TONGAN

Hawai'i Statewide Assessment Program

On-laine Smarter Balanced Assessments mo e Hawai‘i State Science (NGSS) Assessments Pukaleti Fakamatala ma‘ae Mātu‘a

Hokohoko ‘o e Fakamatala

Ko e ha e meʻa ʻoku tonu ke ʻilo ʻe he Mātuʻa kau ki he Smarter Balanced Assessments pea mo e Hawaiʻi State Science (NGSS) Assessments

Ko e fē ʻa e sivi-fakamaaka ʻe fai ʻe he ʻeku tama?

Kapau ʻoku ʻosi lesisita hoʻo tama ki he kuleiti 3-8, pe 11, ko hoʻo tama ʻoku malava ke toʻo ʻe ia ʻa e Hawaii Smarter Balanced English Language Arts / Literacy mo e Mathematics Assessments. Ko e Smarter Balanced English Language Arts/ Literacy Assessment ʻoku ʻiai ʻa e sivi fakakomipiuta atepitivi (CAT) pea pehe ki he fakaʻaliʻali ngaue (PT) Ko e Smarter Balanced mo e Mathematics Assessments ʻoku ʻiai ʻa e sivi fakakomipiuta atepitivi (CAT) pe taha. Kapau ʻoku ʻosi lesisita hoʻo tama he kuleiti 5 pe 8, ko hoʻo tama ʻe malava pe ke ne toʻo e Hawaii State Science (NGSS) Assessment.

ʻE kamata e sivi-fakamaaka ʻa fe?

E malava ke toʻo hoʻo tama ʻa e Smarter Balanced English Language Arts/Literacy mo e Mathematics Assessments tuʻotaha ki he koniteni ʻelia kotoa pe. Ko e sivi pea mo e ngaahi fakamatala ki he Smarter Balanced Assessments ʻe malava ke maʻu ia he alohahsap.org E fakaha atu kiate koe ʻo e taimi-tepile ʻo e sivi mo e taimi ʻe toʻo ai ʻe hoʻo kiʻI tamasiʻi takitaha fakafuofuaʻi ʻo e ako Fakaʻelia fiemalie ʻe he ʻa hoʻo fanau ako.

Ko e sivi pea moe ngaahi fakamatala kotoa pe ki he Hawaii State Science Assessments ʻoku maʻu atu ia he alohahsap.org Ko e ʻapiako ʻa hoʻo tama kuopau ke fakaha atu kiate koe ʻo fekauʻaki pea mo e taimi tepile ʻo e sivi pea mo fakaha pe ʻe lava hoʻo tama ke ne toʻo ʻa e Hawaii State Science (NGSS) Assessment tuʻo taha pe tuʻo ua.

ʻE fetaulaki nai ʻe ku tama mo e ngaahi fehuʻi tatau kapau te ne fai/sivi ʻi he polokalama-liliu-siʻi ʻi he on-laine ʻi he Hawaiʻi State Science (NGSS) Assessment ʻi he lea fakapālangi ʻo lahi hake he tuʻo taha?

Ko e sisitemi tesi on-laine ʻoku ne lekooti ʻa e ngaahi fehuʻi ʻoku tali ʻe hoʻo tama ʻi he taimi kotoa ʻoku ne fai/sivi ʻi he Hawaiʻi State Science (NGSS) Assessment. Ko e sisitemi foki ko eni ʻoku ngāue fakataha mo e ʻilo mo e potoʻi ngāue hoʻo tama ʻi he ʻene feinga ke tali e ngaahi fehuʻi koeʻuhi ke ne ʻomai ha fakamatala tonu fekauʻaki mo ʻene sivi. Ko e taimi kotoa pe ʻoku tali ʻe hoʻo tama ha fehuʻi, ko ʻene tali ʻoku tokoni ia ke fakapapauʻi ʻa e fehuʻi hoko. ʻE faikehekehe maʻu pe ʻa e ngaahi fehuʻi ʻe fehangahangai mo hoʻo tama ʻi he ʻene fai/sivi ʻi he Hawaiʻi State Science (NGSS) Assessment. Kapau ʻe fai/sivi hoʻo tama ʻi he Hawaiʻi State Science (NGSS) Assessment lahi hake he tuʻo taha, ko e maaka maʻolunga pe ʻe lekooti ʻi he ʻene lekooti faka-ʻofisiale.

Ko e ha hono loloa ʻo e sivi-fakamaaka?

Ko e Hawaii State Science (NGSS) Assessment ʻoku fakafuofua ki ha houa ʻe ua. Ko e Smarter Balanced English Language Arts/Literacy Assessment ʻe toʻo fakafuofua he houa ʻe 2 pe 3 1/2 houa. Ko e Smarter Balanced Mathematics Assessment ʻe toʻo fakafuofua ki he houa ʻe 1 pe 2. E malava pe ke ʻoatu ha taimi makehe ki hoʻo tama ke fakakakato e sivi E malava pe ke hu hoʻo tama kituʻa he sivi pea ke ne toe foki mai ha ʻaho kehe ke fakakakato ai. Ko e sivi online mo e sisitemi koia ʻoku ne tauhi pea mo muimuiʻI e ngaahi fehuʻI ʻoku tali ʻe hoʻo tama pea ʻe to e hoko atu pe he ngaahi fehuʻI koia ʻoku toe he taimi ʻe toe hoko atu e sivi.

