MARSHALLESE

Hawai'i Statewide Assessment Program

Online Smarter Balanced Assessments im Hawai‘i State Science (NGSS) Assessments Bok in Meļeļe Ñan Jinen im Jemen

Tebōļ in Kadkad

Men ko Me Aolep Jinen im Jemen Ri-Jikuuļ En Jelā Kōn the Smarter Balanced Assessments ko im Hawai‘i State Science (NGSS) Assessments ko

Nājū enaaj bōk watwat rot?

Elaññe ajri eo nājiṃ ej pād ilo kilaj 3-8 ak 11, nājūṃ enaa bōk Hawai‘i Smarter Balanced English Language Arts/Literacy im Mathematics Assessment ko. Smarter Balanced English Language Arts/Literacy Assessment ej kōṃṃan jān juon “teej me computer ej karōke” (computer adaptive test (CAT)) im barāinwot juon jerbal in kōṃṃan (performance task - (PT)). Smarter Balanced Mathematics Assessment eo ej kōṃṃan jān juon teej me computer ej karōke (CAT) wōt. Elaññe nājūṃ ej pād ilo kilaj 5 ak 8, nājūṃ enaaj bar bōk Hawai‘i State (NGSS) Assessment eo.

Ñāāt eo naaj leļǫk watwat ko?

Ajri eo nājūṃ enaaj bōk Smarter Balanced English Language Arts/Literacy im Mathematics juon kōtaan kōn kajjojo ekkatak. Meļeļe ko kōn wūntō in iien teej Smarter Balanced Assessment ko ej pād ilo alohahsap.org An nājūṃ jikuuļ enaaj kojeḷḷāik eok kōn schedule in teej eo an im ñāāt eo nājūṃ enaaj bōk assessement eo kōn kajjojo ekkatak.

Meļeļe ko kōn wūntō in iien teej an Hawai‘i State Science (NGSS) Assessment ko ej pād ilo alohahsap.org An nājūṃ jikuuļ enaaj kojeḷḷāik eok kōn schedule in teej eo an im elaññe nājūṃ enaaj bōk Hawai‘i State Science Assessment eo juon ak ruo kōtaan.

Nājū enaaj loe ejja kajjitōk ko wōt elaññe nājū ej bōk “ukok bwe en ekkar” online Hawai‘i State Science (NGSS) Assessment ilo Kajin Pālle elōñ ļǫk jāñ juon alen?

Būrookraaṃ in teej eo online ej jei kajjitōk ko me nājūṃ ej uwaak kajjojo alen me ej bōk Hawai‘i State Science (NGSS) Assessment eo. Būrookraaṃ eo ej bar ukok bwe en ekkar ñan an nājūṃ jelā ak maroñ ñe ej uwaak kajjitōk ko, bwe en weeppāntata meļeļe ko me ej leļǫk kōn an kōṃṃan. Kajjojo alen im nājūṃ ej uwaak juon kajjitōk, uwaak eo an ej jipañ ilo an peļaak naaj kajjitōk eo me enaaj bōk ālikin. Naaj leļǫk kajjitōk ko eotak kajjojo alen im ej bōk Hawai‘i State Science (NGSS) Assessment eo. Elaṇṇe nājūṃ ej bōk Hawai‘i State Science (NGSS) Assessment eo elōñļǫk jān juon alen, naaj dāpij bōnbōn eo eļaptata wōt jeje eo an.

Jete awa enaaj bōk ilo kajjojo watwat?

Hawai‘i State Science (NGSS) Assessment eo enaaj bōk epaak ruo awa. Smarter Balanced English Language Arts/Literacy Assessment eo enaaj bōk epaak 2 ñan 3 1/2 awa. Smarter Balanced Mathematics Assessment eo enaaj bōk epaak 1 ñan 2 awa. Renaaj bōlen leļǫk bar iien ñan an kadedeik kajjojo assessment eo. Nājūṃ emaroñ in diwōj jān juon assessment im rǫǫl ilo bar juon raan ñan kadedeiki. Būrookraaṃ in teej eo online ej dāpij kajjitōk ko me nājūṃ ekar uwaak im enaaj leļǫk kajjitok ko jet ñe ej rǫǫl in kadedeik assessment eo.

Nājū enaaj aikuj in majādik kōn ta ilo computer bwe en kōṃṃan watwat ko?

Watwat ko ej kakobaik kajjitōk ko im nājūṃ enaaj aikuj in kāālōt juon uwaak jān elōñ uwaak ko, jiñaiki pijain men ko im kōṃṃakūt men ko, im taipi uwaak ko kaju ñan ilo būrookraaṃ eo. Nājūṃ emaroñ in kōjerbal mouse eo ak keyboard eo ak aolep erro jiṃor ñan bōk watwat online ko, ak nājūṃ ejjab aikuj in ṃōkade ilo kōjerbal computer ak ilo taip.

