Hawai'i Statewide Assessment Program

Puke
Kumuhana Makua no Nā Hōʻike Smarter Balanced o ka Pūnaewele a me Ka ʻEpekema Mokuʻāina (NGSS)

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Ka ʻIkepili Koʻikoʻi no nā Mākua a Pau no Nā Hōʻike Smarter Balanced a me Ka ʻEpekema Mokuʻāina (NGSS)

E hana ana kaʻu keiki i nā hōʻike hea?

Inā aia kāu keiki ma nā papa 3–8 a i ʻole ka 11, e hana ana kāu keiki i Nā Hōʻike Smarter Balanced Mākau ʻŌlelo Pelekānia a me ka Pilihelu. I loko o Ka Hōʻike Smarter Balanced Mākau ʻŌlelo Pelekānia aia he mau māhele i kapa ʻia he computer adaptive test (CAT) a he performance task (PT). He computer adaptive test (CAT) wale nō Ka Hōʻike Smarter Balanced Pilihelu. Inā aia kāu keiki ma ka papa 5 a i ʻole ka 8, e hana pū ana kāu keiki i Ka Hōʻike ʻEpekema Mokuʻāina (NGSS).

Āhea e hana ai i ka hōʻike?

E hana ana kāu keiki i Ka Hōʻike Smarter Balanced Mākau ʻŌlelo Pelekānia Hawaiʻi a me Ka Hōʻike Pilihelu he hoʻokahi manawa no ia mau maʻiʻo. Aia ka ʻikepili no ka wā hana hōʻike no Nā Hōʻike Smarter Balanced ma alohahsap.org. Na ke kula o kāu keiki e hoʻomaopopo iā ʻoe i ka papa manawa hana hōʻike no kēlā me kēia maʻiʻo.

Aia ka ʻikepili hana hōʻike no Ka Hōʻike ʻEpekema Mokuʻāina (NGSS) ma alohahsap.org. Na ke kula o kāu keiki e hoʻomaopopo iā ʻoe i ka papamanawa hana hōʻike a inā e hana kāu keiki i Ka Hōʻike ʻEpekema Mokuʻāina he hoʻokahi a ʻelua paha manawa.

E ʻike ana paha kaʻu keiki i nā nīnau like inā e hana ʻo ia i Ka Hōʻike ʻEpekema Mokuʻāina (NGSS) o ka pūnaewele he ʻelua a ʻoi manawa?

Na ka ʻōnaehana pūnaewele e makaʻala i nā nīnau i pane ʻia e kāu keiki i kēlā me kēia hana ʻana i Ka Hōʻike ʻEpekema Mokuʻāina (NGSS). Na ʻōnaehana pū hoʻi e hoʻokohu i ke ʻano o ka hōʻike e like me ka pae mākaukau e ʻike ʻia nei ma kona pane ʻana i nā nīnau o ka hōʻike, i mea e kohu loa ai ka hopena o ka hōʻike me kona mākaukau. Ke pane kāu keiki i kekahi nīnau, na kēlā pane ʻana e hoʻokele i kekahi nīnau aku e pane ai ʻo ia. E ʻokoʻa ana nā nīnau ma kēlā me kēia hana ʻana i Ka Hōʻike ʻEpekema Mokuʻāina (NGSS). Inā hana kāu keiki i Ka Hōʻike ʻEpekema Mokuʻāina (NGSS) he ʻelua a ʻoi manawa, helu ʻia ke kaha kiʻekiʻe wale nō ma kona moʻomōʻali kūhelu.

Pehea ka lōʻihi o ka hana ʻana i ka hōʻike?

Aia ma kahi o ka ʻelua hola ka lōʻihi o Ka Hōʻike ʻEpekema Mokuʻāina (NGSS). Aia ma kahi o ka ʻelua a i ka ʻekolu me ka hapa hola ka lōʻihi o Ka Hōʻike Smarter Balanced Mākau ʻŌlelo Pelekānia. Aia ma kahi o ka hoʻokahi a ʻelua paha hola ka lōʻihi o Ka Hōʻike Smarter Balanced Pilihelu. E hāʻawi ʻia paha he manawa keu i kāu keiki, inā ua pono. Hiki i kāu keiki ke haʻalele i ka lumi papa a hoʻi mai ma kekahi lā aku e hoʻopau ai i ka hōʻike. Na ka ʻōnaehana pūnaewele e makaʻala i nā nīnau i paʻa i kāu keiki, a na ia ʻōnaehana e hōʻike hou i nā nīnau i koe ke hoʻomaka hou kāu keiki.

He aha nā mākau ʻenehana e pono ai kāu keiki?

I loko o nā nīnau o nā Hōʻike Pani Kau, e pono ana kāu keiki e koho i kekahi hāʻina mai loko o kekahi pūʻulu hāʻina, e kaha a hoʻoneʻe i nā kiʻi, a e kikokiko he mau hua ʻōlelo a hopuna ʻōlelo paha. Hiki i kāu keiki ke hoʻohana i ka ʻiole, ka papa pihi, a i ʻole paha nā mea ʻelua no ka hana hōʻike. ʻAʻole naʻe pono e loea kāu keiki i ka hana ʻenehana.

