



CR General Session ACTIVITY 1

What type of rubric is it?

<p>Grade 8 Social Studies</p> <p>Standard: (SO) Social Studies Skills & Methods</p> <p>Benchmark: (C) Present a position and support it with evidence and citation of sources.</p> <p>Indicator: (6) Communicate a position on a topic orally or in writing and support the position with evidence.</p> <p>Item Text: Kathryn is conducting research for a paper on leaders of the American Civil War. She must choose appropriate sources to write a paper with enough supporting details. Here is a list of sources:</p> <ul style="list-style-type: none"> ▪ Diaries from Civil War generals ▪ Letters from Civil War generals to their wives ▪ Maps showing major Civil War battles ▪ Newspaper articles about the progression of the Civil War ▪ Photographs of Civil War battles <p>Choose two sources from the list. In your Answer Document, explain what kind of information each would provide and why each would be appropriate for Kathryn to use. (2 points)</p>	<p>Kathryn should use diaries because they would provide her with details about what the Civil War generals were thinking and doing. Kathryn should also use a history textbook. The newspaper articles would also be useful because they would tell her what other people thought about the generals' actions.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center; vertical-align: top;">2</td> <td style="padding: 5px;"> <p>The response is convincing and thorough.</p> <p>It explains what kind of information two sources would yield and why they would be useful.</p> <p>Note: No points should be awarded if the student selects a source but fails to explain what kind of information it would provide and why it would be appropriate for Kathryn to use.</p> </td> </tr> <tr> <td style="text-align: center; vertical-align: top;">1</td> <td style="padding: 5px;"> <p>The response is somewhat convincing, but it is not thorough.</p> <p>It explains what kind of information one source would yield and why it would be useful. The explanation for the other source is incomplete, unconvincing, or missing.</p> </td> </tr> <tr> <td style="text-align: center; vertical-align: top;">0</td> <td style="padding: 5px;"> <p>The response is neither convincing nor thorough.</p> <p>The response does not meet any of the criteria listed above. It is incorrect or irrelevant and demonstrates inadequate or no understanding of the task.</p> </td> </tr> </table>	2	<p>The response is convincing and thorough.</p> <p>It explains what kind of information two sources would yield and why they would be useful.</p> <p>Note: No points should be awarded if the student selects a source but fails to explain what kind of information it would provide and why it would be appropriate for Kathryn to use.</p>	1	<p>The response is somewhat convincing, but it is not thorough.</p> <p>It explains what kind of information one source would yield and why it would be useful. The explanation for the other source is incomplete, unconvincing, or missing.</p>	0	<p>The response is neither convincing nor thorough.</p> <p>The response does not meet any of the criteria listed above. It is incorrect or irrelevant and demonstrates inadequate or no understanding of the task.</p>
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Holistic	Dimensional	Item-Specific					





High School Writing	3	The written response is free from errors that impair a reader’s understanding and comprehension. Few errors, if any, are present in capitalization, punctuation and spelling. The writing displays a consistent understanding of grammatical conventions.			
	2	Occasional errors may impair a reader’s understanding of the written response. Some capitalization, punctuation and spelling errors are present. The writing displays some understanding of grammatical conventions.			
	1	Errors are frequent and impair a reader’s understanding of the written response. Numerous errors in capitalization, punctuation and spelling are present. The writing displays a minimal understanding of grammatical conventions.			
	0	The length and complexity of the response are insufficient to demonstrate that the writer has control over standard English conventions.			
<table border="0" style="width: 100%;"> <tr> <td style="width: 33%; text-align: center;">Holistic</td> <td style="width: 33%; text-align: center;">Dimensional</td> <td style="width: 33%; text-align: center;">Item-Specific</td> </tr> </table>			Holistic	Dimensional	Item-Specific
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Grade 6 Math	Understanding the Problem		
