



Onlayn a Libreta iti Impormasyon ti Nagannak para iti Smarter Balanced Assessments ken Hawai'i State Science (NGSS) Assessments

Lista ti Nilaon

Ania iti Nasken nga Ammoen ti Tunggal Nagannak panggep iti Smarter Balanced Assessments ken ti Hawai'i State Science (NGSS) Assessments	3
Dagiti Pagwadan a Saludsod para ti Smarter Balanced Assessments ken ti Hawai'i State Science (NGSS) Assessments.....	5
Grade 3 Smarter Balanced Mathematics	6
Grade 5 Hawai'i Science (NGSS)	8
Grade 5 Smarter Balanced English Language Arts	16
Grade 6 Smarter Balanced Mathematics	17
Grade 7 Smarter Balanced English Language Arts	19
Grade 8 Hawai'i Science (NGSS)	21
Grade 11 Smarter Balanced Mathematics	27

Ania iti Nasken nga Ammoen ti Tunggal Nagannak panggep iti Smarter Balanced Assessments ken ti Hawai'i State Science (NGSS) Assessments

Ania dagiti assessment nga alaen iti anakko?

Nu iti anakmo ket nakapalista ti grade 3–8 wenno 11, iti anakmo ket mangala ti Hawai'i Smarter Balanced English Language Arts/Literacy ken Mathematics Assessments. Ti Smarter Balanced English Language Arts/Literacy Assessment ket buklen ti computer adaptive test (CAT) ken kasta met ti performance task (PT). Ti Smarter Balanced Mathematics Assessment ket buklen ti computer adaptive test (CAT) laeng. Nu iti anakmo ket nakalista ti grade 5 wenno 8, alaen met iti anakmo ti Hawai'i State Science (NGSS) Assessment.

Katno a maangay dagiti assessment?

Iti anakmo ket mangala ti Smarter Balanced English Language Arts/Literacy ken Mathematics Assessments maminsan para ti tunggal nalaon a disso. Ti window para iti impormasyon ti suot para ti Smarter Balanced Assessments ket sidadaan ayan iti alohahsap.org. Iti eskwelaan iti anakmo ket pakaammoannaka maipapan iti iskedyul ti panagsuot ken nu iti anakmo ket mangala ti iti assessment ti tunggal nalaon a disso.

Ti window para iti impormasyon ti suot para ti Hawai'i State Science (NGSS) Assessments ket sidadaan ayan iti alohahsap.org. Iti eskwelaan iti anakmo ket pakaammoannaka maipapan iti iskedyul ti panagsuot ken nu iti anakmo ket mangala ti Hawai'i State Science Assessment maminsan wenno mamindua.

Makita kadi iti anakko dagiti agpada nga saludsod a di laeng maminsan a maited nu mangala isuna iti adaptive onlayn Hawai'i State Science (NGSS) Assessment a nakasurat ti Ingles?

Irekord ti onlayn a sistema ti panagsuot nu ania dagiti saludsod nga nasungbatannen ti anakmo tunggal mangala isuna iti Hawai'i State Science (NGSS) Assessment. Ti sistema ket maiurnos met segun iti sirib ken kinasaririt iti anakmo apaman nga sumungbat isuna kadagiti saludsod tapno mangipaay daytoy iti nakanatad unay nga impormasyon panggep ti panagtignayna. Tunggal sumungbat ti saludsod iti anakmo, ti sungbatna ket makatulong nga kedngan iti sumaruno a saludsod nga maawatna. Iti anakmo ket maikkan iti agsasabali nga apag ti saludsod tunggal mangala isuna iti Hawai'i State Science (NGSS) Assessment. Nu ti anakmo ket mangala iti Hawai'i State Science (NGSS) Assessment a sur-surok ngem maminsan, iti laeng kangatoan a grado iti maikabil ayan ti opisyal a rekordna.

Kasatno kabayag iti tunggal assessment?

Ti Hawai'i State Science (NGSS) Assessment ket pattapatta agbayag ti dua nga oras. Ti Smarter Balanced English Language Arts/Literacy Assessment ket pattapatta agbayag ti dua nga oras. Ti Smarter Balanced Mathematics Assessment ket pattapatta agbayag ti dua nga oras. Iti anakmo ket nalabit a maikkan ti kanayunan nga oras tapno kompletoen ti tunggal assessment. Ti anakmo ket mabalinna nga isardeng ti assessment ken sumubbli iti sabali nga aldaw tapno kompletoen daytoy. Iti onlayn a sistema ti panagsuot ket matuntonna dagiti saludsod a nasungbatanen iti anakmo ken maipakitana dagiti nabatbati a saludsod nu iti anakmo ket ipatuloyan ti suot.

Ania dagiti computer skill a kasapulan ti anakko para kadagiti assessment?

Dagiti assessment ket iramanna dagiti saludsod a mangkasapulan ti anakmo nga agpili iti maysa nga sungbat manipud iti maysa nga apag ti posible nga sungbat, agpinta ken ayalis dagiti banag, ken isurat dagiti sungbat a direkta ayan ti sistema ti panagsuot. Mabalin nga usaren iti anakmo ti mouse wenno keyboard wenno agpada tapno mangala kadagiti onlayn assessment, ngem iti anakmo ket saan a kasapulan nga eksperto iti kompyuter wenno typist.

