

THE UNIVERSITY OF THE STATE OF NEW YORK

GRADE 8

INTERMEDIATE-LEVEL SCIENCE TEST

JUNE 2018 WRITTEN TEST

FOR TEACHERS ONLY

SCORING KEY AND RATING GUIDE

Note: All schools (public, nonpublic, and charter) administering the Grade 8 Intermediate-Level Science Test are required to make arrangements to obtain answer sheets and associated scanning services from a Regional Information Center (RIC) or a large-city scanning center. These centers will scan and score the answer sheets according to the following criteria:

1. One credit will be awarded for each correct response.
2. Credit will not be allowed if two or more answers have been marked for the same question.
3. The raw score for Part I will be determined by counting the number of correct responses.

For information only, correct responses are listed in the chart below.

Question Number	Correct Response	Question Number	Correct Response	Question Number	Correct Response
1	3	16	4	31	1
2	2	17	3	32	4
3	2	18	1	33	2
4	3	19	2	34	2
5	4	20	2	35	3
6	1	21	1	36	4
7	2	22	1	37	3
8	3	23	2	38	2
9	4	24	1	39	4
10	1	25	4	40	3
11	4	26	3	41	1
12	3	27	3	42	3
13	1	28	4	43	2
14	1	29	1	44	2
15	3	30	4	45	4

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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 and performance tests to a final score. This chart will be posted on the Department’s web site <http://www.p12.nysed.gov/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 2018 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.p12.nysed.gov/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 with the performance test materials.

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 *2018 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. In responses to questions where 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. 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.
12. 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.
13. 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.

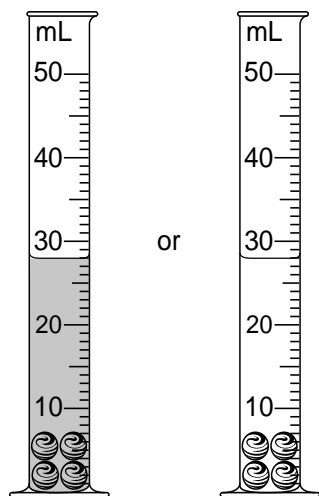
Online Submission of Teacher Evaluations of the Test to the Department

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.p12.nysed.gov/assessment/teacher/evaluation.html>.
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.

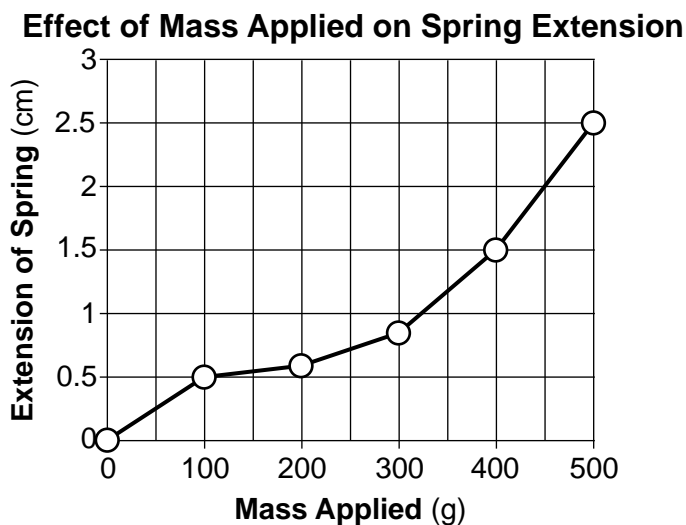
46 [1] Allow 1 credit for indicating 28 mL with shading and/or a line.

Examples of a 1-credit response:



Note: Allow credit if the student draws a meniscus, as long as the bottom of the meniscus indicates 28 mL.

47 [1] Allow 1 credit if the centers of *all six Xs* are plotted within or touch the circles shown and are correctly connected with a line that passes within or touches the circles.



