

NJSLA-S

New Jersey Student Learning
Assessment for Science

Instructional Guide Constructed Response Questions

Computer-Based & Paper-Based Testing
Science



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

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**New Jersey Student Learning Assessment–Science
(NJSLA–S)
Grades 5, 8, 11**

**Instructional Guide
Constructed Response Questions**

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Table of Contents

Overview of the New Jersey Student Learning Assessment–Science	1
NJSLA–Science and Constructed Response Questions	2
Description of this Manual	3
Grade 5 Item: Reduce, Reuse, Recycle (New)	4
Score point 3	10
Score point 2	13
Score point 1	16
Score point 0	19
Grade 5 Item: Deer Antlers	22
Score point 4	27
Score point 3	30
Score point 2	33
Score point 1	36
Score point 0	39
Grade 5 Item: Chameleons	42
Score point 4	45
Score point 3	48
Score point 2	51
Score point 1	54
Score point 0	57

Grade 8 Item: Nitrogen Pollution (New)	60
Score point 3	65
Score point 2	68
Score point 1	71
Score point 0	74
Grade 8 Item: Air Rockets	77
Score point 4	84
Score point 3	88
Score point 2	91
Score point 1	94
Score point 0	97
Grade 8 Item: Sports Energy	100
Score point 4	106
Score point 3	109
Score point 2	112
Score point 1	115
Score point 0	118

Grade 11 Item: Yuan Dynasty—China Climate Conflict (New)	121
Score point 4.....	126
Score point 3.....	129
Score point 2.....	132
Score point 1.....	135
Score point 0.....	138
Grade 11 Item: Bee Waggle Dance	141
Score point 4.....	149
Score point 3.....	153
Score point 2.....	156
Score point 1.....	159
Score point 0.....	162
Grade 11 Item: Glycogen	165
Score point 4.....	171
Score point 3.....	175
Score point 2.....	178
Score point 1.....	181
Score point 0.....	184

Overview of the New Jersey Student Learning Assessment–Science

In the Spring of 2019, New Jersey replaced the New Jersey Assessment of Skills and Knowledge (NJ ASK) with the New Jersey Student Learning Assessment–Science (NJSLA–S), one component of a larger system of state assessments. Along with other indicators of student progress, the results of these elementary, middle, and high school assessments are intended to provide meaningful information that complements the various measures of student performance used by districts. The main goal of the assessment is to determine the proficiency level of students in both the required knowledge of their grade band and their ability to utilize the science and engineering practices to explain appropriate phenomena.

Federal requirement through the Every Student Succeeds Act (ESSA) and New Jersey Administrative Code 6A:8–4.1 requires assessment in science at least once in elementary school (grades 3–5), middle school (grades 6–9), and high school (grades 10–12).

All New Jersey fifth-, eighth-, and eleventh-grade students took the NJSLA–S for the first time in April 2018. Since the NJSLA–S was a field test in 2018, the first operational assessment occurred in the spring of 2019.

NJSLA–Science and Constructed Response Questions

The main goal of the assessment is to determine the proficiency level of students in both the required knowledge of their grade band and their ability to utilize the science and engineering practices to explain appropriate phenomena. The NJSLA-S is not intended to be a formative indicator for the individual student—the focus is on overall proficiency.

The NJSLA–S consists of four units with two sections: machine scorable and performance based. Multiple-choice and technology-enhanced items (TEIs) are computer scored based on the answer key approved by the content committee.

The performance-based section contains a constructed-response item scored on a 0–4-point rubric. Students will type a response in a text box to answer the question or questions. Given the great variability in expected responses, these items are human scored. Each item includes an item-specific scoring rubric. All performance-based sections consist of between 2 and 4 TEIs and one constructed-response item. Each item is aligned to one (1) Disciplinary Core Idea (DCI), one (1) Science and Engineering Practice (SEP), and one (1) Crosscutting Concept (CCC).

The NJSLA–S consists of questions-related standards that are spread out over the grade band. It measures a student’s ability to solve problems by applying science concepts. The Disciplinary Core Ideas of Earth and Space, Life, and Physical Science will be reported, as well as the Science and Engineering Practices of Investigating, Sensemaking, and Critiquing. Not all standards of a grade band will appear every year of the assessment, but all will be eligible to select from when developing the assessment. The NJSLA–S is not specifically designed to follow a single course but rather an entire grade band. Participation in the NJSLA–S is not determined by course enrollment, but instead by grade-level enrollment as shown previously.

Description of this Manual

This manual contains nine constructed-response items, three from each tested grade (5, 8, 11). Three of the items were in the 2021 edition of this document, three items were in the 2023 edition, and three are appearing for the first time in this edition (identified with the word “New”). Included for each item are the question itself, an item-specific scoring guide, and three exemplar responses from each score point.

Constructed response items are worth 3 points or 4 points. Samples are included for each score point. The sample responses, which are grouped by score point, represent a range of approaches that a fifth-, eighth-, or eleventh-grade science student could take with this constructed-response item. Each response is annotated according to the criteria in the scoring guide for that item to indicate why the response received the score it did.

The responses selected to appear in this handbook were written by fifth-, eighth-, and eleventh-grade students. The responses appear as the students wrote them; no corrections have been made other than the deletion of specific names that may have appeared to identify the student or the student’s school and district.

NJSLA–S Grade 5
Rubric/Sample Responses
Reduce, Reuse, Recycle (New)

Composting is nature’s way of recycling.

New Jersey has four separate recycling classes. Table 1 describes the types of materials that can be recycled in the four classes.

Table 1. Types of Materials That Can Be Recycled in New Jersey

Class	Description of Items in Each Class
A	Metal, glass, paper, plastic containers, cardboard
B	Roofing materials, unpainted wood, concrete, bricks, tires; tree parts, such as limbs and stumps
C	Plant matter, such as grass and leaves, as well as food matter
D	Used oil, batteries, pesticides, paint, antifreeze

Non-recycled solid waste gets sent to a landfill, where it breaks down slowly over time. The waste often arrives inside plastic trash bags. Once in the landfill,

- the trash bags often break open as the waste is moved around in big piles.
- the deep piles do not allow for large amounts of air to move around.
- toxic gases are released as waste breaks down.

A landfill is shown in Figure 1. Items in the landfill are not drawn to scale.



Figure 1. Landfill

Table 2 shows the approximate time it takes for certain solid waste items to break down in a landfill.

Table 2. Time for Items to Break Down in a Landfill

Item	Length of Time to Break Down
Paper	2 weeks–2 months
Banana peels	1 month
Grass clippings and leaves	1–6 months
Orange peels	6 months
Tree limbs and stumps	50–100 years
Metal cans	50–200 years
Plastic bottles	450 years
Glass bottles	Undetermined (possibly millions of years)

Figure 2A shows how the population of the United States compares to other countries. Figure 2B shows the amount of trash produced each year in the United States compared to other countries.

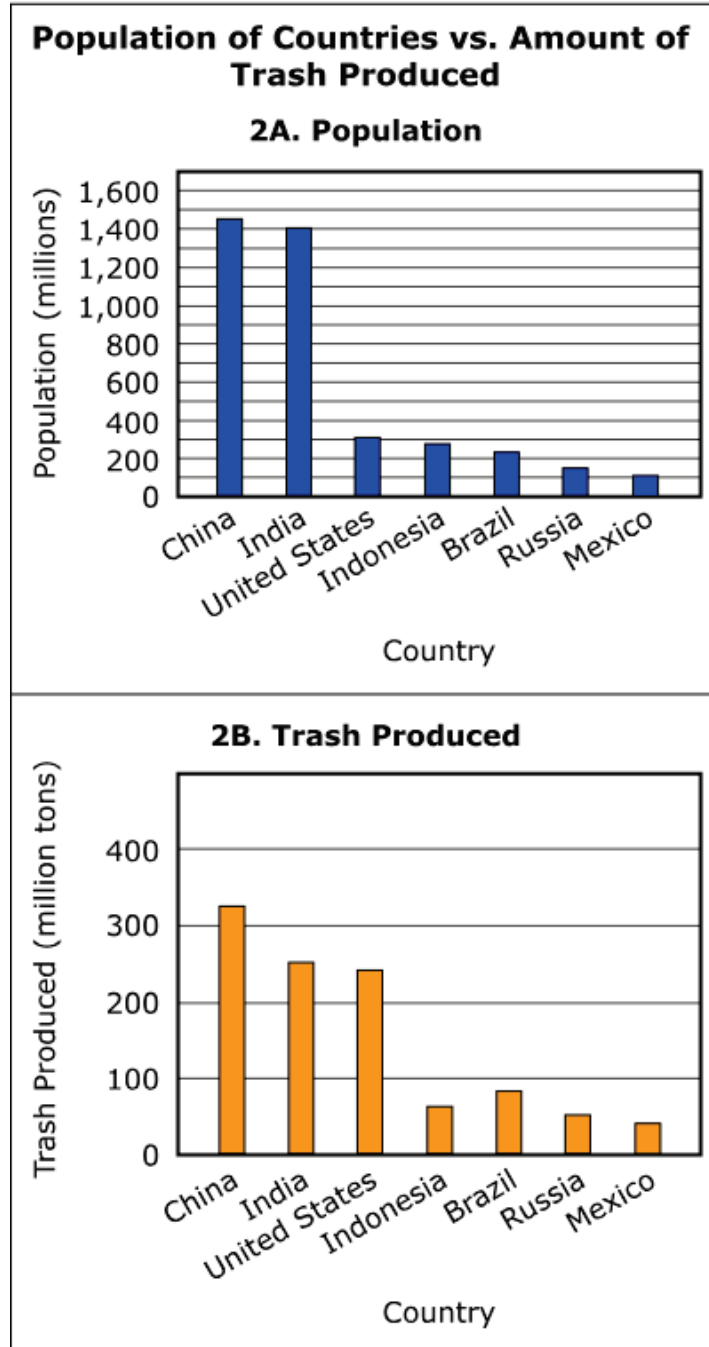


Figure 2.