	4	The student understood the problem well enough to solve it.	
	3	The student understood the problem well enough to solve most of it.	
	2	The student understood the problem well enough to solve part of it.	
	1	The student understood the problem well enough to attempt a solution.	
	0	The student did not understand the problem enough to attempt a solution.	
	Approaching the Solution		
	4	The student's work demonstrated an efficient and sophisticated approach.	
	3	The student's work demonstrated a workable approach.	
	2	The student's work demonstrated some conceptual problems in the approach.	
	1	The student's work demonstrated conceptual problems throughout the approach.	
	0	The student's work demonstrated no understanding of the concepts being assessed.	
	Making Decisions		
	4	The student clearly explained the steps taken to solve the problem.	
	3	The student explained the steps taken to solve the problem, with some lack of clarity.	
	2	The student explained some of the steps taken to solve the problem, with a lack of clarity and some errors in logic.	
	1	The student vaguely explained a step or two taken to solve the problem, with errors in logic.	
	0	The student was unable to explain any steps that might be taken to solve the problem.	
	Holistic Dimensional Item-Specific		





Grades 3–10 Math	2	The response shows complete mathematical understanding of the concepts or skills required by the item. Reasoning and conclusions are logical; procedures and computations are clear and correct.			
	1	The response shows partial mathematical understanding of the concepts or skills required by the item. It contains minor flaws in reasoning, omits a required part of the item, or contains a procedural or computational error.			
	0	The response indicates no mathematical understanding of the concept or skills required by the item. It is characterized by flaws and errors in reasoning.			
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ACTIVITY 2

What is wrong with the item?

<p>High School Reading</p> <p>Standard: (AV) Acquisition of Vocabulary</p> <p>Benchmark: (C) Recognize the importance and function of figurative language.</p> <p>Indicator: (3) Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes, idioms and puns.</p> <p>Item Text:</p> <p>“She stared out of the window and saw the noble Hudson.</p> <p>‘Why do they call it the <u>rind of America</u>?’ she asked her husband.”</p> <p>The definition of the word <u>rind</u> is as follows: a tough outer layer. Take the phrase <u>rind of America</u> into consideration and explain what the phrase implies about the Malloys’ journey. Then, discuss what this phrase reveals about the speaker of the statement above, Alice Malloy.</p> <p>Write your response in the Answer Document. (2 points)</p>	<p>The phrase implies that the Malloys will have a hard time on their trip because they are from the country and New York City is a tough place. Alice Malloy makes a mistake when she says “rind,” not “Rhine,” which reveals that she does not know much about New York.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center; vertical-align: top;">2</td> <td style="padding: 5px;"> <p>Points are awarded for a complete and accurate response.</p> <p>Response includes a correct interpretation of the metaphor:</p> <p>It suggests that the journey to New York City will be a difficult one and that Alice and her family will have a hard time adjusting to the metropolis.</p> <p>AND</p> <p>Response includes a correct interpretation of the character:</p> <p>Alice Malloy’s confusion of “Rhine” and “rind” reveals her lack of sophistication.</p> <p>NOTE: Other logical, text-based responses will receive credit.</p> </td> </tr> <tr> <td style="width: 5%; text-align: center; vertical-align: top;">1</td> <td style="padding: 5px;"> <p>Point is awarded for a partially complete or somewhat inaccurate response.</p> <p>Response includes a correct interpretation of the metaphor OR the character.</p> </td> </tr> <tr> <td style="width: 5%; text-align: center; vertical-align: top;">0</td> <td style="padding: 5px;"> <p>No points are awarded for a completely inaccurate response.</p> <p>Response includes NEITHER of the correct interpretations listed above. It is incomplete or irrelevant.</p> </td> </tr> </table>	2	<p>Points are awarded for a complete and accurate response.</p> <p>Response includes a correct interpretation of the metaphor:</p> <p>It suggests that the journey to New York City will be a difficult one and that Alice and her family will have a hard time adjusting to the metropolis.</p> <p>AND</p> <p>Response includes a correct interpretation of the character:</p> <p>Alice Malloy’s confusion of “Rhine” and “rind” reveals her lack of sophistication.</p> <p>NOTE: Other logical, text-based responses will receive credit.</p>	1	<p>Point is awarded for a partially complete or somewhat inaccurate response.</p> <p>Response includes a correct interpretation of the metaphor OR the character.</p>	0	<p>No points are awarded for a completely inaccurate response.</p> <p>Response includes NEITHER of the correct interpretations listed above. It is incomplete or irrelevant.</p>
