

THE UNIVERSITY OF THE STATE OF NEW YORK

GRADE 8

INTERMEDIATE-LEVEL SCIENCE TEST

June 6, 2022

FOR TEACHERS ONLY

RATING GUIDE FOR PART II

This rating guide contains detailed directions for rating student responses to Part II of the written test in Intermediate-Level Science. All raters should become familiar with the detailed directions before beginning to rate student responses.

Appendix A provides a performance levels chart that translates final scores into four performance levels. A conversion chart is needed to translate a student's raw score on the written portion to a final score. This chart will be posted on the Department's web site <http://www.nysed.gov/state-assessment> through the "Scoring Information" link. Conversion charts provided for previous administrations of this test must not be used to determine students' final scores for the 2022 administration of this test.

Appendix B provides several charts that link the individual items on the test to the *Intermediate-Level Science Core Curriculum Grades 5–8*. This core curriculum is based on the *New York State Learning Standards in Mathematics, Science, and Technology*.

Any clarifications or changes to this rating guide will be posted on the New York State Education Department web site at <http://www.nysed.gov/state-assessment> during the rating period. Check the "Scoring Information" link at this web site before starting the rating process and several times during the rating period.

Questions regarding this test should be directed to the Office of State Assessment at (518) 474-5900.

Note: Retain this guide for future use. Do *not* return it to SED.

Copyright 2022

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12234

Detailed Directions for Rating Part II of the Written Test

Note: Teachers are not permitted to score their own students' responses.

This guide contains detailed directions and criteria for scoring student responses to the questions in Part II of the written test. Raters should become familiar with the detailed directions and rating criteria before beginning to score the student responses. Refer to the *2022 Manual for Administrators and Teachers* for suggestions about organizing the rating process.

In rating the student responses, follow the procedure outlined below.

1. Familiarize yourself with the system your school is using for processing the answer papers and recording the student scores.
2. Have a test booklet on hand. Read each Part II question carefully. Note exactly what is required.
3. Carefully read the criteria provided in this guide for scoring each question.
4. For most questions, examples of acceptable responses are provided. Acceptable responses include, but are not limited to, the examples given. Other responses that convey the same general meaning as those given in this guide should also receive credit. Raters must use their professional judgment to decide if the student's answer meets the criteria. You may find it helpful to discuss questionable student responses with other raters.
5. Acceptable responses separated by a slash (/) are considered to be the same response and should be counted for credit once.
6. To ensure the accuracy of overlays, select a printer setting such as *full*, *actual size*, or *100%* when printing this document. Do not select the *fit to print* setting.
7. Discuss with other raters the requirements of each question and the scoring criteria. When you are certain that you clearly understand the requirements and criteria, you are ready to begin scoring the student responses.
8. It is recommended that you score all the student responses to one question or group of questions before proceeding to the next question or group of questions. This method helps ensure that the scoring criteria are applied consistently.
9. Students should *not* lose credit for incorrect spelling, grammar, capitalization, or punctuation.
10. For questions where there is more than one answer and a specific number of answers are required, (e.g., identify *three* materials, give *two* examples), if the student provides more than the required number of responses, score only the required number, in the order in which they appear.

11. Sometimes in questions where there is only one acceptable answer, the student will provide more than one answer. These must be considered on a case-by-case basis. If the second answer indicates that the student does not understand the question or is simply guessing, then credit should not be allowed.
12. Record the number of credits you allow for each question in the table provided on the back cover of the test booklet. The maximum number of credits for each question appears in the table.
13. When you have finished scoring all the Part II questions, add the credits allowed for each question to obtain the total raw score for Part II.
14. Follow your school's procedure for transferring Part II scores to the student's scannable answer sheet. These are local decisions that depend on the answer sheet your school uses. Some schools will transfer a score for each Part II question while others may transfer a total raw score for Part II. Check to be certain that the student name on the test booklet matches the name on the answer sheet.

Online Submission of Teacher Evaluations of the Test to the Department

Suggestions and feedback from teachers provide an important contribution to the test development process. The Department provides an online evaluation form for State assessments. It contains spaces for teachers to respond to several specific questions and to make suggestions. Instructions for completing the evaluation form are as follows:

1. Go to <http://www.nysed.gov/state-assessment/teacher-feedback-state-assessment>.
2. Select the test title.
3. Complete the required demographic fields.
4. Complete each evaluation question and provide comments in the space provided.
5. Click the SUBMIT button at the bottom of the page to submit the completed form.

46 [1] Allow 1 credit for seed.

47 [1] Allow 1 credit for roots *and* an acceptable function. Acceptable functions include, but are not limited to:

- get water for the pumpkin plant
- hold the pumpkin plant in place
- get minerals/nutrients from the soil
- anchor the plant in the ground

48 [1] Allow 1 credit for 100%.

49 [1] Allow 1 credit if *all four* boxes of the Punnett square are filled in correctly, as shown below.