Ko e ha e ngaahi poto faka-komipiuta ‘oku totonu ke ma‘u he ‘eku tama ki he sivi-fakamaaka?

Ko e sivi-fakamaaka ‘oku ‘i ai e ngaahi fehu‘i e fiema‘u ho‘o tama ke fili ‘a e tali e taha mei he ngaahi seti-tali, tā ha ki‘i fakatātā mo e unuaki ha ngaahi me‘a, pea taipe‘i ‘a e ngaahi tali hangatonu ki he sisitemi tesi. Tene lava pe ‘o faka‘aonga‘i ‘a e mausi pe kī-pooti pe fakatou‘osi ke fai/sivi ‘i he sivi-fakamaaka on-laine, ‘oku ‘ikai fiema‘u ke hoko ho‘o tama ko e mataotao he komipiuta pe taipe.

Lolotonga e ngāue ki he ngaahi fakafuofua‘i ‘e lava pe ‘e he fānau ako ‘o fili ke faka‘aonga‘i ‘a e ngaahi me‘a ngāue mei he komipuita ke tokoni kiate kinautolu ‘i he ngaahi fakafuofua.
E lava pe ke nau:

- faka‘ata lahi fakatou ‘osi e ngaahi mata‘itohi mo e fakatātā;
- faka‘ilonga‘i e ngaahi fakamatala mahu‘inga;
- tamate‘i e ngaahi tali ‘oku hala; pea
- maaka‘i e ngaahi fehu‘i ke fai ha sio ki ai.

‘Oku mau fakaloto lahi‘i e fānau ako ke toutou tali e ngaahi taipe ‘o e ngaahi fehu‘i ‘oku ‘asi he ngaahi sivi-fakamaaka. Ko e ngaahi ‘elia mei he silapa ki he sivi-‘ahi‘ahi mo e ako-tesi ki he levolo taki taha pe kalasi levolo pe levolo fakatahataha mo e sivi-fakamaaka e ma‘u ia mei he alohahsap.org.

E ma‘u fakaku ‘e he ngaahi fāmili ‘a e ngaahi ola ‘o e sivi-fakamaaka?

E ma‘u ‘eho fāmili ha pepa lipooti maaka ‘oku ‘asi ai e maaka faka muimui taha ho‘o tama ‘i he kamata‘anga ‘o e ta‘u fakaako fo‘ou lolotonga e mahina ko Sepitema.

Ko e ha ha ‘aku tokoni ki he ‘eku tama ke teuteu‘i ia ki he ngaahi sivi-fakamaaka?

Ko e tokoni lelei taha te ke ‘oange ki ho‘o tama ko e poupou lahi he taimi kotoa ke ako malohi mo tokanga ki he ako he aho kotoa. Fakapapau‘i ma‘u pe ‘oku lahi fe‘unga ‘ene mohe, ma‘u ha me‘atokoni pongipongi fakamalohi ki he sino, fai kakato e homu-ueka, pea ma‘u ako ma‘upe. Ko e Smarter Balanced Assessments pea mo e Hawai‘i State Science (NGSS) Assessments ‘oku nau fua-tautau lelei ‘a e lelei ‘o e ako mo e ngāue ho‘o tama ki he ngaahi silipa/‘elia kuo fa‘u, ‘oku tokoni lelei ia ki he ngāue faka-aho ho‘o tama lolotonga e ta‘u fakaako.

E toe lava pe foki ke ke tokoni ki ho‘o tama ‘i hono ‘oange ‘a e ngaahi fehu‘i tatau mo e ngaahi fehu‘i e fakafehu‘i ‘aki ia, ‘aki ho‘o toutou sio ki he ki‘i pukaleti mo ho‘o tama ‘i ho‘o mo ‘alu ki he alohahsap.org ke tali ha fehu‘i mei he ngaahi ‘elia kuo tānaki mai ke fai ai ha tali fehu‘i teuteu sivi.

Ko e ha leva ‘a e founga ‘e tokoni mo malava ke faingamalie mo ‘ataa ki he‘eku tama?

‘Oku ‘oatu he asesimeni ‘a e founga ‘e taha ‘e malava ai ke tokoni **koto** afanau ako, kau kiai e lea faka Pilitania ‘oku nau ako kiai pea mo e fanau ‘oku fokoutua mamatea, pea ke fakaha koe ha e mea‘ oku nau ‘ilo pea ke nau lava ‘o fakahoko Ko e ngaahi tokoni he founga kau kiai ha feitu‘u makehe pe, ko e teki ki he lea, ma‘ae kakai kui ‘e malava ke tokoni‘i e fanau ke nau lava ‘o fai ‘enau sivi mo e ngaahi fehu‘i pea mo e fili ‘enau tali. Ki he ngaahi fiema‘u tokoni ki he founga fakamavahe ke ke fili kiai, alu ki he alohahsap.org pea ke hu ki he Va‘a sekisoni Tokoni.