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<p>Grade 5 Social Studies</p> <p>Standard: (HI) History</p> <p>Benchmark: (C) Explain how new developments led to the growth of the United States.</p> <p>Indicator: (4.4) Explain how Ohio progressed from territory to statehood, including the terms of the Northwest Ordinance</p> <p>Item Text:</p> <p>Railroads helped the United States grow by letting people move westward more easily. Many companies built railroad lines connecting different parts of the country. In 1869, the Union Pacific and Central Pacific railroad companies completed the first transcontinental railroad.</p> <p>In your Answer Document, describe two ways that immigration to the United States led to the rapid construction of railroads across Ohio and the rest of the country in the 1800s. (2 points)</p>	<p>Immigrants who came to the United States were eager to find work with railroads. They were willing to work hard for little pay. They also brought knowledge and skills from their home countries that helped them solve railroad problems in the United States.</p> <table border="1" data-bbox="763 556 1356 987"> <tr> <td data-bbox="763 556 852 661">2</td> <td data-bbox="852 556 1356 661">The response accurately describes two ways that immigration led to the rapid construction of railroads.</td> </tr> <tr> <td data-bbox="763 661 852 808">1</td> <td data-bbox="852 661 1356 808">The response accurately describes one way. The description of the other way may be missing or incorrect.</td> </tr> <tr> <td data-bbox="763 808 852 987">0</td> <td data-bbox="852 808 1356 987">The response does not meet any of the criteria listed above. It is incorrect or irrelevant and demonstrates inadequate or no understanding of the task.</td> </tr> </table>	2	The response accurately describes two ways that immigration led to the rapid construction of railroads.	1	The response accurately describes one way. The description of the other way may be missing or incorrect.	0	The response does not meet any of the criteria listed above. It is incorrect or irrelevant and demonstrates inadequate or no understanding of the task.
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<p>Grade 8 Social Studies</p> <p>Standard: (HI) History</p> <p>Benchmark: (E) Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives.</p> <p>Indicator: (8.3) Identify and explain the sources of conflict which led to the American Revolution, with emphasis on the perspectives of the Patriots, Loyalists, neutral colonists, and the British concerning: a. The Proclamation of 1763, the Stamp Act, the Townshend Acts, the Tea Act, and the Intolerable Acts; b. The Boston Tea Party, the boycotts, the Sons of Liberty, and petitions and appeals to Parliament.</p> <p>Item Text: In your Answer Document, describe two ways the authority of the British government was protested by colonial patriots in the years leading up to the American Revolution. (2 points)</p>	<p>British products were boycotted to protest British taxes and colonial militias were secretly organized.</p>	
	<p>2</p>	<p>The response correctly describes two ways that colonial patriots took action against the British government in the years leading up to the American Revolution.</p>
	<p>1</p>	<p>The response correctly describes one way. The description of the other way may be missing or incorrect.</p>
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<p>Grade 8 Science</p> <p>Standard: (SP) Scientific Processes</p> <p>Benchmark: (A) Explain that there are differing sets of procedures for guiding scientific investigations and procedures are determined by the nature of the investigation, safety considerations and appropriate tools.</p> <p>Indicator: (2) Choose the appropriate tools or instruments and use relevant safety procedures to complete scientific investigations.</p> <p>Item Text: Normally, human body temperature is approximately 37°C. Wishing to discern whether the digestion of proteins occurs best at this temperature, a student devises an experiment. She intends to compare how long it takes for egg white to be completely digested at 37°C and at room temperature. She will do so by mixing the egg white with an enzyme solution that digests proteins. Identify two scientific tools, or instruments, that this student could use during the investigation, as well as two safety precautions that she should follow. Write your response in the Answer Document. (4 points)</p>	<p>The student could use a hot plate to heat the egg white and enzyme to 37°C and a thermometer to regulate the temperature. While doing the experiment, she should wear safety goggles and a lab apron.</p> <table border="1"> <tr> <td data-bbox="763 525 852 672">4</td> <td data-bbox="852 525 1380 672">The response demonstrates a complete understanding of the task. It includes two appropriate tools AND two appropriate precautions.</td> </tr> <tr> <td data-bbox="763 672 852 850">3</td> <td data-bbox="852 672 1380 850">The response demonstrates a partial understanding of the task. It includes three of the four components listed above, with a missing or incorrect component.</td> </tr> <tr> <td data-bbox="763 850 852 1039">2</td> <td data-bbox="852 850 1380 1039">The response demonstrates a limited understanding of the task. It includes two of the four components listed above, with two missing or incorrect components.</td> </tr> <tr> <td data-bbox="763 1039 852 1228">1</td> <td data-bbox="852 1039 1380 1228">The response demonstrates a very limited understanding of the task. It includes one of the four components listed above, with three missing or incorrect components.</td> </tr> <tr> <td data-bbox="763 1228 852 1407">0</td> <td data-bbox="852 1228 1380 1407">The response demonstrates no understanding of the task. It includes none of the components listed above. It is incorrect or irrelevant.</td> </tr> </table>	4	The response demonstrates a complete understanding of the task. It includes two appropriate tools AND two appropriate precautions.	3	The response demonstrates a partial understanding of the task. It includes three of the four components listed above, with a missing or incorrect component.	2	The response demonstrates a limited understanding of the task. It includes two of the four components listed above, with two missing or incorrect components.	1	The response demonstrates a very limited understanding of the task. It includes one of the four components listed above, with three missing or incorrect components.	0	The response demonstrates no understanding of the task. It includes none of the components listed above. It is incorrect or irrelevant.