A compost pile is a way to dispose of food and yard waste. Compost is high in plant and soil nutrients. A model of the composting process is shown in Figure 3.

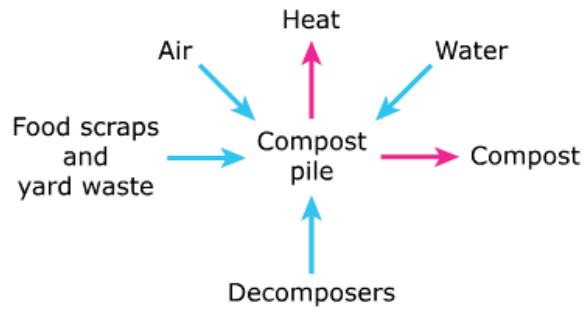


Figure 3. Compost Process

Communities should encourage the composting of food and yard waste. Based on the data, describe **two (2)** positive environmental effects of composting and the use of compost in New Jersey communities.

Enter your answer in the box.

<p>(Student response goes here)</p>
--

Some people in the community argue that food and yard waste already break down in existing landfills. Based on the data, provide **one (1)** reason why the composting process does not happen as efficiently in landfills as it does in people’s backyards.

Enter your answer in the box.

<p>(Student response goes here)</p>
--

Content Alignment

Domain:

Earth and Space Science

SEP Reporting Category:

Critiquing

Phenomenon:

Composting is nature’s way of recycling.

NJSLA Standard:

5-ESS3 Earth and Human Activity

5-ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment.

SEP (Science and Engineering Practices):

OECI Obtaining, evaluating, and communicating information

DCI (Disciplinary Core Ideas):

ESS3.C Human Impacts of Earth Systems

CCC (Crosscutting Concepts):

C and E Cause and Effect: Mechanism and explanation

NJSLA–S Released Sample Grade 5

This item has 3 quality points:

- 2 points for describing two positive environmental effects of composting and the use of compost in New Jersey. (Effect 1 and Effect 2)
- 1 point for providing a reason the composting process does not happen as efficiently in landfills.

Quality Points	Score
3	3
2	2
1	1
0	0

Student Response #1:

People should compost food and yard waste. It has a positive effect on the environment. It is a good way to dispose of scraps of food and yard waste that can take months to break down in landfills. Another reason you should compost your food and yard waste is because it is good for the environment and it is high in soil and plant nutrients.

You should compost food scraps and yard waste in your yard because there is so much trash packed together, that air cannot reach the waste. That is why you should compost yard waste and food scraps in your yard.

Score Points: 3

Scoring Note:

The student provides two valid reasons for the positive effects of composting [*dispose of scraps of food and yard waste that can take months to break down in landfills and because it is good for the environment and it is high in soil and plant nutrients*]. The student also provides a valid reason why composting is not as efficient in landfills as it is in backyards [*so much trash packed together, that air cannot reach the waste*].

Student Response #2:

The importants of composting is the food and yard waste will break down faster. another importants of composting is “not letting your waste in the landfills.

The reason why it does not go as efficiently is mor trash gets put on top of the other waste.

Score Points: 3

Scoring Note:

The student provides two valid reasons for the positive effects of composting [*food and yard waste will break down faster and not letting your waste in the landfills*]. The student also provides a valid reason why composting is not as efficient in landfills as it is in backyards [*mor trash gets put on top of the other waste*].

Student Response #3:

Two positive enviromental effect of composting and the use of compost in New Jersey communitiesarw that compost is high in plant and soil nutrients and composting can make food and yard waste break down more efficiently

The coposting process does not happen as efficiently in landfills because land fills have deep piles that do not allow for a good amount of air to move around and the composting process needs air.

Score Points: 3

Scoring Note:

The student provides two valid reasons for the positive effects of composting [*compost is high in plant and soil nutrients and composting can make food and yard waste break down more efficiently*]. The student also provides a valid reason why composting is not as efficient in landfills as it is in backyards [*land fills have deep piles that do not allow for a good amount of air to move around and the composting process needs air*].

Student Response #4:

if people used the compost than there would be less trash in landfills which means less pollution and a better environment for everyone. This also means we would have more chemical free soil.

In landfills the food waste is covered with other non food or not compostable items so it makes the food not be able to find dirt and break down into it.

Score Points: 2

Scoring Note:

The student provides one valid reason for the positive effects of composting [*there would be less trash in landfills which means less pollution*] but the second reason is too vague and not explained [*we would have more chemical free soil*] to be given any additional credit. The student does provide a valid reason why composting is not as efficient in landfills as it is in backyards [*food waste is covered with other non food or not compostable items so it makes the food not be able to find dirt and break down into it*].

Student Response #5:

One reason that composting is a good thing is that it is a way to get rid of any waste that you have. Composte your food scraps and garbage and it is like recycling but better. Another reason is that it also provides plant and soil nutrients. So you can put in something bad like waste and stuff and get out something that is great for the environment. Compost can help make a garden or it can help grow things and it is not harmful to the Earth in any way. It's a win win.

One reason that the composting process does not happen as efficiently as the landfills as it does in people's back yards. is because landfills are also full of waste that cannot be composted or it takes a really long time for it to break down.

Score Points: 2

Scoring Note:

The student attempts to provide two valid reasons for the positive effects of composting [*a good thing is that it is a way to get rid of waste*] and [*provides plant and soil nutrients*]; however, the first reason is not correct or valid, so the student only receives credit for the second reason. The student does provide a valid reason why composting is not as efficient in landfills as it is in backyards [*landfills are also full of waste that cannot be composted or it takes a really long time for it to break down*].

Student Response #6:

Two positive environmental effects from communities encouraging the people to compost, based on the data, is that it could stop releasing toxic fumes, and it can allow big amounts of air to move around.

One of the reasons why food and yard waste doesn't break down as efficiently in landfills is because when mixed with other things, it can stunt the time of it breaking down.

Score Points: 2

Scoring Note:

The student provides one valid reason for the positive effects of composting [*stop releasing toxic fumes*]; however, the second reason [*allow big amounts of air to move around*] is too vague to receive additional credit. The student does provide a valid reason why composting is not as efficient in landfills as it is in backyards [*mixed with other things, it can stunt the time of it breaking down*].

Student Response #7:

1. If you use compost you could save the earth. The air would be a lot cleaner, the ocean would probably not have as much garbage in it anymore.

2. We would also be saving money, and a lot of animals that live in the ocean. Not just animals in the ocean but plenty more animals from anywhere.

Stuff could not break down that easily in a landfill because there is so much garbage there and probably not that much space or soil for stuff to compose.

Score Points: 1

Scoring Note:

The student attempts to provide two reasons for the positive effects of composting [*save the earth* and *saving money, and a lot of animals that live in the ocean*], but both are too vague to receive any credit. The student does provide a valid reason why composting is not as efficient in landfills as it is in backyards [*so much garbage . . . not that much space or soil for stuff to compose*].

Student Response #8:

the positive is good for the environment because it give nutrition stuff the environment

it dose not happen mostly because people want to take good care of the environment

Score Points: 1

Scoring Note:

The student provides one valid reason for the positive effects of composting [*give nutrition stuff the environment*]. The student attempts to provide a reason why composting is not as efficient in landfills as it is in backyards [*dose not happen mostly because people want to take good care of the environment*] but this remains too vague to receive any credit.

Student Response #9:

More plants could appear. Trash gets destroyed.

Too many trash.

Score Points: 1

Scoring Note:

The student attempts to provide two reasons for the positive effects of composting [*More plants could appear* and *Trash gets destroyed*] but both reasons are too vague to receive any credit. The student does provide a valid reason why composting is not as efficient in landfills as it is in backyards [*Too many trash*].

