

**Oklahoma Alternate Assessment  
Program (OAAP)  
Grade 8 Rubrics  
2013–2014**

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

**Background**

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

In order to measure a broader range of performance, the OSDE decided to incorporate two lower score levels into the existing 4-point scale. The new scale, a 6-point scale, will have a scoring rubric that captures the performance of students functioning at extremely low levels of ability; hence, measuring the growth of this group of students. This method, while providing access to students functioning at lower levels, also satisfies Federal requirements for measuring grade-level academic content standards.

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

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

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

**Method**

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

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

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

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

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

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

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

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

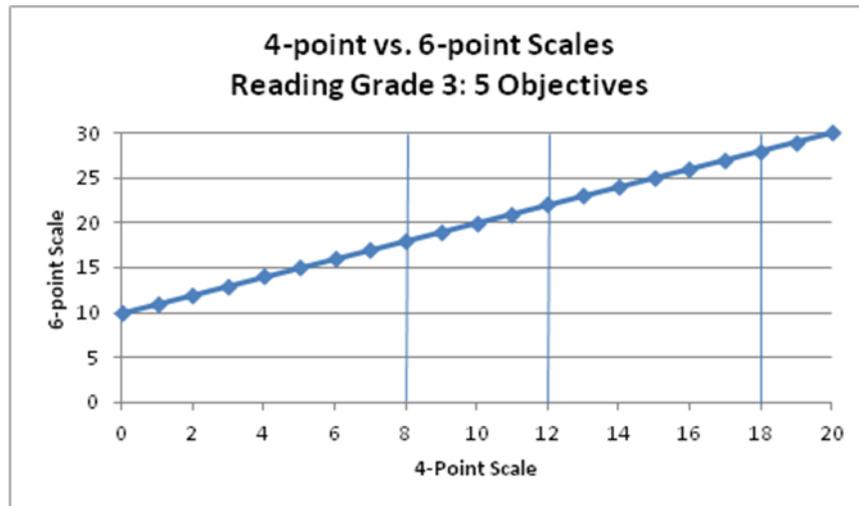


Figure 1: Relation between the 4-point and 6-point Scales

### Summary

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

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

Subject	Grade	Number of Tasks	4-point Cut Scores			6-point Cut Scores		
			LK	Pro	Adv	LK	Pro	Adv
<b>Math</b>	3	5	8	12	18	18	22	28
	4	6	10	16	21	22	28	33
	5	5	7	12	17	17	22	27
	6	6	9	15	23	21	27	35
	7	5	6	13	19	16	23	29
	8	5	7	13	19	17	23	29
<b>Reading</b>	3	5	6	12	18	16	22	28
	4	5	6	11	17	16	21	27
	5	4	5	9	14	13	17	22
	6	4	5	10	14	13	18	22
	7	6	8	14	20	20	26	32
	8	6	8	14	21	20	26	33
<b>Science</b>	5	7	10	16	25	24	30	39
	8	9	14	22	32	32	40	50
<b>Social Studies</b>	5	8	13	20	29	29	36	45
	7	5	8	12	18	18	22	28
	8	6	9	15	22	21	27	34
<b>Writing</b>	5	5	5	11	18	15	21	28
	8	4	7	11	15	15	19	23
<b>Algebra I</b>	HS	4	6	10	15	14	18	23
<b>Algebra II</b>	HS	3	4	8	11	10	14	17
<b>Biology</b>	HS	10	16	25	35	36	45	55
<b>English II</b>	HS	9	14	22	31	32	40	49
<b>English III</b>	HS	7	10	17	25	24	31	39
<b>Geometry</b>	HS	4	5	10	15	13	18	23
<b>U.S. History</b>	HS	8	12	21	30	28	37	46

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

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



# **Grade 8**

## **Mathematics**

**Grade 8 Math**

<b>Standard Measured</b>	<b>Algebraic Reasoning</b>	<b>8.1</b>
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<b>Task Specification</b>	The student will find solutions to a simple linear equation.
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<b>Objective: Linear equations</b>	<b>(8.1)</b>
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	<b>6 points</b>	Graph a simple linear equation in 3 out of 4 trials.
	<b>5 points</b>	Find solutions to a simple linear equation in 3 out of 4 trials.
	<b>4 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>3 points</b>	Identify that an equation is two sets of equal things in 3 out of 4 trials.
	<b>2 points</b>	Respond when exposed to an equation that is two sets of equal things in 3 out of 4 trials.
	<b>1 point</b>	React when exposed to an equation that is two sets of equal things in 3 out of 4 trials.
<b>Total points possible</b>		<b>6</b>