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ACTIVITY 3

What is wrong with the prompt?

<p>Grade 5 Science</p> <p>Standard: (PS) Physical Sciences</p> <p>Benchmark: (F) Describe the properties of light and sound energy.</p> <p>Indicator: (7) Describe that changing the rate of vibration can vary the pitch of a sound.</p> <p>Item Text:</p> <div style="text-align: center;"> <p>end 1 end 2</p>  </div> <p>The harp is a stringed instrument. Music is made when the strings are plucked or strummed.</p> <p>Identify which end of the harp will make the sound with the highest pitch and explain why.</p> <p>Then, identify which end of the harp will make the sound with the lowest pitch and explain why.</p> <p>Remember to explain your answers. Write your response in the Answer Document. (2 points)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="padding: 5px;">End 1 has the highest pitch because the short strings have a higher frequency, which gives a higher pitch. End 2 has the lowest pitch because the longer strings have a lower frequency, which gives a lower pitch.</td> </tr> <tr> <td style="text-align: center; width: 5%; padding: 5px;">2</td> <td style="padding: 5px;">The response correctly identifies and explains why end 1 is the side that will produce the sound with the highest pitch and end 2 is the side that will produce the sounds with the lowest pitch. NOTE: No points should be awarded for an identification without a related explanation.</td> </tr> <tr> <td style="text-align: center; padding: 5px;">1</td> <td style="padding: 5px;">The response correctly identifies and explains one of the answers listed above, with one incorrect or missing identification and explanation.</td> </tr> <tr> <td style="text-align: center; padding: 5px;">0</td> <td style="padding: 5px;">The response includes none of the components listed above. It is incorrect or irrelevant.</td> </tr> </table>	End 1 has the highest pitch because the short strings have a higher frequency, which gives a higher pitch. End 2 has the lowest pitch because the longer strings have a lower frequency, which gives a lower pitch.		2	The response correctly identifies and explains why end 1 is the side that will produce the sound with the highest pitch and end 2 is the side that will produce the sounds with the lowest pitch. NOTE: No points should be awarded for an identification without a related explanation.	1	The response correctly identifies and explains one of the answers listed above, with one incorrect or missing identification and explanation.	0	The response includes none of the components listed above. It is incorrect or irrelevant.