Student Response #10:

Communities should be more mindful of the trash they throw out and to not litter. Animals and plants are having a decrease on their population because of littering. In Table 2 it shows how long it takes to break down things that have been thrown on the ground.

A reason why the composting effects more to people's backyards is because, it can be hard to clean it, and to decompose the trash that causes insects to invade people's space.

Score Points: 0

Scoring Note:

The student attempts to provide a valid reason for the positive effects of composting [*Animals and plants are having a decrease on their population because of littering*] and then goes on to explain what information is given in Table 2 [*In Table 2 it shows how long it takes to break down things that have been thrown on the ground*]. Neither explanation is valid or correct. The student does not provide a valid reason why composting is not as efficient in landfills as it is in backyards [*it can be hard to clean it, and to decompose the trash that causes insects to invade people's space*]. This does not provide any correct information.

Student Response #11:

I think that communities should encourage the composting of food yards because there has been trash around in the environment and people has just been wasting food when others can have it.

I think that there is no need to argue. But i also do think that yard and food waste is already in existing landfills does break down.

Score Points: 0

Scoring Note:

The student attempts to provide a valid reason for the positive effects of composting [*there has been trash around in the environment and people has just been wasting food when others can have it*], but this does not offer any correct information. The student attempts to provide a valid reason why composting is not as efficient in landfills as it is in backyards [*yard and food waste is already in existing landfills does break down*], but this is not clear enough to receive any credit.

Student Response #12:

One of the positive effects is some schools use them now. Another one is people use them with there gardens.

It's not as efficient because it is not in a landfill that already has waste in it and doesn't have the enviornment to do it really fast.

Score Points: 0

Scoring Note:

The student attempts to provide two valid reasons for the positive effects of composting [*some schools use them and people use them with there gardens*] but neither offers any correct information. The student attempts to provide a valid reason why composting is not as efficient in landfills as it is in backyards [*it is not in a landfill that already has waste in it and doesn't have the enviornment to do it really fast*], but this is not clear enough to receive any credit.

NJSLA–S Grade 5

Rubric/Sample Responses

Deer Antlers

Scientists observe that some male deer in a habitat have large antlers while others have small antlers.

Figure 1 shows an adult male deer with horns, called antlers. Male deer grow and shed all of their antlers each year.

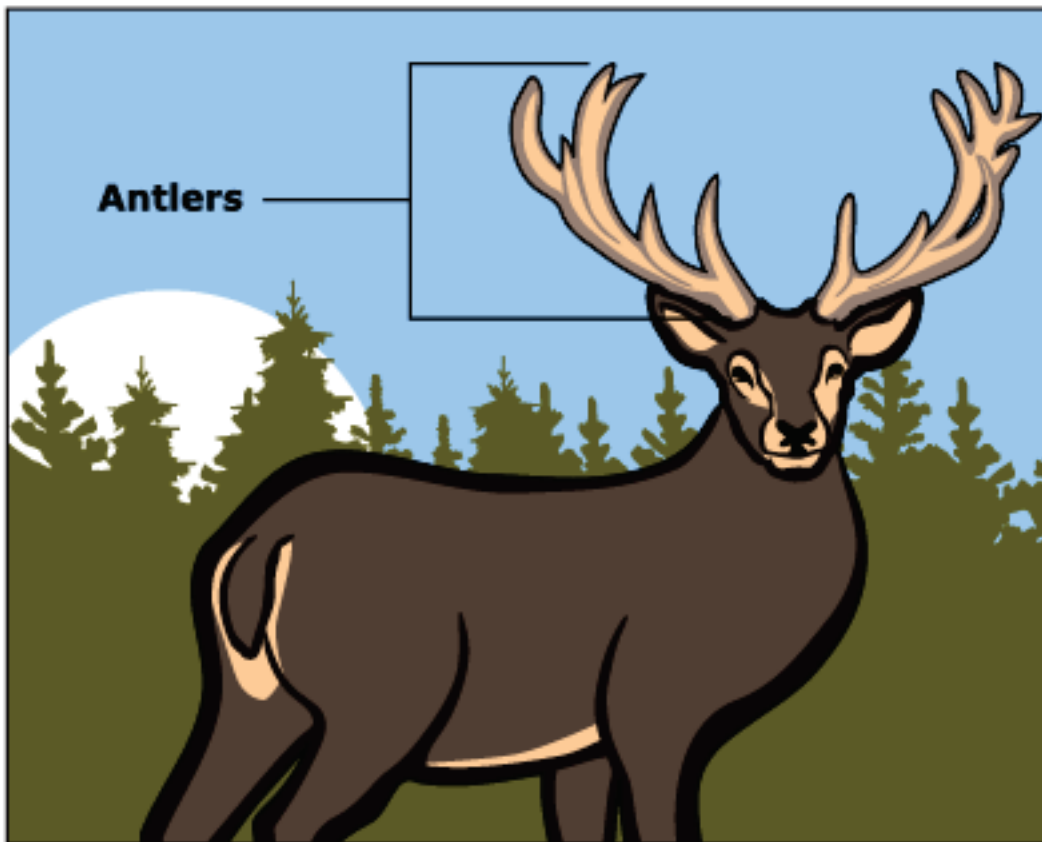


Figure 1. Male Deer with Antlers

Scientists studied populations of young male deer and their fathers in two forest sites. Table 1 gives information about each site, with data about its population of male deer from ages 2 to 4.

Table 1. Deer Data for Two Sites

Forest Site	Age of Deer (years)	Average Mass of Antlers (grams)	Average Mass of Deer (kilograms)
Forest A: Plenty of food and a wide variety of plants to eat	2	425	64
	3	700	79
	4	700	77
Forest B: Less food and limited variety of plants to eat	2	250	54
	3	600	68
	4	200	54

Table 2 shows data on selected groups of young males in Forest A with fathers that had either small or large antlers.

Table 2. Deer Groups in Forest A

Father	Age of Offspring Deer (years)	Average Mass of Offspring's Antlers (grams)
Small Antlers	2	400
	3	600
	4	650
Large Antlers	2	625
	3	1,150
	4	1,300

This item has two parts. First, answer Part A. Then answer Part B.

Part A

Based on Table 1, make a claim about whether diet affects the size of a deer’s antlers.

Enter your answer in the box. Support your answer with evidence from the data.

Enter your response in your answer document. Support your answer with evidence from the data.

(Student response goes here)

Part B

Based on Table 2, make a claim about whether the age of the offspring deer affects the size of its antlers.

Enter your answer in the box. Support your answer with evidence from the data.

Enter your response in your answer document. Support your answer with evidence from the data.

(Student response goes here)

Content Alignment

Domain:
Life Science

SEP Reporting Category:
Critiquing

Phenomenon:
Scientists observe that some male deer in a habitat have large antlers while others have small antlers.

NJSLA Standard:

3-LS3 Heredity: Inheritance and Variation of Traits

3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment. [Clarification Statement: Examples of the environment affecting a trait could include that normally tall plants grown with insufficient water are stunted; and a pet dog that is given too much food and little exercise may become overweight.]

SEP (Science and Engineering Practices):

EAE Engaging in argument from evidence

DCI (Disciplinary Core Ideas):

LS3.A Inheritance of Traits

CCC (Crosscutting Concepts):

PAT Patterns

This item has 4 quality points:

- 1 point for making a valid claim about whether diet affects the size of a deer’s antlers.
- 1 point for supporting the claim using data from Table 1.
- 1 point for making a valid claim about whether the age of the offspring deer affects the size of its antlers.
- 1 point for supporting the claim using data from Table 2.

Quality Points	Score
4	4
3	3
2	2
1	1
0	0

Student Response #1:

Based on table 1, I can make a claim about how diet affects the size of a deer's antlers. Diet does affect the size of a deer's antlers. In table 1, Forest A, where plenty of food is provided, the deer's antlers weighed more. In Forest B, where less food was provided, the deer's antlers weighed less. This shows how the diet of a deer can affect the size and weight of their antlers.

By examining table 2, I can make a claim that the age of an offspring deer does affect the size of its antlers. I know that the age of the offspring can affect the size of its antlers because in table 2, when the deer was two, their antlers size was less than when they were three. When they were three, their antlers size was less than when they were four. This explains to me that the age of an offspring deer does affect the size of their antlers.

Score Points: 4

Scoring Note:

The student provides a valid claim about whether diet affects the size of a deer's antlers and supports the claim using data from Table 1 [*Diet does affect the size of a deer's antlers. In table 1, Forest A, where plenty of food is provided, the deer's antlers weighed more. In Forest B, where less food was provided, the deer's antlers weighed less.*] The student also provides a second claim about whether the age of the offspring affects the size of its antlers and supports the claim using data from Table 2 [*. . . the age of the offspring can affect the size of its antlers because in table 2, when the deer was two, their antlers size was less than when they were three. When they were three, their antlers size was less than when they were four.*]

Student Response #2:

Yes, I think that the diet affects the antlers because in Table one in forest A the deer have bigger mass antlers then in forest B. And forest B does not have as much food as forest A.