Note: Allow credit if a symbol other than an **X** is used to plot points.

It is recommended that an overlay of the same scale as the student test booklet be used to ensure reliability in rating.

- 48** [1] Allow 1 credit. Acceptable responses include, but are not limited to:
- The greater the mass on the spring, the longer it will stretch.
 - direct relationship
 - As mass increases, the extension of the spring increases.
 - less mass, less extension
- 49** [1] Allow 1 credit for a value greater than 0.6 but less than 0.8 *or* any correct value based on student's drawn graph.
- 50** [1] Allow 1 credit for gravity *or* gravitational force.
- 51** [1] Allow 1 credit for 64.
- 52** [1] Allow 1 credit. Acceptable responses include, but are not limited to:
- Bacteria *A* reproduce faster.
 - Bacteria *B* reproduce slower.
 - Bacteria *A* doubles every half hour and *B* doubles every hour.
 - It takes twice as much time for bacteria *B* to reproduce.
 - Bacteria *A* reproduce twice as fast as bacteria *B*.
- 53** [1] Allow 1 credit. Acceptable responses include, but are not limited to:
- altitude/elevation/height
 - cloud shape
 - temperature
- 54** [1] Allow 1 credit for condensation *or* a change from gas to liquid.
- 55** [1] Allow 1 credit. Acceptable responses include, but are not limited to:
- Cumulonimbus clouds are thicker.
 - Cirrus clouds are thinner.
 - The cumulonimbus reflects, absorbs, and/or blocks more sunlight.

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

- Count the pulse rate.
- Place fingers on an artery/blood vessel and count the number of beats.
- Use a stethoscope to count the beats.
- Use a heart monitor.
- Take a pulse.
- Feel the wrist or neck.

Note: Do *not* allow credit for “beats per minute” alone. (This is a unit, not an action. Students need to describe an action.)

64 [1] Allow 1 credit. Acceptable responses include, but are not limited to:

- Approximately one-quarter of the kernels are yellow, as predicted by the Punnett square.
- 75% of the kernels are expected to be red in color.
- Many more red kernels are expected than yellow kernels in the Punnett square.

Note: Do *not* allow credit for “there are red and yellow kernels,” because this does not address the number and is only an observation of the diagram.

65 [1] Allow 1 credit for: $\frac{r}{\text{(parent 1)}} \times \frac{r}{\text{(parent 2)}}$

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

- The fossils in rock layer A are in the top layer, so they are newer.
- Rock layer A was formed most recently.
- Rock layer A is the youngest layer, so the fossils found here would be the youngest.
- The oldest layers are on the bottom; the youngest layers are on top.
- because of the Law of Superposition

67 [1] Allow 1 credit for circling “sedimentary” *and* providing acceptable evidence. Acceptable responses include, but are not limited to:

- Sedimentary rock has flat layers.
- They contain fossils.
- The symbols in the diagram represent sedimentary rock.
- Fossils would most likely be destroyed in the formation of igneous and metamorphic rocks.

Note: Allow credit if the student does *not* circle any rock type, but gives an acceptable response that includes the term “sedimentary rock.”

68 [1] Allow 1 credit. Acceptable responses include, but are not limited to:

- Life-forms can be observed to have changed over time.
- Fossils show similarities to and differences from existing life-forms.
- Organisms that lived later in history can be compared to the organisms from which they developed by studying fossils.
- Similarities between living and extinct species can be observed.

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

- The Canada lynx eats meat.
- It eats snowshoe hares.
- It eats animals.
- Its prey is an animal.
- It does not eat plants.

70 [1] Allow 1 credit for feet *or* wide feet.

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

- If the snowshoe hare population decreased, the lynx wouldn't have enough food, so some would die off.
- Some lynx would go to a different location in search of food.
- fewer prey to eat

72 [1] Allow 1 credit for endocrine system.