Ri-jikuuļ ro naaj bar maroñ in kāālōte jet kein jerbal ko online ñan jipañ er ilo iien watwat ko. Rijikuuļ emaroñ in:

- kakilepļǫk (zoom) naan ko im pija ko;
- kōkāālel (highlight) meļeļe ko im eļap aorōk;
- ṃane uwaak ko me ekar kāālōt im ejjab jimwe; im
- kakōļļeik kajjitōk ko ñan bar etale.

Kōm ej rojañe rijikuuļ ro bwe ren kamminene uwaake kajjitōk ko āinwōt kain eo kakkobaba ilo watwat ko. Elōñ kein kamminene kōn kajjojo peļaakin kobban im teej in kōmmālmel kōn kajjojo alen teeñ im watwat ko ilo alohahsap.org.

Naaj ñaat eo an baaṃle ko naaj bōk ajāllik ko an naaj watwat ko?

Baaṃle ṇe aṃ enaaj bǫk juon kōjjeļā peba in bōnbōn eo im enaaj kowaļǫk an nājūṃ bōnbōn ilo jinoin iiō in jikuuļ eo ālikin ilo allōñ in Jeptōṃba.

Ekōjkan aō maroñ in jipañ nājū bwe en kōpopo ñan watwat ko?

Eṃṃantata aṃ naaj jipañ nājūṃ in kōpopo ilo aṃ naaj rie aolep iien bwe en kōṃṃan eṃṃan ilo jikuuļ aolep raan. Kapen ke ebwe an nājūṃ kiki, ej ṃōñā ṃabuñ me eṃṃan ñan ājmuur, ej kadede homework eo an, im ej pād ilo jikuuļ aolep raan. Smarter Balanced Assessments ko im Hawai‘i State Science (NGSS) Assessments ko ej joñake elaññe nājūṃ ej tōbar aikuj ko an peļaakin kobban ko me ej jipañ an nājūṃ bōk ekkatak ko ilo aolepen iiō in jikuuļ eo.

Kwō bar maroñ in jipañ nājūṃ ilo an kaimminene kōn kain kajjitōk ko enaaj bōlen aikuj in uwaake ilo an etale bok jidikdik in ippān im etal ñan alohahsap.org ñan uwaak bar kaiminene kōn peļaakin kobban im kajjitōk ko ilo teej in kōmmālmel.

Kein jipañ kōn deļǫñ rot rej pād ñan jipañ nājū?

Assessment ko rej leļǫk menin deļǫñ ekkāālel ñan jipañ **aolep** ri-jikuuļ ro, kōpool ri-ekkatak Kajin Pālle im ro im elōñ handicap, kowaļǫk ta eo rejeļā im maroñ in kōṃṃan ilo state teej ko. Menin jipañ kōn deļǫñ āinwōt juon jikin jijet ejepel, jeje-ñan-kōnono, im braille emaroñ in jipañ in leļǫk wāween an ri-jikuuļ deļǫñ ñan kajjjitok ko ilo teej eo im menin ekkāālel ilo wāween uwaak. ñan bōk bar meļeļe ko kōn menin ekkāālel ñan deļǫñ, etal ñan alohahsap.org im etal ñan section eo ṇaetan Resources.

Waan Joñak kōn Kajjitōk ko kōn Smarter Balanced Assessments ko im Hawai‘i State Science (NGSS) Assessments ko

Ri-jikuuļ ro naaj aikuj in uwaak elōņ kain kajjitōk ko ilo watwat ko online:

- Kajjitōk ko elōñ kōkāālel, im ri-jikuuļ ro naaj kāālōte juon uwaak jān elōņ kōkāālel ko
- Kajjitōk ko kōkal uwaak:
  - Kajittōk ko ilo “kajin aolep raan,” im ri-jikuuļ ro naaj taip uwaak ko ekadu im eaitokļǫk ilo jikin uwaak
  - Kajjitōk ko “interactive”, im ri-jikuuļ ro naaj kōjerbal mouse eo ak keyboard eo ñan kōņṃakūt men ko ak jiñaik uwaak ko ilo juon jikin uwaak (bar naetan grid)
  - Kajjitōk in kōņṃan equation ko, im ri-jikuuļ ro naaj kaddeļǫñ jabdewōt expression ak equation in bōnbōn
  - Kōņṃan annañ, im ri-jikuuļ ro naaj jerbal ippān meļeļe ko im leļǫk uwaak ko ilo elōñ wāween