Yes, I think that the age effects the size of the antlers because just like humans we grow as we age and same with the deer antlers. In table two it shows that the older the deer gets the more mass the antlers get.

Score Points: 4

Scoring Note:

The student provides a valid claim about whether diet affects the size of a deer’s antlers and supports the claim using data from Table 1 [*. . . the diet affects the antlers because in Table one in forest A the deer have bigger mass antlers then in forest B. And forest B does not have as much food as Forest A.*] The student also provides a second claim about whether the age of the offspring affects the size of its antlers and supports the claim using data from Table 2 [*. . . the age effects the size of the antlers. In table two it shows that the older the deer gets the more mass the antlers get.*]

Student Response #3:

I think that a diet of a deer affects how big there antlers are. For example in Forest A they have a wide variety of food to eat and their antlers are bigger than the deers antlers in Forest B. At every age the antlers are bigger in Forest A and they have a different diet then that in Forest B.

I think that the age of the offspring affects how big it's antlers are. For example all of antler sizes increase after they become a year older. So I do think that age affects the size of each antler.

Score Points: 4

Scoring Note:

The student provides a valid claim about whether diet affects the size of a deer's antlers and supports the claim using data from Table 1 [*. . . diet of a deer affects how big there antlers are. For example in Forest A they have a wide variety of food to eat and their antlers are bigger than the deers antlers in Forest B. At every age the antlers are bigger in Forest A and they have a different diet then that in Forest B.*] The student also provides a second claim about whether the age of the offspring affects the size of its antlers and supports the claim using data from Table 2 [*. . . the age of the offspring affects how big it's antlers are. For example all of antler sizes increase after they become a year older.*]

Student Response #4:

it effects them because if they eat more there antlers would get heavier but if they eat less then there antlers would get lighter. so the deer's diet does effect how much the antlers weight.

the age does effect the size of the deer's antlers because if they are younger than they would not have time to grow there antlers yet so they would be small and if they were older then the deer's antlers would be bigger because the deer's had time to grow.

Score Points: 3

Scoring Note:

The student provides a valid claim about whether diet affects the size of a deer's antlers but does not compare the food availability in the two locations [*so the deer's diet does effect how much the antlers weight.*] The student also provides a second claim about whether the age of the offspring affects the size of its antlers and supports the claim using data from Table 2 [*the age does effect the size of the deer's antlers because if they are younger than they would not have time to grow there antlers yet so they would be small and if they were older then the deer's antlers would be bigger because the deer's had time to grow.*]

Student Response #5:

The diet of a deer affects the size of its antlers because if a deer lived in a place with a lot of food it's antlers would be big but if a deer lives in a place where there is a little bit of food it's antlers would be small and decrease as it ages.

The age of the offspring affects the size of its antlers because if the father of the offspring has small antlers so will the offspring, but if the father has big antlers the son will have some too.

Score Points: 3

Scoring Note:

The student provides a valid claim about whether diet affects the size of a deer's antlers and supports the claim using data from Table 1 [*The diet of a deer affects the size of its antlers because if a deer lived in a place with a lot of food it's antlers would be big but if a deer lives in a place where there is a little bit of food it's antlers would be small and decrease as it ages.*] The student also provides a second claim about whether the age of the offspring affects the size of its antlers but does not provide correct support and instead describes how the size of the father's antlers would compare to its son's antlers and, therefore, the response receives no additional credit. [*the offspring affects the size of its antlers.*]

Student Response #6:

I think diets do affect the size of a deer’s antlers because in Table 1 it shows in forest A that there is plenty offoof and a wide variety of plants to eat, and tthe deers are 2,3,4 years old and already have a huge mass of antlers! Those deers are eating thanksgiving! But in forest B there is less food and limited variety of plants to eat and when the deer are atleast 2 years old there eating decently, 3 years old it increases which is good, but when they turn 4 years old they are practicly starving! I mean their antlers only increase the size at the age of 3! When they are 2 and 4 years old it drops!

I think the age of the deer do affect the size of its antlers because in forest B the only age when the deer eat alot iis the age of 3 thats when their antlers start increasing but at the ages 2 and 4 their antlers sizes aren’t as big as when they were 3 years old! In forest A since there is plenty of food when there 2 years old they have about the size of the antlers when they were 3 in forest B.

Score Points: 3

Scoring Note:

The student provides a valid claim about whether diet affects the size of a deer’s antlers and supports the claim using data from Table 1 [*I think diets do affect the size of a deer’s antlers because in Table 1 it shows in forest A that there is plenty offoof and a wide variety of plants to eat, and tthe deers . . . have a huge mass of antlers! . . . But in forest B there is less food and limited variety of plants to eat. . . . I mean their antlers only increase the size at the age of 3!*] The student also provides a second claim about whether the age of the offspring affects the size of its antlers but does not provide correct support and instead continues to describe the differences in Forest A and Forest B and, therefore, receives no credit [*I think the age of the deer do affect the size of its antlers*].

Student Response #7:

1. diet does effect the size of the deer antlers.

the higher the age the biger the antlers.

Score Points: 2

Scoring Note:

The student provides a valid claim about whether diet affects the size of a deer's antlers but does not provide any support [*diet does effect the size of the deer antlers.*] The student also provides a second claim about whether the age of the offspring affects the size of its antlers but does not provide any support [*the higher the age the biger the antlers.*] and, therefore, receives no additional credit.

Student Response #8:

The diet does effect the size of the deer’s antlers. I know this because in figure 1, forest A it says “Plenty of food and a wide variety of plants to eat,” and from 2 to 4 those deer’s antlers weigh more than forest B, which says “ Less food limited variety of pant’s to eat.” For example the antlers of deer at age four in forest A is 700 grams. Rather in forest B the antlers of deer weigh 200 grams. This is do to the diet of the deer.

I don’t think the age of the offspring deer have to do with the effect of the antler size. I don’t think this becasue the diet of the deer have to with the weight and the size not the age. In the Large antlers section the it goes up 150 and in the small antlers section it goes up only 50. This is why I think the age of the offspring deer has nothing to do with the size of it’s antlers.

Score Points: 2

Scoring Note:

The student provides a valid claim about whether diet affects the size of a deer’s antlers and supports the claim using data from Table 1 [*The diet does effect the size of the deer’s antlers. I know this because in figure 1, forest A it says “Plenty of food and a wide variety of plants to eat,” and . . . those deer’s antlers weigh more than forest B, which says “Less food limited variety of pant’s to eat.”*] Even though the student also compares the mass of the antlers at age 4 in Forest A [*700 grams*] to Forest B [*200 grams*], the response does not receive any additional credit. The student also provides a second claim about whether the age of the offspring affects the size of its antlers; however, it was incorrect [*I don’t think the age of the offspring deer have to do with the effect of the antler size.*] The explanation is also incorrect and, therefore, the response does not receive any additional credit.

Student Response #9:

I don't think a diet would affect the mass of a deer's antlers. I think this because when you're on a diet you lose weight. Antlers don't have meat in them and they can't decrease they're mass because of a diet. If the mass of the deer is 64 and the mass of the antlers are 700 and you grow up some weight, the deer's antlers will probably have the same mass. So, I think a diet won't help.

The age of the offspring deer does affect the size of it's antler's. When a deer grows age it grow bigger and so does the antlers. As age can increase so can the mass of a deer's antlers. When deer's grow up they obviously put up more weight. This weight can also transform into giving some growth for the deer's antlers too. So yes, I do think the offspring deer's antler's do grow by age.

Score Points: 2

Scoring Note:

The student does not provide a valid claim about whether diet affects the size of a deer's antlers [*I don't think a diet would affect the mass of a deer's antlers.*] The student provides an accurate claim about whether the age of the offspring affects the size of its antlers and supports the claim using data from Table 2 [*The age of the offspring deer does affect the size of it's antler's. When a deer grows age it grow bigger and so does the antlers.*]

Student Response #10:

The deer that are heavier have greater sized antlers.

When you're older your antlers are bigger.

Score Points: 1

Scoring Note:

The student does not provide a valid claim about whether diet affects the size of a deer's antlers [*The deer that are heavier have greater sized antlers.*] The student provides an accurate claim about whether the age of the offspring affects the size of its antlers but does not provide any support for the claim [*When you're older your antlers are bigger.*]

Student Response #11:

Yes it will efect the size of a deers antlers because if you are a person and you have a diet, you need to keep yourself healthy, that is why you have a diet. So why would a deer die t affect then in any sort of way.

I do not think that it would affect the offspring deers antlers because if you look at the large antlers they are really big, so I just think if you are a offspring deer you just need to have large antlers to have heavy antlers.