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

- The fish will not outgrow its tank.
- Since there are limited resources in an aquarium, the goldfish will only grow to a size suitable for the tank.
- If the goldfish could not inhibit its growth, it might grow to be too big for its tank and not survive because there aren't enough resources.
- The concentration of waste in the water does not become harmful to the fish.

74 [1] Allow 1 credit for cancer *or* a specific form of cancer (lung cancer, leukemia, etc.).

75 [1] Allow 1 credit for *one* correct pair. Acceptable responses include:

- coyote and hawk
- coyote and snake
- snake and hawk
- deer and grasshopper
- deer and mouse
- mouse and grasshopper
- mouse and butterfly
- butterfly and grasshopper

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

- They are decomposers.
- They break down dead organisms.
- They recycle nutrients.
- They are saprophytes.

77 [1] Allow 1 credit if *both* times are correct.

Virginia Beach: 9:40 *or* 9 hours 40 minutes

New York City: 9:18 *or* 9 hours 18 minutes

78 [1] Allow 1 credit. Acceptable responses include, but are not limited to:

- As the latitude increases, the length of daylight decreases.
- The length of daylight is greater at lower latitudes in the United States in December.
- inverse/indirect relationship

79 [1] Allow 1 credit for crust, lithosphere, *or* mantle.

80 [1] Allow 1 credit. Acceptable responses include, but are not limited to:

- S-waves do not travel through the liquid outer core.
- S-waves can only travel through solids and P-waves can travel through solids and liquids.
- by detecting which type of wave passes through the outer core
- S-waves can't travel through liquids.
- Only P-waves can travel through liquids.

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

- stock up on batteries/water/canned food
- have an emergency-preparedness plan
- change building codes/build stronger buildings
- read up on what they should do in case of an earthquake/become more educated about earthquake risks
- buy a radio
- prepare a safety/emergency kit
- conduct earthquake drills
- secure furniture

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

- The mixture can be stirred.
- heat the water
- The cube could be crushed into powder (adding surface area) before it is added to the beaker.
- swirl/shake the beaker

Note: Do *not* allow credit for “change the temperature” because it does not specify an increase in the temperature.

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

- evaporate the water
- boil the water off
- heat the water

84 [1] Allow 1 credit for any value from 0 to 3 paper clips.

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

- An electric current/power/charge is needed to produce a magnetic field.
- Without electricity, the magnetic field breaks down.
- It supplies the energy needed to make an electromagnet.
- It makes the nail magnetic.
- It forms a complete circuit.

Note: Do *not* allow credit for “the battery is magnetic” or “provides magnetism.” (It is a power source to move electrons; it does not directly produce magnetism.)

Appendix A

New York State Grade 8 Intermediate-Level Science Test June 2018

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 (levels 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 <http://www.p12.nysed.gov/assessment/> through the “Scoring Information” link.

Note: Conversion charts provided for previous administrations of this test must not be used to determine students’ final scores for the 2018 administration.

Performance Levels

Grade 8 Intermediate-Level Science Test

Level	Final Test 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 2018 Written Test Performance Test Form A

Item maps contained in this appendix:

