

# **Oklahoma Alternate Assessment Program (OAAP)**

## **2014–2015 Rubrics**

**Grade 5 Science and Social Studies**

**Grade 7 Geography**

**Grade 8 Science and Social Studies**

**EOI Biology and U.S. History**

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

### Overview

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

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

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

**Cut Scores on the 6-point Scale**

Subject	Grade	Number of Tasks	6-point Cut Scores		
			LK	Pro	Adv
Science	5	7	24	30	39
	8	9	32	40	50
Social Studies	5	8	29	36	45
	7	5	18	22	28
	8	6	21	27	34
Biology	HS	10	36	45	55
U.S. History	HS	8	28	37	46

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

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



# Grade 5

## Science Social Studies

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

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

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

**Grade 5 Science**

**Standard Measured**      **Using Simple Tools, Energy Transfer**      **P5.1, C5.1**

**Task Specification**      The student will demonstrate cause/effect related to transferring energy in age-appropriate objects or devices, and measure properties of common materials using simple tools.

**Objective: Using simple tools**      **(P5.1)**

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

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

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

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

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

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

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.**

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

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

**Grade 5 Science**

**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>6 points</b>	Conduct a scientific investigation in 3 out of 4 trials.
<b>5 points</b>	Identify three parts of a scientific investigation in 3 out of 4 trials.
<b>4 points</b>	Identify the materials needed for a scientific investigation in 3 out of 4 trials.
<b>3 points</b>	Observe a scientific investigation in 3 out of 4 trials.
<b>2 points</b>	Respond when exposed to a scientific investigation in 3 out of 4 trials.
<b>1 point</b>	React when exposed to a scientific investigation in 3 out of 4 trials.
<b>Total points possible</b>	<b>6</b>

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

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

**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>6 points</b>	Classify at least eight objects as living or nonliving in 3 out of 4 trials.
<b>5 points</b>	Classify at least six objects as living or nonliving in 3 out of 4 trials.
<b>4 points</b>	Classify at least five objects as living or nonliving in 3 out of 4 trials.
<b>3 points</b>	Classify four or less objects as living or nonliving in 3 out of 4 trials.
<b>2 points</b>	Respond when exposed to four or less objects as living or nonliving in 3 out of 4 trials.
<b>1 point</b>	React when exposed to four or less objects classified as living or nonliving in 3 out of 4 trials.
<b>Total points possible</b>	<b>6</b>

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

<b>6 points</b>	Identify at least four habitats in 3 out of 4 trials.
<b>5 points</b>	Identify at least three habitats in 3 out of 4 trials.
<b>4 points</b>	Identify at least two habitats in 3 out of 4 trials.
<b>3 points</b>	Identify one habitat in 3 out of 4 trials.
<b>2 points</b>	Respond when exposed to one habitat in 3 out of 4 trials.
<b>1 point</b>	React when exposed to one habitat in 3 out of 4 trials.
<b>Total points possible</b>	<b>6</b>

**Total points possible (P5.2, C5.2)** **12**

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

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

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

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

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

**Grade 5 Science**

**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)**

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

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

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

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

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

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

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

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

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

**Grade 5 Social Studies**

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

**Objective: Early explorations** **(5.2)**

<b>6 points</b>	IDENTIFY AND COMPARE ONE benefit AND ONE negative impact of exploration for BOTH Europeans AND Native Americans in 3 out of 4 trials.	
<b>5 points</b>	Identify ONE benefit AND ONE negative impact of exploration for BOTH Europeans AND Native Americans in 3 out of 4 trials.	
<b>4 points</b>	Identify ONE benefit OR ONE negative impact of exploration for Native Americans OR Europeans in 3 out of 4 trials.	
<b>3 points</b>	Identify ONE difference between Native Americans and Europeans in 3 out of 4 trials.	
<b>2 points</b>	Respond when exposed to ONE difference between Native Americans and Europeans in 3 out of 4 trials.	
<b>1 point</b>	React when exposed to ONE difference between Native Americans and Europeans in 3 out of 4 trials.	
<b>Total points possible</b>		<b>6</b>

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

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

**Grade 5 Social Studies**

**Standard Measured** Colonial America **5.3**

**Task Specification** The student will identify key events, individuals, and groups regarding the growth and development of colonial America.