Ngaahi Fehuʻi fakaʻaliʻali ki he Smarter Balanced Assessments pea mo e Hawaiʻi State Science (NGSS) Assessments

E tali ʻe he taha-ako ʻa e ngaahi fehuʻi faʻahinga kehekehe ʻi he sivi-fakamaaka on-laine:

- Ko e ngaahi fehuʻi-fili, e fili ʻe he taha-ako ʻa e taha ʻo e tali mei he ngaahi seti-fehuʻi
- Ngaahi tali kuo faʻufaʻu ko e tali ʻo e ngaahi fehuʻi:
  - Ngaahi fehuʻi totonu fakalea, ʻe tohi ʻe he taha-ako ha ngaahi; tali nounou mo e tali loloa ʻi ha tafaʻaki kuo tukumai ki he tali
  - Ko e ngaahi fehuʻi fetalanoaʻaki, e ngaueʻaki ʻe he taha-ako ʻa e mausi pe poate-ki ke ʻunuaki pe tā fakatātā ʻenau ngaahi tali ʻi ha tafaʻaki/ʻotu laine kuo tuku mai (ʻoku faʻa ʻiloa ko e kalafi)
  - Ngaahi fehuʻi fakahoa fakatonutonu, e hanga ʻe he taha-ako ʻo fokotuʻu ʻe nau fokotuʻutuʻu ki ha setesi-fika pe ʻekuasi
  - Ngaahi tali vave, ʻe fetalanoaʻaki ai e fānau ako mo e ngaahi fika/poini pea tukumai enau ngaahi tali ʻi he ngaahi founga kehekehe

Kuopau ke tali heʻe fanau ako ʻa e ngaahi fehuʻi ʻi he Saienisi Siteiti Hawaiʻi (NGSS) he sivi ʻonilaini:

- Ngaahi aʻitemi koia ʻoku fakakulupu atu ko e tisaini ke malava heʻe fanau ʻo fengaueʻaki mo e kuleiti-feʻunga ko ha ʻekitiviti ʻuhinga fakaesaienisi ke feʻunga tonu mo e NGSS pea mo ʻenau taʻumuʻa ki ha ola fakafiemalie he fakafotunga. Ko e aʻitemi fakakulupu kotoa pe ʻoku kamataʻaki ia ʻa e fenominoni moʻoni fakamamani pea ke muimui kiai ha teita feʻunga pea ke kau kiai ʻa e meʻa ʻe ua pe lahi ki he fakafeohi ke fiemaʻu e fanau ako ke nau fakahaaʻi honau mafai ke ngaueʻaki e saienisi pea mo e ako fakaʻenisinia ki he maʻupuleʻi e ngaahi fakakaukau tefito pea mo e ngaahi fakakaukau fekolosiʻaki ke ne fakamatala e taumuʻa ki ha ola fakafiemalie he fakafotunga.
- Ko e aʻitemi ʻoku Tuʻu Tokotaha ʻiate pe ʻoku ne malava ke fakakau e fanau ako mo ha fenominoni ke muimui ai pea ke lahi taha ke malava he fakafoʻituitui ʻo fengaueʻaki takai mo e ngaahi fatongia ʻoku tuhuʻi atu ke fakahoko.

Ko e ngaahi fehuʻi leva muimui atu ko hono fakahaaʻi koe ngaahi fehuʻi fakaangaanga ʻeni ki hono fanau ke nau tali mei he Sivi Palanisi e ʻAtamaiʻia a Hawaiʻi Tafaʻaki e Aati Lea Faka Pilitania/ Lautohi. koe Siviʻi Lesoni Fika pea mo e Saienisi Siteiti Hawaiʻi (NGSS) Sivi. Sivi Palanisi e ʻAtamaiʻia a Hawaiʻi Tafaʻaki e Aati Lea Faka Pilitaniai.moe fehuʻi e Lesoni Fika ʻoku ʻoatu ki he kuleiti 3,5,6,7 pea mo e 11. Saienisi Siteiti Hawaiʻi (NGSS) fehuʻi e Sivi ʻoku ʻoatu ki he kuleiti 5 pea mo e 8. ʻOku kau ʻi he fehuʻi takitaha ʻa e tali totonu mo e fakamatala ki ha faʻahinga maaka kehe.

Kapau ʻoku ke toe fiemaʻu ke ke sio ki ha toe ngaahi fehuʻi, kātaki ʻo sio ki he alohahsap.org.

Kalasi 3

Lesoni: Smarter Balanced Matematika

Hawai‘i Common Core Standard: 3.MD.3: 1 | MD | H-3 | a/s | 3.MD.3: Tā ha kalafi fakatātā kuo sikeili pea mo ha kalafi fakatātā pā kuo sikeili ke ne fakafofonga‘i ha seti ‘o ha ngaahi seti-fika fakataha mo hono ngaahi fa‘ahinga kehekehe. Solova e taha- mo e sitepu-ua “ko e ha e lahi” mo e “ko e ha e si‘i” e ngaahi palopalema ‘i hono faka‘aonga‘i e fakamatala kuo ‘omai ‘e he kalafi-pā. Hangē ko eni, tā ha kalafi-pā ‘o fakaha ai ko e sikuea kotoa ‘oku ne fakafofonga‘i e monumanu e 5.