- Reference to *Intermediate-Level Science Core Curriculum Grades 5–8* — June 2018 Written Test and Performance Test, Form A
- Reference to Process Skills Based on Standard 4 — June 2018 Written Test and Performance Test, Form A
- Reference to Core Curriculum for Individual Test Questions — June 2018 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 Standard/Area</i>	<i>Reference to Intermediate-Level Science Core Curriculum</i> Key Idea or Performance Indicator	Performance Test Form A Question Number			June 2018 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.	S1.1 Formulate questions independently with the aid of references appropriate for guiding the search for explanations of everyday observations.	2 3			
	S1.2 Construct explanations independently for natural phenomena, especially by proposing preliminary visual models of phenomena.		8	4	
	S1.3 Represent, present, and defend their proposed explanations of everyday observations so that they can be understood and assessed by others.		7 8	5 6	
	S1.4 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.	S2.1 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	
	S2.2 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			
	S2.3 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.	S3.1 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		47
	S3.2 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	16, 17, 31, 43, 62, 77
	S3.3 Modify their personal understanding of phenomena based on evaluation of their hypothesis.			5	
Standard 1 Mathematical Analysis	M1 Abstraction and symbolic representation are used to communicate mathematically.		3 8		48, 52, 78
	M2 Deductive and inductive reasoning are used to reach mathematical conclusions.		4, 5, 6, 7		46, 49, 51, 84
	M3 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 2018 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.				85
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 The Physical Setting	1 Earth and celestial phenomena can be described by principles of relative motion and perspective.				23, 25, 26, 27
	2 Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.				24, 28, 30, 32, 34, 37, 38, 67, 79, 80
	3 Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity.				35, 36, 39, 40, 41, 42, 54, 57, 82, 83
	4 Energy exists in many forms, and when these forms change energy is conserved.				29, 33, 58
	5 Energy and matter interact through forces that result in changes in motion.				44, 50, 60, 61
Standard 4 The Living Environment	1 Living things are both similar to and different from each other and from nonliving things.				1, 2, 3, 5, 6, 63, 70, 72
	2 Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring.				7, 9, 64, 65
	3 Individual organisms and species change over time.				10, 18, 66, 68
	4 The continuity of life is sustained through reproduction and development.				4, 8, 11, 20, 74
	5 Organisms maintain a dynamic equilibrium that sustains life.				12, 69, 73, 76
	6 Plants and animals depend on each other and their physical environment.				14
	7 Human decisions and activities have had a profound impact on the physical and living environment.				13, 15, 19, 21, 22, 71

<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 2018 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	45, 53, 55, 56, 75
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 Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.	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.				59, 81
	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 (From <i>Intermediate-Level Science Core Curriculum Grades 5–8</i>)	Performance Test Form A Question Number			June 2018 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		46
	3 Use appropriate units for measured or calculated values			1, 2, 3	
	4 Recognize and analyze patterns and trends		7, 8		26, 49, 51, 62
	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	48, 55, 57, 58, 61, 62, 71, 74
	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				9, 64, 65
	6 Classify living things according to a student-generated scheme and an established scheme	9			13
	7 Interpret and/or illustrate the energy flow in a food chain, energy pyramid, or food web				75
	8 Identify pulse points and pulse rates				63
	9 Identify structure and function relationships in organisms				
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				
	2 Using identification tests and a flow chart, identify mineral samples				
	3 Use a diagram of the rock cycle to determine geological processes that led to the formation of a specific rock type				45
	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				
	8 Predict the characteristics of an air mass based on the origin of the air mass				
	9 Measure weather variables such as wind speed and direction, relative humidity, barometric pressure, etc.				24
	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				46
	12 Using the periodic table, identify an element as a metal, nonmetal, or noble gas				40
	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				60

Grade 8 Intermediate-Level Science
Reference to Core Curriculum for Individual Test Questions on Written Test — June 2018