Ri-jikuuļ ro renaaj bar aikuj in uwaak kain kajjitōk ko me rej ļoor ioon Hawai'i State Science (NGSS) online kein watwat ko:

- Men ko Uror, me eṃōj kōṃṃan nān jelōte ri-jikuuļ eo ilo juon menin koṃṃan me ej kilaj-ekkar, elōn̄ meļeļein im ej science im ej ekkar nān ejejjet juon menin katmāne nān kōṃṃan an NGSS Kojjojo menin uror ej ijjino ilo juon men eo lukkuun-ļal-in me meļeļe ko rekkar rej ļoore, im ej kōpool ruo ak lōnļǫk menin kōmman-ippān im ri-jikuuļ ro rej aikuj in kowaļǫk aer maron̄ in kōjerbal science im menin kōṃṃan ko jān engineering, ļōmṇak ko ioļapān ekkatak eo, im ļōmṇak ko me rej ṃwijṃwij im menin katmāne nān kōṃṃan me ej kaalikkar.
- Men ko Jutak-Iaan-Make, me rej jelōte ri-jikuuļ ro ikijjien men ko im ilo enañin aolep kōtaan ko, juon wōt kōṃṃan ippān, me ej ekkal ioon juon menin aikuj in kōṃṃan me ej ļoor.

Kajjitōk ko me rej ļoor rej kōṃṃan juon pija ikijjien kain kajjitōk ko im nājūṃ ajri enaaj uwaak ilo Hawai‘i Jimaatļǫk im Jokkun wōt Juon Kajin Pālle Jiñā/Riit im Watwat Bōnbōn im an Hawai‘i State Science (NGSS) Watwat ko. Eṃōj lelok juon kajjitōk ikijjien Jimaatļǫk im Jokkun wōt Juon Kajin Pālle Jiñā ak Bōnbōn nān kilaj ko 3, 5, 6, im 11. Eṃōj leļǫk Hawai‘i State Science (NGSS) Watwt kajjitōk ko nān kilak ko 5 im 8. Kajjojoļ kajjitōk eo ej kōpooļ uwaak eo ejiṃwe im bar meļeļe ko kōn wāween score.

Ñe kwō kōņaan in loe bar jet kajjitōk, jouj im etal ñan alohahsap.org.

Teeñ 3

Kooj: Smarter Balanced Bōnbōn

Hawai'i Common Core Standard: 3.MD.3: 1 | MD | H-3 | a/s | 3.MD.3: Jiñaik juon "scaled picture graph" im juon "scaled bar graph" ñan pinej jenkwan juon "data set" ilo elōñ kilaj ko. Kōṇṇan juon- im ruo-buñton "jete lōñļǫk" im "jete iietļǫk" kajjitōk ko me ej kōjerbal meļeļe ko kowaļǫk ilo bar graph ko. Waan joñak, jiñaik juon bar graph im kajjojo jukweea ilo bar graph eo naaj bōlen pinej jenkwan 5 nājūṇ men in mour.

IM

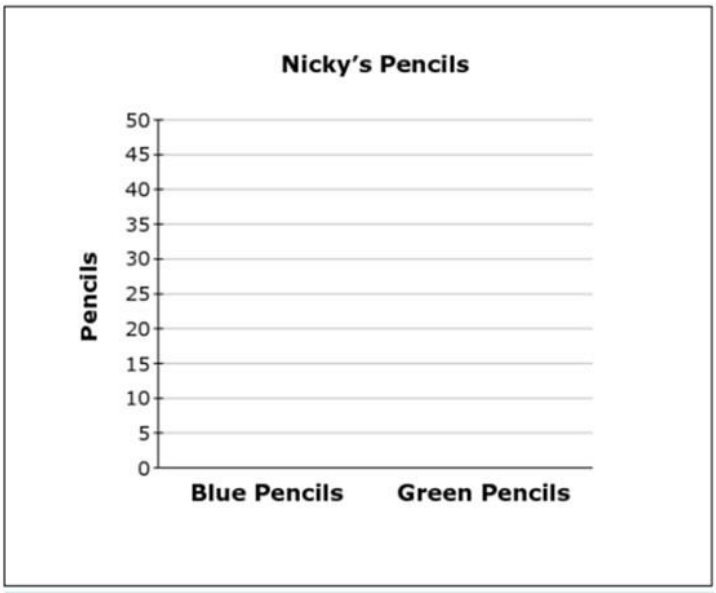
3.OA.8: 1 | OA | D-3 | m | 3.OA.8: Kōṇṇan ruo-buñton kajjitōk in naan im kōjerbal āmen jerbal ko.Pinej jenkwan kajjitōk kein ilo aṃ kōjerbal equation ko me elōñ juon lōta im ej pinej jenkwan joñan eo jejjab jelā. Watōke elaññe uwaak ko ejimwe ilo an kōjerbal wāween ļōmṇak ko kakobaik jorban ilo ļōmṇak im kōllejarin aṇtǫǫn kakobaik "rounding."