MO E

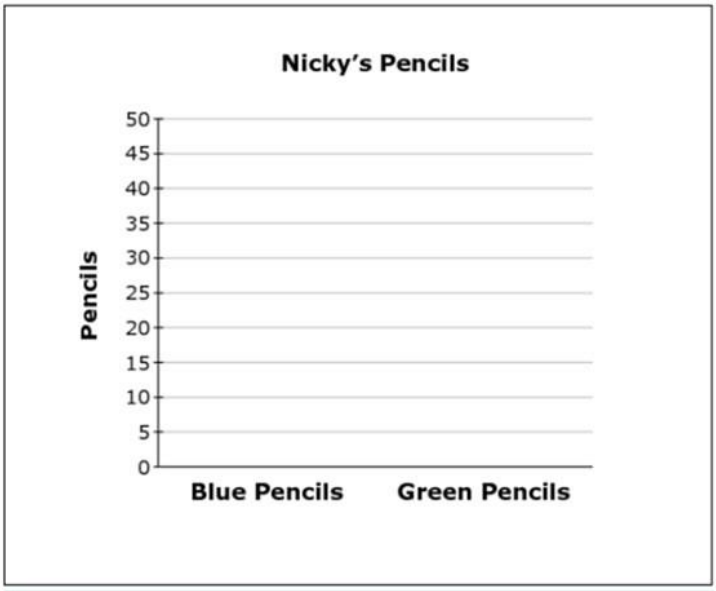
3.OA.8: 1 | OA | D-3 | m | 3.OA.8: Solova e palopalema fo‘i lea sitepu-ua faka‘aonga‘i e ngaahi faka‘ilonga e fa/4 ‘o e fika. Ke fakafofonga‘i ‘a e ngaahi palopalema ni, fokotu‘u ha ngaahi ‘ekuasi mo ha mata‘i tohi ke ne fakafofonga‘i ha mahu‘inga ta‘e ‘iloa. Sio/fakatonutonu ‘a e mahu‘inga mālie ‘o e ngaahi tali, faka‘aonga‘i ho ‘atamai ke fika‘i loto pea fa‘u mo fakafuofua ha ngaahi founga ‘o kau ai e fakafuofua ki he hongofulu.

Sipinga ‘o e fehu‘i: Fa‘ufa‘u ha Tali – Fengāue‘aki (Kalafi) (poini 1)

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.

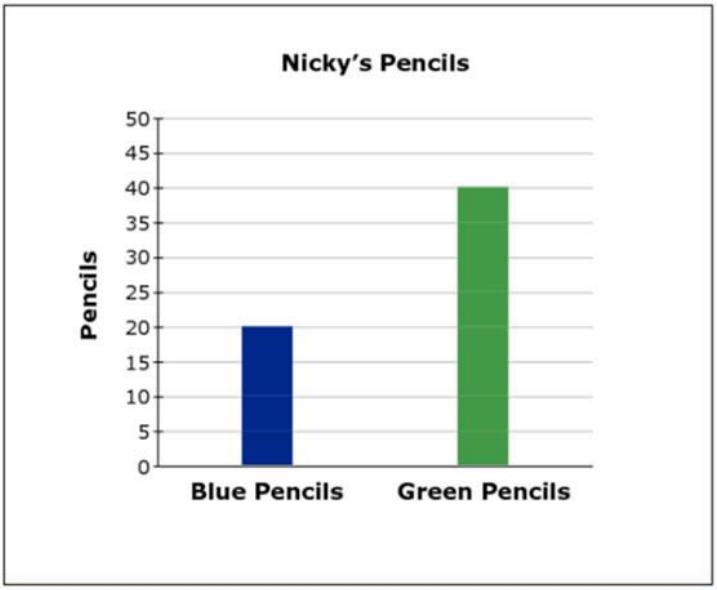


Ke ma‘u ha poini e taha, ‘oku fiema‘u e taha-ako ke ne tā/fokotu‘u ha kalafi-pā pea fakaha ai ko Nicky ‘oku ‘i ai ‘ene peni-vahevahe lanu pulū e 20 mo e peni-vahevahe lanu mata e 40.

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.



Kuleiti 5

Lesoni: Hawai`i Saienisi (NGSS)

Saienisi Tu‘unga e To‘utangata HokoSiteiti ‘o Hawai`i: Ngaue‘aki e sipinga koia ke fakamatala ‘a e ivi he fanga monumanu mo ‘enau me‘akai (ngaue‘aki e fakatupu pea moe monomono e sino, ngaue, pea ke tauhi e mafana honau sino) koe taha e ma‘u‘anga ivi mei he la‘a. (5 PS3-1)

Ngaahi Fehu‘i: A‘itemi Tu‘u Tokotaha (poini ‘e 3)

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

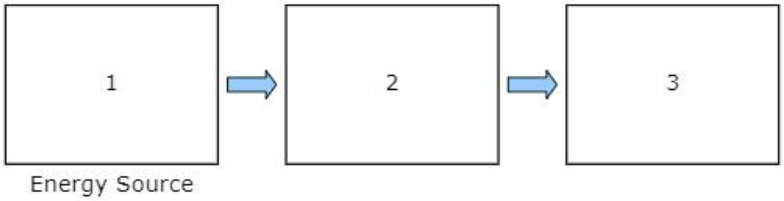


Table 1. Energy Flow Model Order

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

Maaka:

E ma‘u he fanau ako ‘e poini ‘e 1 ki he taha e ngaahi me‘a oku ha atu ‘i lalo:

- ‘Oku fakahaa‘i he fanau ako koe la‘a ‘oku hoko ia koe sipinga kimu‘a he musie.
- ‘Oku fakahaa‘i he fanau ako koe musie ‘oku hoko ia koe sipinga kimu‘a he mamoti.
- ‘Oku ‘ikai ke ngaue‘aki he fanau ako ‘a e vai koe sipinga.