Hiki pū i nā haumāna ke hoʻohana i kekahi mau pono hana pūnaewele no ke kōkua ʻana ma ka hana hōʻike. Hiki i nā haumāna ke:

- hoʻonui i ke kinona hua ʻōlelo a me nā kiʻi;
- kahiāuli i ka ʻikepili koʻikoʻi;
- kāpae i nā hāʻina hewa;
- māka i nā nīnau no ka nānā hou ʻana.

Ke paipai nei mākou i nā haumāna e hoʻomaʻamaʻa i ka pane ʻana i nā ʻano nīnau ma loko o kēia mau hōʻike. Loaʻa nā hōʻike hoʻomaʻamaʻa ma alohahsap.org.

Āhea e loaʻa ai ka hopena o nā hōʻike i nā ʻohana?

E hoʻouna ʻia he hōʻike ma luna o ka pepa maoli me ka hopena o ka hōʻike a kāu keiki ma ka hoʻomaka ʻana o kekahi makahiki kula aku, ma loko o ka mahina ʻo Kepakemapa.

Pehea wau e kōkua ai i kaʻu keiki ma ka hoʻomākaukau ʻana no nā hōʻike?

ʻO ke kākoʻo mau i ka hana kula i kēlā lā, kēia lā, ʻo ia ke kōkua helu ʻekahi. E hōʻoia i ka lawa pono o ka hiamoe ʻana, ka ʻai pono ʻana i ka ʻaina kakahiaka, ke kō pono ʻana o nā haʻawina, a me ka hele mau ʻana i ke kula i nā lā a pau. Ma Nā Hōʻike Smarter Balanced a me Nā Hōʻike ʻEpekema Mokuʻāina (NGSS) ana ʻia ka mākaukau o kāu keiki e like me nā ana hoʻohālike o ia mau maʻiʻo e alakaʻi ana i ka hana kūmau o ke keiki ma loko o ka lumi papa.

He kōkua pū ka hoʻokamaʻāina ʻana i kāu keiki me nā ʻano nīnau e ʻike ʻia ma nā hōʻike ma o ka nānā pono ʻana i kēia puke nei a me ke kele ʻana aku i alohahsap.org no ka hoʻomaʻamaʻa ʻana i nā nīnau laʻana.

He aha nā kākoʻo hana hōʻike no kaʻu keiki?

Loaʻa nō nā kākoʻo no kēia mau hōʻike e kōkua ai i nā haumāna a pau, i nā haumāna kaiapuni Pelekānia a me nā haumāna kīnānā, e hōʻike ai lākou i ko lākou naʻauao a me ko lākou mākaukau ma kēia mau hōʻike mokuʻāina. He kōkua pū ka hana kaʻawale ʻana i ka hōʻike, ka hoʻopuana ʻana i nā nīnau mai ka palapala, a me ka mana ʻōlelo Paniolo o ka hōʻike pilihelu i nā haumāna no ka maopopo pono ʻana i nā nīnau a me nā koho hāʻina. No ka ʻikepili hou aku e pili ana i kēia ʻano kākoʻo, e kele aku i alohahsap.org a e kaomi i ka māhele Resources.

Nīnau Laʻana no Nā Hōʻike Smarter Balanced a me Nā Hōʻike ʻEpekema Mokuʻāina (NGSS)

E pono ana nā haumāna e pane i nā ʻano nīnau like ʻole no ka hōʻike pūnaewele:

- Nīnau Kohokoho, e koho ʻia ka hāʻina pololei mai loko o kekahi pūʻulu hāʻina
- Nīnau Kāpili ʻIkepili:
  - Nīnau Māmala ʻŌlelo, e kikokiko ʻia he pane pololei ma loko o ka hakahaka
  - Nīnau Kūkaʻipā, e hoʻohana ʻia ka ʻiole a i ʻole ka papa pihi no ka hoʻoneʻe a kaha kiʻi paha i nā hāʻina ma loko o kekahi hakahaka (i kapa pū ʻia he makaʻaha.)
  - Nīnau Haku Haʻihelu, e kikokiko ʻia kekahi haʻihelu e ka haumāna
  - Nīnau Hoʻomoeā, e kālailai ʻia kekahi mau ʻikepili no ka pane ʻana i nā nīnau ma kekahi mau ʻano like ʻole

E pono pū ana nā haumāna e pane i kēia mau ʻano nīnau ma Ka Hōʻike ʻEpekema Mokuʻāina (NGSS) o ka pūnaewele:

- Nīnau ʻĀhui, i haku ʻia no ke kālailai ʻana o ka haumāna i nā kumuhana ʻepekema i kūpono no kona pae papa, a i hoʻopili pū ʻia i kekahi ana hoʻohālike NGSS. Hoʻomaka kēlā me kēia nīnau ʻāhui me kekahi pōʻaiapili kūlohelohe ʻoiaʻiʻo i hahai ʻia me kekahi mau ʻikepili. Loaʻa pū he ʻelua a ʻoi mau kālailai ʻana e koi ana i ka haumāna e hōʻike ʻoiaʻiʻo mai i kona mākaukau ʻepekema a ʻenekenia paha, i ka paʻa pono o nā haʻawina maʻiʻo, a me ke kālai pono ʻana i nā kumuhana i wehewehe ʻia ma ke ana hoʻohālike.
- Nīnau Kūʻokoʻa, i haku ʻia no ke kālailai ʻana o ka haumāna i kekahi pōʻaiapili kūlohelohe i hahai ʻia e hoʻokahi kumuhana i kūkulu ʻia ma luna o hoʻokahi pahuhopu.