Mabalin met a pumili dagiti estudyante ti makatulong kanyada nga online tools bayat ti panagrukod. Mabalin dagiti estudyante nga:

- padakkelen ti agpada nga teksto wenno grapika;
- kulayan ti napateg nga impormasyon;
- kur-itan dagiti kamali a pagpilyan ti sungbat; ken
- markaan dagiti saludsod tapno mapasadaan.

Allukuyenmi dagiti estudyante nga agsanay ti panagsungbat kadagiti klase ti saludsod nga nairaman kadagiti assessment. Ti linaon dagiti praktis ken mangsanay a suot para iti tunggal lebel wenno grade lebel band ken assessment ket sidadaan ayan ti alohahsap.org.

Katno a maawat ti pamilya dagiti resulta ti assessment?

Ti pamilyam ket makaawat ti naisurat a padamag iti grado nga aglaon iti pinal nga grado ti anakmo iti rugi ti sumaruno nga tawen ti eskwela bayat iti bulan ti Septiembre.

Kasatnoak a makatulong ti panagsagana iti anakko para kadagiti assessment?

Kasayaatan a makatulongka ti panagsagana iti anakmo babaen iti panangipaay iti di marupir a suporta tapno matulungan iti anakmo nga inal daw a nakaradkad ayan iti eskwelaan. Siguradoen nga usto iti turog ti anakmo, mangan ti nataaonan a pammigat, aramidenna iti asignaturana, ken inal daw nga sumrek iti eskwelaan. Ti Smarter Balanced Assessments ken ti Hawai'i State Science (NGSS) Assessments ket rukudenna nu kasatno kakaradkad nga sabten ti anakmo dagiti komprehensibo a nilaon ti agpang a makatulong iti inal daw nga sursuro ti anakmo iti uneg ti nabukel a tawen ti eskwela.

Mabalinmo met nga tulungan iti anakmo tapno agbalin isuna nga siaammo iti sungbat kadagiti klase ti saludsod a nalabit nga madamag ken yana babaen ti panagpasada iti daytoy a libreta a kaddua isuna wenno ti panagbisita iti alohahsap.org tapno sungbatan iti kanayunan nga saludsod para ti linaon iti praktis ken mangsanay a suot.

Ania dagiti accessibility support a sidadaan para iti anakko?

Dagiti assessment ket mangidiaya kadagiti accessibility option tapno tulungan **amin nga** estudyante, mairaman dagiti agsursuro iti Ingles a lengguahe ken dagiti adda discapacidad, ipakitana nu ania iti ammoda ken ania ti kabaelanda ayan ti state a suot. Dagiti accessibility support kas ti mailasin a setting, text-to-speech, ken braille ket makatulong a mangipaay iti access para iti estudyante tapno suoten dagiti option kadagiti saludsod ken sungbat. Para iti ad-adu pay nga impormasyon para kadagiti accessibility option, mapan ayan iti alohahsap.org ken mapan ayan ti seksiyon ti Resources.

Dagiti Pagwadan a Saludsod para ti Smarter Balanced Assessments ken ti Hawai'i State Science (NGSS) Assessments

Nasken a sungbatan dagiti estudyante dagiti nadumaduma a klase ti saludsod para iti onlayn assessment:

- Dagiti multiple-choice a saludsod, nu sadino dagiti estudyante ket agpili iti opsyon a sungbat manipud iti maysa nga apag ti posible nga sungbat
- Naaramid a sungbat para kadagiti saludsod:
 - Natural language a saludsod, nu sadino dagiti estudyante ket mangisurat iti ababa wenno akaba nga sungbat ayan iti espasyo ti sungbat
 - Interaktibo nga saludsod, nu sadino dagiti estudyante ket agusar iti mouse wenno keyboard tapno iyalis dagiti aytem, wenno ipinta dagiti sungbat ayan iti espasyo ti sungbat (maawagan met a grid)
 - Equation editor a saludsod, nu sadino dagiti estudyante ket mangikabil iti aniaman a mathematical expression wenno equation
 - Simulation prompts, nu sadino dagiti estudyante ket makilangen kadagiti datus ken mangipaay kadagiti sungbat nga addaan iti nadumaduma a porma

Dagiti estudyante ket kasapulan dan tu metlang nga sungbatan dagiti sumaganad nga klase ti saludsod ayan iti Hawai'i State Science (NGSS) online assessments:

- Cluster items, nga nakadiseno tapno maipasango iti estudyante ayan iti usto-para-iti-grado, nabagas nga sientipiko nga aktibidad nga nakalinya iti ispesipiko nga NGSS performance expectation. Tunggal item cluster ket mangrugi iti mapaspasamak iti agpayso nga biag nga banag, nga sarunoen dagiti maikonekta nga datus, nga agraman iti dua wenno adadu nga interaksyon nga mangkasapulan tapno ti estudyante ket mangipakita iti abilidad tapno mangusar kadagiti kapadasan maipapan iti siensia ken inhenieria, disciplinary core ideas, ken cross-cutting concepts nga nailawlawag babaen iti performance expectation.
- Standalone items, nga mangipasango kadagiti estudyante kadagiti paspasamak nga sarunoen iti, kadawyan, agmaymaysa nga interaksyon nga naipalibot iti maysa nga maipaaramid nga task.

Dagiti saludsod nga sumaganad ket ilawlawag na dagiti klase ti saludsod nga sungbatan iti anakmo ayan dagiti Hawai'i Smarter Balanced English Language Arts/Literacy and Mathematics Assessments ken dagiti Hawai'i State Science (NGSS) Assessments. Ti maysa nga Smarter Balanced English Language Arts or Mathematics nga saludsod ket maipaay para kadagiti grades 3, 5, 6, 7, ken 11. Dagiti Hawai'i State Science (NGSS) Assessment questions ket maipaay para kadagiti grades 5 ken 8. Ti tunggal saludsod ket iramanna ti usto nga sungbat ken daduma nga impormasion ti panagpuntos.