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<p>Grade 8 Reading</p> <p>Standard: (AV) Acquisition of Vocabulary</p> <p>Benchmark: (E) Apply knowledge of roots and affixes to determine the meanings of complex words and subject area vocabulary.</p> <p>Indicator: (6) Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).</p> <p>Item Text: The selection uses the word zoologist. Explain how the root and the suffix can help explain the meaning of this word. Write your response in the Answer Document. (2 points)</p>	<p>A zoologist is one who is interested in living beings. The root “zoo” means “living beings” and the suffix “-ist” means one who is interested in.</p>	
	<p>2</p>	<p>The response is complete and accurate. It provides the correct meaning of the Greek root “zoo” (living beings) and the correct meaning of the suffix “-ist”:</p> <ul style="list-style-type: none"> ▪ one who studies ▪ one who practices/works with/has a career with ▪ one who is concerned with
	<p>1</p>	<p>The response is partial and somewhat accurate. It provides the correct meaning of the root or the suffix, with an incorrect or missing meaning.</p>
	<p>0</p>	<p>Response includes NEITHER of the correct meanings listed above. It is incomplete or irrelevant.</p>
<p>Multiple-Choice Item Repeated Tasks Unfocused Task Yes/No Item Missing Instructions Score-Point Dependency Overly Time-Consuming Task</p>		





<p>High School Science</p> <p>Standard: (LS) Life Sciences</p> <p>Benchmark: (A) Explain that cells are the basic unit of structure and function of living organisms, that all cells come from pre-existing cells and that there are a variety of cell types.</p> <p>Indicator: (10.1) Explain that living cells: a. are composed of a small number of key chemical elements (carbon, hydrogen, oxygen, nitrogen, phosphorus and sulfur); b. are the basic unit of structure and function of all living things; c. come from pre-existing cells, and; d. are different from viruses.</p> <p>Item Text: Viruses cannot reproduce independently. Certain resources of the host cell are required to replicate a virus. In your Answer Document, describe how different parts of the host cell are used to replicate a virus. Consider molecules, organelles and processes of the host cell.</p>	<p>The host cell's amino acids are used to form a virus's protein cap. The host cell's enzymes are used to produce copies of a virus's DNA.</p> <table border="1"> <tr> <td data-bbox="763 493 852 598">2</td> <td data-bbox="852 493 1356 598">The response correctly describes how two different parts of the host cell are used to replicate a virus.</td> </tr> <tr> <td data-bbox="763 598 852 777">1</td> <td data-bbox="852 598 1356 777">The response correctly describes how one part of the host cell is used to replicate a virus. The description of the other part is incorrect or missing.</td> </tr> <tr> <td data-bbox="763 777 852 892">0</td> <td data-bbox="852 777 1356 892">The response includes none of the components listed above. It is incorrect or irrelevant.</td> </tr> </table>	2	The response correctly describes how two different parts of the host cell are used to replicate a virus.	1	The response correctly describes how one part of the host cell is used to replicate a virus. The description of the other part is incorrect or missing.	0	The response includes none of the components listed above. It is incorrect or irrelevant.
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<p>Grade 5 Social Studies</p> <p>Standard: (HI) History</p> <p>Benchmark: (B) Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict.</p> <p>Indicator: (5) Explain how the United States became independent from Great Britain.</p> <p>Item Text: Choose one of these laws:</p> <ul style="list-style-type: none"> ▪ Stamp Act of 1765 ▪ Townshend Acts of 1767 ▪ Intolerable Acts, 1774 <p>In your Answer Document, describe each of the following for the law you choose:</p> <ul style="list-style-type: none"> ▪ Why the British government passed the law ▪ Why the law angered the American colonists ▪ How the colonists reacted to the law ▪ How the law helped lead the colonists to fight for their independence <p>(4 points)</p>	<p>Stamp Act</p> <p>Why the law was passed: so Britain could have more money</p> <p>Why the law angered colonists: it was a new tax on things like legal documents, newspapers and playing cards. Colonists were being taxed without representation.</p> <p>How they reacted to it: There were riots in Boston, New York City, Newport and Charleston. They tarred and feathered tax agents.</p> <p>How it promoted independence: colonists were willing to pay taxes if they were passed by the colonial government, not by the British. The law made them feel that the British were being unfair and they would be better off on their own.</p> <table border="1" data-bbox="764 940 1360 1831"> <tr> <td data-bbox="764 940 857 1276">4</td> <td data-bbox="857 940 1360 1276">The response correctly describes why the law was passed, why it angered the colonists, how the colonists reacted and how the event helped promote the fight for independence. NOTE: No points should be awarded just for choosing a law from the list.</td> </tr> <tr> <td data-bbox="764 1276 857 1402">3</td> <td data-bbox="857 1276 1360 1402">The response correctly describes three of the four components listed above.</td> </tr> <tr> <td data-bbox="764 1402 857 1528">2</td> <td data-bbox="857 1402 1360 1528">The response correctly describes two of the four components listed above.</td> </tr> <tr> <td data-bbox="764 1528 857 1654">1</td> <td data-bbox="857 1528 1360 1654">The response correctly describes one of the four components listed above.</td> </tr> <tr> <td data-bbox="764 1654 857 1831">0</td> <td data-bbox="857 1654 1360 1831">The response does not meet any of the criteria listed above. It is incorrect or irrelevant and demonstrates inadequate or no understanding of the task.</td> </tr> </table>	4	The response correctly describes why the law was passed, why it angered the colonists, how the colonists reacted and how the event helped promote the fight for independence. NOTE: No points should be awarded just for choosing a law from the list.	3	The response correctly describes three of the four components listed above.	2	The response correctly describes two of the four components listed above.	1	The response correctly describes one of the four components listed above.	0	The response does not meet any of the criteria listed above. It is incorrect or irrelevant and demonstrates inadequate or no understanding of the task.