Ko ha tali ‘oku tonu ‘e ha atu ia hange koia ‘i lalo:

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.
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Figure 1. Energy Flow Model

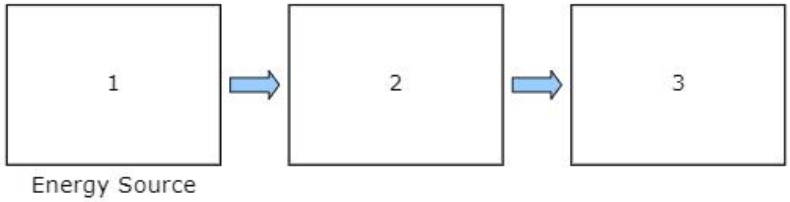


Table 1. Energy Flow Model Order

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

Kuleiti 5

Lesoni: Hawai‘i Saienisi (NGSS)

Saienisi Tu‘unga e To‘utangata Hoko Siteiti ‘o Hawai`i: Fokotu‘u ha fakamatala fekau‘aki pea mo e pau ha founga ke fakasi‘isi‘i ai ‘a e uesia he‘e ‘ea e ngaahi fakatamaki fakaenatula. (3 ESS3-1)

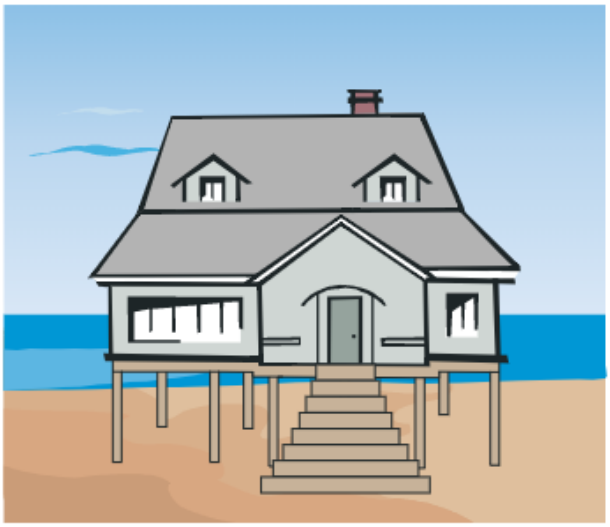
Ngaahi Fehu‘i: A‘itemi Fakakulupu (poini ‘e 9)

Sitimulasi:

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.

Fengaue‘aki:

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 [▾].

Maaka:

E ma‘u he fanau ako e poini ‘e 1 mei he Konga A mei he ngaahi me‘a oku ha atu ‘i lalo:

- ‘Oku fili ‘e he fanau ako ‘a e “Malu‘i mei he” ki he “Ngaahi me‘a ‘o e famili kuo fufulu”, “Maumau e vai ki he faliki”, mo e “Maumau ‘a e vai ki he ngaahi me‘a ‘i he fale”.

  PEA

- ‘Oku fili ‘e he fanau ako ‘a e “‘Ikai malu‘i” ki he “Tafea ‘a e ‘api”

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	☐	☑

‘Oku ma‘u he fanau ako e poini ‘e 3 kapau ‘e fili mei he tali ‘e 3 ‘oku ha atu ‘i lalo mei he Konga B:

- “fakafepaki‘i e a‘u malohi ‘e vai”
- “pukepuke e malohi e tu‘unga fale”
- “ke ma‘u e ma‘olunga fe‘unga e tu‘unga fale ke hao mei he vai”

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

E ma‘u he fanau e poini ‘e 3 mei hono fili e ngaahi tali ‘oku ha atu ‘i lalo he Konga C:

- “‘E maumau e Fale kapau ‘e mafuli ke kamata ke holo.”
- “‘E faingata‘a ke fai ha hu ki he Fale koe ‘uhi koe sitepu moe halanga ki he mamatea.”
- “‘E kei malava pe ‘a e Fale ke ue‘i ki he ngaahi tafa‘aki he taimi maloni ai ‘a e matangi.”

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.