ʻIke ʻia ma nā nīnau ma lalo iho ke ʻano o nā nīnau a kāu keiki e pane ai ma Ka Hōʻike Smarter Balanced Mākau ʻŌlelo Pelekānia a me Ka Pilihelu, a me Ka Hōʻike ʻEpekema Mokuʻāina (NGSS). Aia he laʻana Smarter Balanced Mākau ʻŌlelo Pelekānia a i ʻole Pilihelu no nā papa 3, 5, 6, 7 a me ka 11. Aia he laʻana o Ka Hōʻike ʻEpekema Mokuʻāina (NGSS) no nā papa 5 a me ka 8. Loaʻa pū ka hāʻina pololei a me ka ʻikepili hāʻawi ʻai no kēlā me kēia nīnau.

Inā he ʻiʻini e ʻike hou i nā laʻana ʻē aʻe, e kele aku i alohahsap.org.

Papa 3

Maʻiʻo: Smarter Balanced Pilihelu

Ana Hoʻohālike Common Core Hawaiʻi: 3.MD.3: 1|MD|H-3|a/s|3.MD.3: E kaha i ka pakuhi kiʻi pālākiō a me ka pakuhi ʻaukā pālākiō e kū ana no ka ʻikepili o kekahi mau waeʻanona. E hoʻomākalakala i ka polopolema o ke ʻano "ʻehia hou aku" a "ʻehia emi mai" nona he hoʻokahi a ʻelua paha ʻanuʻu hana me ka hoʻohana pū i ka ʻikepili o ka pakuhi pālākiō. I laʻana, e kaha i ka pakuhi ʻaukā nona ke anakahi e kūhōʻailona ana no 5 hānaiahuhu.

A ME

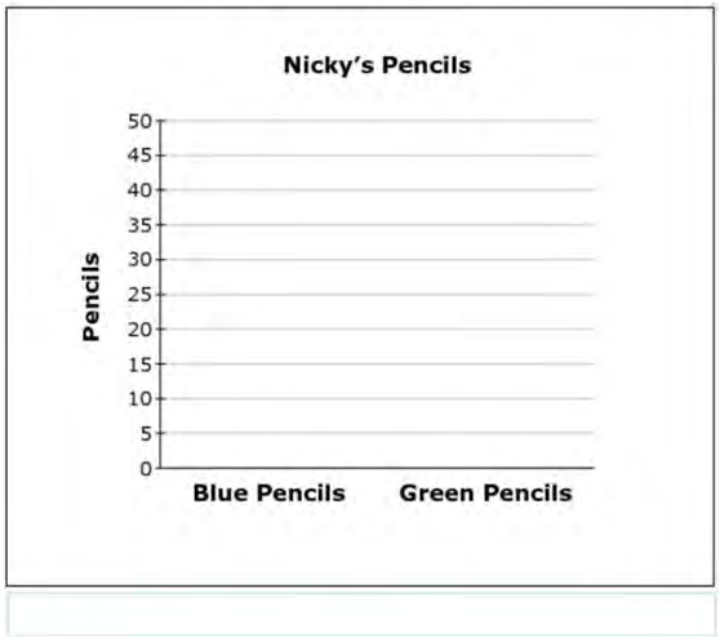
3.OA.8: 1|OA|D-3|m|3.OA.8: E hoʻohana i nā hana hoʻomākalakala ʻehā e hoʻomākalakala ai i ka polopolema huaʻōlelo nona he ʻelua ʻanuʻu hana. E hōʻike i nā polopolema ma ke ʻano he haʻihelu nona ka huapalapala e kūhōʻailona ana no kekahi waiwai ʻike ʻole ʻia. E hōʻoia i ke kūpono o ka hāʻina ma o ka helu naʻau a me ke kaʻakālai koho, e like me ke kolikoli ʻana.

ʻAno Nīnau: Kāpili ʻIkepili - Kūkaʻipā (Makaʻaha) (1 ʻai)

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.

