

SCIENCE

Grade 8

2015 Released Test Questions

TEST ADMINISTRATOR INSTRUCTIONS

Question 1

Grade	8	Subject	Science	Question	1
Reporting Category 3	Earth and Space: The student will demonstrate an understanding of components, cycles, patterns, and natural events of Earth and space systems.				
Knowledge and Skill Statement 8.10	The student knows that climatic interactions exist among Earth, ocean, and weather systems.				
Essence Statement	Knows that interactions exist among Earth, ocean, and weather systems.				
Prerequisite Skill	identify characteristics of the seasons of the year and day and night (1)				

Question 2

Grade	8	Subject	Science	Question	2
Reporting Category 3	Earth and Space: The student will demonstrate an understanding of components, cycles, patterns, and natural events of Earth and space systems.				
Knowledge and Skill Statement 8.10	The student knows that climatic interactions exist among Earth, ocean, and weather systems.				
Essence Statement	Knows that interactions exist among Earth, ocean, and weather systems.				
Prerequisite Skill	identify the importance of weather and seasonal information to make choices in clothing, activities, and transportation (2)				

Question 3

Grade	8	Subject	Science	Question	3
Reporting Category 3	Earth and Space: The student will demonstrate an understanding of components, cycles, patterns, and natural events of Earth and space systems.				
Knowledge and Skill Statement 8.10	The student knows that climatic interactions exist among Earth, ocean, and weather systems.				
Essence Statement	Knows that interactions exist among Earth, ocean, and weather systems.				
Prerequisite Skill	collect and analyze data to identify sequences and predict patterns of change in shadows, tides, seasons, and the observable appearance of the Moon over time (4)				

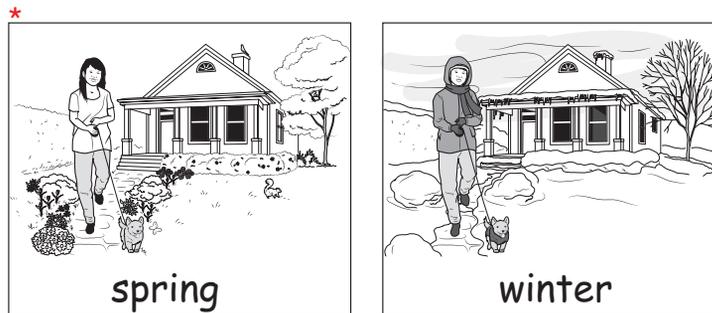
Question 4

Grade	8	Subject	Science	Question	4
Reporting Category 3		Earth and Space: The student will demonstrate an understanding of components, cycles, patterns, and natural events of Earth and space systems.			
Knowledge and Skill Statement 8.10		The student knows that climatic interactions exist among Earth, ocean, and weather systems.			
Essence Statement		Knows that interactions exist among Earth, ocean, and weather systems.			
Prerequisite Skill		collect and analyze data to identify sequences and predict patterns of change in shadows, tides, seasons, and the observable appearance of the Moon over time (4)			

Presentation Instructions for Question 1

- Present Stimulus 1.
- Direct the student to Stimulus 1. *Communicate:* **Here are two of the four seasons of the year.**
- Direct the student to "spring." *Communicate:* **This is one day in the spring season. The weather is nice for outside activities.**
- Direct the student to "winter." *Communicate:* **This is one day in the winter season. The weather is cold and uncomfortable for outside activities.**
- *Communicate:* **Find the girl enjoying outside activities in the spring season.**

Stimulus 1



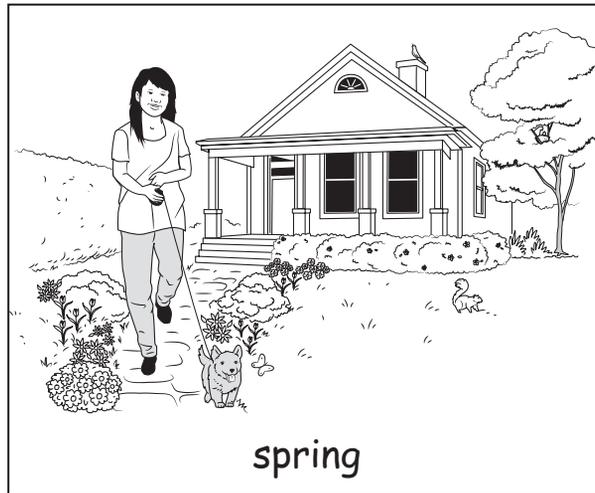
Scoring Instructions

Student Action		Test Administrator Action
If the student finds the spring season,	➡	mark A for question 1 and move to question 2.
If the student does not find the spring season,	➡	<ul style="list-style-type: none"> • remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the spring season,	➡	mark B for question 1 and move to question 2.
After the five-second wait time, if the student does not find the spring season,	➡	mark C for question 1 and move to question 2.