Nu kayatmo a makita dagiti kanayunan nga saludsod, maidawat nga bisitaen ti alohahsap.org.

Grade 3

Sabdiek: Smarter Balanced Mathematics

Hawai'i Common Core Standard: 3.MD.3: 1 | MD | H-3 | a/s | 3.MD.3: Agipinta iti scaled picture graph ken scaled bar graph tapno irepresenta iti apag ti datus nga addaan iti nadumaduma a kategorya. Solbaren ti maysa-ken dua-addang ti “manu pay” ken “manu ti maikkat” a parikut usar iti impormasyon a naipakita ayan ti scaled bar graphs. Kas pagwadan, agpinta iti bar graph nu sadino tunggal kuadro ayan ti bar graph ket nalabit nga agrepresenta ti 5 a taraken.

KEN

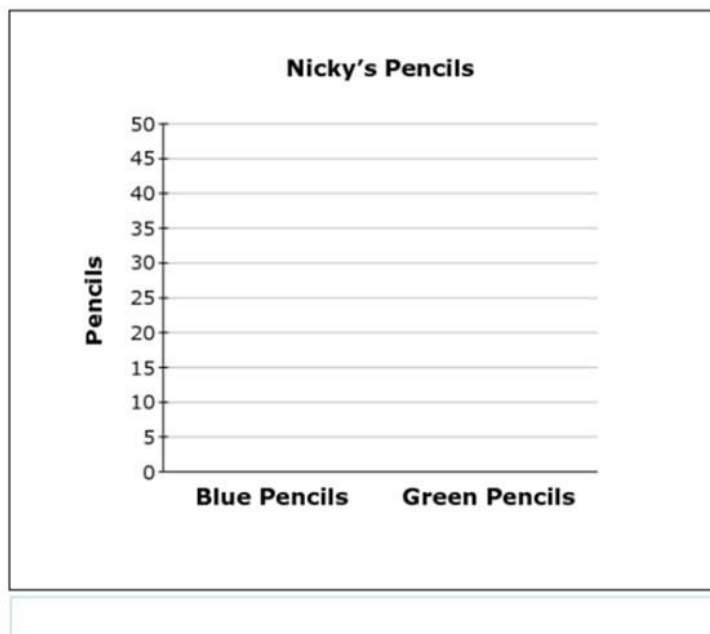
3.OA.8: 1 | OA | D-3 | m | 3.OA.8: Solbaren ti dua-addang a parikut usar ti uppat nga operasyon. Irepresenta dagitoy a parikut usar dagiti equation nga addaan iti letra a mangrepresenta para ti di ammo a kantidad. Amirisin iti kinaresonable dagiti sungbatmo usar ti mental computation ken estimation strategies karaman ti rounding.

Klase ti Saludsod: Naaramid a Sungbat - Interaktibo (Grid) (1 puntos)

Nicky has 4 packs of pencils.
Each pack contains 15 pencils. In
each pack, 5 pencils are blue and
the rest green.

Create a bar graph to show how
many of each color pencil Nicky
has.

Click the graph to show where
the top of the bar should go.

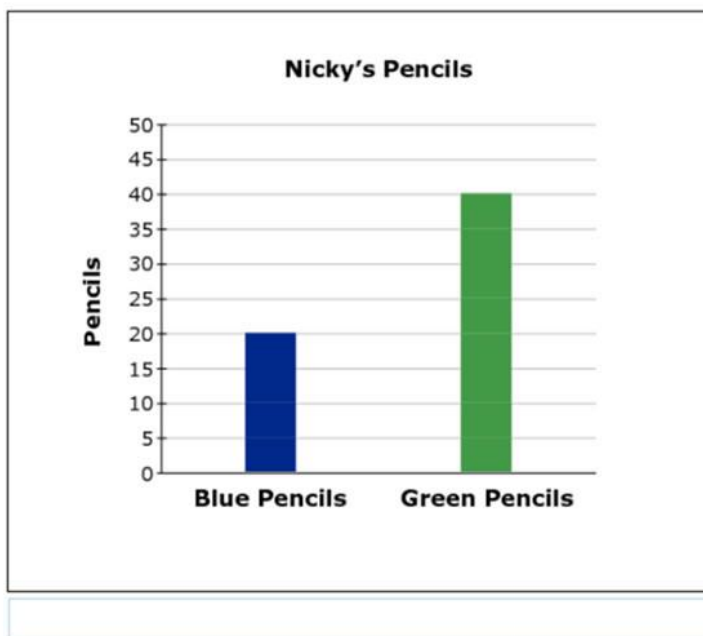


Tapno makaurnong iti maysa a puntos, ti estudyante ket nasken nga agaramid iti bar graph a mangipakita nga ni Nicky ket addaan iti 20 nga asul a lapis ken 40 nga berde a lapis.

Nicky has 4 packs of pencils.
Each pack contains 15 pencils. In
each pack, 5 pencils are blue and
the rest green.

Create a bar graph to show how
many of each color pencil Nicky
has.

Click the graph to show where
the top of the bar should go.