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Multiple-Choice Item	Repeated Tasks	Unfocused Task	Yes/No Item
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ACTIVITY 4

What is wrong with the rubric?

<p>Grade 8 Science</p> <p>Standard: (SK) Scientific Ways of Knowing</p> <p>Benchmark: (A) Use skills of scientific inquiry processes (e.g., hypothesis, record keeping, description and explanation).</p> <p>Indicator: (2) Describe why it is important to keep clear, thorough, and accurate records.</p> <p>Item Text: A paleontologist examines 10 sites. She makes detailed drawings of each site and removes fossil samples. She labels each sample with the site number, location and layer in which the fossil was found. The paleontologist then returns to the lab and discovers that some of the labels for her fossil samples are missing. In your Answer Document, describe two ways that the missing labels will affect the paleontologist’s interpretation of the data. (2 points)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="padding: 5px;">The paleontologist will not know which samples come from which sites, and she will not know how old the samples are based on the rock layer. She should not use the samples that are missing labels.</td> </tr> <tr> <td style="text-align: center; width: 5%; padding: 5px;">2</td> <td style="padding: 5px;">The response correctly describes two ways that the data will be affected and plausibly explains what the paleontologist could do in response.</td> </tr> <tr> <td style="text-align: center; padding: 5px;">1</td> <td style="padding: 5px;">The response correctly describes one way, with one incorrect or missing way. It includes an unconvincing or missing explanation of what the paleontologist could do in response.</td> </tr> <tr> <td style="text-align: center; padding: 5px;">0</td> <td style="padding: 5px;">The response does not meet any of the criteria listed above. It is incorrect or irrelevant and demonstrates inadequate or no understanding of the task.</td> </tr> </table>	The paleontologist will not know which samples come from which sites, and she will not know how old the samples are based on the rock layer. She should not use the samples that are missing labels.		2	The response correctly describes two ways that the data will be affected and plausibly explains what the paleontologist could do in response.	1	The response correctly describes one way, with one incorrect or missing way. It includes an unconvincing or missing explanation of what the paleontologist could do in response.	0	The response does not meet any of the criteria listed above. It is incorrect or irrelevant and demonstrates inadequate or no understanding of the task.
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<p>Grade 8 Reading</p> <p>Standard: (RP) Reading Process</p> <p>Benchmark: (A) Apply reading comprehension strategies to understand grade-appropriate text.</p> <p>Indicator: (1) Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.</p> <p>Item Text: Using two details from the selection, summarize the key points in "A Fine Day for Flying." Write your response in the Answer Document. (2 points)</p>	<p>"A Fine Day for Flying" is about birds and their migration habits. The passage tells how birds need (and wait for) a cold front before beginning the long migration and how they use the winds to help them reach their destination.</p> <table border="1" data-bbox="763 556 1356 829"> <tr> <td data-bbox="763 556 852 640">2</td> <td data-bbox="852 556 1356 640">The response provides a correct summary with details.</td> </tr> <tr> <td data-bbox="763 640 852 745">1</td> <td data-bbox="852 640 1356 745">The response provides a somewhat incorrect summary with fewer details.</td> </tr> <tr> <td data-bbox="763 745 852 829">0</td> <td data-bbox="852 745 1356 829">The response does not provide a correct summary.</td> </tr> </table>	2	The response provides a correct summary with details.	1	The response provides a somewhat incorrect summary with fewer details.	0	The response does not provide a correct summary.