Score Points: 1

Scoring Note:

The student provides a valid claim about whether diet affects the size of a deer’s antlers; however, even though support for the claim is provided, it shows a misunderstanding of the word “diet” and, therefore, does not receive any additional credit [*Yes it will efect the size of a deers antlers*]. The student also provides a second claim about whether the age of the offspring affects the size of its antlers; however, it and the support provided are both incorrect [*I do not think that it would affect the offspring deers antlers*].

Student Response #12:

The diet does not effect it because the difference of 10 pounds in the deer is equal to 175 pound difference at age two for both forests. But in age 4 the 500 pound difference in the antlers only transfers to 23 pounds. Also in age 2 and 4 of forest B the antlers are different but the deers are the same.

The older the deer gets the larger the antlers become. Although I think it would eventually stop.

Score Points: 1

Scoring Note:

The student does not provide a valid claim about whether diet affects the size of a deer’s antlers and does not provide any correct information from Table 1 [*The diet does not effect it*]. The student provides an accurate claim about whether the age of the offspring affects the size of its antlers but does not provide any support for the claim [*The older the deer gets the larger the antlers become.*]

Student Response #13:

Male deer have different systems in which they eat more to get their antlers heavier.

In table 2 it has the same information but the information written in table 2 is cut out in a different way.

Score Points: 0

Scoring Note:

The student attempts to provide a claim for whether diet affects the size of a deer's antlers, but it is incorrect [*Male deer have different systems in which they eat more to get their antlers heavier.*]. The claim provided for Table 2 is an inappropriate table reference and thus no credit is given.

Student Response #14:

Diet does not effect the deer antlers because there diet helps them have healthy antlers when they grow up the weather does not effect them at all it helps them grow.

It does not because when they are little dear they grow up and as they are growing up there antlers get bigger and bigger so it does not affect the baby deer.

Score Points: 0

Scoring Note:

The student provides two inaccurate claims for both tables [*Diet does not effect the deer antlers. . . . so it does not affect the baby deer.*] Therefore, no credit is given.

Student Response #15:

At ages 2,3,4 the bigger the antler gets and it decreases by kilograms and once it grows all up it will start to shed its antlers.

By adults in grams there antlers start to shed and it would be easier to catch prey with bigger and obnoxious antlers.

Score Points: 0

Scoring Note:

Although the student attempts to provide two claims, neither is correct nor is any accurate support given. Instead, the response describes deer shedding their antlers.

NJSLA–S Grade 5

Rubric/Sample Responses

Chameleons

Some animals have a very long, sticky tongue.

Scientists conduct an investigation of the chameleon and the beetles shown in the video.

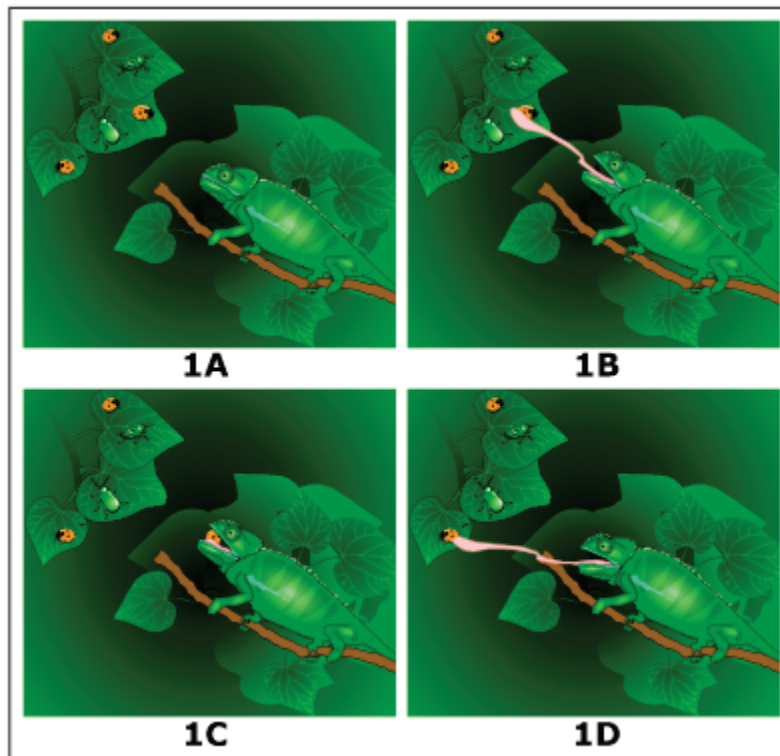


Figure 1. Chameleon Eating Beetles

Based on the video, describe **four** ways that external or internal parts of the chameleon help it survive.

Enter your answer in the box. Support your answer with information from the video.

(Student response goes here)

Note: Students who answered this item online were able to watch a video. Figure 1 was used by students who took the pencil-paper test.

Content Alignment

Domain:
Life Science

SEP Reporting Category:
Sensemaking

Phenomenon:
Some animals have a very long, sticky tongue.

NJSLA Standard:

4-LS1 From Molecules to Organisms: Structures and Processes

4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

[Clarification Statement: Examples of structures could include thorns, stems, roots, colored petals, heart, stomach, lung, brain, and skin.] [Assessment Boundary: Assessment is limited to macroscopic structures within plant and animal systems.]

SEP (Science and Engineering Practices):

CEDS Constructing explanations (for science) and designing solutions (for engineering)

DCI (Disciplinary Core Ideas):

LS1.A Structure and Function

CCC (Crosscutting Concepts):

SF Structure and Function

NJSLA–S Released Sample Grade 5

This item has 4 quality points:

- 1 point for each of four ways that the external or internal parts of the chameleon help it to survive.

Quality Points	Score
4	4
3	3
2	2
1	1
0	0

Student Response #1:

Four ways that the external or internal parts of a chameleon survive are **Number 1:** a chameleons long tounge helps it reach food that is longer away and the stickiness helps it hold the bugs so they won't fly away. **Number 2;** a chameleons skin helps it camouflage and blend in into it's surroundings so it won't get eaten. **Number 3:** A Chameleons eyes help it see it's prey and help it see the predators around it. **Number 4:** A chameleons arms and legs and help it grab on to a branch and help the chameleon not fall off of the branch. One more fact about a chameleon is that it's tail helps it grab on to things and it also helps the chameleon balance on a small tree branch, a large tree branch. Or it helps it balance climbing up a very tall large tree, or a very tall small tree. Those are four ways that the external parts or the internal parts help a chameleon survive in the wild.

Score Points: 4

Scoring Note:

The student correctly describes more than four ways that the parts of the chameleon help it survive [*long tongue helps it reach food, sticky tongue helps it hold bugs, skin helps it camouflage so it won't get eaten, eyes help it see its predators and prey, arms and legs help it grab onto a branch so it doesn't fall off, tail helps it balance*]. Note that any four of these answers would have been sufficient for full credit.

Student Response #2:

The four ways that the external or internal part of the chameleon help it survive. In the video the chameleon was green it blended in with its surroundings and the bug didn't notice it. And the chameleon had both of its eyes moving so it could see if anything was behind him like a predator. Next it has a very sticky tongue to grapple on to prey and fling them to it. Finally in the video I saw its claws were round and i believe that is so that it can hold on to branches easier.

Score Points: 4

Scoring Note:

The student correctly describes four ways that the parts of the chameleon help it survive [*the chameleon can blend into its surroundings, its eyes can see predators, and its sticky tongue grabs prey and its claws hold on to branches*] Note that “blending in” or “camouflage” refers to the chameleon’s skin.

Student Response #3:

The tounge is fast enough to catch food. It is long enough to to reach its food. It is sticky so he can grab it. He can change colors to blend in

Score Points: 4

Scoring Note:

The student correctly describes four ways that the parts of the chameleon help it survive [*Its fast, long, sticky tongue helps it to catch food and it can change colors to blend in*]. Note that each attribute of the chameleon’s tongue (fast, long, sticky) was counted as a separate way that the tongue helps the chameleon to catch food and survive.

Student Response #4:

External:

What makes a chameleon survive externally is that it has a very long tongue that helps it catch prey that is far away or fast. Another external thing that chameleons have is a sticky tongue that helps when catching prey. Their tongue reaches out and since it is so sticky it grabs on and holds tight to the bug it wants to eat.

Internal:

Chameleons have internal ways that help them survive. For instance, they have a very quick tongue that can reach out faster than a bug can get away so that their long and sticky tongue can grab it and eat it.

Score Points: 3

Scoring Note:

The student has correctly described three ways that the parts of the chameleon help it survive [*its long, sticky, quick tongue helps to catch prey*]. Note that each attribute of the chameleon's tongue (long, sticky, quick) was counted as a separate way that the tongue helps the chameleon to catch food and survive. The student repeats the same ideas in both their external and internal sections and thus receives no additional credit.