Example of a 1-credit response:

	<i>G</i>	<i>g</i>
<i>G</i>	<i>GG</i>	<i>Gg</i>
<i>g</i>	<i>Gg</i>	<i>gg</i>

Note: Allow credit for *Gg* or *gG*.

50 [1] Allow 1 credit for red.

51 [1] Allow 1 credit for snakes *and* owls.

52 [1] Allow 1 credit. Acceptable responses include, but are not limited to:

- With no wheat, the mice can only consume the grasses.
- The mice would need to eat more grasses.
- because there would only be one food source for the mice

53 [1] Allow 1 credit. Acceptable responses include, but are not limited to:

- fungi
- bacteria
- mushrooms
- molds
- worms
- snails
- slugs

54 [1] Allow 1 credit for *two different* acceptable responses. Acceptable responses include, but are not limited to:

- Animal cells have a nucleus with chromosomes inside, while bacterial cells have a chromosome in the cytoplasm.
- Bacterial cells have only one circular chromosome, while animal cells have more numerous, but noncircular, chromosomes.
- Bacterial cells do not have a nucleus.
- The chromosomes are different.
- Bacterial cells are smaller than animal cells.
- Bacterial cells have a cell wall while animal cells do not.
- size

Note: Do *not* accept two responses that state the *same* characteristic being different, e.g.:

- (1) Animal cells have chromosomes in a nucleus.
- (2) Bacterial cells have loose chromosomes.

because location of chromosomes is the same characteristic.

55 [1] Allow 1 credit. Acceptable responses include, but are not limited to:

- The genetically modified tomato plants produce a protein that kills caterpillars when they eat the plant.
- These plants are genetically engineered to kill caterpillars.

56 [1] Allow 1 credit for 10.

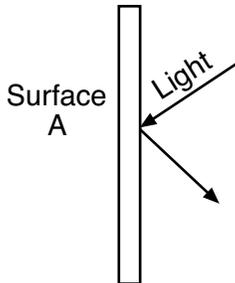
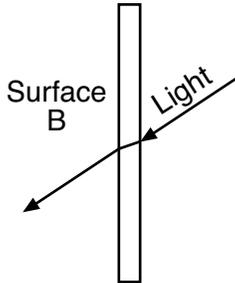
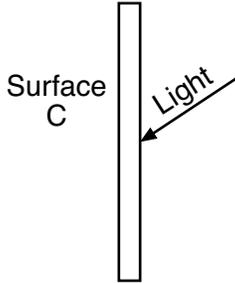
57 [1] Allow 1 credit. Acceptable responses include, but are not limited to:

- type of soil
- amount of sunlight
- temperature

58 [1] Allow 1 credit for 25%.

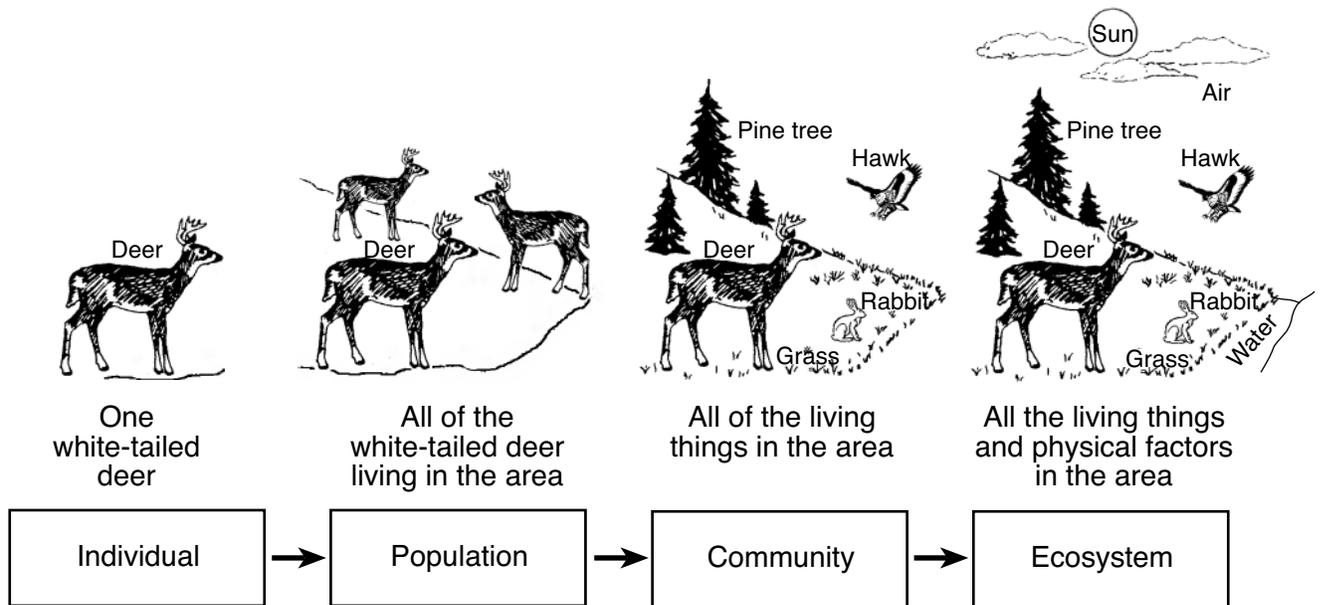
59 [1] Allow 1 credit for *three* correct check marks placed only in the three columns, as shown below.