**Objective: Colonial America (5.3)**

<b>6 points</b>	Identify a MINIMUM of THREE key individuals AND/OR events (in any combination), AND identify AT LEAST ONE important contribution of EACH in 3 out of 4 trials.
<b>5 points</b>	Identify TWO key individuals AND/OR events (in any combination—i.e., one individual and one event, etc.) AND identify their importance to the growth and development of colonial America in 3 out of 4 trials.
<b>4 points</b>	Identify TWO key individuals AND/OR groups AND/OR events important to the growth and development of colonial America in 3 out of 4 trials.
<b>3 points</b>	Identify ONE key individual OR group OR event important to the growth and development of colonial America in 3 out of 4 trials.
<b>2 points</b>	Respond when exposed to ONE key individual OR group OR event important to the growth and development of colonial America in 3 out of 4 trials.
<b>1 point</b>	React when exposed to ONE key individual OR group OR event important to the growth and development of colonial America in 3 out of 4 trials.
<b>Total points possible</b>	<b>6</b>

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

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

**Grade 5 Social Studies**

<b>Standard Measured</b>	<b>American Revolution</b>	<b>5.4</b>
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<b>Task Specification</b>	The student will identify cause and effect of conflicts and key individuals involved in the American Revolution.	
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**Objective: Key conflicts (5.4.1)**

<b>6 points</b>	Identify ONE cause AND ONE effect of TWO key conflicts of the American Revolution in 3 out of 4 trials.
<b>5 points</b>	Identify ONE cause AND ONE effect of ONE key conflict of the American Revolution in 3 out of 4 trials.
<b>4 points</b>	Recognize ONE key conflict of the American Revolution AND identify the conflict's cause OR effect in 3 out of 4 trials.
<b>3 points</b>	Recognize ONE key event of the American Revolution in 3 out of 4 trials.
<b>2 points</b>	Respond when exposed to ONE key event of the American Revolution in 3 out of 4 trials.
<b>1 point</b>	React when exposed to ONE key event of the American Revolution in 3 out of 4 trials.
<b>Total points possible</b>	<b>6</b>

**Objective: Key individuals (5.4.2)**

<b>6 points</b>	Recognize THREE or more key individuals AND identify their roles in the American Revolution in 3 out of 4 trials.
<b>5 points</b>	Recognize TWO key individuals AND identify their roles in the American Revolution in 3 out of 4 trials.
<b>4 points</b>	Recognize ONE key individual AND identify his or her role in the American Revolution in 3 out of 4 trials.
<b>3 points</b>	Recognize ONE key individual involved in the American Revolution in 3 out of 4 trials.
<b>2 points</b>	Respond when exposed to ONE key individual involved in the American Revolution in 3 out of 4 trials.
<b>1 point</b>	React when exposed to ONE key individual involved in the American Revolution in 3 out of 4 trials.
<b>Total points possible</b>	<b>6</b>

<b>Total points possible (5.4.1, 5.4.2)</b>	<b>12</b>
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**\*\*Respond** refers to any attempted interaction from the student upon exposure to the activity (e.g., assisting, feeling, observing, listening).  
**\*\*React** refers to any observable change caused by exposure to the activity (e.g., startle reflex, opening eyes, turning head towards sound or touch).





