

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).

Grade 8 Science

| | | |
|--------------------------|------------------------------|-------------------|
| Standard Measured | Measure, Motion/Force | P8.1, C8.2 |
|--------------------------|------------------------------|-------------------|

Task Specification The student will measure objects, organisms, and/or events using SI units.

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

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

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

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

Total points possible (P8.1, C8.2) **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: 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**

| | |
|------------------------------|--|
| 6 points | Compare and contrast internal and external structures of organisms in 3 out of 4 trials. |
| 5 points | Compare and contrast internal structures of organisms in 3 out of 4 trials. |
| 4 points | Identify an internal and external structure of an organism in 3 out of 4 trials. |
| 3 points | Identify an external structure of an organism in 3 out of 4 trials. |
| 2 points | Respond when exposed to an external structure of an organism in 3 out of 4 trials. |
| 1 point | React when exposed to an external structure of an organism in 3 out of 4 trials. |
| Total points possible | 6 |

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

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

Grade 8 Science

| | | |
|--------------------------|--|-------------------|
| Standard Measured | Interpret and Communicate, Properties/Chemical Change | P8.4, C8.1 |
|--------------------------|--|-------------------|

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)

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

Objective: Properties/chemical change (C8.1)

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

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).

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).

****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)**

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

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

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

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

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

Objective: Events leading to the American Revolution (8.3)

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

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

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

