of 4 trials.	
	<b>2 points</b>	Indicate the function of an organ system in 3 out of 4 trials.	
	<b>1 point</b>	Identify an organ system in 3 out of 4 trials.	
<b>Total points possible</b>			<b>4</b>

**Total points possible (P1.0, C5.0) 8**

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.

**For example, for P1.0 and C5.0, you could do an animal dissection (virtual lab) and measure structures of the animal and identify function and/or organ systems.**

## EOI Biology

<b>Standard Measured</b>	<b>Interpret/Communicate, Molecular Basis of Heredity</b>	<b>P4.0, C2.0</b>
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<b>Task Specification</b>	The student will identify the similarities and differences in appearance between parents and offspring.
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**Objective: Interpret/communicate (P4.0)**

<b>4 points</b>	Evaluate a graph or chart from collected data in 3 out of 4 trials.	
<b>3 points</b>	Create an appropriate graph or chart from collected data in 3 out of 4 trials.	
<b>2 points</b>	Record data from a scientific investigation in 3 out of 4 trials.	
<b>1 point</b>	Identify data used in a scientific investigation in 3 out of 4 trials.	
<b>Total points possible</b>		<b>4</b>

**Objective: Molecular basis of heredity (C2.0)**

<b>4 points</b>	Explain that DNA determines characteristics of organisms in 3 out of 4 trials.	
<b>3 points</b>	Compare and contrast appearances between parents and offspring in 3 out of 4 trials.	
<b>2 points</b>	Recognize that parents create offspring in 3 out of 4 trials.	
<b>1 point</b>	Match parents to offspring in 3 out of 4 trials.	
<b>Total points possible</b>		<b>4</b>

**Total points possible (P4.0, C2.0) 8**

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: Compare the appearances of offspring and parents by using a graphic organizer to record results.**

## EOI Biology

<b>Standard Measured</b>	<b>Classify, Biological Diversity</b>	<b>P2.0, C3.0</b>
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<b>Task Specification</b>	The student will classify organisms into plant or animal kingdoms.
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**Objective: Classify** **(P2.0)**

	<b>4 points</b>	Compare and Contrast the properties on which a biological classifications system is based in 3 out of 4 trials.
	<b>3 points</b>	Create a biological classification system in 3 out of 4 trials.
	<b>2 points</b>	Identify the properties of a classification system in 3 out of 4 trials.
	<b>1 point</b>	Arrange objects, organisms, and events in serial order in 3 out of 4 trials.
<b>Total points possible</b>		<b>4</b>

**Objective: Biological Diversity** **(C3.0)**

	<b>4 points</b>	Compare and contrast the internal structures of animals and plants and classify them into plant or animal kingdoms in 3 out of 4 trials.
	<b>3 points</b>	Classify organisms into plant or animal kingdoms based upon structural differences and similarities in 3 out of 4 trials.
	<b>2 points</b>	Identify characteristic differences between plants and animals in 3 out of 4 trials.
	<b>1 point</b>	Observe a plant and an animal in 3 out of 4 trials.
<b>Total points possible</b>		<b>4</b>

**Total points possible (P2.0, C3.0)**

**8**

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: Use the structural differences of organisms to create a classification system.**

## EOI Biology

<b>Standard Measured</b>	<b>Model, Interdependence of Organisms</b>	<b>P5.0, C4.0</b>
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<b>Task Specification</b>	The student will describe the life cycle of a plant and animal.
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**Objective: Model** **(P5.0)**

	<b>4 points</b>	Select predictions based upon an animal life cycle and a plant life cycle in 3 out of 4 trials.
	<b>3 points</b>	Sequence the life cycles of both plants and animals in 3 out of 4 trials.
	<b>2 points</b>	Identify sequences based on models in 3 out of 4 trials.
	<b>1 point</b>	Observe a life cycle in 3 out of 4 trials.
	<b>Total points possible</b>	<b>4</b>

**Objective: Interdependence of organisms** **(C4.0)**

	<b>4 points</b>	Explain how organisms compete and cooperate in ecosystems in 3 out of 4 trials.
	<b>3 points</b>	Identify examples of how organisms compete and cooperate in ecosystems in 3 out of 4 trials.
	<b>2 points</b>	Identify how one animal depends upon another in 3 out of 4 trials.
	<b>1 point</b>	Observe nurturing in animals in 3 out of 4 trials.
	<b>Total points possible</b>	<b>4</b>

<b>Total points possible (P5.0, C4.0)</b>	<b>8</b>
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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: Sequence life cycles of plants and animals and identify ways within the life cycle that different organisms compete and cooperate.**

## EOI Biology

<b>Standard Measured</b>	<b>Experiment, Cells</b>	<b>P3.0, C1.0</b>
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<b>Task Specification</b>	The student will use mathematics to show relationships and evaluate the design of a biology laboratory investigation and identify that cells are necessary to keep organisms alive.
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**Objective: Experiment** **(P3.0)**

	<b>4 points</b>	Evaluate and defend the design of a biological investigation given three choices in 3 out of 4 trials.	
	<b>3 points</b>	Analyze the design of a biological investigation given two choices in 3 out of 4 trials.	
	<b>2 points</b>	Identify a testable hypothesis, variables, or controls in a biological investigation in 3 out of 4 trials.	
	<b>1 point</b>	Record results of a scientific investigation in 3 out of 4 trials.	
<b>Total points possible</b>			<b>4</b>