Grade 5

Subject: Hawai'i Science (NGSS)

Hawai'i Next Generation Science Standard: Agusar kadagiti modelo tapno ilawlawag nga ti enerhiya ayan ti kankanen dagiti animals (mausar para iti pagisimpa ti bagi, panag-dakkel, panaggarawm ken panangmentenar ti pudot ti bagi) ket dati nga enerhiya nga aggapo iti init (Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun). (5 PS3-1)

Klase ti Saludsod: Standalone Item (3 puntos)

An alpine marmot eats grass and seeds. In the fall, the marmot weighs more than it did in the spring.

Put the pictures in the correct order to show the flow of energy through the system.

- In Table 1, select a number for each picture to indicate the correct location in Figure 1.
- If a picture is **not** used in Figure 1, select "not used."

Figure 1. Energy Flow Model

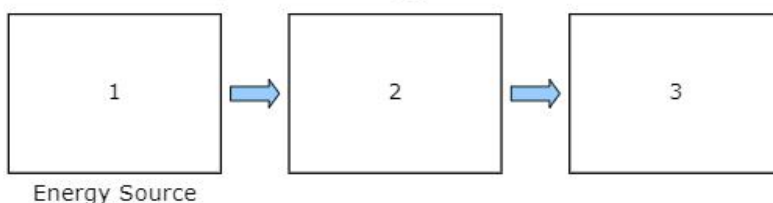


Table 1. Energy Flow Model Order

	Sun	Water	Marmot	Grass and Seeds
Picture				
Location				

Panagpuntos:

Ti estudyante ket makaala iti 1 nga puntos para iti tunggal maysa kadagiti sumaganad:

- Ti estudyante ket ibaga na nga iti init ket umuna ayan iti modelo sakbay iti ru-ot.
- Ti estudyante ket ibaga na nga iti ru-ot ket umuna ayan iti modelo sakbay iti marmot.
- Ti estudyante ket madi nga nagusar iti danom ayan iti modelo.

Ti usto nga sungbat ket maipakita kas iti sumaganad:

An alpine marmot eats grass and seeds. In the fall, the marmot weighs more than it did in the spring.

Put the pictures in the correct order to show the flow of energy through the system.

- In Table 1, select a number for each picture to indicate the correct location in Figure 1.
- If a picture is **not** used in Figure 1, select "not used."

Figure 1. Energy Flow Model

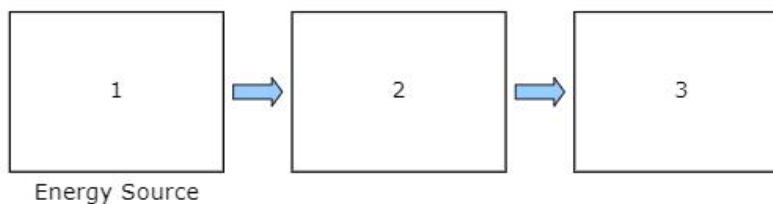


Table 1. Energy Flow Model Order

	Sun	Water	Marmot	Grass and Seeds
Picture				
Location	1 ▼	not used ▼	3 ▼	2 ▼

Grade 5

Subject: Hawai'i Science (NGSS)

Hawai'i Next Generation Science Standard: Mangaramid iti claim panggep iti merit iti design solution nga mangpabassit kadagiti impacts iti maikonekta-iti-panawen nga peggad (Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard). (3 ESS3-1)

Klase ti Saludsod: Cluster Item (9 puntos)

Stimulus:

A house near the ocean in Surfside, New Jersey, is built on stilts.

Sometimes, when buildings are built near areas that are likely to flood, they are built on stilts. This allows the house and its contents to remain safe if the area floods. An example is shown in Figure 1.

Figure 1. Stilt House



Your Task

In the questions that follow, you will make a claim about the effectiveness of stilts as a solution to flooding.

Interactions:

Part A

Select the boxes to identify whether stilts on a house protect against or do **not** protect against each of the actions.

	Protects Against	Does Not Protect Against
Household objects being washed away	☐	☐
Water damage to floors	☐	☐
Water damage to household objects	☐	☐
Yard flooding	☐	☐

Part B

Select **three** conditions that the stilts must meet to allow a building and its contents to remain safe if the area floods.

- ☐ cost a lot of money
- ☐ resist strong water current
- ☐ match the building's appearance
- ☐ support the weight of the building
- ☐ be tall enough to keep the building out of water

Part C

Choose **three** problems that could be caused by using stilts under buildings.

- ☐ Buildings with stilts provide a better view.
- ☐ The stilts will get wet during a storm or flooding.
- ☐ Buildings would be damaged if stilts were to fail.
- ☐ Buildings are harder to enter because of stairs and ramps.
- ☐ Stilts can cause buildings to move side to side in high winds.

Part D

Are stilts a good solution to allow a building and its contents to remain safe if an area floods?

Click on each blank box to select the word or phrase that completes the sentences.

Stilts could be a solution to flooding because they
. This means that
.

Panagpuntos:

Ti estudyante ket makaala iti 1 nga puntos ayan iti Part A para kadagiti sumaganad:

- Ti estudyante ket pinili na iti “Protects against” para iti “Household objects being washed away”, “Water damage to floors”, ken “Water damage to household objects”.
KEN
- Ti estudyante ket pinili na iti “Does not protect against” para iti “Yard flooding”

Part A

Select the boxes to identify whether stilts on a house protect against or do **not** protect against each of the actions.