‘E ma‘u he fanau ako e poini ‘e 2 he Konga D ki hono fili e ngaahi tali ‘i he konga fakato ki lalo:

- ‘Oku fili ‘e he fanau ako ‘a e “lelei” ‘i he ‘uluaki fakato ki lalo pea “tuku ‘a e vai ke fakalaka ‘i lalo ‘i he ngaahi fale” ‘i he fakato ki lalo hono ua, pe ko e fanau ako ko ia na‘a ne filifili e “kovi” ‘i he ‘uluaki fakato ki lalo pea te ne “maumau‘i ha ngaahi fale kapau ‘e ‘ikai” pe “lahi hono totongi” ‘i he fakato ki lalo hono Ua” (poini ‘e 1)
- ‘Oku fili ‘e he fanau ako ha tali ‘i he konga hono tolu fakato ki lalo ‘oku fekau‘aki mo e fo‘i setesi ko ia na‘e langa ‘aki ‘a e ongo fakato ki lalo. (poini ‘e 1)
    - ‘I he “lahi ‘o e fakamole”, ‘e fili ‘e he fanau ako “‘a e pa‘anga ko ia ‘oku nofo ‘i he me‘a fuololoa, ‘e toe lelei ange ia ‘i ha feitu‘u kehe”
    - He te nau “maumau‘i ‘a e ngaahi fale ‘o kapau ‘oku ‘ikai ke nau lava”, ko e fili ‘e he fanau ako ‘oku “fakatupu ha ngaahi fakatu‘utamaki fo‘ou”
    - Koe‘uhi ke “faka‘ata ‘a e vai ke fakalaka ‘i lalo ‘i he ngaahi fale”, ‘oku fili ‘e he fanau ako ‘a e “tu‘unga malu ‘o lelei ange ‘aki ‘ene fakasi‘isi‘i ‘a e malava ke tafea ‘a e ngaahi fale”.

Ngaahi Fakatata ha tali ‘oku ne ma‘u e kuletiti kakato he Konga 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 ▾].

Kalasi 5

Lesoni: Smarter Balanced Aaati Lea Fakapālangi

Hawai‘i Common Core Standard: 2-3: 4-CR | 2-3: FAKATONU & FAKAMATALA FAKATAHATAHA‘I: Fokotu‘utu‘u e fakamatala ke ne tokoni‘i e ngaahi fakakaukau fakatautefito, pea mo e ngaahi topiki-iiki ; ngaahi fakamatala fili pea mo e fakamatala fakatahataha mei he ngaahi fika (data) pe ngaahi ma‘u‘anga tohi pe tohi ‘oku‘ikai hiki.

Fa‘ahinga ‘o e Fehu‘i: Tali kuo filifili – Fakahoa faka‘aonga‘i tepile (poini e 1)

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.	☐	☐	☐

Ke ma‘u ha poini, ko e tama ako kuo pau ke ne kamosi e puha ‘oku ne fakaha e Nouti (Note) 1 mo poupou‘i e Fakakaukau Mahu‘inga B, Nouti (Note) 2 poupou‘i Fakakaukau Mahu‘inga C, Nouti (Note) 3 poupou‘i Fakakaukau Mahu‘inga B, pea mo e (Nouti) Note 4 poupou‘i e Fakakaukau Mahu‘inga 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.	☑	☐	☐

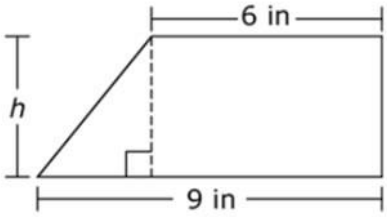
Kalasi 6

Lesoni: Smarter Balanced Matematika

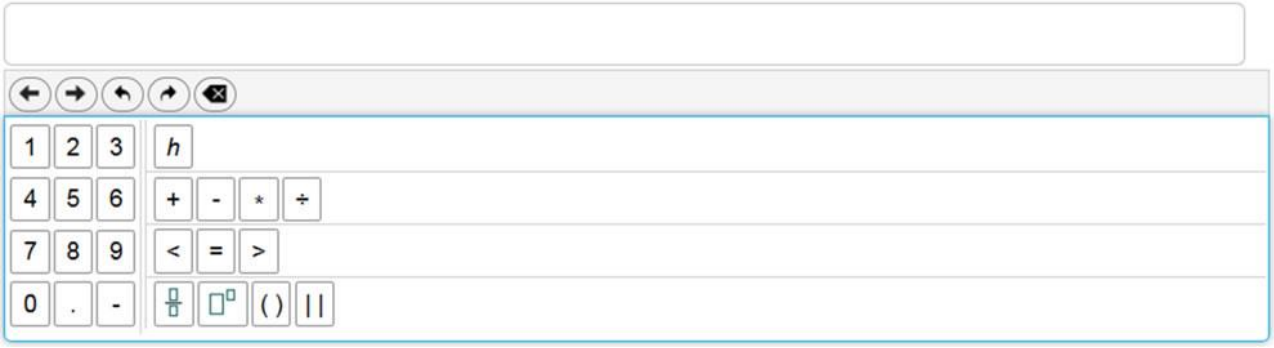
Hawai‘i Common Core Standard: H-6: 1 | G | H-6: Solova e mamani-mo‘oni mo e palopalema matematika ‘oku kau ai e ‘elia, fukahi-‘elia, mo e voliume.

