

Student's Name _____

 Iowa Alternate Assessment 2012-2013 <i>Science Rating Scale</i> Grade 8		Not Taught	Prompted	Performance in percent accurate (0% - 100%)
Indicate in the appropriate column the level of student performance. Only one column can be selected. Any item checked Not Taught may lead to student be considered an exclusion.				
Science Standard 1: Students can understand and apply skills used in scientific inquiry				
1.1	Identifies or states purpose of an experiment being conducted in class	<input type="checkbox"/>	<input type="checkbox"/>	—
1.2	Compares and makes conclusions about objects to determine differences in size	<input type="checkbox"/>	<input type="checkbox"/>	—
1.3	Compares and makes conclusions about objects of different weights to determine which is heavier/lighter	<input type="checkbox"/>	<input type="checkbox"/>	—
1.4	Observe items and draw conclusions as to texture (rough/smooth)	<input type="checkbox"/>	<input type="checkbox"/>	—
1.5	Observe items and draw conclusions as the viscosity of different liquids	<input type="checkbox"/>	<input type="checkbox"/>	—
1.6	Observe items and draw conclusions about temperature (warmer/colder)	<input type="checkbox"/>	<input type="checkbox"/>	—
1.7	Labels the steps of the scientific process	<input type="checkbox"/>	<input type="checkbox"/>	—
1.8	Use scientific tools for measurement of length (ruler)	<input type="checkbox"/>	<input type="checkbox"/>	—
1.9	Uses scientific tools of measurement of mass (scale)	<input type="checkbox"/>	<input type="checkbox"/>	—

 Iowa Alternate Assessment 2012-2013 <i>Science Rating Scale</i> Grade 8		Not Taught	Prompted	Performance in percent accurate (0% - 100%)
1.10	Uses scientific tools of measurement of volume (teaspoons, measuring cups, beakers)	<input type="checkbox"/>	<input type="checkbox"/>	—
1.11	Draws conclusions from observations	<input type="checkbox"/>	<input type="checkbox"/>	—
1.12	Describes results and draws conclusions after an Investigation	<input type="checkbox"/>	<input type="checkbox"/>	—
Science Standard 2: Students can understand concepts and relationships in life science				
2.13	Given a variety of animals, identifies appropriate food Sources	<input type="checkbox"/>	<input type="checkbox"/>	—
2.14	Identify and categorize types of fossils	<input type="checkbox"/>	<input type="checkbox"/>	—
2.15	Recognize that organisms not provided with Food or water will die	<input type="checkbox"/>	<input type="checkbox"/>	—
2.16	Classifies the parts of a food chain (animals (including humans), plants, Decomposers	<input type="checkbox"/>	<input type="checkbox"/>	—
2.17	Identifies or produces a “complete” food chain (includes sun, producer, consumer)	<input type="checkbox"/>	<input type="checkbox"/>	—
2.18	Form conclusions about what happens when an area becomes overpopulated (for example, the deer population) natural resources become less available)	<input type="checkbox"/>	<input type="checkbox"/>	—

 Iowa Alternate Assessment 2012-2013 Science Rating Scale Grade 8		Not Taught	Prompted	Performance in percent accurate (0% - 100%)
Science Standard 3: Students can understand concepts and relationships in Earth/space science				
3.19	Differentiates solid rocks from soils	<input type="checkbox"/>	<input type="checkbox"/>	___
3.20	Classify earth materials as soil, water, sand, or rock	<input type="checkbox"/>	<input type="checkbox"/>	___
3.21	Identify earth materials that may appear in different land forms	<input type="checkbox"/>	<input type="checkbox"/>	___
3.22	Identify distinctive land forms (water, river, lake, beach, mountain, valley)	<input type="checkbox"/>	<input type="checkbox"/>	___
3.23	Recognizes that the surface of the earth changes by different processes and/or natural events (earthquakes, volcanoes, floods, erosion)	<input type="checkbox"/>	<input type="checkbox"/>	___
3.24	Labels, points to, or describes characteristics of clouds (color, shape)	<input type="checkbox"/>	<input type="checkbox"/>	___
3.25	Identify the sun, moon, and stars	<input type="checkbox"/>	<input type="checkbox"/>	___
3.26	Investigate the effect of sunlight on living things	<input type="checkbox"/>	<input type="checkbox"/>	___
3.27	Labels phases of the moon	<input type="checkbox"/>	<input type="checkbox"/>	___
Science Standard 4: Students can understand concepts and relationships in physical science				
4.28	Identifies when balls are pushed, they roll	<input type="checkbox"/>	<input type="checkbox"/>	___

Student's Name _____

 Iowa Alternate Assessment 2012-2013 <i>Science Rating Scale</i> <i>Grade 8</i>		Not Taught	Prompted	Performance in percent accurate (0% - 100%)
4. 29	Understands when objects are dropped, they fall to the ground	<input type="checkbox"/>	<input type="checkbox"/>	—
4. 30	Observe and draw conclusions that objects can move at different speeds	<input type="checkbox"/>	<input type="checkbox"/>	—
4. 31	Observe and draw conclusions that objects can move at different speeds based on the amount of force applied	<input type="checkbox"/>	<input type="checkbox"/>	—
4. 32	Explain what happens when mixing oil and Water	<input type="checkbox"/>	<input type="checkbox"/>	—
4. 33	Answers questions about changes in color of liquids that occur when food color is added to liquids	<input type="checkbox"/>	<input type="checkbox"/>	—
4. 34	Describes what happens to water at different temperatures (liquid/ice)	<input type="checkbox"/>	<input type="checkbox"/>	—
4.35	Answers questions demonstrating knowledge that one characteristic of the sun is heat	<input type="checkbox"/>	<input type="checkbox"/>	—