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<p>Grade 5 Science</p> <p>Standard: (PS) Physical Science</p> <p>Benchmark: (F) Describe the properties of light and sound energy.</p> <p>Indicator: (6) Describe and summarize observations of the transmission, reflection, and absorption of sound.</p> <p>Item Text:</p> <p>A student plays his trumpet on the stage of an empty auditorium. He hears the sound echo back to the stage. Later, the auditorium is full of people. He does not hear an echo.</p> <p>In your Answer Document, explain why sound echoes in an empty auditorium.</p> <p>Then, describe what happens to the sound that prevents an echo from being heard in a full auditorium. (2 points)</p>	<p>He hears the echo because sound bounces off the walls and ceiling that are far away. There is very little to absorb the sound in an empty auditorium. When people are in the auditorium, they get in the way of the sound bouncing off the walls and some of the sound is absorbed.</p> <table border="1"> <tr> <td data-bbox="763 588 852 892"> <p>2</p> </td> <td data-bbox="852 588 1380 892"> <p>The response explains the reason why the auditorium echoes when it is empty and why sound is absorbed when it is full of people.</p> <p>NOTE: The response must discuss how sound is reflected off solid surfaces, and it must state that the absorption of sound prevents echoes.</p> </td> </tr> <tr> <td data-bbox="763 892 852 1008"> <p>1</p> </td> <td data-bbox="852 892 1380 1008"> <p>The response correctly explains one of the two answers listed above, with an incorrect or missing answer.</p> </td> </tr> <tr> <td data-bbox="763 1008 852 1186"> <p>0</p> </td> <td data-bbox="852 1008 1380 1186"> <p>The response does not meet any of the criteria listed above. It is incorrect or irrelevant and demonstrates inadequate or no understanding of the task.</p> </td> </tr> </table>	<p>2</p>	<p>The response explains the reason why the auditorium echoes when it is empty and why sound is absorbed when it is full of people.</p> <p>NOTE: The response must discuss how sound is reflected off solid surfaces, and it must state that the absorption of sound prevents echoes.</p>	<p>1</p>	<p>The response correctly explains one of the two answers listed above, with an incorrect or missing answer.</p>	<p>0</p>	<p>The response does not meet any of the criteria listed above. It is incorrect or irrelevant and demonstrates inadequate or no understanding of the task.</p>
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<p>Grade 5 Social Studies</p> <p>Standard: (GO) Government</p> <p>Benchmark: (B) Give examples of documents that specify the structure of state and national governments in the United States and explain how these documents foster self-government in a democracy.</p> <p>Indicator: (3) Explain the significance of the Declaration of Independence and the U.S. Constitution.</p> <p>Item Text: This passage is from the U.S. Constitution: “The executive Power shall be vested in a President of the United States of America. He shall hold his Office during the Term of four Years, and, together with the Vice-President chosen for the same term....” In your Answer Document, explain why this passage of the Constitution is important. Then, state why an election of leaders by the people is important in a democratic society. (2 points)</p>	<table border="1"> <tr> <td colspan="2" data-bbox="763 346 1356 457"> The passage is important because it tells us that we should have a president, like other democratic societies do. </td> </tr> <tr> <td data-bbox="763 457 852 598">2</td> <td data-bbox="852 457 1356 598"> The response correctly explains why the passage is important and why the election of leaders is important in a democracy. </td> </tr> <tr> <td data-bbox="763 598 852 709">1</td> <td data-bbox="852 598 1356 709"> The response correctly explains one of the two answers listed above, with an incorrect or missing answer. </td> </tr> <tr> <td data-bbox="763 709 852 886">0</td> <td data-bbox="852 709 1356 886"> The response does not meet any of the criteria listed above. It is incorrect or irrelevant and demonstrates inadequate or no understanding of the task. </td> </tr> </table>	The passage is important because it tells us that we should have a president, like other democratic societies do.		2	The response correctly explains why the passage is important and why the election of leaders is important in a democracy.	1	The response correctly explains one of the two answers listed above, with an incorrect or missing answer.	0	The response does not meet any of the criteria listed above. It is incorrect or irrelevant and demonstrates inadequate or no understanding of the task.
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