Kajjitōk Rot: Uwaak Kōkal - Interactive (Grid) (1 point)

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.

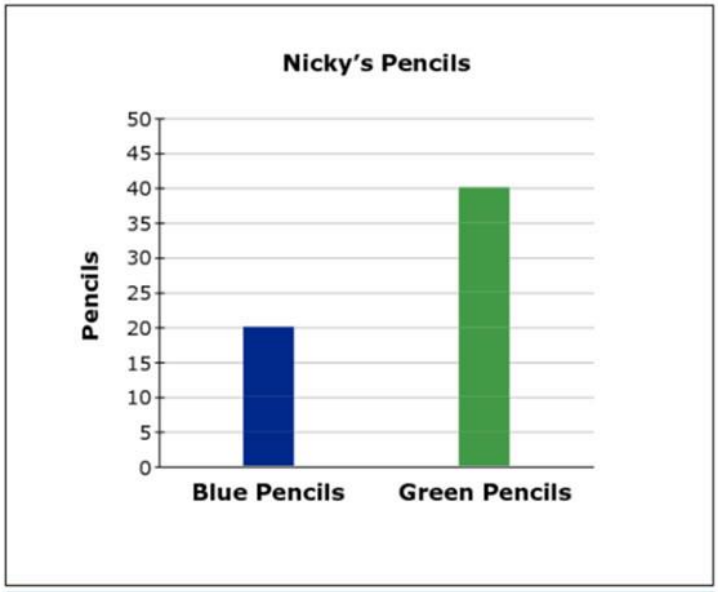


Ñan bōk juon point, juon ri-jikuuļ ej aikuj in kōṃṃan juon bar graph me ej kowaōk ke elōñ 20 an Nicky pinjel būļu im 40 an pinjel kūriin.

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.



Kilaj 5

Menin Ekkatak: Hawai`i Science (NGSS)

Hawai`i Epepen-Ālikin Science Standard: Kōjerbal waan joñak ko me rej kaalikkar ke kajoor eo ilo kijen menin mour (kōjerbal ñan kōkāāl ānbwinnin, eddek, eṃṃakūtkūt, im kōmāāṇāaṇ ānbwinnin) kar mokta kajoor jān aļ eo. (5 PS3-1)

Kain Kajjitōk: Jutak-Iaan-Make (3 point ko)

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

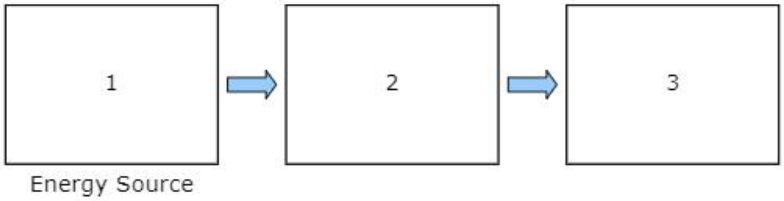


Table 1. Energy Flow Model Order

	Sun	Water	Marmot	Grass and Seeds
Picture				
Location	▾	▾	▾	▾

Wāween Score:

Ri-jikuuļ eo ej bōk 1 point ñan kajjojo iaan men kein me rej ļoor:

- Ri-jikuuļ eo ej kowaļok ke aļ eo ej waļok ilo waan-joñak eo motka jān wūjooj eo.
- Ri-jikuuļ eo ej kowaļok ke wūjooj eo ej waļok ilo waan-joñak eo motka jān menin mour marmot eo.
- Ri-jikuuļ eo ekar jab kōjerbal aebōj ilo waan joñak eo.