Example of a 1-credit response:

Behavior of Light	Reaction of Light		
	Reflect	Refract	Absorb
 <p>Surface A</p>	✓		
 <p>Surface B</p>		✓	
 <p>Surface C</p>			✓

Note: Allow credit if a symbol other than a check mark is used.

60 [1] Allow 1 credit for a correctly completed diagram, as shown below.



61 [1] Allow 1 credit for the Sun *or* sunlight *or* solar energy.

62 [1] Allow 1 credit for *three* correct responses, as shown below.

Cell A:

- sperm
- male gamete
- male sex cell

Cell B:

- egg
- female gamete
- female sex cell

Process C:

- fertilization
- sexual reproduction/reproduction

63 [1] Allow 1 credit. Acceptable responses include, but are not limited to:

- The offspring receives genes from both parents.
- Genes from the egg and sperm mix to make new combinations of traits.
- Sexual reproduction results in variation.
- Rabbits undergo sexual reproduction.

64 [1] Allow 1 credit for skeletal system *and* muscular system.

65 [1] Allow 1 credit. Acceptable responses include, but are not limited to:

Falcon: fly/move through the air

Manatee: swim/move through the water

66 [1] Allow 1 credit. Acceptable responses include, but are not limited to:

— pollution

— Runoff from the site can pollute local water.

— odor

— destroys habitats

— attracts rats or other scavengers

— takes up space in the area where things could be living

— Garbage will have to be brought by trucks, which causes fossil fuels to be used.

67 [1] Allow 1 credit. Acceptable responses include, but are not limited to:

— recycle as much as possible

— reuse materials instead of throwing them out

— composting

68 [1] Allow 1 credit for proteins *or* amino acids.

69 [1] Allow 1 credit. Acceptable responses include, but are not limited to:

— energy will be stored as fat

— The person will gain weight.

70 [1] Allow 1 credit. Acceptable responses include, but are not limited to:

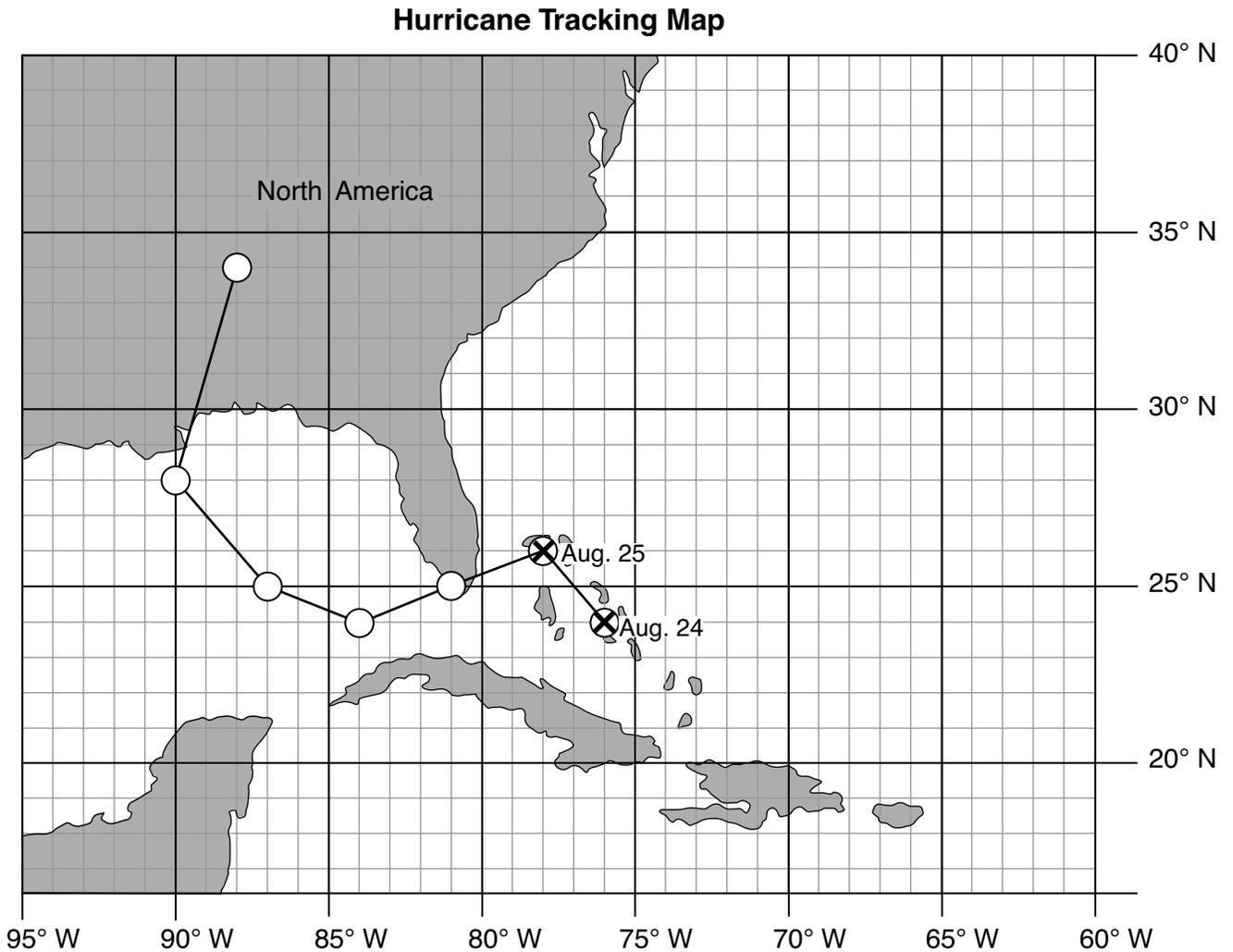
- Its chemical composition remains the same.
- It is still the same substance/chocolate.
- No new substance was formed.
- It just changed its shape.
- Only the state of matter/phase changed.