# Grade 7

## Geography

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

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

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## Geography

<b>Standard Measured</b>	<b>Maps</b>	<b>7.1</b>
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<b>Task Specification</b>	The student will identify the relationship between actual geographical features and representations of those features on maps.
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**Objective: Maps** **(7.1)**

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

## Grade 7 Geography

<b>Standard Measured</b>	<b>Cultural and Physical Regions of the World</b>	<b>7.2</b>
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<b>Task Specification</b>	The student will sequence a series of city and regional changes over time.
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**Objective: Sequence changes** **(7.2)**

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

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

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

**Grade 7 Geography**

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

**Task Specification**                      The student will describe the impact of natural disasters.

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

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

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

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

**Grade 7 Geography**

<b>Standard Measured</b>	<b>Human Systems</b>	<b>7.4</b>
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**Task Specification**                      The student will compare and contrast common characteristics of two world cultures (e.g., language, food, and money systems).

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

<b>6 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>5 points</b>	Compare ONE culture trait AND contrast ONE culture trait of any TWO world cultures in 3 out of 4 trials.
<b>4 points</b>	Compare ONE or more culture traits of any TWO countries or world cultures in 3 out of 4 trials.
<b>3 points</b>	Identify ONE or more culture traits of ONE country or world culture in 3 out of 4 trials.
<b>2 points</b>	Respond when exposed to ONE or more culture traits of ONE country or world culture in 3 out of 4 trials.
<b>1 point</b>	React when exposed to ONE or more culture traits of ONE country or world culture in 3 out of 4 trials.
<b>Total points possible</b>	<b>6</b>

**Grade 7 Geography**

<b>Standard Measured</b>	<b>Interactions of Humans and Their Environments</b>	<b>7.5</b>
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**Task Specification**                      The student will describe ways that people adapt to their climate and environment (e.g., different types of houses and clothing).

**Objective: Adaptations** **(7.5)**

<b>6 points</b>	Describe three or more ways people adapt to their climate and environment in 3 out of 4 trials.
<b>5 points</b>	Describe two ways people adapt to their climate and environment in 3 out of 4 trials.
<b>4 points</b>	Describes one way people adapt to their climate and environment in 3 out of 4 trials.
<b>3 points</b>	Describe one characteristic of his/her own climate or natural environment in 3 out of 4 trials.
<b>2 points</b>	Respond when exposed to one characteristic of his/her own climate or natural environment in 3 out of 4 trials.
<b>1 point</b>	React when exposed to one characteristic of his/her own climate or natural environment in 3 out of 4 trials.
<b>Total points possible</b>	<b>6</b>

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

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

# Grade 8

## Science Social Studies

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

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

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

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**Grade 8 Science**

<b>Standard Measured</b>	<b>Measure, Motion/Force</b>	<b>P8.1, C8.2</b>
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**Task Specification**      The student will measure objects, organisms, and/or events using SI units.

**Objective: Measure** **(P8.1)**

<b>6 points</b>	Choose the appropriate tool to measure length using the appropriate S.I. unit in 3 out of 4 trials.
<b>5 points</b>	Measure length using the appropriate S.I. unit in 3 out of 4 trials.
<b>4 points</b>	Identify the appropriate tool to measure length in 3 out of 4 trials.
<b>3 points</b>	Identify the differences in measurement such as length, volume, and mass in 3 out of 4 trials.
<b>2 points</b>	Respond when exposed to the differences in measurement such as length, volume, and mass in 3 out of 4 trials.
<b>1 point</b>	React when exposed to the differences in measurement such as length, volume, and mass in 3 out of 4 trials.
<b>Total points possible</b>	<b>6</b>

**Objective: Motion/force** **(C8.2)**

<b>6 points</b>	Predict motion and force on one object in 3 out of 4 trials.
<b>5 points</b>	Demonstrate how motion is related to force in 3 out of 4 trials.
<b>4 points</b>	Demonstrate what motion and force are in 3 out of 4 trials.
<b>3 points</b>	Identify one motion and one force in 3 out of 4 trials.
<b>2 points</b>	Respond when exposed to one motion and one force in 3 out of 4 trials.
<b>1 point</b>	React when exposed to one motion and one force in 3 out of 4 trials
<b>Total points possible</b>	<b>6</b>