Juon uwaak ejiṃwe ej waļok āindein:

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

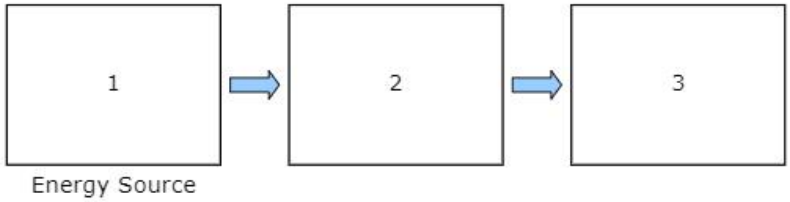


Table 1. Energy Flow Model Order

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

Kilaj 5

Menin Ekkatak: Hawai`i Science (NGSS)

Hawai`i Epepen-Ālikin Science Standard: Kōṃṃan juon aṃ claim ikijjien tokjān juon uwaak ñan wāween ekkal me ej kadikļoḳ an juon menin kauwōtata an lan̄ jelōte. (3 ESS3-1)

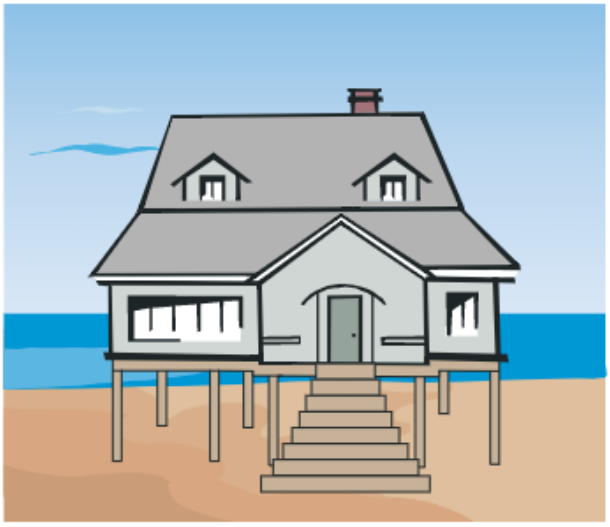
Kain Kajjitōk: Menin Uror (9 point ko)

Kein Debdeb:

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.

Kōṃṃan-Ippān ko:

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 [ ].

Waween Score:

Ri-jikuuļ eo ej bōk 1 point ilo Ṃōttan A ñan kajjojo iaan men kein me rej ļoor:

- Ri-jikuuļ eo ej kāālōte “Bōbrae ṇae” (“Protects against”) kōn “Men ko ilo Kapijukunen me rej eppejļọk” (“Household objects being washed away”), “An dān kọkkure ļal ko” (“Water damage to floors”), im “An dān kọkkure men ko ilo ṃweo” (“Water damage to household objects”).
  IM
- Ri-jikuuļ eo ej kāālōte “Ejjab bōbrae ṇae” (“Does not protect against”) kōn “Ibwijleplep ilo meļan” (“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	☐	☑

Ri-jikuuļ eo ej bōk 3 point ko kōn an kāālōte uwaak kein jilu me rej ļoor ilo Ṃōttan B:

- “jutak ṇae ae kajoor” (“resist strong water current”)
- “koļōñtak eddoin ṃweo” (“support the weight of the building”)
- “utiej ñan dāpij bwe ṃweo ejjab pād ilo dān” (“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

Ri-jikuuļ eo ej bōk 3 point ko kōn an kāālōte uwaak kein ilo me rej ļoor ilo Ṃōttan C:

- “Ṃōko renaaj jorrāān elaññe ne aitok re likjab.” (“Buildings would be damaged if stilts were to fail.”)
- “Eapañļok deloñ eṃ kōnke elōñ jikin uwe im iaļ ko wanlōñ-wanlaļ.” (“Buildings are harder to enter because of stairs and ramps.”)
- “Ne aitok rej kaito-itak ṃōko ñe eļap kōto.” (“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.
- [x] Buildings would be damaged if stilts were to fail.
- [x] Buildings are harder to enter because of stairs and ramps.
- [x] Stilts can cause buildings to move side to side in high winds.

Ri-jikuuļ eo ej bōk ruo point ko ilo Ṃōttan D kōn an kāālōte uwaak kein me rej ļoor ilo dropdown ko.:

- Ri-jikuuļ ej kāālōte “eṃṃan” (“good”) ilo dropdown eo kein kajuon im “kōtļọk an dān tọọr iuṃwin ṃōko” (“allow water to pass underneath the buildings”) ilo dropdown eo kein karuo, AK ri-jikuuļ eo ekar kāālōte “nana” (“bad”) ilo dropdown eo kein kajuon im “naaj kọkkure ṃōko nē relikjab” (“will damage buildings if they fail”) ak “naaj ļap wōṇean” (“cost a lot”) ilo dropdown eo kein karuo. (1point)
- Ri-jikuuļ eo ej kāālōte juon uwaak ilo dropdown eo kein kajilu me ej ekkar ñan jāntōj eo me eṃōj kōkal kōn dropdown ko ruo moktata. (1 point)
    - Kōn “eļap wōṇean” (“cost a lot”), ri-jikuuļ eo ej kāālōt “jāān eo me rej joļọk ñan wia ne aitok en kar eṃṃanļọk aer joļọke ilo bar juon jikin” (“the money spent on stilts could be better spent elsewhere”)
    - Kōn “naaj kọkkure ṃōko nē relikjab” (“will damage buildings if they fail”), ri-jikuuļ eo ej kāālōte “ne aitok rej kōṃṃan uwōta rekāāl.” (“stilts create new hazards”)
    - Kōn “kōtļọk an dān tọọr iuṃwin ṃōko” (“allow water to pass underneath the buildings”), ri-jikuuļ eo ej kāalōte “ne aitok rej kōweeppānļọk safety kōnke rej kadikļọk an ṃōko maroñ in pād ilo ibwijleplep” (“stilts improve safety by reducing the possibility of buildings flooding”).