**Objective: Cells** **(C1.0)**

	<b>4 points</b>	Describe how the functions of a cell work together in 3 out of 4 trials.	
	<b>3 points</b>	Identify the functions of at least three parts of a cell in 3 out of 4 trials.	
	<b>2 points</b>	Identify the different parts of a cell in 3 out of 4 trials.	
	<b>1 point</b>	Observe a cell under the microscope and draw or find a picture of what it looks like in 3 out of 4 trials.	
<b>Total points possible</b>			<b>4</b>

<b>Total points possible (P3.0, C1.0)</b>	<b>8</b>
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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: Read/listen to a story about cell theory. Identify parts of the scientific method and identify the functions of the cell parts.**

# End of Instruction (EOI)

**U.S. History**

**EOI United States History**

<b>Standard Measured</b>	<b>Industrial Revolution</b>	<b>US.2</b>
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<b>Task Specification</b>	Identify major technological advances/inventions and reasons for U.S. immigration during the industrial revolution.
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**Objective: Industrial Revolution (US.2)**

<b>4 points</b>	Identify TWO major technological advances AND TWO reasons for U.S. immigration DURING the industrial revolution in 3 out of 4 trials.
<b>3 points</b>	Identify ONE major technological advance/invention AND ONE reason for U.S. immigration DURING the industrial revolution in 3 out of 4 trials.
<b>2 points</b>	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.
<b>1 point</b>	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.
<b>Total points possible</b>	<b>4</b>

**EOI United States History**

<b>Standard Measured</b>	<b>Causes of World War I</b>	<b>US.3</b>
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<b>Task Specification</b>	Identify the causes of WWI.
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**Objective: Causes of World War I (US.3)**

<b>4 points</b>	Identify THREE causes of World War I in 3 out of 4 trials.
<b>3 points</b>	Identify TWO causes of World War I in 3 out of 4 trials.
<b>2 points</b>	Identify TWO facts about World War I in 3 out of 4 trials.
<b>1 point</b>	Identify ONE fact about World War I in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

## EOI United States History

**Standard Measured**      **Events in the U.S. in the era between the World Wars**      **US.4**

**Task Specification**      Identify how automobiles and the expanded use of electricity changed peoples' lives in the United States.

**Objective: Automobiles**      **(US.4.1)**

<b>4 points</b>	Identify TWO ways the automobile (car) changed people's lives in 3 out of 4 trials.
<b>3 points</b>	Identify ONE way the automobile (car) changed people's lives in 3 out of 4 trials.
<b>2 points</b>	Identify ONE form of transportation people used before the automobile (car) in 3 out of 4 trials.
<b>1 point</b>	Identify ONE use of automobiles (cars) in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

**Objective: Electricity**      **(US.4.2)**

<b>4 points</b>	Identify TWO ways the use of electricity changed peoples' lives in 3 out of 4 trials.
<b>3 points</b>	Identify ONE way the use of electricity changed peoples' lives in 3 out of 4 trials.
<b>2 points</b>	Identify ONE source of power before electricity in 3 out of 4 trials.
<b>1 point</b>	Identify ONE way people use electricity in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>

**Total points possible (US.4.1, US.4.2)**

**8**

## EOI United States History

<b>Standard Measured</b>	<b>World War II</b>	<b>US.5</b>
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<b>Task Specification</b>	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.
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**Objective: Pearl Harbor** **(US.5.1)**

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

**Objective: Holocaust** **(US.5.2)**

	<b>4 points</b>	Identify ONE cause and ONE effect of the Holocaust in 3 out of 4 trials.	
	<b>3 points</b>	Identify TWO facts relating to the Holocaust in 3 out of 4 trials.	
	<b>2 points</b>	Identify ONE fact relating to the Holocaust in 3 out of 4 trials.	
	<b>1 point</b>	Identify the war during which the Holocaust occurred in 3 out of 4 trials.	
<b>Total points possible</b>			<b>4</b>

**Objective: Major powers of WWII** **(US.5.3)**

	<b>4 points</b>	Identify FOUR or more major powers/countries involved in World War II in 3 out of 4 trials.	
	<b>3 points</b>	Identify THREE major powers/countries involved in World War II in 3 out of 4 trials.	
	<b>2 points</b>	Identify TWO major powers/countries involved in World War II in 3 out of 4 trials.	
	<b>1 point</b>	Identify ONE major power/country involved in World War II in 3 out of 4 trials.	
<b>Total points possible</b>			<b>4</b>

<b>Total points possible (US.5.1, US.5.2, US.5.3)</b>	<b>12</b>
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**EOI United States History**

**Standard Measured**                      **United States Since World War II**                      **US.6**

**Task Specification**                      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)**

<b>4 points</b>	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.
<b>3 points</b>	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.
<b>2 points</b>	Identify Martin Luther King, Jr. OR Rosa Parks in 3 out of 4 trials.
<b>1 point</b>	Identify ONE goal of the Civil Rights movement in 3 out of 4 trials.
<b>Total points possible</b>	<b>4</b>