71 [1] Allow 1 credit. Acceptable responses include, but are not limited to:

- They have different melting/freezing points.
- Their physical properties for melting temperatures differ.
- Some materials need more heat energy to melt.
- different attractive forces between particles
- Different substances have different properties.

72 [1] Allow 1 credit if the center of *all five* student-plotted **Xs** are within or touch the circles shown and *all seven* **Xs** are correctly connected with a line that passes within or touches each circle.

Example of a 1-credit response:



Note: It is recommended that an overlay of the same scale as the student answer sheet be used to ensure reliability in rating.

Allow credit if a symbol other than an **X** is used.

73 [1] Allow 1 credit. Acceptable responses include, but are not limited to:

- board up windows
- move to higher ground
- use a preplanned evacuation route
- stock up supplies (food/water/batteries, etc.)
- evacuate

74 [1] Allow 1 credit if *both* responses are correct.

Sunrise direction: East/E

Sunset direction: West/W

75 [1] Allow 1 credit. Acceptable responses include, but are not limited to:

- The Sun appears to move across the sky daily because Earth rotates on its axis, not because it revolves around the Sun.
- The Sun appears to move daily because Earth spins.
- Earth revolving around the Sun causes the seasons, not day and night.
- Earth revolving around the Sun takes a year, not a day.

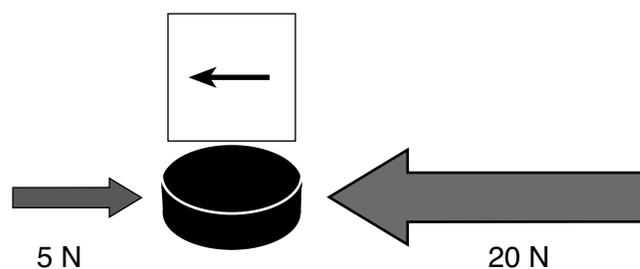
76 [1] Allow 1 credit. Acceptable responses include, but are not limited to:

- Wax the bottom of the puck.
- Make puck surface smoother.
- Use a lighter puck.
- Lubricate the puck.

77 [1] Allow 1 credit for mechanical energy, kinetic energy, *or* energy of motion.

78 [1] Allow 1 credit for any arrow that shows that the puck will move to the left.

Example of a 1-credit response:



79 [1] Allow 1 credit. Acceptable responses include, but are not limited to:

- The number of thunderstorm days increases.
- There are more thunderstorms at *B* than at *A*.
- There are 30 more days at *B* than there are at *A*.
- The number increases.

80 [1] Allow 1 credit for any value greater than 20 days but less than 30 days.

81 [1] Allow 1 credit for two correct responses. Acceptable responses include, but are not limited to:

- flooding
- tornadoes
- high or strong winds
- heavy rains
- large hail
- lightning

82 [1] Allow 1 credit. Acceptable responses include, but are not limited to:

- The sand is more dense.
- The water is less dense.
- The sand is insoluble in water.
- The sand does not dissolve in water.

Note: Do *not* allow credit for “the sand is heavier than water” because heavy objects do not necessarily sink in water.