**Grade 8 Math**

<b>Standard Measured</b>	<b>Number Sense and Operation</b>	<b>8.2</b>
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<b>Task Specification</b>	The student will solve a simple word problem.
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<b>Objective: Word problems</b>	<b>(8.2)</b>
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	<b>6 points</b>	Solve a multi-step word problem in 3 out of 4 trials.
	<b>5 points</b>	Solve a one-step word problem in 3 out of 4 trials.
	<b>4 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>3 points</b>	Round a number to the nearest 5, 10, and 100 in 3 out of 4 trials.
	<b>2 points</b>	Respond when exposed to rounding a number to the nearest 5, 10, and 100 in 3 out of 4 trials.
	<b>1 point</b>	React when exposed to rounding a number to the nearest 5, 10, and 100 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 Math****Standard Measured**      **Geometry**      **8.3****Task Specification**      The student will classify shapes and solid figures.**Objective: Geometric shapes**      **(8.3)**

<b>6 points</b>	Identify differences between shapes and solid figures in 3 out of 4 trials.
<b>5 points</b>	Classify shapes and solid figures in 3 out of 4 trials.
<b>4 points</b>	Identify differences between circles, squares, triangles, and rectangles in 3 out of 4 trials.
<b>3 points</b>	Identify circles, squares, triangles, and rectangles in 3 out of 4 trials.
<b>2 points</b>	Respond when exposed to circles, squares, triangles, and rectangles in 3 out of 4 trials.
<b>1 point</b>	React when exposed to circles, squares, triangles, and rectangles in 3 out of 4 trials.
<b>Total points possible</b>	<b>6</b>

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

<b>6 points</b>	Calculate volume in 3 out of 4 trials.
<b>5 points</b>	Estimate volume in 3 out of 4 trials.
<b>4 points</b>	Understand volume permanence in 3 out of 4 trials.
<b>3 points</b>	Identify appropriate tools for measuring volume in 3 out of 4 trials.
<b>2 points</b>	Respond when exposed to the appropriate tools for measuring volume in 3 out of 4 trials.
<b>1 point</b>	React when exposed to the appropriate tools for measuring volume in 3 out of 4 trials.
<b>Total points possible</b>	<b>6</b>

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<b>Grade 8 Math</b>		
<b>Standard Measured</b>	<b>Data Analysis</b>	<b>8.5</b>
<b>Task Specification</b>	The student will identify the median in a set of data.	
<b>Objective: Central tendencies</b>		<b>(8.5)</b>
<b>6 points</b>	Calculate the mean and identify the mode in a set of data in 3 out of 4 trials.	
<b>5 points</b>	Identify the median in a set of data with an even number of elements in 3 out of 4 trials.	
<b>4 points</b>	Identify the median in a set of data with an odd number of elements in 3 out of 4 trials.	
<b>3 points</b>	Organize a set of numbers in increasing or decreasing order in 3 out of 4 trials.	
<b>2 points</b>	Respond when exposed to a set of numbers in increasing or decreasing order in 3 out of 4 trials.	
<b>1 point</b>	React when exposed to a set of numbers in increasing or decreasing order in 3 out of 4 trials.	
<b>Total points possible</b>	<b>6</b>	

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# **Grade 8**

## **Reading**

<b>Grade 8 Reading</b>		
<b>Standard Measured</b>	<b>Vocabulary</b>	<b>8.1</b>
<b>Task Specification</b>	The student will use a variety of new terms and word constructions to demonstrate vocabulary and identify influence of word origin.	
<b>Objective: Identify vocabulary</b>		<b>(8.1)</b>
	<b>6 points</b>	Identify the definitions of four words that illustrate abstract ideas in 3 out of 4 trials.
	<b>5 points</b>	Identify the definitions of three words that illustrate abstract ideas in 3 out of 4 trials.
	<b>4 points</b>	Identify the definitions of two words that illustrate abstract ideas in 3 out of 4 trials.
	<b>3 points</b>	Identify four words that describe everyday objects and school activities in 3 out of 4 trials.
	<b>2 points</b>	Respond when exposed to four words that describe everyday objects and school activities in 3 out of 4 trials.
	<b>1 point</b>	React when exposed to four words that describe everyday objects and school activities in 3 out of 4 trials.
	<b>Total points possible</b>	<b>6</b>

<b>Grade 8 Reading</b>		
<b>Standard Measured</b>	<b>Comprehension/Critical Literacy</b>	<b>8.3</b>
<b>Task Specification</b>	The student will answer basic comprehension questions about a text.	
<b>Objective: Characters</b>		<b>(8.3.1)</b>
	<b>6 points</b>	Identify and answer questions about 2 major and 2 minor characters in 3 out of 4 trials.
	<b>5 points</b>	Identify and answer questions about 2 major characters and 1 minor character in 3 out of 4 trials.
	<b>4 points</b>	Answer questions about a major and a minor character in 3 out of 4 trials.
	<b>3 points</b>	Identify a major character and answer a question about him/her in 3 out of 4 trials.
	<b>2 points</b>	Respond when exposed to a major character and answer a question about him/her in 3 out of 4 trials.
	<b>1 point</b>	React when exposed to a major character and answer a question about him/her in 3 out of 4 trials.
	<b>Total points possible</b>	<b>6</b>

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### Grade 8 Reading (cont.)