Student Response #5:

Its tongue helps it survive so it could like catch insects that are farther away. It uses its camafloge to hide from predators or sneak up on its prey. It uses its feet to climb on trees and small branches. It also uses its tongue as a defence mechanisom to scar the enemy.

Score Points: 3

Scoring Note:

The student has correctly described three ways that the parts of the chameleon help it survive [*the tongue helps it catch prey and the camouflaje helps it hide from both predators and prey*]. Note that hiding from predators and hiding from prey were counted as separate ways the chameleon’s skin helps it survive. Climbing was not considered necessary for survival. The tongue was not considered to be a defense mechanism.

Student Response #6:

Four ways external and internal parts help the chameleon survive are the tongue, eyes, skin, habitat. It's tongue helps it get bugs farther away and its big eyes make it easier to see. The skin can make it so other animals can't see it. Depending on the area the chameleon lives in getting food can be easy or hard. These are four things externally and internally that help the chameleons survive in this certain environment.

Score Points: 3

Scoring Note:

The student correctly describes three ways that the parts of the chameleon help it survive [*the tongue helps it to catch bugs, its eyes help it see and the skin helps it blend in so it cannot be seen*]. The habitat is not a part of the chameleon.

Student Response #7:

The first way that chameleon use they ex and interial parts is they neck. Before they cach anytheing they use they neck to point what they catching. the also use they eye to see were they will be pointing or were what they willbe eating

Score Points: 2

Scoring Note:

The student correctly describes two ways that the parts of the chameleon help it survive [*the neck points the head towards prey and the eyes see their food*].

Student Response #8:

The parts of a chameleon that help it survive are its tongue, and his body which is camouflage. Their tongue helps them so they can catch prey and food for their family. And their camouflage body to hide from predators. Other ways are the way chameleons look predators might be scared. Also, their tongue is really fast. Their body is also very long.

Score Points: 2

Scoring Note:

The student correctly describes two ways that the parts of the chameleon help it survive [*the fast tongue helps it catch prey and its camouflage helps it hide from predators*]. The chameleon's body being long does not explain how that helps it survive.

Student Response #9:

about the chameleon

the camouflage

your big tongue

where he live

your eyes that see around

Score Points: 2

Scoring Note:

The student correctly describes two ways that the parts of the chameleon help it survive [*its camouflage and its eyes help it see*]. Note that “camouflage” can be considered both the part of the chameleon (the skin) and the way it helps it survive (blend in).

Student Response #10:

A chameleon has many parts of its body that shall help survive and longer lifetime. One is its sticky tongue. They use their tongue the catch their prey. This is a main priotiry.

Score Points: 1

Scoring Note:

The student correctly describes one way that the parts of the chameleon help it survive [*the sticky tongue helps it catch prey*].

Student Response #11:

The first way is to have the chameleon somewhere where there is a lot bugs that the chameleon likes to eat. The second way is to keep the chameleon somewhere there are no predators that will eat the chameleon or the chameleon can just go somewhere that there is green so the chameleon can match with it. The third way is to stay up high so no predators come and eat the chameleon. The fourth way is to

Score Points: 1

Scoring Note:

The student correctly describes one way that the parts of the chameleon help it survive [matching with green]. Matching was considered camouflage. There were no other ways that parts of the chameleon help it to survive.

Student Response #12:

internal

strong

sticky

long

small

external

chamafluge

long tounge

green

small

Score Points: 1

Scoring Note:

The student correctly describes one way that the parts of the chameleon help it survive [*camouflage*]. Recall that camouflage counts both as a part of the chameleon and the way it helps it survive.

Student Response #13:

The 4 ways of the extaral parts. the first way is theat the it is green secound is big third long toung and can climp trees those are the four parts of a chameleon

Score Points: 0

Scoring Note:

The student fails to describe any ways that the parts of the chameleon help it survive. While the student mentions the chameleon's long tongue, there is no explanation of how it helps the chameleon survive.

Student Response #14:

BY eating and living out in the wild.

Score Points: 0

Scoring Note:

The student fails to describe any ways that the parts of the chameleon help it survive. There are no parts of the chameleon listed.

Student Response #15:

The chameleon will survive by eating bugs. It will also survive by sleeping. Also by using the big tongue because it can chase people and catch up to people or animals easily. They will be resting by searching around and going to places.

Score Points: 0

Scoring Note:

The student fails to describe any ways that the parts of the chameleon help it survive. While the student mentions the chameleon’s “big tongue,” there is no explanation of how it helps the chameleon survive.

NJSLA–S Grade 8

Rubric/Sample Responses

Nitrogen Pollution (New)

Fertilizer can promote algae growth in waterways.

Fertilizers contain nitrogen, which is important to organisms in an ecosystem. When higher than normal levels of nitrogen enter an aquatic ecosystem, it causes pollution and population imbalances.

When an aquatic ecosystem is enriched with too much nitrogen, the conditions become favorable for some organisms, causing their populations to increase rapidly. Figure 1 shows an aquatic ecosystem with excess nitrogen.

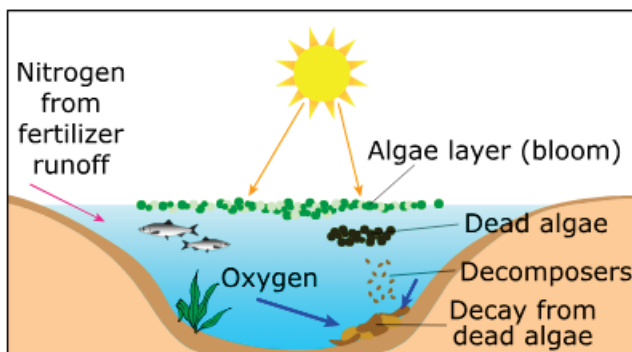


Figure 1. Excess Nitrogen in an Aquatic Ecosystem

Some effects of green algae in an aquatic ecosystem are listed in Table 1.

Table 1. Effects of Increased Green Algae Populations on an Aquatic Ecosystem

Effects
Water becomes less clear.
Food availability decreases.
Less sunlight reaches the bottom of the lake.
The amount of dissolved oxygen in the water decreases.
Nitrogen levels increase from bottom to top of the food chain.
High levels of nitrogen can be toxic to organisms.

An algal bloom occurs when there is a large increase in green algae growth over a short period of time. Based on the data, explain what causes an algal bloom to occur in a lake. Support your answer with evidence from the data.

Enter your answer in the box.

(Student response goes here)

Explain how an algal bloom affects the population growth of other species in a lake ecosystem. In your response, be sure to include the following:

- Identify and explain whether an algal bloom increases, decreases, or does not affect the population growth of other species.

Enter your answer in the box. Support your answer with evidence from the data.

(Student response goes here)

Content Alignment

Domain:
Life Science

SEP Reporting Category:
Critiquing

Phenomenon:
Fertilizer can promote algae growth in waterways.

NJSLA Standard:

MS-LS2 Ecosystems: Interactions, Energy, and Dynamics

MS-LS2-1 Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. [Clarification Statement: Emphasis is on cause-and-effect relationships between resources and growth of individual organisms and the numbers of organisms in ecosystems during periods of abundant and scarce resources.]

SEP (Science and Engineering Practices):

OECI Obtaining, evaluating, and communicating information

DCI (Disciplinary Core Ideas):

LS2.C Ecosystem Dynamics, Functioning, and Resilience

CCC (Crosscutting Concepts):

SC Stability and Change

NJSLA–S Released Sample Grade 8

This item has 3 quality points:

- 1 point for explaining what causes an algal bloom.
- 1 point for identifying whether an algal bloom increases, decreases or does not affect the population growth of other species.
- 1 point for explaining why it has that effect.

Quality Points	Score
3	3
2	2
1	1
0	0

Student Response #1:

An algal bloom occurs when there is a large increase in green algae growth over a short period of time. Based on the data, an algal bloom occurs in the lake due to the marine ecosystem being enriched with too much nitrogen. Under the "nitrogen Pollution" section, it states fertilizers contain nitrogen, and when the nitrogen from fertilizers enrich an aquatic ecosystem too much, an algae layer blooms.

An algal bloom affects the population growth of other species in a lake system. An algal bloom decreases the population growth of other species. Under "Table 1", the effects of increased green algae are shown. Food availability decreases, and when that happens, a food chain will become unbalanced. Some species won't have food. With high levels of nitrogen, which help grow the green algae, this can be toxic to some organisms. With an algal bloom, comes dead algae, filling the environment with decomposers and the decay from dead algae which takes most of the oxygen, as said in Table 1: "Amount of dissolved oxygen in the water decreases."

Score Points: 3

Scoring Note:

The student correctly indicates that [*too much nitrogen*] enrichment is responsible for causing algal blooms.

The student correctly indicates that [*An algal bloom decreases the population growth of other species*] and explains that this is because [*Food availability decreases*] and [*. . .dissolved oxygen in the water decreases*].