	Protects Against	Does Not Protect Against
Household objects being washed away	☒	☐
Water damage to floors	☒	☐
Water damage to household objects	☒	☐
Yard flooding	☐	☒

Ti estudyante ket makaala iti 3 puntos para iti panagpili kadagiti sumaganad nga tallo nga sungbat ayan iti Part B:

- “resist strong water current”
- “support the weight of the building”
- “be tall enough to keep the building out of water”

Part B

Select **three** conditions that the stilts must meet to allow a building and its contents to remain safe if the area floods.

- ☐ cost a lot of money
- ☒ resist strong water current
- ☐ match the building’s appearance
- ☒ support the weight of the building
- ☒ be tall enough to keep the building out of water

Ti estudyante ket makaala iti 3 nga puntos para iti panagpili kadagiti sumaganad nga sungbat ayan iti Part C:

- “Buildings would be damaged if stilts were to fail.”
- “Buildings are harder to enter because of stairs and ramps.”
- “Stilts cause buildings to move side to side in high winds.”

Part C

Choose **three** problems that could be caused by using stilts under buildings.

- ☐ Buildings with stilts provide a better view.
- ☐ The stilts will get wet during a storm or flooding.
- ☒ Buildings would be damaged if stilts were to fail.
- ☒ Buildings are harder to enter because of stairs and ramps.
- ☒ Stilts can cause buildings to move side to side in high winds.

Ti estudyante ket makaala iti 2 nga puntos ayan iti Part D para iti panagpili kadagiti sumaganad nga sungbat ayan dagiti dropdowns:

- Ti estudyante ket pinili na iti “good” ayan iti umuna nga dropdown ken “allow water to pass underneath the buildings” ayan iti maikadua nga dropdown, WENNO iti estudyante ket pinili na iti “bad” ayan iti umuna nga dropdown ken “will damage buildings if they fail” wenno “cost a lot” ayan iti maikadua nga dropdown (1 puntos)
- Ti estudyante ket mangpili iti sungbat ayan iti maika-tallo nga dropdown nga maikonekta iti sentence nga naaramid ayan iti umuna nga dua nga dropdown. (1 puntos)
 - Para iti “cost a lot”, ti estudyante ket pinili na iti “the money spent on stilts could be better spent elsewhere”
 - Para iti “will damage buildings if they fail”, ti estudyante ket pinili na iti “stilts create new hazards”
 - Para iti “allow water to pass underneath the buildings”, ti estudyante ket pinili na iti “stilts improve safety by reducing the possibility of buildings flooding”.

Dagiti ehemplo ti full credit response ayan iti Part D:

Part D

Are stilts a good solution to allow a building and its contents to remain safe if an area floods?

Click on each blank box to select the word or phrase that completes the sentences.

Stilts could be a good ▼ solution to flooding because they allow water to pass underneath the buildings ▼. This means that stilts improve safety by reducing the possibility of buildings flooding ▼.

Part D

Are stilts a good solution to allow a building and its contents to remain safe if an area floods?

Click on each blank box to select the word or phrase that completes the sentences.

Stilts could be a solution to flooding because they
. This means that
.

Part D

Are stilts a good solution to allow a building and its contents to remain safe if an area floods?

Click on each blank box to select the word or phrase that completes the sentences.

Stilts could be a solution to flooding because they
. This means that
.

Grade 5**Sabdiek:** Smarter Balanced English Language Arts

Hawai'i Common Core Standard: 2-3: 4-CR | 2-3: PANANGI-INTERPRETAR KEN PAGKAKAMANGEN TI IMPORMASYON: Biruken ti usto nga impormasyon a mangiladawan ti topiko ken dagiti mainaig a kamkameng na; pilien ken inayon ti impormasyon manipud kadagiti paggappuan ti data wenno naiprinta ken dagiti saan a maiprinta a teksto.

Klase ti Saludsod: Napili a Sungbat – Table Match Item (1 punto)

A student is writing a research report about tree frogs. The student took notes and thought of three main ideas for her report. Click on the box to show the **best** main idea that each note supports.

	Main Idea A: How Tree Frogs Grow	Main Idea B: Where Tree Frogs Live	Main Idea C: What Tree Frogs Look Like
Note 1: Tree frogs can be found on the ground, in small plants, or in trees.	☐	☐	☐
Note 2: Some tree frogs change color to hide in what is around them.	☐	☐	☐
Note 3: Tree frogs dig a hole in the ground to stay warm when it is cold outside.	☐	☐	☐
Note 4: It takes weeks for baby tree frogs to jump because, at first, they have no legs.	☐	☐	☐

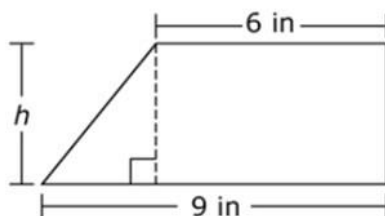
Tapno makaala ti maysa a punto, masapul nga i-click ti estudyante diay box a mangiladawan ti Note 1 a mangsuportar ti Main Idea B, Note 2 ket suportaran na ti Main Idea C, Note 3 suportaran na ti Main Idea B, ken Note 4 suportaran na ti Main Idea A.

A student is writing a research report about tree frogs. The student took notes and thought of three main ideas for her report. Click on the box to show the **best** main idea that each note supports.