<b>Total points possible (P8.1, C8.2)</b>	<b>12</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: Measure the distance an object travels when a force is applied.**

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

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

**Grade 8 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>6 points</b>	Compare and contrast internal and external structures of organisms in 3 out of 4 trials.
<b>5 points</b>	Compare and contrast internal structures of organisms in 3 out of 4 trials.
<b>4 points</b>	Identify an internal and external structure of an organism in 3 out of 4 trials.
<b>3 points</b>	Identify an external structure of an organism in 3 out of 4 trials.
<b>2 points</b>	Respond when exposed to an external structure of an organism in 3 out of 4 trials.
<b>1 point</b>	React when exposed to an external structure of an organism in 3 out of 4 trials.
<b>Total points possible</b>	<b>6</b>

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

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

**Grade 8 Science**

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

**Objective: Interpret and communicate (P8.4)**

<b>6 points</b>	Evaluate data to develop reasonable explanations in 3 out of 4 trials.
<b>5 points</b>	Interpret data tables, line, bar, trend, and/or circle graphs in 3 out of 4 trials.
<b>4 points</b>	Identify data tables, line, bar, trend, and circle graphs in 3 out of 4 trials.
<b>3 points</b>	Identify a line, bar, or circle graph in 3 out of 4 trials.
<b>2 points</b>	Respond when exposed to a line, bar, or circle graph in 3 out of 4 trials.
<b>1 point</b>	React when exposed to a line, bar, or circle graph in 3 out of 4 trials.
<b>Total points possible</b>	<b>6</b>

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

<b>6 points</b>	Demonstrate and explain chemical change in 3 out of 4 trials.
<b>5 points</b>	Describe differences between chemical change and physical change in 3 out of 4 trials.
<b>4 points</b>	Define chemical change in 3 out of 4 trials.
<b>3 points</b>	Identify chemical reactions in 3 out of 4 trials.
<b>2 points</b>	Respond when exposed to a chemical reactions in 3 out of 4 trials.
<b>1 point</b>	React when exposed to a chemical reaction in 3 out of 4 trials.
<b>Total points possible</b>	<b>6</b>

**Total points possible (P8.4, C8.1) 12**

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

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

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

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

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



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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).**

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

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

**Grade 8 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>6 points</b>	Design, conduct, and record results of a scientific investigation in 3 out of 4 trials.
<b>5 points</b>	Identify a testable hypothesis, variables, and/or controls in an experiment in 3 out of 4 trials.
<b>4 points</b>	Record results of a scientific investigation in 3 out of 4 trials.
<b>3 points</b>	Identify results of a scientific investigation in 3 out of 4 trials.
<b>2 points</b>	Respond when exposed to the results of a scientific investigation in 3 out of 4 trials.
<b>1 point</b>	React when exposed to the results of a scientific investigation in 3 out of 4 trials.
<b>Total points possible</b>	<b>6</b>

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

<b>6 points</b>	Explain how global natural disasters have changed the earth (e.g., hurricanes, tsunamis) in 3 out of 4 trials.
<b>5 points</b>	Identify global natural disasters and compare with local natural disasters in 3 out of 4 trials.
<b>4 points</b>	Identify the changes in Earth with the local and natural disasters in 3 out of 4 trials.
<b>3 points</b>	Identify local and natural disasters in 3 out of 4 trials.
<b>2 points</b>	Respond when exposed to local and natural disasters in 3 out of 4 trials.
<b>1 point</b>	React when exposed to local and natural disasters in 3 out of 4 trials.
<b>Total points possible</b>	<b>6</b>