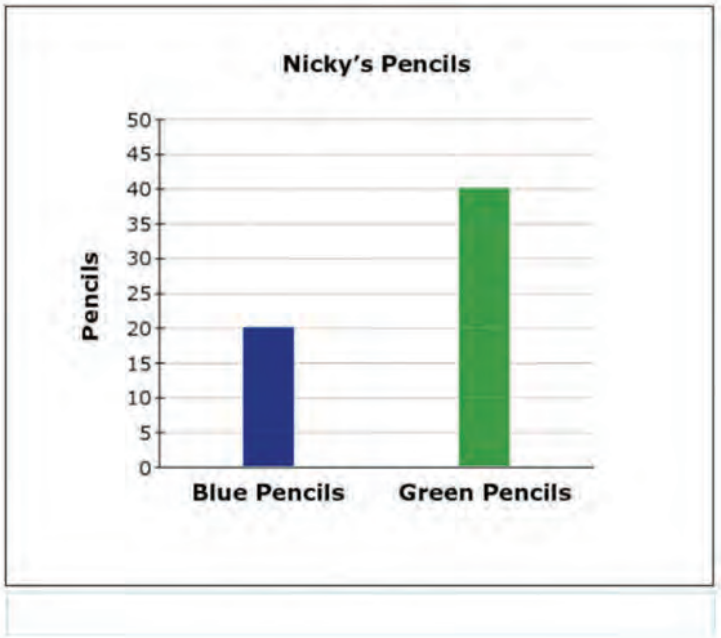


I loaʻa hoʻokahi ʻai, e kākuhi ka haumāna i pakuhi ʻaukā e hōʻike ana he 20 penikala uliuli a he 40 penikala ʻōmaʻomaʻo a Pua.

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.



Papa 5

Maʻiʻo: ʻEpekema Mokuʻāina (NGSS)

Ana Hoʻohālike ʻEpekema Next Generation Hawaiʻi (NGSS): E hoʻohana i ke kūkohu no ke kolokolo ʻana i ka ikehu o ka mea ʻai a ka holoholona (i hoʻohana ʻia no ka hoʻōla ʻana, ka hoʻoulu ʻana, ka ʻoni ʻana, a me ka mālama ʻana i ka mehana pono o ke kino) i ka ikehu o ka lā. (5 PS3-1)

ʻAno Nīnau: Kūʻokoʻa (3 ʻai)

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	▾	▾	▾	▾

Ka Hāʻawi ʻAi:

Loaʻa hoʻokahi ʻai i ka haumāna no kēlā me kēia ma lalo iho:

- Hōʻike ka haumāna ma ke kūkohu, aia ka lā ma mua o ka mauʻu.
- Hōʻike ka haumāna ma ke kūkohu, aia ka mauʻu ma mua o ka māmota.
- ʻAʻole hoʻokomo ka haumāna i ka wai ma loko o ke kūkohu.

Penei ka hāʻina pololei:

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

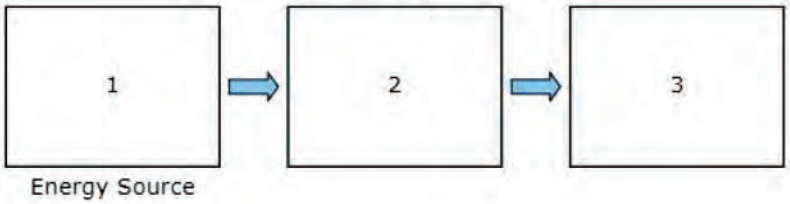


Table 1. Energy Flow Model Order

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

Papa 5

Maʻiʻo: ʻEpekema Mokuʻāina (NGSS)

Ana Hoʻohālike ʻEpekema Next Generation Hawaiʻi (NGSS): E kuhi i ka waiwai o kekahi hoʻopono hakulau ʻana e hoʻēmi ana i kekahi pōʻino anilā. (3 ESS3-1)

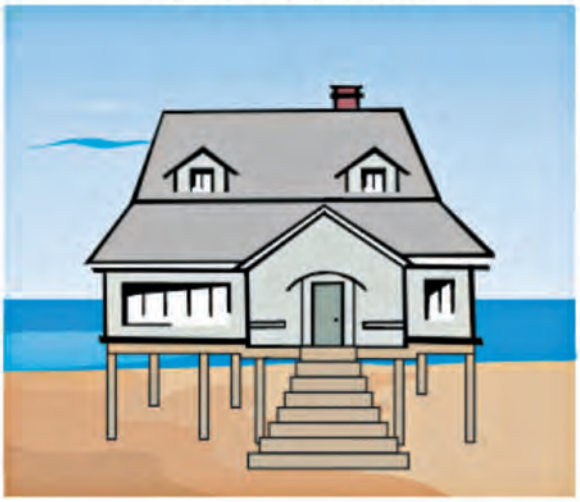
ʻAno Nīnau: Nīnau ʻĀhui (9 ʻai)

Kumuhana:

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.

Pahuhopu:

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
[▾].

Ka Hāʻawi ʻAi:

Loaʻa hoʻokahi ʻai i ka haumāna ma ka māhele A no nā mea ma lalo iho:

- E koho ka haumāna iā “Pale ʻIa” no “Ka lilo ʻana o nā waiwai o ka hale i ka wai”, “Hemahema ka papahele i ka wai”, a me “Hemahema nā waiwai o ka hale i ka wai”.