Waan-joñan kōn uwaak ko aolep-credit ilo Ṃottan 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 [bad ▾] solution to flooding because they [will damage the buildings if they fail ▾]. This means that [stilts create new hazards ▾].

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 [bad ▾] solution to flooding because they [cost a lot ▾]. This means that [the money spent on stilts could be better spent elsewhere ▾].

Teeñ 5

Kooj: Smarter Balanced Kajin Pālle

Hawai'i Common Core Standard: 2-3: 4-CR | 2-3: KILE & KOBAIK MEĻEĻE KO:
Kowaļǫk meļeļe ko ñan jepak ļōmņak ko ļap (main idea ko) im ļōmņak ko iuņņwin (subtopic ko); kāālōt im koba meļeļe jān meļeļe ko lewaj im jān wūn ko ejjab print.

Kajjitōk Rot: Kāālōt im Uwaak – Tebōļ in Karōk Men Ko (1 point)

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.	☐	☐	☐

Ñan bōk juon one point, juon ri-jikuuļ ej aikuj in click ilo bǫǫk eo me ej kowaļǫk an Note 1 jepake Main Idea B, an Note 2 jepake Main Idea C, an Note 3 jepake Main Idea B, im an Note 4 jepake 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.	☑	☐	☐

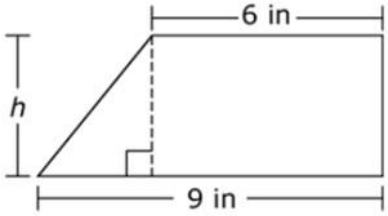
Teeñ 6

Kooj: Smarter Balanced Bōnbōn

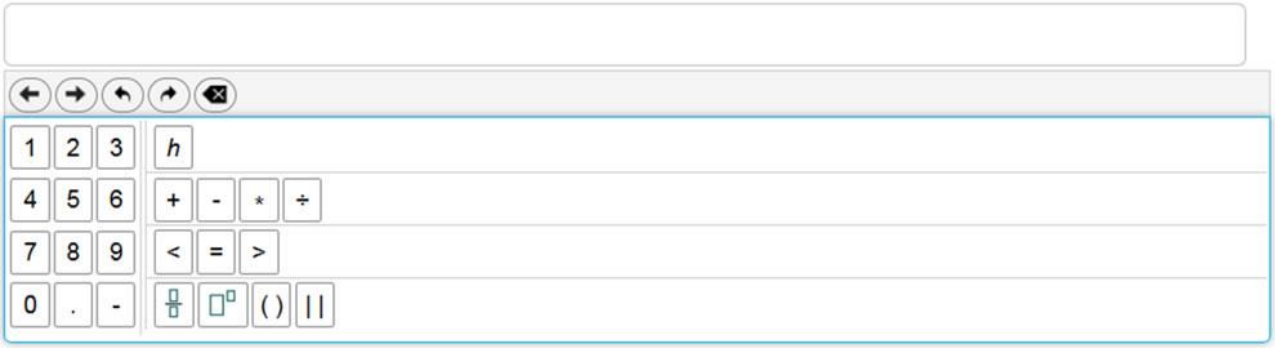
Hawai'i Common Core Standard: H-6: 1 | G | H-6: Kōņņan kajjitōk in bōnbōn jān lukkuun mour im kajjitōk in bōnbōn kōn peļaak (area), peļaakin meļan (surface area), im joñan kobban (volume).

Kajjitōk Rot: Uwaak Kōkal – Kein Kōņņan Equation (1 point)

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

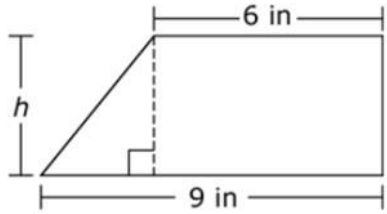


Use the Equation Tool to create an expression that could be used to determine the area of the trapezoid.