Student Response #2:

The algae is already in water and exposed to sunlight and its a plant, so it is able to survie and grow just like that. but then nitrogen from fertilizer gets into the water that the algae is in, causing it to grow more rapidly. Then now with the fertizler in the water and the exposure to sunlight is causing the algae to grow alot over a short period of time, now there is an algae bloom.

The affects of and algae bloom can cause the population of other species to decrease. The algae bloom would block sunlight from reaching to lower parts in the lake, causing some organisms that live down there to potentially die off! without sunlight. Animals that rely on drinking water from the lake would be limited off from the lake since algae would take over the top.

Score Points: 3

Scoring Note:

The student correctly indicates that [*nitrogen from fertilizer gets into the water*] causing the algae to grow more rapidly.

The student correctly indicates that an [*algae bloom can cause the population of other species to decrease*] and explains that algae [*would block sunlight from reaching to lower parts in the lake, causing some organisms that live down there to potentially die off*].

Student Response #3:

when more and more nitrogen from fertilizer seeps into the water more algae blooms. Because its just what algae needs to grow at a quick rate.

it does effect the growth of other species. Algal blooms decrease population growth in other species. Because it pollutes the water more with all the nitrogen going in. And then it allows other species to thrive and over populate, while other die off. The water also becomes less clear. Food availability decrease, amount of dissolved oxygen in the water decreases, and high level of nitrogen can be toxic, etc.

Score Points: 3

Scoring Note:

The student correctly indicates that [*more and more nitrogen from fertilizer*] causes algal blooms.

The student correctly indicates that algal blooms [*decrease population growth in other species*] and gives more than one reason including [*water also becomes less clear*] and [*food availability decrease*] and [*dissolved oxygen in the water decreases*] and [*high level of nitrogen can be toxic*].

Student Response #4:

An excess amount of nitrogen causes an algal bloom.

An algal bloom causes the population growth of other species to decrease since the bloom is favorable for some organisms, causing a great imbalance in the overall population.

Score Points: 2

Scoring Note:

The student correctly indicates that [*An excess amount of nitrogen causes an algal bloom*].

The student correctly indicates that an algal bloom [*causes the population growth of other species to decrease*] but fails to correctly explain why.

Student Response #5:

Something that causes it is when there is too much oxygen that the algae will take advantage of this and they will multiply a lot. Another thing is the clarity of water. If it is too clear the algae will be able to have a big bloom.

An algae bloom does have a decrease on the population growth of other species. This is because the algae blocks out the valuable needs of the other fish causing them to die. "Amount of dissolved oxygen in the water decreases" (table 1). This shows how less dissolved oxygen will cause them to die because almost all living creatures need oxygen to survive.

Score Points: 2

Scoring Note:

The student fails to correctly identify excess nitrogen as the cause of algal blooms.

The student correctly indicates that algal blooms cause [. . . *a decrease on the population growth of other species.*] and explains that the [*"Amount of dissolved oxygen in the water decreases"*].

Student Response #6:

An algal bloom will occur in a lake if there is more nitrogen from fertilizer runoff.

Algal bloom affect the population of other species by making food availability decrease.

Score Points: 2

Scoring Note:

The student correctly indicates that algal blooms will occur [. . .*if there is more nitrogen from fertilizer runoff.*].

The student fails to clarify the specific effect algae blooms will have on populations of other species, but correctly explains that [. . .*food availability decrease.*] as a result of algal blooms.

Student Response #7:

The increase in nitrogen in fertilizers can promote algae growth in waterways. I say this because in the text it says “Fertilizer can promotee algae growth in waterways”

There comes an population imbalance,, when a algal bloom increases it makes the populations of certain populations increase rapidly.

Score Points: 1

Scoring Note:

The student correctly indicates that an [*. . .increase in nitrogen in fertilizers . . .*] is the cause of algal blooms.

The student incorrectly indicates that populations of other species would [*. . .increase rapidly. . .*] and fails to provide a reasonable explanation.

Student Response #8:

What causes the algae growth is the Fertilizer.

An algal bloom affect decreases the population growth of other species because the algae could become dead and then would be bad for the population growth.

Score Points: 1

Scoring Note:

The student indicates that fertilizer [. . .causes the algae growth . . .] but fails to specify that it is the nitrogen in fertilizers that is the cause of algal blooms.

The student correctly indicates that algal blooms [. . .*decreases the population growth of other species* . . .] but provides only a vague explanation regarding dead algae being [. . .*bad for population growth.*] which is insufficient.

Student Response #9:

The amount of fertilizer in a lake is what causes an algal bloom to occur in a lake. There is nitrogen in fertilizer, nitrogen causes pollution and population imbalances. Nitrogen increases algae which cause an imbalance in the lake for some organisms because they feed off of algae.

Algal bloom affects the population growth of other species in a lake ecosystem because when too much fertilizer is in a lake it causes algae to increase. Nitrogen is found in fertilizer and nitrogen plays a major part in a lakes ecosystem because it causes algae to grow rapidly. The algae has an overpopulation in the lake, this is bad because many organisms feed off of algae. If all these organisms are feeding off of algae the lake will have an imbalance between the organisms that eat algae and the regular organisms in the lake.

Score Points: 1

Scoring Note:

The student indicates that [. . . *fertilizer in a lake is what causes an algal bloom to occur. . .*] and then adds [*There is nitrogen in fertilizer. . .*] which clarifies the initial statement.

The student fails to correctly indicate how algal blooms affect populations of other species, stating only that there is an effect. The student also fails to provide an explanation about how increased algal growth impacts other species and instead expands on the impact of nitrogen fertilizers on algae populations.

Student Response #10:

The algae has to increase for a algal bloom to occur.

I think that it does have a effect becasue the algae will take up space to an extent wjere new speices cant grow.

Score Points: 0

Scoring Note:

The student fails to correctly indicate that excess nitrogen is the cause of algal blooms.

The student fails to correctly indicate that algal blooms cause populations of other species to decrease or provide a reasonable explanation.

Student Response #11:

when the Sunlight hits the water it causes an algal bloom. That makes algal bloom occur.

Algal bloom affects the population of other species. it affects the population of other species because the dead algae goes to decomposers and then to decay. This process might affect different specie's oxygen.

Score Points: 0

Scoring Note:

The student incorrectly indicates that [*Sunlight . . . causes an algal bloom.*]

The student states that [*Algal bloom affects the population of other species.*] but does not indicate how and fails to provide a clear explanation, addressing only vaguely that it involves [*oxygen*] which is insufficient.

Student Response #12:

If an algal bloom occurs when there is a large increase in green algae growth over a short period of time, everything can go wrong. and it would take a long time getting it back to were it was.

How a algal bloom affects the population growth of other species in a lake ecosystem works is that the species has to have population in order to have a growth

Score Points: 0

Scoring Note:

The student fails to indicate what causes an algal bloom in a lake, instead focusing on the increase in algae causing things to [. . .*go wrong.*]

The student fails to correctly indicate that algal blooms cause populations of other species to decrease or provide a reasonable explanation.

NJSLA–S Grade 8

Rubric/Sample Responses

Air Rockets

Students investigate the forces that affect the maximum height of a toy rocket. An air rocket uses compressed air that is stored in the tank. The force in the air pressure from the compressed air causes the rocket to be propelled upward. Figure 1 shows a typical air rocket.

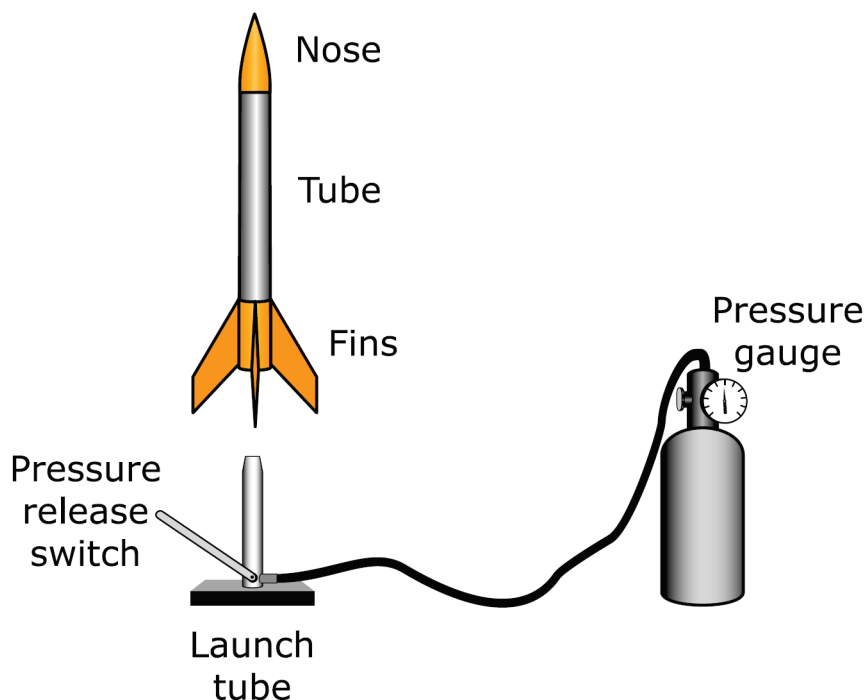


Figure 1. Air Rocket

The gauge is used to measure the pressure of the air, in pounds per square inch (psi) that will provide the force used to propel the rocket. The rocket is launched by pressing the pressure release switch. Figure 2 shows the path of the rocket after launching.