  A ME

- E koho ka haumāna iā “ʻAʻole Pale ʻIa” no “Hālana ka wai ma ka pāhale”

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	☐	☑

Loaʻa he 3 ʻai i ka haumāna no ke koho ʻana i nā hāʻina ʻekolu ma lalo iho ma ka Māhele E:

- Kūpaʻa i ke au ikaika o ka wai
- Hāpai i ke kaumaha o ka hale
- Lawa kona lōʻihi e kū ai ka hale ma luna o ka ʻili wai

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

Loaʻa he 3 ʻai i ka haumāna no ke koho ʻana i nā hāʻina ma lalo iho ma ka Māhele I:

- E pōʻino ana ka hale inā hiolo ka lāʻau kukuluaeʻo
- ʻOi aku ka paʻakikī o ke komo ʻana i ka hale ma muli o nā alapiʻi a me nā alahiō
- Ma muli o ke kukuluaeʻo, naue holunape ka hale i ka makani ʻino

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.

Loaʻa he 2 ʻai i ka haumāna ma ka māhele O no ke koho ʻana i nā hāʻina ma lalo iho ma nā pahu koho:

- E koho ka haumāna iā "waiwai" ma ka pahu koho mua a me "e holo ana ka wai ma lalo o ka hale" ma ka pahu koho ʻelua, a i ʻole, e koho ka haumāna iā "lapuwale" ma ka pahu koho mua a me "e pilikia ana ka hale inā e hiolo" a i ʻole "pipiʻi i ke kālā he nui " ma ka pahu koho ʻelua (1 ʻai)
- E koho ka haumāna i ka hāʻina ma ka pahu koho ʻekolu e launa pono ana me nā pahu mua ʻelua. (1 ʻai)
    - No “pipiʻi i ke kālā he nui” e koho ka haumāna iā “hiki ke hoʻolilo i ia kālā ma nā mea ʻē aʻe”.
    - No “e pilikia ana ka hale inā e hiolo” e koho ka haumāna iā “loaʻa nā pōpilikia hou aku ma muli o nā lāʻau kukuluaeʻo”
    - No “e holo ana ka wai ma lalo o ka hale”, e koho ka haumāna iā “palekana ka hale i ka lāʻau kukuluaeʻo ʻoiai emi ka papaha o ka hālana ʻana o ka wai ma loko o ka hale.”

He mau laʻana o nā hāʻina pololei piha ma ka Māhele O:

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 ▾].

Papa 5

Maʻiʻo: Smarter Balanced Mākau ʻŌlelo Pelekānia

Ana Hoʻohālike Common Core Hawaiʻi: 2-3: 4-CR|2-3: KĀLAILAI A HOʻOHANA ʻIKEPILI: E ʻohi i ka ʻikepili e kākoʻo ai i ka manaʻo nui a me nā manaʻo kākoʻo; e wae a hoʻohana i ka ʻikepili mai loko aʻe o ka ʻikepili helu, a i ʻole, mai ke nā kūmole palapala a ʻenehana paha.

ʻAno Nīnau: Kohokoho – Hoʻopili Pakuhi (1 ʻai)

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.	☐	☐	☐

I loaʻa hoʻokahi ʻai, e kaomi ka haumāna i ka pahu e kuhikuhi ana i ke Kākaha 1 he kākoʻo i ka Manaʻo Nui E, i ke Kākaha 2 he kākoʻo i ka Manaʻo Nui I, i ke Kākaha 3 he kākoʻo i ka Manaʻo Nui E, a i ke Kākaha 4 he kākoʻo i ka Manaʻo Nui 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.	☑	☐	☐

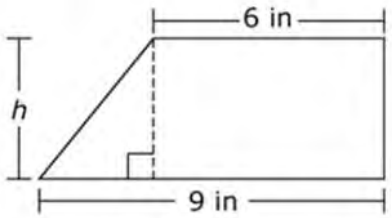
Papa 6

Ma‘i‘o: Smarter Balanced Pilihelu

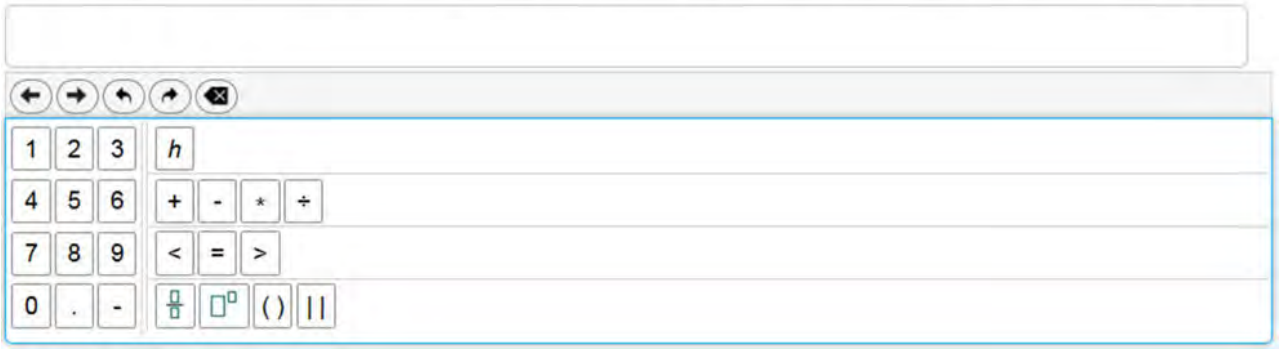
Ana Ho‘ohālike Common Core Hawai‘i: H-6: 1|G|H-6: E ho‘omākalakala i ka polopolema o ka nohona maoli a i ‘ole ka makemakika no ka ‘ili, ka ‘ili alo a me ka pihanahaka.