83 [1] Allow 1 credit. Acceptable responses include, but are not limited to:

- The filter paper separates the sand from the water.
- The sand will be left on the filter paper; the water will go through.
- to catch/trap the sand
- to separate the water from the sand

84 [1] Allow 1 credit for *two* correct forms of energy. Acceptable responses include, but are not limited to:

- light
- sound
- heat
- kinetic
- electromagnetic

85 [1] Allow 1 credit. Acceptable responses include, but are not limited to:

- there is less pollution with a wind turbine
- a wind turbine uses a renewable resource
- fossil fuels are conserved
- fossil fuels are non-renewable
- fewer greenhouse gases are produced
- wind energy is a renewable resource
- more ecofriendly/greener energy
- less harmful to the environment

Appendix A

New York State Grade 8 Intermediate-Level Science Test June 2022

Performance Levels Chart

The chart on the next page defines the four performance levels for this test. The state-designated level of performance for this test is a final score of 65 or higher (level 3 and 4). Students scoring below 65 (levels 1 and 2) must be provided with academic intervention services according to section 100.2(ee)(i) of the Regulations of the Commissioner of Education. The chart provides the score intervals and a brief description of student abilities at each level.

The conversion chart will be posted on the Department's website at <http://www.nysed.gov/state-assesment>.

Note: Conversion charts provided for previous administrations of this test must not be used to determine students' final scores for the 2022 administration.

Performance Levels

Grade 8 Intermediate-Level Science Test

Level	Score Range	Description of Student Performance
4	85 – 100	<p>Meeting the Standards with Distinction</p> <ul style="list-style-type: none"> • Student demonstrates superior understanding of the intermediate-level science content and concepts for each of the learning standards and key ideas assessed. • Student demonstrates superior intermediate-level science skills related to each of the learning standards and key ideas assessed. • Student demonstrates superior understanding of the intermediate-level science content, concepts, and skills required for a secondary academic environment.
3	65 – 84	<p>Meeting the Standards</p> <ul style="list-style-type: none"> • Student demonstrates understanding of the intermediate-level science content and concepts for each of the learning standards and key ideas assessed. • Student demonstrates the science skills required for intermediate-level achievement in each of the learning standards and key ideas assessed. • Student demonstrates understanding of the intermediate-level science content, concepts, and skills required for a secondary academic environment.
2	44 – 64	<p>Not Fully Meeting the Standards</p> <ul style="list-style-type: none"> • Student demonstrates only minimal proficiency in intermediate-level science content and concepts in most of learning standards and key ideas assessed. • Student demonstrates only minimal proficiency in the skills required for intermediate-level achievement in most of the learning standards and key ideas assessed. • Student demonstrates marginal understanding of the science content, concepts, and skills required for a secondary academic environment.
1	0 – 43	<p>Not Meeting the Standards</p> <ul style="list-style-type: none"> • Student is <i>unable</i> to demonstrate understanding of the intermediate-level science content and concepts in most of the learning standards and key ideas assessed. • Student is <i>unable</i> to demonstrate the science skills required for intermediate-level achievement in most of the learning standards and key ideas assessed. • Student is <i>unable</i> to demonstrate evidence of the basic science knowledge and skills required for a secondary academic environment.

Appendix B

Item Maps

New York State Grade 8 Intermediate-Level Science Test June 2022 Written Test Performance Test Form A

Item maps contained in this appendix:

- Reference to *Intermediate-Level Science Core Curriculum Grades 5-8* — June 2022 Written Test and Performance Test, Form A
- Reference to Process Skills Based on Standard 4 — June 2022 Written Test and Performance Test, Form A
- Reference to Core Curriculum for Individual Test Questions — June 2022 Written Test
- Reference to Core Curriculum for Individual Test Questions — Performance Test, Form A

Note: Core curriculum is based on *NYS Learning Standards for Mathematics, Science and Technology*.

<i>NYS Learning Standards for Mathematics, Science, and Technology</i> Standard/Area	<i>Reference to Intermediate-Level Science Core Curriculum</i> Key Idea or Performance Indicator	Performance Test Form A Question Number			June 2022 Written Test Question Number
		Station 1	Station 2	Station 3	
Standard 1 Scientific Inquiry Key Idea 1 The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process.	1.1 Formulate questions independently with the aid of references appropriate for guiding the search for explanations of everyday observations.	2 3			
	1.2 Construct explanations independently for natural phenomena, especially by proposing preliminary visual models of phenomena.		8	4	39, 40
	1.3 Represent, present, and defend their proposed explanations of everyday observations so that they can be understood and assessed by others.		7 8	5 6	
	1.4 Seek to clarify, to assess critically, and to reconcile with their own thinking the ideas presented by others, including peers, teachers, authors, and scientists.		7		
Standard 1 Scientific Inquiry Key Idea 2 Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.	2.1 Use conventional techniques and those of their own design to make further observations and refine their explanations, guided by a need for more information.	3 4 5 6		1 2	37
	2.2 Develop, present, and defend formal research proposals for testing their own explanations of common phenomena, including ways of obtaining needed observations and ways of conducting simple controlled experiments.	2 3 4			57
	2.3 Carry out their research proposals, recording observations and measurements (e.g., lab notes, audiotape, computer disk, videotape) to help assess the explanation.	1 3 4	1 2 3	1 2 4	
Standard 1 Scientific Inquiry Key Idea 3 The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena.	3.1 Design charts, tables, graphs and other representations of observations in conventional and creative ways to help them address their research question or hypothesis.	1 3 5	2 8		50, 72
	3.2 Interpret the organized data to answer the research question or hypothesis and to gain insight into the problem.	1	4 5 6	4, 5, 6, 7	10, 42, 45, 56
	3.3 Modify their personal understanding of phenomena based on evaluation of their hypothesis.			5	
Standard 1 Mathematical Analysis	1 Abstraction and symbolic representation are used to communicate mathematically.		3 8		58
	2 Deductive and inductive reasoning are used to reach mathematical conclusions.		4, 5, 6, 7		79
	3 Critical thinking skills are used in the solution of mathematical problems.				