Sipinga ‘o e Fehu‘i: Fa‘ufa‘u ha Tali – ‘Etita Ekuasi (1 poini)

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

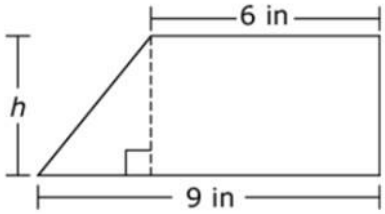


Use the Equation Tool to create an expression that could be used to determine the area of the trapezoid.



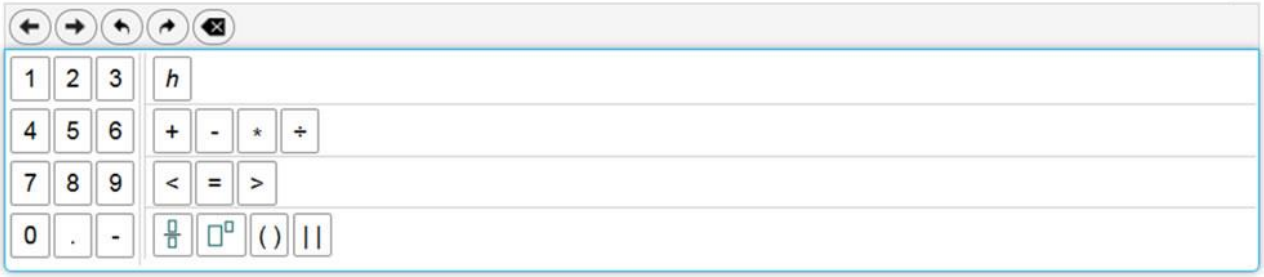
Ke ma‘u ha fo‘i poini, ‘oku fiema‘u e tama-ako ke ne fakahu e ‘ekuasi (pe ko hano tatau ki he) $\frac{1}{2}(3 \times h) + (h \times 6)$.

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.

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



Kalasi 7

Lesoni: Smarter Balanced Aaati Lea Fakapālangi

Hawai‘i Common Core Standard: 3-6: 2-W | 3-6: TOE TOHI/FAKATONUTONU ‘ULU‘I TOHI: Ngaue‘aki ha ngaahi founga kehekehe ‘i ho‘o fa‘u tohi pe fakatonutonu ha palakalafi e taha pe lahi ange ‘o e fakamatala kakano ‘o e tohi/talanoa: fakama‘opo‘opo e ngaahi ‘uhinga ‘i ho nono fakamahino‘i pea mo pukepuke ‘a e tokanga/ongo, fakatupu ha topiki ‘o kau ai e ngaahi fakamo‘oni poupou/fo‘i lea pea toe fakamatala kakato ange, pe fakaha ha faka‘osi/mulituku ‘oku tuha mo e taumu‘a pea mo e kau fanongo.

Fa‘ahinga ‘o e Fehu‘i: Fokotu‘utu‘u ha tali – Faka‘iki‘iki ange tali (2 poini)

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.

Ke ma‘u ha poini ‘e ua, ko e tokotaha ako kuo pau ke ne tokonaki e ngaahi poini/‘uhinga/fakaikiiki pea mo e/pe fakamo‘oni pau mo kaungatonu, ke poupou ki he poini fakatautefito/‘esei/poini pule kau ki he tokotaha totonu ‘oku poupou/teke mui ‘i he talanoa tupu‘a ‘o Johnny Appleseed ke toe fakalelei‘i ‘a e kakano ke mahino ange pea mo toe fakaikiiki e ngaahi ‘uhinga ke felave‘i lelei mo e ngaahi fo‘i lea/lea (language).

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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- Planted seeds along roadways, forests, and near rivers
- Traveled from Massachusetts to Pennsylvania
- Spent 50 years walking the countryside
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- Planted apple seeds along roadways and in forests as he moved west
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- 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

Kuleiti 8

Lesoni: Hawai'I Saienisi (NGSS)

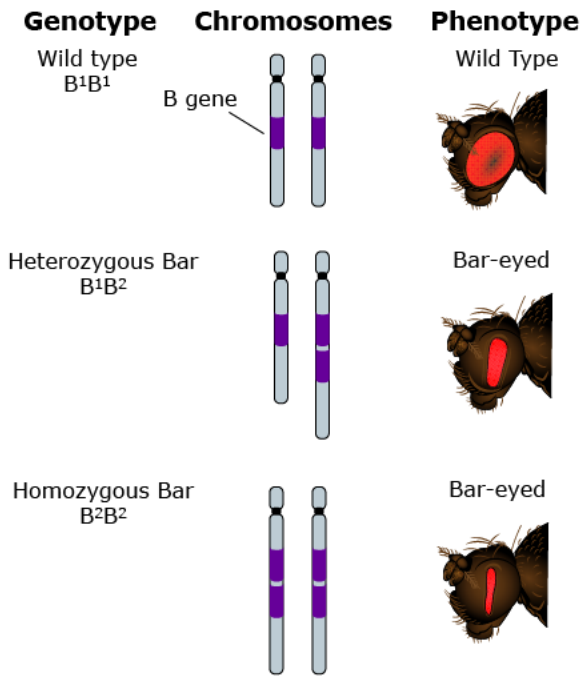
Saienisi Tu'unga e To'utangata Hoko Siteiti 'o Hawai`i: Fa'ufa'u pea ngaue 'aki ha sipinga ke fakamatala'i 'aki 'a e 'uhinga 'oku tu'u ai 'a e ngaahi liliu ki he siini (miuteisoni) 'i he kolomasone 'e ala uesia polotini pea 'e ala iku ki ha tu'unga fakatu'utamaki, 'aonga, pe kovi ki he fokotu'utu'u mo e ngaue 'a e tokotaha 'oku 'a'ana. (MS-LS3-1)

Ngaahi Fehu'i: Aitemi Tu'u Tokotaha (poini 'e 2)

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.