‘Ano Nīnau: Kāpili ‘Ikepili – Haku Ha‘i Helu (1 ‘ai)

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

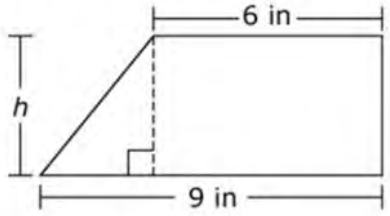


Use the Equation Tool to create an expression that could be used to determine the area of the trapezoid.



I loa‘a ho‘okahi ‘ai, e kāhuakomo ka haumāna i ka ha‘ihelu (a i ‘ole i kekahi ha‘i heluna like): $\frac{1}{2}$ (3 x *h*) + (*h* x 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.

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

Papa 7

Maʻiʻo: Smarter Balanced Mākau ʻŌlelo Pelekānia

Ana Hoʻohālike Common Core Hawaiʻi: 3-6: 2-W|3-6: KĀKAU/HAKULOLI I NĀ MANAʻO KĀKAU PŌKOLE: E hoʻohana i nā kaʻakālai like ʻole ma ke kākau a hakuloli ʻana paha i hoʻokahi a ʻoi paukū ʻikepili: hoʻonohonoho i nā manaʻo ma o ke kuhi ʻana a me ka mālama ʻana i kekahi manaʻo alakaʻi, ka hoʻomohala ʻana i kekahi kumuhana me ka hoʻokomo ʻana i ka ʻikepili kākoʻo, nā hua ʻōlelo kūpono, a me ka wehewehe piha ʻana, a i ʻole ka waiho ʻana mai i ka manaʻo pani e pili pono ana i ia kumuhana a me ka mea heluhelu.

ʻAno Ninau: Kāpili ʻIkepili – Pane Lōʻihi (2 ʻai)

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.

I loaʻa ʻelua ʻai, e hōʻike ka haumāna i nā manaʻo, nā kumu, a me nā ʻikepili paha e kākoʻo ana i ka manaʻo nui, ke kumumanaʻo, a me ka manaʻo hoʻokele paha e pili ana i ke kanaka ʻoiaʻiʻo o ka moʻolelo no Johnny Appleseed i mea e hoʻākaka a hoʻomohala pono ai i ia mau manaʻo me nā ʻōlelo lekikona kūpono.

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.

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- 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

Papa 8

Maʻiʻo: ʻEpekema Mokuʻāina (NGSS)

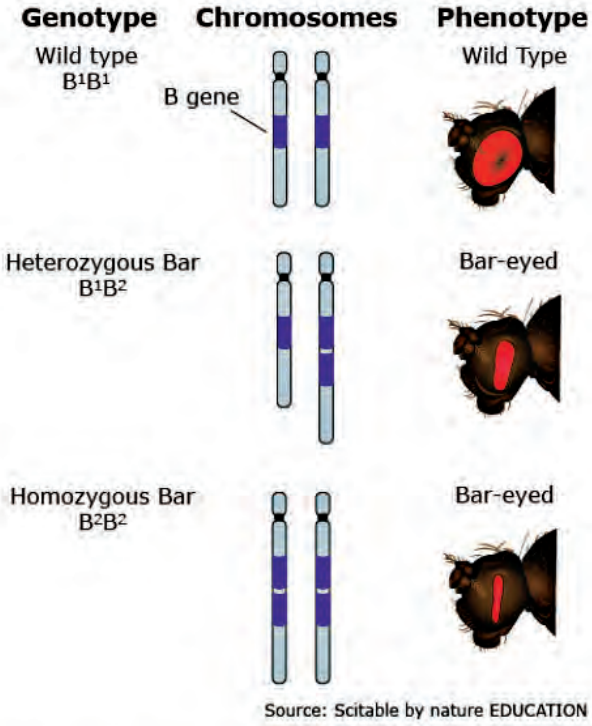
Ana Hoʻohālike ʻEpekema Next Generation Hawaiʻi (NGSS): E hoʻomohala a hoʻohana i kekahi kūkohu e wehewehe ana i ke kumu o ka loli ʻana o ke kumuʻiʻo ma muli o ka loli ʻana o ke ōewe ma luna o ke awe ōewe, a me nā pōmaikaʻi a pōʻino paha o ia loli no ia mea ola, a i ʻole paha, ua oia mau paha ia mea ola e like me ma mua. (MS-LS3-1)

ʻAno Nīnau: Kūʻokoʻa (2 ʻai)

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.