<i>NYS Learning Standards for Mathematics, Science, and Technology Standard/Area</i>	<i>Reference to Intermediate-Level Science Core Curriculum Key Idea or Performance Indicator</i>	Performance Test Form A Question Number			June 2022 Written Test Question Number
		Station 1	Station 2	Station 3	
Standard 1 Engineering Design	T 1.1 - T 1.5 Engineering design is an iterative process involving modeling and optimization to develop technological solutions to problems within given constraints.				55
Standard 2 Information Systems	1.1 - 1.5 Information technology is used to retrieve, process, and communicate information as a tool to enhance learning.				
	2.1 - 2.3 Knowledge of the impacts and limitations of information systems is essential to its effectiveness and ethical use.				
	3.1 - 3.3 Information technology can have positive and negative impacts on society, depending upon how it is used.				
Standard 4 Physical Setting	1 Earth and celestial phenomena can be described by principles of relative motion and perspective.				19, 21, 25, 74, 75
	2 Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.				20, 22, 24, 26, 27, 28, 29, 44, 73, 81
	3 Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity.				30, 31, 33, 34, 35, 70, 71, 82, 83
	4 Energy exists in many forms, and when these forms change energy is conserved.				32, 36, 38, 59, 77, 84, 85
	5 Energy and matter interact through forces that result in changes in motion.				76, 78
Standard 4 Living Environment	1 Living things are both similar to and different from each other and from nonliving things.				1, 2, 3, 4, 5, 15, 47, 54, 64, 65
	2 Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring.				
	3 Individual organisms and species change over time.				6, 7, 8, 12
	4 The continuity of life is sustained through reproduction and development.				11, 62, 63
	5 Organisms maintain a dynamic equilibrium that sustains life.				9, 13, 23, 53, 68, 69
	6 Plants and animals depend on each other and their physical environment.				14, 51, 61
	7 Human decisions and activities have had a profound impact on the physical and living environment.				16, 17, 18, 60, 66, 67

<i>NYS Learning Standards for Mathematics, Science, and Technology</i> Standard/Area	<i>Reference to Intermediate-Level Science Core Curriculum</i> Key Idea or Performance Indicator	Performance Test Form A Question Number			June 2022 Written Test Question Number
		Station 1	Station 2	Station 3	
Standard 6 Interconnectedness: Common Themes	Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.				
Standard 6 Systems Thinking	1.1 – 1.4 Through systems thinking, people can recognize the commonalities that exist among all systems and how parts of a system interrelate and combine to perform specific functions				
Standard 6 Models	2.1 – 2.3 Models are simplified representations of objects, structures, or systems used in analysis, explanation, interpretation, or design.	1, 2, 3, 4	3, 8	4	41, 43, 46, 48, 49, 52, 80
Standard 6 Magnitude and Scale	3.1 – 3.2 The grouping of magnitudes of size, time, frequency, and pressures or other units of measurement into a series of relative order provides a useful way to deal with the immense range and the changes in scale that affect the behavior and design of systems.				
Standard 6 Equilibrium and Stability	4.1 - 4.2 Equilibrium is a state of stability due either to a lack of change (static equilibrium) or a balance between opposing forces (dynamic equilibrium).				
Standard 6 Patterns of Change	5.1 - 5.2 Identifying patterns of change is necessary for making predictions about future behavior and conditions.		3, 4, 5, 6, 7	6	
Standard 6 Optimization	6.1 - 6.2 In order to arrive at the best solution that meets criteria within constraints, it is often necessary to make trade-offs.				
Standard 7 Interdisciplinary Problem Solving	1 Connections The knowledge and skills of mathematics, science, and technology are used together to make informed decisions and solve problems, especially those related to issues of science/technology/society, consumer decision making, design, and inquiry into phenomena.				
	2 Strategies Solving interdisciplinary problems involves a variety of skills and strategies, including effective work habits; gathering and processing information; generating and analyzing ideas; realizing ideas; making connections among the common themes of mathematics, science, and technology; and presenting results.				