‘E ma‘u he fanau ako e poini ‘e 1 ki he tali kotoa ‘oku ha atu ‘i lalo:

- ‘Oku fili ‘e he fanau ako ‘a e “Kolomasone ‘oku lahi hake ‘i he tatau ‘e taha ‘o e Siini B,” ‘a ia ‘oku laka hake ‘i he konga kimu‘a “‘E iai ha liliu he polotini fakatupu”. (poini ‘e 1)
- ‘E fili he fanau ako “‘E ‘iai ha liliu he polotini mo hono fakatupu” i ha sitepu taumu‘a ki mu‘a “‘E toe fasi‘i ange ‘a e fakafotunga he sio e mata”. (poini ‘e 1)

‘E ma‘u he fanau ako e poini ‘e 1 ki he tali kotoa ‘oku ha atu ‘i lalo:

Koe tali totonu ‘e ha atu ia hange koia ‘oku ha ‘i lalo:

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.

Kuleiti 8

Lesoni: Hawai`i Saienisi(NGSS)

Saienisi Tu‘unga e To‘utangata Hoko Siteiti ‘o Hawai`i: Ko hono langa, faka‘aonga‘i, mo e ngaahi fakakikihi ke poupou ki he pehe ko ia ko e taimi koia ‘o e ivi kainetiki ‘o ha ngaahi liliu ‘i ha me‘a, ‘oku hiki leva ‘a e ivi ki ai pe mei he me‘a ko ia. (MS-LS3-5)

Ngaahi Fehu‘i: A‘itemi Fakakulupu (poini ‘e 9)

Sitimulasi:

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

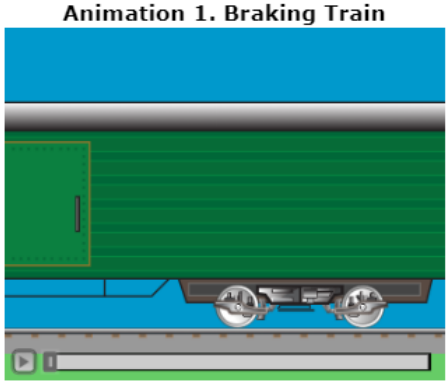


Table 1 explains some properties of the train and its surroundings as energy flows throughout the system.

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.

Fengaue'aki:

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.

Maaka:

‘E ma‘u he fanau ako e poini ‘e 2 mei he Konga A mei he ngaahi me‘a ‘oku ha atu ‘i lalo:

- ‘Oku fili ‘e he taha ako ‘a e “ngaahi ve‘eteka” ‘i he ‘uluaki konga pea “ta‘ofi” pe “hala” ‘i he konga hono ua ‘oku ‘ataa. (poini ‘e 1)
- ‘E fili e fanau ako ‘a e “ve‘eteka” ‘i he konga hono 3 ‘oku ‘ataa pea “si‘isi‘i” konga ‘oku ‘ataa fika fa. (poini ‘e 1)

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.

‘E ma‘u he fanau ako e poini ‘e 1 mei he Konga B mei he fili e “Ko e ‘atakai ‘oku nau ma‘u e ivi”

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.

‘E ma‘u he fanau ako e poini ‘e 3 mei he Konga C mei hono fili e ngaahi me‘a ‘oku ha atu ‘i lalo:

- “Ko e Ongo ‘oku fakatupu.”
- “ Ko e Maama ‘oku fakatupu.”
- “Ko e Vela ‘oku fakatupu.”

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.

‘E ma‘u he fanau ako e poini ‘e 3 mei he Konga D mei hono fili e ngaahi tali ‘oku ha atu ‘i lalo:

- “‘Oku ‘oatu he ta‘ofi e ivi ke vela.”
- “‘Oku ‘oatu he ta‘ofi e ongo kikii.”
- “Ko e sipaaka koia ‘oku homo mei he va‘e ‘oku ne fakatupu e maama.”

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.

Kalasi 11

Lesoni: Smarter Balanced Matematika

Hawai‘i Common Core Standard: A-REI.C: Solova e sisitemi ‘o e ‘ikueisoni

Sipinga Fehu‘i: Ko e tali ke langa hake-Tali ke fakahaa‘i (poini ‘e 1)

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	.	-

Ke malava ‘o ma‘u e poini ‘e taha, kuopau ke fakahū he tokotaha ako ‘a e mata‘ifika 15 ko e lahi ia ‘a e ‘u falani ‘oku fakatau he ‘uluaki puha tali pe pea ko e mata‘ifika 8 koe lahi ia ‘a e tataa he puha tali hono ua.

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	.	-