	Main Idea A: How Tree Frogs Grow	Main Idea B: Where Tree Frogs Live	Main Idea C: What Tree Frogs Look Like
Note 1: Tree frogs can be found on the ground, in small plants, or in trees.	☐	☒	☐
Note 2: Some tree frogs change color to hide in what is around them.	☐	☐	☒
Note 3: Tree frogs dig a hole in the ground to stay warm when it is cold outside.	☐	☒	☐
Note 4: It takes weeks for baby tree frogs to jump because, at first, they have no legs.	☒	☐	☐

Grade 6**Sabdiek:** Smarter Balanced Mathematics**Hawai'i Common Core Standard:** H-6: 1 | G | H-6: Solbaren dagiti real-world ken mathematical a parikut maipapan ti area, surface area, ken volume.**Klase ti Saludsod:** Naaramid a Sungbat- Equation Editor (2 puntos)

The trapezoid shown is divided into a right triangle and a rectangle.



Use the Equation Tool to create an expression that could be used to determine the area of the trapezoid.

←

→

↶

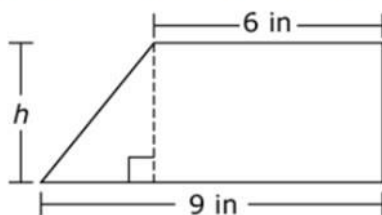
↷

✖

1	2	3	h
4	5	6	$+$ $-$ $*$ $\div$
7	8	9	$<$ $=$ $>$
0	.	-	$\frac{\Box}{\Box}$ $\Box^2$ $()$ $ $

Tapno makaurnong iti maysa a puntos, nasken nga iserrek ti estudyante iti equation (wenno maysa nga equivalent ti) $\frac{1}{2}(3 \times h) + (h \times 6)$.

The trapezoid shown is divided into a right triangle and a rectangle.



Use the Equation Tool to create an expression that could be used to determine the area of the trapezoid.

$$\frac{1}{2}(3 \cdot h) + (h \cdot 6)$$



1	2	3	h
4	5	6	$+$ $-$ $*$ $\div$
7	8	9	$<$ $=$ $>$
0	.	-	$\frac{\Box}{\Box}$ $\Box^{\Box}$ $(\Box)$ $ $

Grade 7

Sabdiek: Smarter Balanced English Language Arts

Hawai'i Common Core Standard: 3-6: 2-W | 3-6: ISURAT/BALIWAN DAGITI ABABA A TEKSTO: No agsurat ka wenno baliwam ti impormasyon ti maysa wenno ad-adu pay a paragraph, aramiden ti naduma-duma a stratehiyas.: Mentenaren ti focus/tono babaen ti panangiyurnos kadagiti kapanunotan, mangaramid ti maysa a topiko a mabalin a mangsuportar kadagiti ebidensya/termino ti sao ken panangilawlawag, wenno ipaayan ti audience ti umno a konklusyon.

Klase ti Saludsod: Maaramid a Sungbat – Nailawlaw a Sungbat (2 puntos)

A student is writing a report for English class about folk heroes. Read the draft of his introduction and conclusion and complete the task that follows.

You may never have heard of John Chapman, but you probably have heard of Johnny Appleseed. He was an American folk hero and pioneer who was born in Massachusetts in 1774. When he was eighteen years old, he decided to help the pioneers who were moving west. He had a dream of growing apple trees and giving apple seeds to them. That way, they would never go hungry.

Many people said that Johnny was a cheerful and generous man who loved the wilderness and was gentle with animals. What he is most known for today, though, is walking the countryside and planting apples. He did this for almost fifty years. To this day, many festivals are held every year to honor him. Next time you bite into a crispy, juicy apple, thank Johnny Appleseed.

The student took these notes from credible sources:

- Planted seeds along roadways, forests, and near rivers
- Traveled from Massachusetts to Pennsylvania
- Spent 50 years walking the countryside
- Stayed ahead of settlers
- Planted apple seeds along roadways and in forests as he moved west
- Planted seeds anywhere pioneers would settle
- Got seeds for free from cider mills and kept them in leather bags
- First nickname was the "apple seed man"
- Later called "Johnny Appleseed"
- Made friends with Indian tribes
- Learned some Indian languages
- Lots of festivals named after him
- Children loved him and listened to his stories
- Was generous and kind
- When invited for a meal, would not eat until the whole family had had enough food
- Was kind to animals
- Bought a horse that was going to be put to sleep and gave the horse to someone needy to keep his promise to treat the horse kindly
- Wore apple sacks for clothing and gave nice clothes to settlers

Write one or two body paragraphs using appropriate details from the student's notes to explain the "man behind the legend" without repeating the ideas presented in the first and last paragraphs.

Tapno makaala ti dua a puntos, masapul a ti sungbat ti estudyante ket addaan ti naurnos, agsasaruno ken mainaig a rason/detalye ken/wenno pampaneknek a mangsuportar ti topiko/thesis/ kapanunotan maipanggep ti Johnny Appleseed legend a mangilawlawag babaen ti panagusar ti umno a sasao.

American folk hero and pioneer who was born in Massachusetts in 1774. When he was eighteen years old, he decided to help the pioneers who were moving west. He had a dream of growing apple trees and giving apple seeds to them. That way, they would never go hungry.

Many people said that Johnny was a cheerful and generous man who loved the wilderness and was gentle with animals. What he is most known for today, though, is walking the countryside and planting apples. He did this for almost fifty years. To this day, many festivals are held every year to honor him. Next time you bite into a crispy, juicy apple, thank Johnny Appleseed.