**Grade 8 Intermediate-Level Science
Reference to Process Skills Based on Standard 4**

	Process Skills <i>(From Intermediate-Level Science Core Curriculum Grades 5-8)</i>	Performance Test Form A Question Number			June 2022 Written Test Question Number
		Station 1	Station 2	Station 3	
General Skills	1. follow safety procedures in the classroom and laboratory				
	2. safely and accurately use the following measurement tools: metric ruler, balance, stopwatch, graduated cylinder, thermometer, spring scale, voltmeter		1		
	3. use appropriate units for measured or calculated values			1, 2, 3	
	4. recognize and analyze patterns and trends		7, 8		10, 33, 41, 43
	5. classify objects according to an established scheme and a student-generated scheme				
	6. develop and use a dichotomous key	1 – 5, 9			
	7. sequence events				
	8. identify cause-and-effect relationships		4, 5, 6	6, 7	29, 42, 52, 66
	9. use indicators and interpret results				
Living Environment Skills	1. manipulate a compound microscope to view microscopic objects	6, 8			
	2. determine the size of a microscopic object, using a compound microscope	7			
	3. prepare a wet mount slide				
	4. use appropriate staining techniques				
	5. design and use a Punnett square or a pedigree chart to predict the probability of certain traits				48, 49
	6. classify living things according to a student-generated scheme and an established scheme	9			
	7. interpret and/or illustrate the energy flow in a food chain, energy pyramid, or food web				51, 52
	8. identify pulse points and pulse rates				
	9. identify structure and function relationships in organisms				9, 42, 64, 65
Physical Setting Skills	1. given the latitude and longitude of a location, indicate its position on a map and determine the latitude and longitude of a given location on a map				72
	2. using identification tests and a flow chart, identify mineral samples				41
	3. use a diagram of the rock cycle to determine geological processes that led to the formation of a specific rock type				
	4. plot the location of recent earthquake and volcanic activity on a map and identify patterns of distribution				
	5. use a magnetic compass to find cardinal directions				
	6. measure the angular elevation of an object, using appropriate instruments				
	7. generate and interpret field maps including topographic and weather maps				79, 80
	8. predict the characteristics of an air mass based on the origin of the air mass				28
	9. measure weather variables such as wind speed and direction, relative humidity, barometric pressure, etc.				
	10. determine the density of liquids, and regular- and irregular-shaped solids			3	
	11. determine the volume of a regular- and an irregular-shaped solid, using water displacement				
	12. using the periodic table, identify an element as a metal, nonmetal, or noble gas				34
	13. determine the identity of an unknown element, using physical and chemical properties				
	14. using appropriate resources, separate the parts of a mixture				83
	15. determine the electrical conductivity of a material, using a simple circuit				
	16. determine the speed and acceleration of a moving object				

Grade 8 Intermediate-Level Science
Reference to Core Curriculum for Individual Test Questions on Written Test—June 2022

Question Number	MST Learning Standard	Area within Standard 4 (PS or LE)	Key Idea or Major Understanding	Other Standards, Key Ideas, or Major Understandings	Process Skills Based on Standard 4
1	4	LE	1.1a		GS4
2	4	LE	1.1b		
3	4	LE	1.1h	St 1 s3.2h	
4	4	LE	1.2c		
5	4	LE	1.2e	St 6 KI 2; 1.2a	
6	4	LE	3.1a		
7	4	LE	3.1b	Intro 3	
8	4	LE	3.1c	St 6 KI 2.2	
9	4	LE	5.1b	St 6 KI 2.2	LE 9
10	1	–	53.2h	LE 3.2b	GS 4
11	4	LE	4.3d	St 6 KI 2.2	
12	4	LE	3.2d		
13	4	LE	5.1d		
14	4	LE	6.2b		
15	4	LE	1.1c		
16	4	LE	7.1c	LE 3.2a	
17	4	LE	7.2b		
18	4	LE	7.2d		
19	4	PS	1.1g		
20	4	PS	2.1f		
21	4	PS	1.1d		
22	4	PS	2.2b	St 6 KI 2.2	
23	4	LE	5.1e	St 6 KI 2.2	
24	4	PS	2.2c	PS 2.1g St 6 KI 2.2	
25	4	PS	1.1a	PS 1.1c St 6 KI 3	
26	4	PS	2.2f	St 6 KI 5.2	
27	4	PS	2.2g		
28	4	PS	2.2l		PS 8
29	4	PS	2.2n		GS 8
30	4	PS	3.1b		
31	4	PS	3.1f		
32	4	PS	4.4e	St 6 KI 2.2	GS 4
33	4	PS	3.2d	PS3.3g St1 3.1a, St6 KI2.2	PS 12
34	4	PS	3.2d	St 6 KI 2.2	
35	4	PS	3.3a		
36	4	PS	4.1e	St 6 KI 2.2	
37	1	–	52.1d		
38	4	PS	4.4g	St 6 KI 2.2	
39	1	–	51.2a		
40	1	–	51.2c		
41	6	–	2.2	PS 2.1e	PS2, GS 4
42	1	–	53.2h	PS 4.2e, 3.16	GS 8

Grade 8 Intermediate-Level Science

Reference to Core Curriculum for Individual Test Questions on Written Test—June 2022