**Objective: Plot events**
**(8.3.2)**

	<b>6 points</b>	Summarize at least 3 main events of a narrative in 3 out of 4 trials.
	<b>5 points</b>	Summarize at least 2 main events of a narrative in 3 out of 4 trials.
	<b>4 points</b>	Place 3 given plot events in the order they happened in 3 out of 4 trials.
	<b>3 points</b>	Identify a single plot event in 3 out of 4 trials.
	<b>2 points</b>	Respond when exposed to a single plot event in 3 out of 4 trials.
	<b>1 point</b>	React when exposed to a single plot event in 3 out of 4 trials.
<b>Total points possible</b>		<b>6</b>

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

	<b>6 points</b>	Explain a message that the author conveys in the passage in 3 out of 4 trials.
	<b>5 points</b>	Given choices, select two important messages of the passage in 3 out of 4 trials.
	<b>4 points</b>	Given choices, select one important message of the passage in 3 out of 4 trials.
	<b>3 points</b>	Identify one message that relates to the passage in 3 out of 4 trials.
	<b>2 points</b>	Respond when exposed to one message that relates to the passage in 3 out of 4 trials.
	<b>1 point</b>	React when exposed to one message that relates to the passage in 3 out of 4 trials.
<b>Total points possible</b>		<b>6</b>

**Total points possible (8.3.1, 8.3.2, 8.3.3)**
**18**

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<b>Grade 8 Reading</b>		
<b>Standard Measured</b>	<b>Literature</b>	<b>8.4</b>
<b>Task Specification</b>	The student will identify similarities and differences between story elements (characters, plot, mood, and setting) in two or more texts.	
<b>Objective: Compare story elements from two or more texts</b>		<b>(8.4)</b>
	<b>6 points</b>	Identify two similarities and two differences between story elements in two texts in 3 out of 4 trials.
	<b>5 points</b>	Identify one similarity and one difference between story elements in two texts in 3 out of 4 trials.
	<b>4 points</b>	Identify two similar story elements in two texts in 3 out of 4 trials.
	<b>3 points</b>	Identify one story element that is similar in two texts in 3 out of 4 trials.
	<b>2 points</b>	Respond when exposed to one story element that is similar in two texts in 3 out of 4 trials.
	<b>1 point</b>	React when exposed to one story element that is similar in two texts in 3 out of 4 trials.
<b>Total points possible</b>		<b>6</b>

<b>Grade 8 Reading</b>		
<b>Standard Measured</b>	<b>Research and Information</b>	<b>8.5</b>
<b>Task Specification</b>	The student will find information related to a personal interest identifying at least two sources of information.	
<b>Objective: Research</b>		<b>(8.5)</b>
	<b>6 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>5 points</b>	Locate two sources of information about a topic of personal interest in 3 out of 4 trials.
	<b>4 points</b>	Locate one source of information about a topic of personal interest in 3 out of 4 trials.
	<b>3 points</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>2 points</b>	Respond when exposed to the cover, the illustrations, and key words from the text to help identify a source of information in 3 out of 4 trials.
	<b>1 point</b>	React when exposed to 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>6</b>

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

# **Grade 8**

## **Writing**

<b>Grade 8 Writing</b>		
<b>Standard Measured</b>	<b>Writing Process</b>	<b>8.1</b>
<b>Task Specification</b>	The student will construct compound and exclamatory sentences.	
<b>Objective: Exclamatory sentences</b>		<b>(8.1.1)</b>
<b>6 points</b>	Identify the correct definition of an exclamatory sentence and construct one in 3 out of 4 trials.	
<b>5 points</b>	Construct two exclamatory sentences in 3 out of 4 trials.	
<b>4 points</b>	Identify an exclamatory sentence in 3 out of 4 trials.	
<b>3 points</b>	Identify a question in 3 out of 4 trials.	
<b>2 points</b>	Respond when exposed to a question in 3 out of 4 trials.	
<b>1 point</b>	React when exposed to a question in 3 out of 4 trials.	
<b>Total points possible</b>		<b>6</b>
<b>Objective: Compound sentences</b>		<b>(8.1.2)</b>
<b>6 points</b>	Construct two compound sentences in 3 out of 4 trials.	
<b>5 points</b>	Construct a compound sentence in 3 out of 4 trials.	
<b>4 points</b>	Identify a compound sentence in 3 out of 4 trials.	
<b>3 points</b>	Identify sentences in 3 out of 4 trials.	
<b>2 points</b>	Respond when exposed to sentences in 3 out of 4 trials.	
<b>1 point</b>	React when exposed to sentences in 3 out of 4 trials.	
<b>Total points possible</b>		<b>6</b>
<b>Total points possible (8.1.1, 8.1.2)</b>		<b>12</b>