The student took these notes from credible sources:

- Planted seeds along roadways, forests, and near rivers
- Traveled from Massachusetts to Pennsylvania
- Spent 50 years walking the countryside
- Stayed ahead of settlers
- Planted apple seeds along roadways and in forests as he moved west
- Planted seeds anywhere pioneers would settle
- Got seeds for free from cider mills and kept them in leather bags
- First nickname was the "apple seed man"
- Later called "Johnny Appleseed"
- Made friends with Indian tribes
- Learned some Indian languages
- Lots of festivals named after him
- Children loved him and listened to his stories
- Was generous and kind
- When invited for a meal, would not eat until the whole family had had enough food
- Was kind to animals
- Bought a horse that was going to be put to sleep and gave the horse to someone needy to keep his promise to treat the horse kindly
- Wore apple sacks for clothing and gave nice clothes to settlers

Write one or two body paragraphs using appropriate details from the student's notes to explain the "man behind the legend" without repeating the ideas presented in the first and last paragraphs.

John Chapman traveled from Massachusetts to Pennsylvania, keeping ahead of the settlements. Every year, he planted apple seeds farther west. He carried a leather bag filled with apple seeds that he collected from cider mills. He would take the seeds from the bag and plant them along roadways, in forests, and in other places where pioneers settled. He was soon known as the "apple seed man" and later as "Johnny Appleseed." Sometimes on his travels, he would be invited to have a meal with a pioneer family. He would not start eating, though, until he knew the whole family would have enough food. The children loved his stories, and their

Grade 8

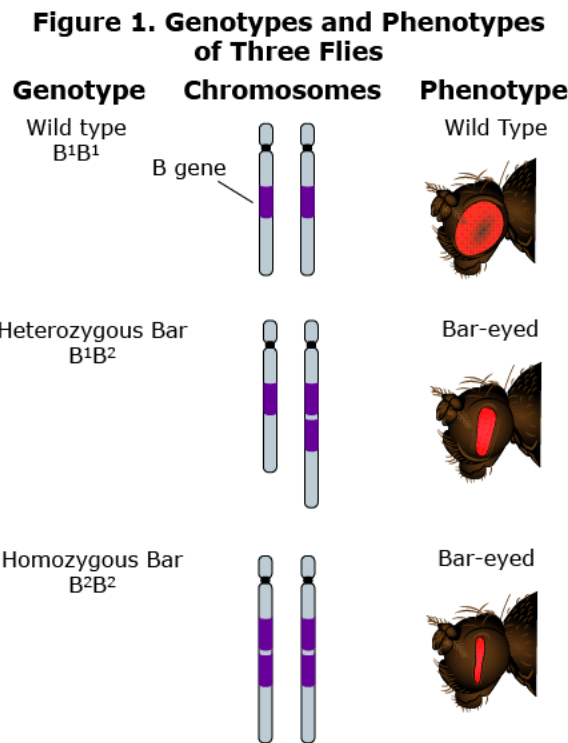
Subject: Hawai'i Science (NGSS)

Hawai'i Next Generation Science Standard: Mangaramid ken agusar iti modelo tapno ilawlawag nu paya nga dagiti structural changes ayan dagiti genes (mutations) nga mabirukan ayan dagiti chromosomes ket mabalinda apektaran dagiti protiens ken mabalin nga agresulta iti harmful, beneficial, wenno neutral nga epekto ayan ti structure ken function ti organismo (Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism). (MS-LS3-1)

Klase ti saludsod: Standalone Item (2 puntos)

Flies with bar-eyed phenotypes cannot see as well as those with wild type phenotypes.

The genotypes and phenotypes of three flies are shown in Figure 1.



Source: Scitable by nature EDUCATION

Click on each blank box to select the statements that complete the chain of events explaining how the bar-eyed mutation reduces a fly's eyesight.

Chain of Events

Step	Event
1	
2	
3	
4	The eyesight of a fly is reduced.

Ti estudyante ket makaala iti 1 nga puntos para iti tunggal maysa kadagiti sumaganad:

- Ti estudyante ket pinili na iti “A chromosome has more than one copy of the B gene” ayan iti addang nga direkta sakbay iti “There is a change in the protein production”. (1 puntos)
- TI estudyante ket pinili na iti “There is a change in the protein production” ayan iti addang nga direkta sakbay iti “The fly’s eye structures become narrower”. (1 puntos)

Ti estudyante ket makaala iti 1 nga puntos para iti tunggal maysa kadagiti sumaganad:

Ti usto nga sungbat ket maipakita kas iti sumaganad:

Chain of Events

Step	Event
1	A chromosome has more than one copy of the B gene. ▾
2	There is a change in the protein production. ▾
3	The fly’s eye structures become narrower. ▾
4	The eyesight of a fly is reduced.

Grade 8

Subject: Hawai'i Science (NGSS)

Hawai'i Next Generation Science Standard: Mangaramid, usaren, ken ipakita dagiti arguments tapno suportaran iti claim nga nu ti kinetic energy iti maysa banag ket agbaliw, ti energy ket maiyakar paapan wenno manipod iti dayta nga banag. (Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object). (MS-PS3-5)

Klase ti Saludsod: Cluster Item (9 puntos)

Stimulus:

Sparks fly off the wheels of a train when the brakes are applied.

Click the small gray arrow to see a demonstration of this happening in Animation 1.

Animation 1. Braking Train

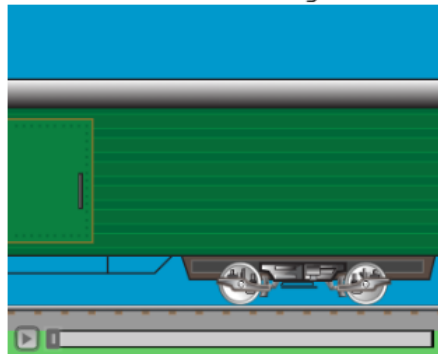


Table 1 explains some properties of the train and its surroundings as energy flows throughout the system.