**Total points possible (P8.3, C8.5)**                      **12**

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

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

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.**

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

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

**Grade 8 Social Studies**

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

**Objective: Events leading to the American Revolution (8.3)**

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

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

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







# End of Instruction (EOI)

**Biology**  
**U.S. History**

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

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

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

**EOI Biology**

**Standard Measured**                      **Observe and Measure, Organ Systems**                      **P1.0, C5.0**

**Task Specification**                      The student will indicate the function of organ systems.

**Objective: Observe and measure**                      **(P1.0)**

<b>6 points</b>	Identify changes in cells, organisms, populations, and ecosystems given conditions before and after an event in 3 out of 4 trials.
<b>5 points</b>	Use appropriate tools and SI units and prefixes when measuring cells, organisms, populations, and ecosystems in 3 out of 4 trials.
<b>4 points</b>	Identify organisms in 3 out of 4 trials.
<b>3 points</b>	Observe organisms in 3 out of 4 trials.
<b>2 points</b>	Respond when exposed to organisms in 3 out of 4 trials.
<b>1 point</b>	React when exposed to organisms in 3 out of 4 trials.
<b>Total points possible</b>	<b>6</b>

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

<b>6 points</b>	Compare/contrast the function of at least two organ systems in 3 out of 4 trials.
<b>5 points</b>	Indicate the functions of two organ systems in 3 out of 4 trials.
<b>4 points</b>	Indicate the function of an organ system in 3 out of 4 trials.
<b>3 points</b>	Identify an organ system in 3 out of 4 trials.
<b>2 points</b>	Respond when exposed to an organ system in 3 out of 4 trials.
<b>1 point</b>	React when exposed to an organ system in 3 out of 4 trials.
<b>Total points possible</b>	<b>6</b>

**Total points possible (P1.0, C5.0)**                      **12**

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**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.**

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## 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>6 points</b>	Evaluate a graph or chart from collected data in 3 out of 4 trials.
<b>5 points</b>	Create an appropriate graph or chart from collected data in 3 out of 4 trials.
<b>4 points</b>	Record data from a scientific investigation in 3 out of 4 trials.
<b>3 points</b>	Identify data used in a scientific investigation in 3 out of 4 trials.
<b>2 points</b>	Respond when exposed to data used in a scientific investigation in 3 out of 4 trials.
<b>1 point</b>	React when exposed to a scientific investigation in 3 out of 4 trials.
<b>Total points possible</b>	<b>6</b>

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

<b>6 points</b>	Explain that DNA determines characteristics of organisms in 3 out of 4 trials.
<b>5 points</b>	Compare and contrast appearances between parents and offspring in 3 out of 4 trials.
<b>4 points</b>	Recognize that parents create offspring in 3 out of 4 trials.
<b>3 points</b>	Match parents to offspring in 3 out of 4 trials.
<b>2 points</b>	Respond when exposed to matching parents and offspring in 3 out of 4 trials.
<b>1 point</b>	React when exposed to matching parents and offspring in 3 out of 4 trials.
<b>Total points possible</b>	<b>6</b>

**Total points possible (P4.0, C2.0) 12**

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

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## 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>6 points</b>	Select predictions based upon an animal life cycle and a plant life cycle in 3 out of 4 trials.	
	<b>5 points</b>	Sequence the life cycles of both plants and animals in 3 out of 4 trials.	
	<b>4 points</b>	Identify sequences based on models in 3 out of 4 trials.	
	<b>3 points</b>	Observe a life cycle in 3 out of 4 trials.	
	<b>2 points</b>	Respond when exposed to a life cycle in 3 out of 4 trials.	
	<b>1 point</b>	React when exposed to a life cycle in 3 out of 4 trials.	
	<b>Total points possible</b>		<b>6</b>

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

	<b>6 points</b>	Explain how organisms compete and cooperate in ecosystems in 3 out of 4 trials.	
	<b>5 points</b>	Identify examples of how organisms compete and cooperate in ecosystems in 3 out of 4 trials.	
	<b>4 points</b>	Identify how one animal depends upon another in 3 out of 4 trials.	
	<b>3 points</b>	Observe nurturing in animals in 3 out of 4 trials.	
	<b>2 points</b>	Respond when exposed to nurturing in animals in 3 out of 4 trials.	
	<b>1 point</b>	React when exposed to nurturing in animals in 3 out of 4 trials.	
	<b>Total points possible</b>		<b>6</b>

<b>Total points possible (P5.0, C4.0)</b>	<b>12</b>
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**Example: Sequence life cycles of plants and animals and identify ways within the life cycle that different organisms compete and cooperate.**

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## EOI Biology

**Standard Measured**

**Experiment, Cells**

**P3.0, C1.0**

**Task Specification**

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.