Loaʻa 1 ʻai i ka haumāna no kēlā me kēia mea ma lalo iho:

- E koho ka haumāna iā "Aia hoʻokahi kope o ka ōewe B ma kekahi awe ōewe" ma ka hanana ma mua pono o "loli ka hoʻohua ʻana o ke kumuʻiʻo." (1 ʻai)
- E koho ka haumāna iā "loli ka hoʻohua ʻana o ke kumuʻiʻo" ma ka hanana ma mua pono o "hāiki maila ka ʻōnohi maka o ka nalo" (1 ʻai)

Loaʻa 1 ʻai i ka haumāna no kēlā me kēia mea ma lalo iho:

Penei ka hāʻina pololei:

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.

Papa 8

Maʻiʻo: ʻEpekema Mokuʻāina (NGSS)

Ana Hoʻohālike ʻEpekema Next Generation Hawaiʻi (NGSS): E haku, hoʻohana, a hōʻike mai i nā manaʻo e kākoʻo ana i ke kuhi, ke loli ka ikehu neʻe o kekahi mea, paneʻe ʻia ia ikehu i loko a i ʻole i waho o ia mea. (5 PS3-1)

ʻAno Nīnau: Nīnau ʻĀhui (9 ʻai)

Kumuhana:

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

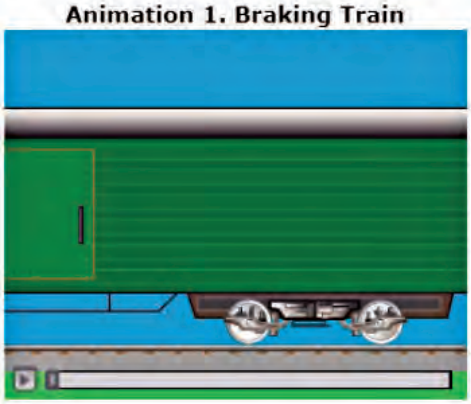


Table 1 explains some properties of the train and its surroundings as energy flows throughout the system.

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.

Pahuhopu:

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.

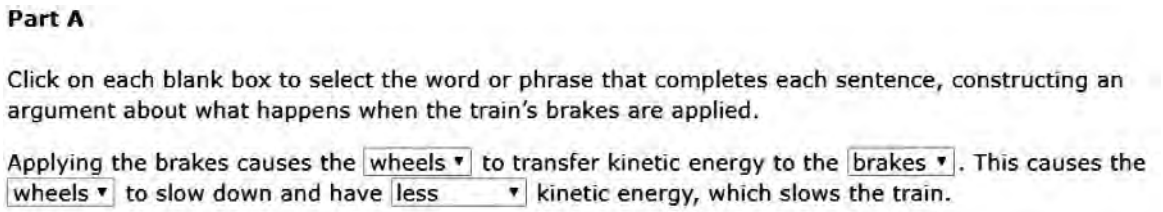
☐ The sparks that fly off the wheels give off light.

☐ The potential energy of the train increases as it slows.

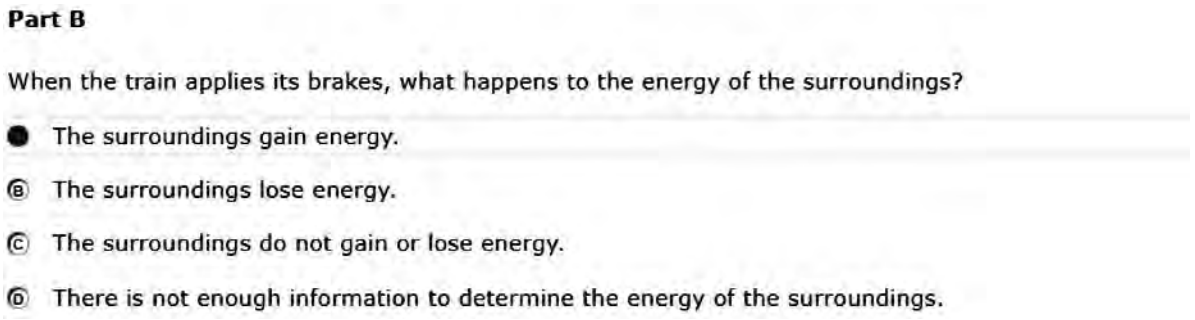
Ka Hāʻawi ʻAi:

Loaʻa he 2 ʻai i ka haumāna no nā mea ma lalo iho:

- E koho ka haumāna iā "ka huila" ma ka hakahaka mua, a me "ka peleki" a i ʻole "ke ala hao" ma ka hakahaka ʻelua. (1 ʻai)
- E koho ka haumāna iā "ka huila" ma ka hakahaka ʻekolu, a me "emi" ma ka hakahaka ʻehā. (1 ʻai)