Table 1. Properties of the Train System

Before Brakes Are Applied	After Brakes Applied
No sparks	Sparks fly off the wheels and brake pads
Brake pads make no sound	Brake pads make sound
Brake pads are cold	Brake pads are hot
Wheels are warm	Wheels are hot
Rails are warm	Rails are warmer
Train is moving fast	Train is moving slow

Your Task

In the questions that follow, you will analyze what happens to the train when the brakes are applied.

Interactions:

Part A

Click on each blank box to select the word or phrase that completes each sentence, constructing an argument about what happens when the train's brakes are applied.

Applying the brakes causes the to transfer kinetic energy to the . This causes the to slow down and have kinetic energy, which slows the train.

Part B

When the train applies its brakes, what happens to the energy of the surroundings?

- ☐ Ⓐ The surroundings gain energy.
- ☐ Ⓑ The surroundings lose energy.
- ☐ Ⓒ The surroundings do not gain or lose energy.
- ☐ Ⓓ There is not enough information to determine the energy of the surroundings.

Part C

Which **three** statements support your choice in part B?

- ☐ The train maintains its speed.
- ☐ Sound is produced.
- ☐ Sound is consumed.
- ☐ Light is produced.
- ☐ Light is consumed.
- ☐ Heat is produced.
- ☐ Heat is consumed.

Part D

Select **three** pieces of evidence that would support the claim that the kinetic energy of the wheels changed form.

- ☐ The brakes give off energy as heat.
 - ☐ The brakes make a screeching sound.
 - ☐ The brakes undergo a chemical reaction.
 - ☐ The sparks that fly off the wheels give off light.
 - ☐ The potential energy of the train increases as it slows.
-

Panagpuntos:

Ti estudyante ket makaala iti 2 nga puntos para iti Part A para kadagiti sumaganad:

- Ti estudyante ket pinili na iti “wheels” ayan iti umuna nga blanko ken “brakes” wenno “rails” ayan iti maikadua nga blanko. (1 puntos)
- Ti estudyante ket pinili na iti “wheels” ayan iti maika-tallo nga blanko ken “less” ayan iti maika-uppat nga blanko. (1 puntos)

Part A

Click on each blank box to select the word or phrase that completes each sentence, constructing an argument about what happens when the train's brakes are applied.

Applying the brakes causes the to transfer kinetic energy to the . This causes the to slow down and have kinetic energy, which slows the train.

Ti estudyante ket makaala iti 1 nga puntos ayan iti Part B para iti panagpili iti “The surroundings gain energy”

Part B

When the train applies its brakes, what happens to the energy of the surroundings?

- ☒ A The surroundings gain energy.
- ☐ B The surroundings lose energy.
- ☐ C The surroundings do not gain or lose energy.
- ☐ D There is not enough information to determine the energy of the surroundings.

Ti estudyante ket makaala iti 3 nga puntos ayan iti Part C para iti panagpili kadagiti sumaganad:

- “Sound is produced.”
- “Light is produced.”
- “Heat is produced.”

Part C

Which **three** statements support your choice in part B?

- ☐ A The train maintains its speed.
- ☒ B Sound is produced.
- ☐ C Sound is consumed.
- ☒ D Light is produced.
- ☐ E Light is consumed.
- ☒ F Heat is produced.
- ☐ G Heat is consumed.

Ti estudyante ket makaala iti 3 nga puntos ayan iti Part D para iti panagpili kadagiti sumaganad:

- “The brakes give off energy as heat.”
- “The brakes make a screeching sound.”
- “The sparks that fly off the wheels give off light.”

Part D

Select **three** pieces of evidence that would support the claim that the kinetic energy of the wheels changed form.

- ☒ The brakes give off energy as heat.
- ☒ The brakes make a screeching sound.
- ☐ The brakes undergo a chemical reaction.
- ☒ The sparks that fly off the wheels give off light.
- ☐ The potential energy of the train increases as it slows.

Grade 11

Sabdiek: Smarter Balanced Mathematics

Hawai'i Common Core Standard: A-REI.C: Solbaren dagiti sistema dagiti equation.

Klase ti Saludsod: Naaramid a Sungbat – Sungbat iti Equation (1 puntos)

The basketball team sold t-shirts and hats as a fund-raiser. They sold a total of 23 items and made a profit of \$246. They made a profit of \$10 for every t-shirt they sold and \$12 for every hat they sold.

Determine the number of t-shirts and the number of hats the basketball team sold.

Enter the number of t-shirts in the first response box.

Enter the number of hats in the second response box.

← → ↶ ↷ ✖

1	2	3
4	5	6
7	8	9
0	.	-

Tapno makaala iti maysa a puntos, masapul nga ikabil ti maysa nga estudyante ti 15 para iti bilang ti t-shirt a nalako iti umuna a kahon ti sungbat ken 8 para iti bilang dagiti kallugong iti maikadua a kahon ti sungbat.

The basketball team sold t-shirts and hats as a fund-raiser. They sold a total of 23 items and made a profit of \$246. They made a profit of \$10 for every t-shirt they sold and \$12 for every hat they sold.

Determine the number of t-shirts and the number of hats the basketball team sold.

Enter the number of t-shirts in the first response box.

Enter the number of hats in the second response box.

15

8

← → ↶ ↷ ✖

1	2	3
4	5	6
7	8	9
0	.	-