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	1.1b	St 6 KI 2.2	
2	4	LE	1.1e	St 6 KI 2.2	
3	4	LE	1.1g	St 6 KI 2.2	
4	4	LE	4.3d	St 6 KI 2.2	
5	4	LE	1.2d		
6	4	LE	1.1f		
7	4	LE	2.1a		
8	4	LE	4.2b		
9	4	LE	2.2a	2.2c; St 6 KI 2.2	LE 5
10	4	LE	3.1a		
11	4	LE	4.1d		
12	4	LE	5.1g		
13	4	LE	7.1a		LE 6
14	4	LE	6.2a		
15	4	LE	7.2b		
16	1		S3.2h	M2.1a; LE 5.2d	
17	1		S3.2h	LE 5.2b	
18	4	LE	3 intro	3.1b	
19	4	LE	7.2c		
20	4	LE	4.4a		
21	4	LE	7.2c	St 6 KI 2.2	
22	4	LE	7.2d	7.2b	
23	4	PS	1.1h	St 1 S3.2h	
24	4	PS	2.2i	St 6 KI 2.2	PS 9
25	4	PS	1.1g	St 1 S3.2h	
26	4	PS	1.1g	St 6 KI 2.2	GS 4
27	4	PS	1.1e		
28	4	PS	2.2r	LE 7.2d	
29	4	PS	4.1d	St 6 KI 2.2	
30	4	PS	2.1c	2.1d; 2.1a	
31	1		S3.2h	PS 2.1a	
32	4	PS	2.1g	St 6 KI 2.2	
33	4	PS	4.1a	2.1j	
34	4	PS	2.2d	St 6 KI 2.2	
35	4	PS	3.1h		
36	4	PS	3.1d		
37	4	PS	2.2p		
38	4	PS	2.2c	St 6 KI 2.2	
39	4	PS	3.2a		
40	4	PS	3.3g	3.2d; St 6 KI 2.2	PS 12
41	4	PS	3.3f	St 6 KI 2.2	
42	4	PS	3.2e	St 6 KI 2.2	

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	1		S3.2h		
44	4	PS	5.2g	St 6 KI 2.2	
45	6		KI 2.2	PS 2.2h	PS 3
46	1		M2.1b	St 6 KI 2.2	GS 2; PS 11
47	1		S3.1a		
48	1		M1.1b	S3.2	GS 8
49	1		M2.1a		GS 4
50	4	PS	5.2a	St 6 KI 2.2	
51	1		M2.1a	St 6 KI 5.2; LE 3.2d	GS 4
52	1		M1.1c	St 1 M2.1b; LE 3.2d	
53	6		KI 2.2	St 1 S2.1d	
54	4	PS	3.2a	St 6 KI 2.2; PS 2.1i	
55	6		KI 2.2		GS 8
56	6		KI 2.2	PS 4.4a; St 1 S3.2h	
57	4	PS	3.3b	St 6 KI 2.2	GS 8
58	4	PS	4.4b	St 1 KI 1; T1.2	GS 8
59	7		KI 1.2	LE 5.2f	
60	4	PS	5.1d	St 1 M1.1c	PS 16
61	4	PS	5.2d	5.1c; St 6 KI 2.2	GS 8
62	1		S3.2h	M2.1a	GS 4, 8
63	4	LE	1.2f		LE 8
64	4	LE	2.2c	2.2b; St 6 KI 2.2	LE 5
65	4	LE	2.2c	2.2b; St 6 KI 2.2	LE 5
66	4	LE	3.2c	St 6 KI 2.2	
67	4	PS	2.1f	St 6 KI 2.2; LE 3.2c	
68	4	LE	3 intro	3.2c; St 6 KI 2.2	
69	4	LE	5.1e	St 1 S3.2	
70	4	LE	1.2g	5.1b; St 1 S3.2	
71	4	LE	7.1b	St 1 S3.2	GS 8
72	4	LE	1.2h	St 1 T1.2	
73	4	LE	5.1f	St 1 T1.2	
74	4	LE	4.4d	St 6 KI 2.2	GS 8
75	6		KI 2.2	LE 7.1c	LE 7
76	4	LE	5.1e	St 6 KI 2.2; KI 1	
77	1		S3.2h	PS 1.1i	
78	1		M1.1b	PS 1.1f; St 6 KI 2.2	
79	4	PS	2.2a	2.2b; St 1 T1.2	
80	4	PS	2.2b	St 1 T1.2	
81	7		KI 1	PS 2.2b	
82	4	PS	3.1b	St 1 S3.2e	
83	4	PS	3.1g	St 6 KI 2.2	PS 14
84	1		M2.1a	PS 4.4g	
85	1		T1.2	PS 4.4f	

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