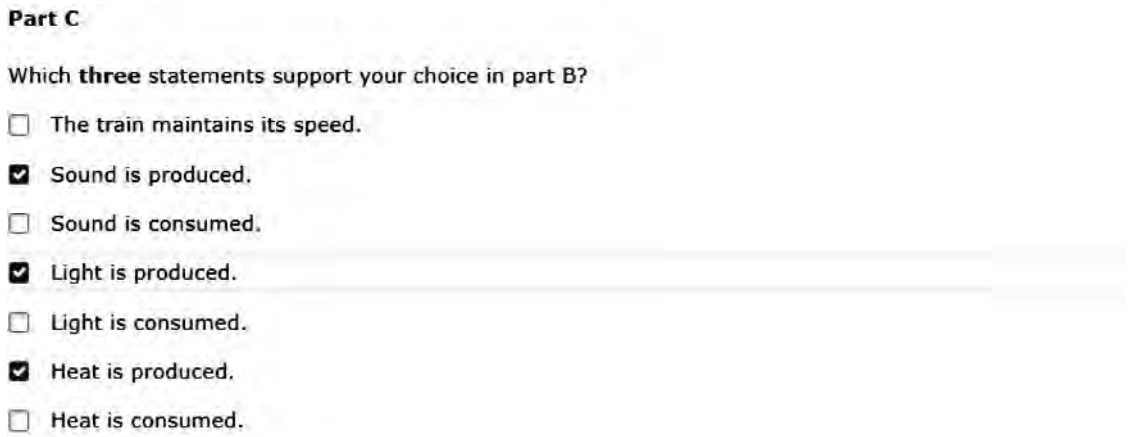


Loaʻa 1 ʻai i ka haumāna ma ka Māhele E no ke koho ʻana iā "Piʻi ka ikehu o ia kaiapuni."



Loaʻa 3 ʻai i ka haumāna ma ka Māhele I no ke koho ʻana i kēia mau mea ma lalo iho:

- "Loaʻa mai ke kani."
- "Loaʻa mai ka māʻamaʻama."
- "Loaʻa mai ka wela."



Loaʻa 3 ʻai i ka haumāna ma ka Māhele O no ke koho ʻana i kēia mau mea ma lalo iho:

- Kuʻu maila ka ikehu mai ka huila ma ke ʻano he wela.
- Kani ʻōkalakala ka peleki.
- Puka maila ka māʻamaʻama mai ka huna ahi e lele aku ana mai ka huila.

Part D

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

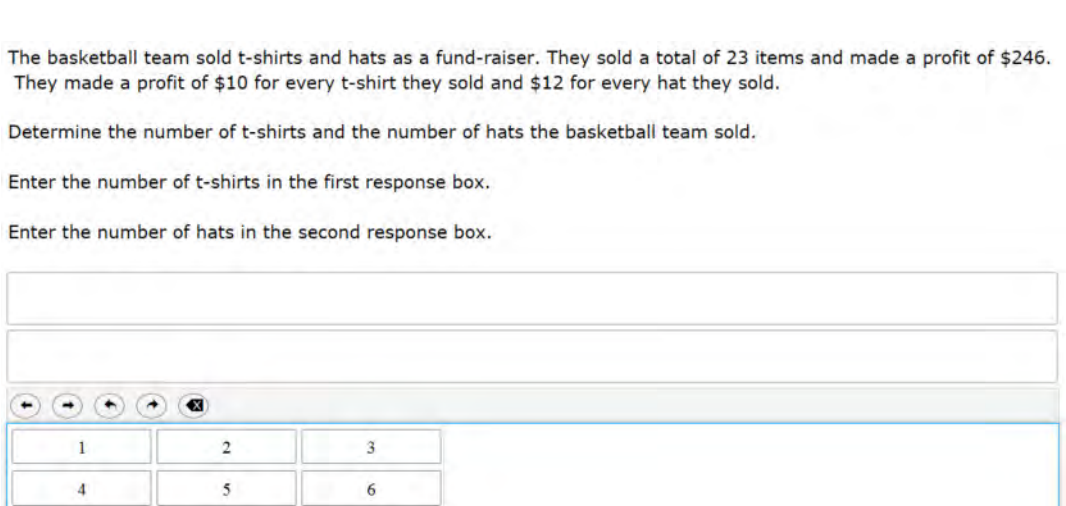
- [x] The brakes give off energy as heat.
- [x] The brakes make a screeching sound.
- [ ] The brakes undergo a chemical reaction.
- [x] The sparks that fly off the wheels give off light.
- [ ] The potential energy of the train increases as it slows.

Papa 11

Ma‘i‘o: Smarter Balanced Pilihelu

Ana Ho‘ohālike Common Core Hawai‘i: A-REI.C: E ho‘omākalakala i ka ‘ōnaehana ha‘ihelu.

‘Ano Nīnau: Kāpili ‘Ikeipili – Pane Ha‘i Helu (1 ‘ai)



I loa‘a ho‘okahi ‘ai, e kāhuakomo ka haumāna he “15” no ka heluna pale‘ili kū‘ai ‘ia aku ma ka pahu mua a he “8” no ka heluna pāpale ma ka pahu ‘elua.