**Objective: Experiment**

**(P3.0)**

<b>6 points</b>	Evaluate and defend the design of a biological investigation given three choices in 3 out of 4 trials.
<b>5 points</b>	Analyze the design of a biological investigation given two choices in 3 out of 4 trials.
<b>4 points</b>	Identify a testable hypothesis, variables, or controls in a biological investigation in 3 out of 4 trials.
<b>3 points</b>	Record results of a scientific investigation in 3 out of 4 trials.
<b>2 points</b>	Respond when exposed to the results of a scientific investigation in 3 out of 4 trials.
<b>1 point</b>	React when exposed to the results of a scientific investigation in 3 out of 4 trials.
<b>Total points possible</b>	<b>6</b>

**Objective: Cells**

**(C1.0)**

<b>6 points</b>	Describe how the functions of a cell work together in 3 out of 4 trials.
<b>5 points</b>	Identify the functions of at least three parts of a cell in 3 out of 4 trials.
<b>4 points</b>	Identify the different parts of a cell in 3 out of 4 trials.
<b>3 points</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>2 points</b>	Respond when exposed to a drawing or picture of what a cell looks like in 3 out of 4 trials.
<b>1 point</b>	React when exposed to a drawing or picture of what a cell looks like in 3 out of 4 trials.
<b>Total points possible</b>	<b>6</b>

**Total points possible (P3.0, C1.0)**

**12**

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**Example: Read/listen to a story about cell theory. Identify parts of the scientific method and identify the functions of the cell parts.**

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## EOI United States History

Standard Measured

Causes of World War I

US.3

Task Specification

The student will identify the causes of WWI.

Objective: Causes of World War I

(US.3)

<b>6 points</b>	Identify THREE causes of World War I in 3 out of 4 trials.
<b>5 points</b>	Identify TWO causes of World War I in 3 out of 4 trials.
<b>4 points</b>	Identify TWO facts about World War I in 3 out of 4 trials.
<b>3 points</b>	Identify ONE fact about World War I in 3 out of 4 trials.
<b>2 points</b>	Respond when exposed to one fact about World War I in 3 out of 4 trials.
<b>1 point</b>	React when exposed to one fact about World War I in 3 out of 4 trials.
<b>Total points possible</b>	<b>6</b>

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

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

**EOI United States History**

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

**Task Specification**      The student will identify how automobiles and the expanded use of electricity changed people's lives in the United States.

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

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

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

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

**Total points possible (US.4.1, US.4.2)** **12**

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



**EOI United States History (continued)**

**Objective: Major powers of WWII**

**(US.5.3)**

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

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

**18**

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

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

**EOI United States History**

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

**Task Specification**                      The student will identify the significance of Martin Luther King, Jr., Rosa Parks, and the main goal of the Civil Rights Movement.

**Objective: Civil Rights movement**                      **(US.6)**

<b>6 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>5 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>4 points</b>	Identify Martin Luther King, Jr. OR Rosa Parks in 3 out of 4 trials.
<b>3 points</b>	Identify ONE goal of the Civil Rights movement in 3 out of 4 trials.
<b>2 points</b>	Respond when exposed to one goal of the Civil Rights movement in 3 out of 4 trials.
<b>1 point</b>	React when exposed to one goal of the Civil Rights movement in 3 out of 4 trials.
<b>Total points possible</b>	<b>6</b>

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

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