Question Number	MST Learning Standard	Area within Standard 4 (PS or LE)	Key Idea or Major Understanding	Other Standards, Key Ideas, or Major Understandings	Process Skills Based on Standard 4
43	6	–	KI 2.2	PS 2.2b	GS 4
44	4	PS	2.2e	St 6 KI 2.2	
45	1	–	S 3.2h		
46	6	–	KI 2.2	LE 1.1f; 4.3e/c	
47	4	LE	1.1f	St 6 KI 2.2	LE 9
48	6	–	KI 2.2	LE 2.2c	LE 5
49	6	–	KI 2.2	LE 2.2c	LE 5
50	1	–	S 3.1a	PS 4.4a	GS 8
51	4	LE	6.1b	LE 7.1c; St 6 KI2.2	LE 7
52	6	–	KI 2.2	LE 6.1b; LE 5.1d	GS 8, LE 7
53	4	LE	5.1e	LE 6.1b	
54	4	LE	1.1c	St 6 KI 2.2	
55	1	–	T1.2	S1.4; LE 3.1c	
56	1	–	S3.2h	M 1.1c	
57	1	–	S 2.2d	SI S3.2h	
58	1	–	M 1.1c	S3.2h	
59	4	PS	4.4b	St 6 KI 2.2	
60	4	LE	7.1a	St 1 S 3.1a	
61	4	LE	6.1a	St 6 KI 2.2	
62	4	LE	4.2a	St 6 KI 2.2	
63	4	LE	4.2b	LE 4.4c; St 6 KI 2.2	
64	4	LE	1.2g	St 6 KI2.2	LE 9
65	4	LE	1.1g	St 6 KI 2.2	LE 9
66	4	LE	7.2c		GS 8
67	4	LE	7.2d	LE 7.2c; St 7 KI 1.1	
68	4	LE	5.2b		
69	4	LE	5.2e		
70	4	PS	3.2a	St 6 KI 5.2	
71	4	PS	3.1a	S 1.2	
72	1	–	S3.1	St 1 S 3.2h	PS 1
73	4	PS	2.2q	St 7 1.1	
74	4	PS	1.1h	St 6 KI 2.2	
75	4	PS	1.1h	PS 1.1i; St 6 KI 2.2	
76	4	PS	5.2e	St 1 T1.3a	
77	4	PS	4.1d	St 1 S1.2; St 6 KI 2.2	
78	4	PS	5.1c	St 6 KI 2.2	
79	1	–	M2.1b	PS 2.2q; St 6 KI 2.2	PS 7
80	6	–	KI 2.2	PS 2.2q; St 1 M 2.1a	PS 7
81	4	PS	2.2q	St 1 S3.2d	
82	4	PS	3.1g	PS 3.1b; St 1 M2.1; St 6 KI2.2	
83	4	PS	3.1g	St 6 KI 2.2	PS 14
84	4	PS	4.1d	PS 4.1c; St 6 KI 2.2	
85	4	PS	4.1b	LE 7.2d; St 6 KI 2.2	

Grade 8 Intermediate-Level Science
Reference to Core Curriculum for Individual Test Questions on Performance Test Form A

Station	Question Number	Credits	Reference to Grade 8 Intermediate-Level Science Core Curriculum		
			MST Standard 1 (Mathematical Analysis, Scientific Inquiry and Engineering Design) Key Idea/Performance Indicator	MST Standard 6 Interconnected/ Common Themes	Process Skills Based on MST Standard 4
1	1	3	S 2.3, S 3.1, S 3.2	KI 2	General Skill 6
	2	2	S 1.1, S 2.2	KI 2	General Skill 6
	3	2	S 1.1, S 2.1, S 2.2, S 2.3, S 3.1	KI 2	General Skill 6
	4	2	S 2.1, S 2.2, S 2.3	KI 2	General Skill 6
	5	2	S 2.1, S 3.1		General Skill 6
	6	1	S 2.1		LE Skill 1
	7	1			LE Skill 2
	8	1			LE Skill 1
	9	1			General Skill 6 LE Skill 6
2	1	5	S 2.3		General Skill 2
	2	3	S 2.3, S 3.1		
	3	1	S 2.3 M 1	KI 2 KI 5	
	4	1	S 3.2 M 2	KI 5	General Skill 8
	5	1	S 3.2 M 2	KI 5	General Skill 8
	6	1	S 3.2 M 2	KI 5	General Skill 8
	7	2	S 1.3, S 1.4 M 2	KI 5	General Skill 4
	8	3	S 1.2, S 1.3, S 3.1 M 1	KI 2	General Skill 4
3	1	3	S 2.1, S 2.3		General Skill 3
	2	4	S 2.1, S 2.3		General Skill 3
	3	4			General Skill 3
	4	1	S 1.2, S 2.3, S 3.2	KI 2	
	5	2	S 1.3, S 3.2, S 3.3		
	6	2	S 1.3, S 3.2	KI 5	General Skill 8
	7	2	S 3.2		General Skill 8