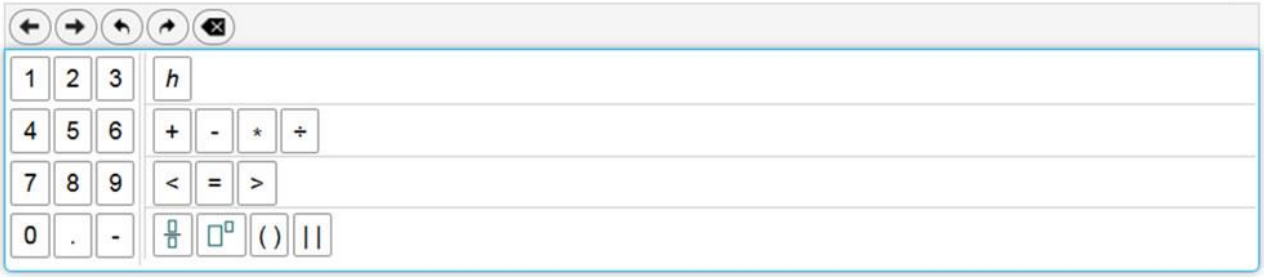
Ñan bōk juon point, juon ri-jikuuļ ej aikuj in kaddeļoñ equation eo (ak āinwōt juon) $\frac{1}{2}(3 \times h) + (h \times 6)$.

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.

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



Teeñ 7

Kooj: Smarter Balanced Kajin Pālle

Hawai'i Common Core Standard: 3-6: 2-W | 3-6: JEI/KAJJIṂWE JEJE KADU: Kōjerbal elǫñ Kōllejarin jei ak kajjiṃwe juon ak lōñļǫǫk pārokōrāāp ko in jeje in meļeļe ko: karōk ļōmṇṇak ko ilo an kōnnaan im dāpij juon ļōmṇak/wāween (focus/tone), kōweeppān juon ļōmṇak (topic) im koba kein kōṇool/naan ko ej jepak im ekkar, im kōmmeļeļe, ak kōjjeṃļǫk ilo wāween ekkar ñan wūnin im ekkar ñan ri-alwōj ro.

Kajjitōk Rot: Kōkal im Uwaak – Eaitok Uwaak (2 point)

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.

Ñan bōk ruo point, juon ri-jikuuļ ej aikuj in leļǫk im ļōmņak ko ekkar/wūn ko/details im/ak kein kaŋool me ej jepake ļōmņak eo eļap/thesis/ļōmņak eo ej dāpdep kōn lukkuun armej eo ālikin bwebwenato eo an Johnny Appleseed bwe en kaalikkar kadkadin im ebwe ilo an kōmmeļeļe ļōmņak ko im ej kōjerbal naan ko/kajin ejejjet.

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

Kilaj 8

Menin Ekkatak: Hawai`i Science (NGSS)

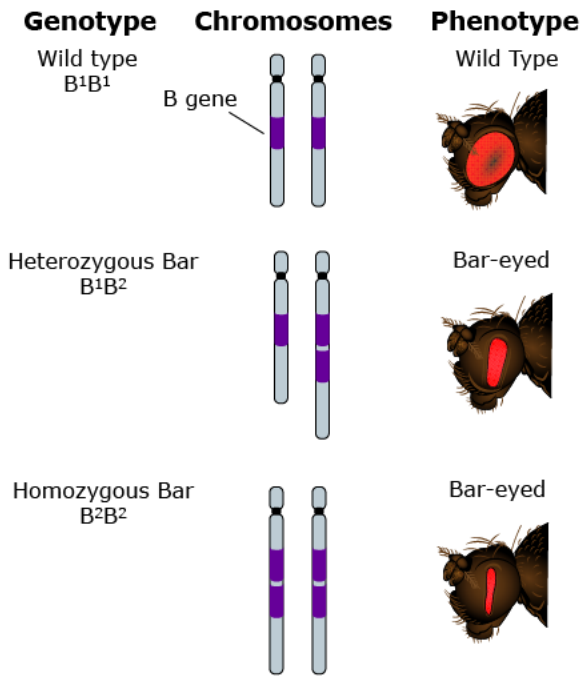
Hawai`i Epepen-Ālikin Science Standard: Kōddek im kōjerbal juon waan-joñak nān kaalikkar etke oktak ko ilo kōkalin gene ko (mutation ko) me rej pād ioon chromosome ko renaaj bōlen jelōte protein ko im ajallikin enaaj bōlen men ko me rej koḷkkure, rej kōjeraaṃṃan, ak rejjab kōṃṃan eṃṃan ak nana ñan kōkalin im jerbal eo an organism eo. (MS-LS3-1)

Kain Kajjitōk: Men eo Jutak-Iaan-Make (2 point ko)

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.