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<b>Grade 8 Writing</b>		
<b>Standard Measured</b>	<b>Modes and Forms of Writing</b>	<b>8.2</b>
<b>Task Specification</b>	The student will write a biographical or autobiographical story.	
<b>Objective: Written communication</b>		<b>(8.2)</b>
<b>6 points</b>	Write a short biography and autobiography in 3 out of 4 trials.	
<b>5 points</b>	Write a short biography or autobiography in 3 out of 4 trials.	
<b>4 points</b>	Outline a biography or autobiography in 3 out of 4 trials.	
<b>3 points</b>	Identify differences between a biography and autobiography in 3 out of 4 trials.	
<b>2 points</b>	Respond when exposed to the differences between a biography and autobiography in 3 out of 4 trials.	
<b>1 point</b>	React when exposed to the differences between a biography and autobiography in 3 out of 4 trials.	
<b>Total points possible</b>		<b>6</b>

<b>Grade 8 Writing</b>		
<b>Standard Measured</b>	<b>Grammar, Usage, and Mechanics</b>	<b>8.3</b>
<b>Task Specification</b>	The student will demonstrate correct use of Standard English in speaking and writing using nouns, pronouns, subjects, and verbs.	
<b>Objective: Grammar</b>		<b>(8.3)</b>
<b>6 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>5 points</b>	Identify errors in three sentences in 3 out of 4 trials.	
<b>4 points</b>	Create a question in 3 out of 4 trials.	
<b>3 points</b>	Create a simple sentence using beginning capitalization and ending punctuation in 3 out of 4 trials.	
<b>2 points</b>	Respond when exposed to a simple sentence using beginning capitalization and ending punctuation in 3 out of 4 trials.	
<b>1 point</b>	React when exposed to a simple sentence using beginning capitalization and ending punctuation in 3 out of 4 trials.	
<b>Total points possible</b>		<b>6</b>

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# **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)

<b>Grade 8 Science</b>		
<b>Standard Measured</b>	<b>Measure, Motion/Force</b>	<b>P8.1, C8.2</b>

<b>Task Specification</b>	The student will measure objects, organisms, and/or events using SI units.
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<b>Objective: Measure</b>	<b>(P8.1)</b>
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<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>

<b>Objective: Motion/force</b>	<b>(C8.2)</b>
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<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.**

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**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>

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

### Grade 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).

**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>6 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>5 points</b>	Place objects, organisms, or events into a classification system in 3 out of 4 trials.
	<b>4 points</b>	Arrange objects, organisms, and events in serial order in 3 out of 4 trials.
	<b>3 points</b>	Identify an example of a classification system in 3 out of 4 trials.
	<b>2 points</b>	Respond when exposed to an example of a classification system in 3 out of 4 trials.
	<b>1 point</b>	React when exposed to an example of a classification system in 3 out of 4 trials.
<b>Total points possible</b>		<b>6</b>

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

	<b>6 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>5 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>4 points</b>	Identify the spheres of the earth (i.e., land, water, air) in 3 out of 4 trials.
	<b>3 points</b>	Identify different rock formations in 3 out of 4 trials.
	<b>2 points</b>	Respond when exposed to different rock formations in 3 out of 4 trials.
	<b>1 point</b>	React when exposed to different rock formations in 3 out of 4 trials.
<b>Total points possible</b>		<b>6</b>

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

<b>Grade 8 Science</b>		
<b>Standard Measured</b>	<b>Experiment, Earth's History</b>	<b>P8.3, C8.5</b>

<b>Task Specification</b>	The student will identify local natural disasters and how they change the earth.
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<b>Objective: Experiment</b>	<b>(P8.3)</b>
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<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>

<b>Objective: Earth's history</b>	<b>(C8.5)</b>
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<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>

<b>Total points possible (P8.3, C8.5)</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: 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**

**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)**

<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>

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

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

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

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

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

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

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

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

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

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