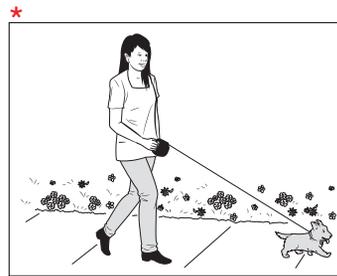
Presentation Instructions for Question 2

- Present Stimulus 2a and 2b.
- Direct the student to Stimulus 2a. *Communicate:* **The girl is enjoying the spring season.**
- Direct the student to each answer choice in Stimulus 2b. *Communicate:* **Find the girl who is enjoying the spring season.**

Stimulus 2a



Stimulus 2b



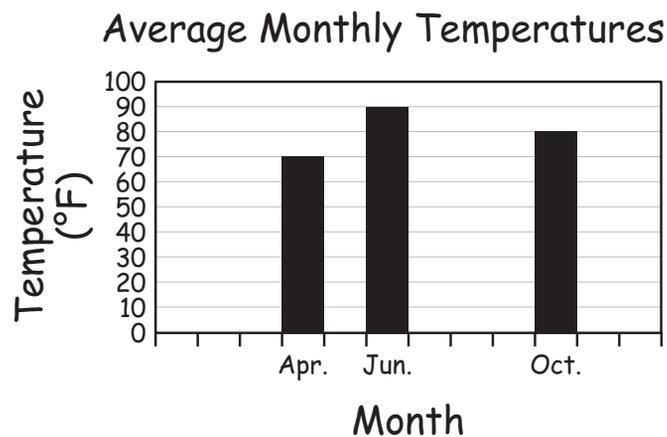
Scoring Instructions

Student Action		Test Administrator Action
If the student finds the girl walking the puppy in Stimulus 2b,	➔	mark A for question 2 and move to question 3.
If the student does not find the girl walking the puppy in Stimulus 2b,	➔	<ul style="list-style-type: none"> • model the desired student action by finding the girl walking the puppy in Stimulus 2b and <i>communicate</i> “Here is the girl who is enjoying the spring season”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the girl walking the puppy in Stimulus 2b,	➔	mark B for question 2 and move to question 3.
After teacher modeling, if the student does not find the girl walking the puppy in Stimulus 2b,	➔	mark C for question 2 and move to question 3.

Presentation Instructions for Question 3

- Present Stimulus 3a and 3b.
- Direct the student to the graph in Stimulus 3a. *Communicate:* **The graph shows average monthly temperatures for a city during three months.**
- Direct the student to the x-axis. *Communicate:* **Here are three months of the year: April, June, October.**
- Direct the student to the y-axis. *Communicate:* **Here are the temperatures: zero to 100 degrees Fahrenheit.**
- *Communicate:* **Pecans are harvested in this city when the average temperatures are between 75 and 85 degrees.**
- Direct the student to each answer choice in Stimulus 3b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the season when pecans should be harvested.**

Stimulus 3a



Stimulus 3b

Spring—April

Summer—June

* Fall—October

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “Fall—October” in Stimulus 3b,	➡	mark A for question 3 and move to question 4.
If the student does not find “Fall—October” in Stimulus 3b,	➡	<p>provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Have the student identify the temperature for each bar on the graph. OR • Draw a line from the top of each bar to the corresponding temperature. OR • Highlight the temperature on the graph in Stimulus 3a within the range 75° to 85° for pecan harvesting. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “Fall—October” in Stimulus 3b,	➡	mark B for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find “Fall—October” in Stimulus 3b,	➡	mark C for question 3 and move to question 4.

Presentation Instructions for Question 4

- Present Stimulus 4a and 4b. *Communicate*: **A student moves to a new city. The student collects information about the average monthly temperatures for the city.**
- *Direct* the student to Stimulus 4a. *Communicate* the data.
- *Direct* the student to each answer choice in Stimulus 4b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the list of possible outside activities for this city based on the average monthly temperatures.**

Stimulus 4a

Average Monthly Temperatures (°F)

Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.
50	55	66	72	80	95	100	95	82	72	65	55

Stimulus 4b

List 1	List 2	List 3
 sledging  camping  waterskiing  snowboarding	 swimming  canoeing  bicycling  skateboarding	 hiking  playing football  ice-skating  jogging

Scoring Instructions

Student Action		Test Administrator Action
If the student finds List 2,	➡	mark A for question 4.
If the student does not find List 2,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds List 2,	➡	mark B for question 4.
After the teacher repeats the instructions, if the student does not find List 2,	➡	mark C for question 4.