Figure 1. Genotypes and Phenotypes of Three Flies



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.

Ri-jikuuļ eo ej bōk juon point eo kōn kajjojo iaan men kein me rej ļoor:

- Ri-jikuuļ eo ej kāālōte “Elōn̄ļok jān juon kaape an B gene eo ilo juon chromosome” (“A chromosome has more than one copy of the B gene”) ilo juon kilen me ekajju mokta jān “Elōn̄ juon oktak ilo an kōmmān protein” (“There is a change in the protein production”). (1 point)
- Ri-jikuuļ eo ej kāālōte “Elōn̄ oktak ilo an kōmmān protein” (“There is a change in the protein production”) ilo juon kilen me ekajju mokta jān “Kakōlin mejen ļoṇ̄ rej aidikļok” (“The fly’s eye structures become narrower”). (1 point)

Ri-jikuuļ eo ej bōk juon point eo kōn kajjojo iaan men kein me rej ļoor:

Juon uwaak ejimwe ej waļok āindein:

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.

Kilaj 8

Menin Ekkatak: Hawai`i Science (NGSS)

Hawai`i Next Generation Science Standard: Kōkal, kōjerbal im kowaļọk menin juṃae ko me rej juraake claim eo ke ñe kajoor eo kinetic ilo juon men ej ukok, ej kōṃṃakūt kajoor eo nān ak jān men eo. (MS-PS3-5)

Kain Kajjitōk: Menin Uror (9 point ko)

Kein Depdep:

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

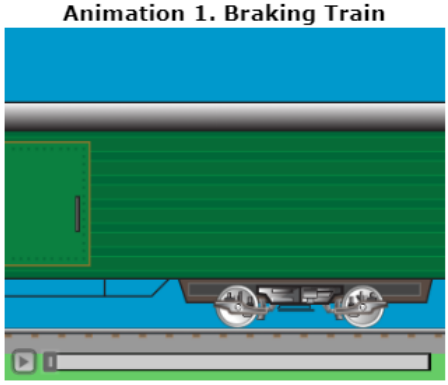


Table 1 explains some properties of the train and its surroundings as energy flows throughout the system.

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.

Kōṃṃan-Ippān ko:

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.

Wāween Score:

Ri-jikuuļ eo ej bōk 2 point ko ilo Mōttan A kōn men kein me rej ļoor:

- Ri-jikuuļ eo ej kāālōte “neen wa” (“wheels”) ilo blank eo kain kajuon im “būreek ko” (“brakes”) ak “rail ko” ilo blank eo kein karuo. (1 point)
- Ri-jikuuļ eo ej kāālōte “neen wa” (“wheels”) ilo blank eo kein kajilu im “dikļoḷk” (“less”) ilo blank eo kein kaemān. (1 point)

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 [wheels ▾] to transfer kinetic energy to the [brakes ▾]. This causes the [wheels ▾] to slow down and have [less ▾] kinetic energy, which slows the train.

Ri-jikuuļ eo ej bōk 1 point ilo Ṃōttan B kōn an kāālōte “Meļan ej bōk kajoor” (“The surroundings gain energy”).

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.

Ri-jikuuļ eo ej bōk 3 point ko ilo Ṃōttan C kōn an kāālōte men ko me rej ļoor:

- “Ej kōṃṃan aninkien” (“Sound is produced”).
- “Ej kōṃṃan meram” (“Light is produced”).
- “Ej kōṃṃan bwil” (“Heat is produced”).

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.

Ri-jikuuļ eo ej bōk 3 point ko ilo Ṃōttan D kōn an kāālōte men ko me rej ļoor:

- “Būreek ko rej leļọk kajoor āinwōt bwil.” (“The brakes give off energy as heat.”)
- “Būreek ko reļap ekkeroro” (“The brakes make a screeching sound”).
- “Kijeek me ej keļọk jān ne ko ej kōṃṃan meram” (“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.

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

Teeñ 11

Kooj: Smarter Balanced Bōnbōn

Hawai‘i Common Core Standard: A-REI.C: Kōṃṃane (solve) system in equation ko

Kajjitōk Rot: Uwaak Kōkal - Uwaak ñan Equation (1 point)

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	.	-

Ñan bōk juon point, juon ri-jikuuļ ej aikuj in kaddeļoñ 15 āinwōt wōran jōōt ko me rekar wiakake ilo bọọk in uwaak eo kein kajuon im 8 āinwōt wōran at ko ilo bọọk in uwaak eo kein karuo.

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	.	-