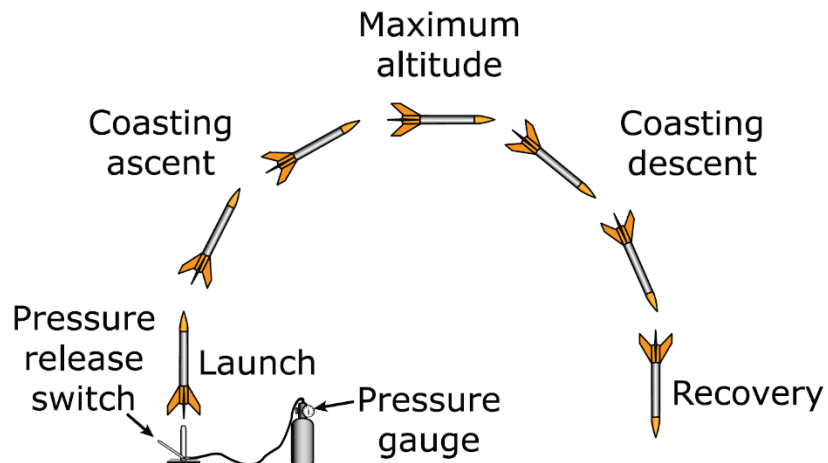


Figure 2. Launched Air Rocket Path

An air rocket was launched with a force provided by a different air pressure for each trial to launch a 57-gram rocket. The environmental conditions on the day of the investigation were: sunny, no precipitation, with a slight wind. Table 1 shows the data.

Table 1. Air Rocket Data

Trial	Air Pressure (psi)	Maximum Altitude (m)	Average Speed (m/s)	Flight Time (s)
1	50	74.6	23.5	4.3
2	70	114.8	29.1	5.4
3	90	150.9	33.4	6.1
4	110	182.5	36.7	6.8
5	130	210.3	39.4	7.3

A second investigation was performed with a water rocket instead of an air rocket. The environmental conditions were the same as the air rocket investigation.

Water rockets are set up the same way as air rockets, except that a soda bottle is attached to the bottom half of the rocket and filled with a different amount of water for each trial. The rocket has a mass of 57 grams before the water is added. Figure 3 shows a typical water rocket setup.

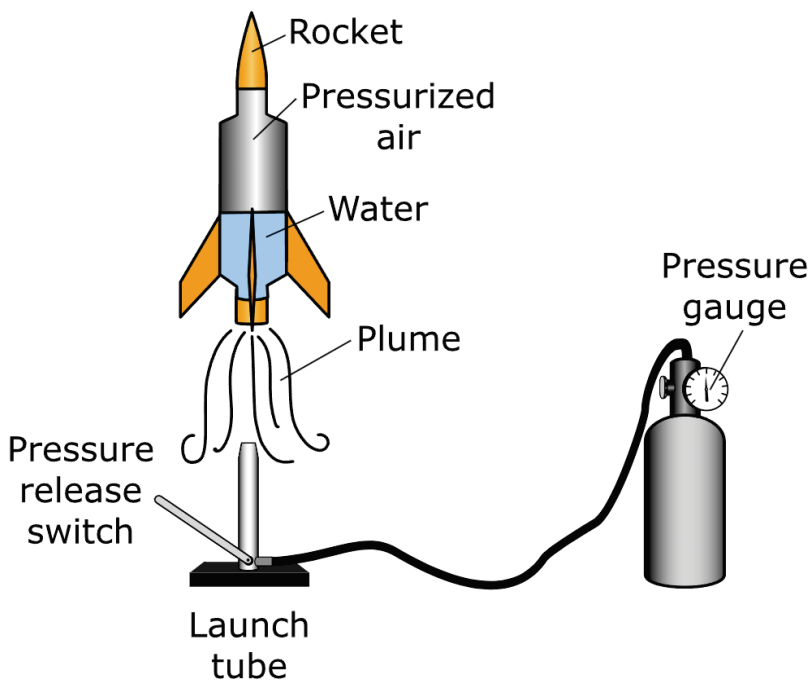


Figure 3. Water Rocket

A pressure of 140 psi was used to launch the water rocket and its path was observed. The plume shown in Figure 3 is water expelled from the rocket. Table 2 contains the data from the investigation.

Table 2. Water Rocket Investigation Data

Trial	Volume of Water (liters)	Maximum Altitude (m)	Average Speed (m/s)	Flight Time (s)
1	0.3	244.0	43.0	7.8
2	0.6	266.0	44.0	8.1
3	0.9	287.0	46.0	8.5
4	1.2	197.0	38.0	7.0
5	1.5	111.0	29.0	5.0
6	1.8	46.0	18.0	3.4

Examine the air rocket in Figure 2 and the data in Table 1.

- Describe the forces acting on the air rocket that cause it to reach its maximum altitude.
- Explain why the maximum altitudes and flight-time values increased from Trial 1 to Trial 5.

Enter your answer in the box. Support your answer with details from the data.

(Student response goes here)

Examine the air rocket in Figure 2 and the data in Table 1.

- Describe the relationship between the time it takes the rocket to reach its maximum altitude and the rocket’s flight time.

Enter your answer in the box. Support your answer with details from the data.

(Student response goes here)

Examine the air rocket in Figure 2 and the data in Table 1.

A 77-gram air rocket was launched on the same day as the 57-gram air rocket using the same air pressures. The two air rockets had the same overall shape and design.

- Describe how the maximum altitude, average speed, and flight times would change for the 77-gram rocket.
- Explain why these changes would occur.

Enter your answer in the box. Support your answer with details from the data.

(Student response goes here)

Content Alignment

Domain:
Physical Science

SEP Reporting Category:
Sensemaking

Phenomenon:
Students investigate the forces that affect the maximum height of a toy rocket.

NJSLA Standard:

MS-PS2 Motion and Stability: Forces and Interactions

MS-PS2-2 Plan an investigation to provide evidence that the change in an object’s motion depends on the sum of the forces on the object and the mass of the object. [Clarification Statement: Emphasis is on balanced (Newton’s First Law) and unbalanced forces in a system, qualitative comparisons of forces, mass and changes in motion (Newton’s Second Law), frame of reference, and specification of units.] [Assessment Boundary: Assessment is limited to forces and changes in motion in one dimension in an inertial reference frame and to change in one variable at a time. Assessment does not include the use of trigonometry.]

SEP (Science and Engineering Practices):

CEDS Constructing explanations (for science) and designing solutions (for engineering)

DCI (Disciplinary Core Ideas):

PS2.A Forces and Motion

CCC (Crosscutting Concepts):

C and E Cause and Effect: Mechanism and explanation

NJSLA–S Released Sample Grade 8

This item has 4 quality points:

- 1 point for describing the forces acting on the air rocket that cause it to reach its maximum altitude.
- 1 point for explaining why the maximum altitudes and flight times increased from Trial 1 to Trial 5.
- 1 point for describing the relationship between the time it takes a rocket to reach its maximum altitude and the rocket’s flight time with details from the data.
- 1 point for describing why the maximum altitude, average speed, and flight times would change for the 77-gram rocket.

Quality Points	Score
4	4
3	3
2	2
1	1
0	0

Student Response #1:

The forces acting on the air rocket that cause it to reach its maximum altitude are air pressure (from compressed air that is released), gravity, and air resistance. The maximum altitudes and flight-time values increased from Trial 1 to Trial 5 because the amount of air pressure inside the rocket increased from Trial 1 to Trial 5, meaning that the rocket in Trial 5 had more force propelling it upwards than the rocket in Trial 1. Since there was more and more force applied, the maximum altitudes and flight-time values increased from Trial 1 to Trial 5.

The time it takes for a certain rocket to reach its maximum altitude is half of that same rocket's flight time. I have come to this conclusion because Figure 2 shows the same amount of rockets on the ascent and descent. As well, Table 1 shows that, as the maximum altitude of a rocket increases, its flight time also increases. From this information, I have deduced that the time it takes to reach the maximum altitude must be half of the total flight time (the flight time increases as the maximum altitude of a rocket increases).

The maximum altitude, average speed, and flight times would all be less for the 77-gram rocket than the 57-gram rocket. This is so because since there is more weight on the 77-gram rocket than the 57-gram one, the force of gravity increases on the 77-gram rocket. As shown in Table 2, since there is more water (and more weight) in the rocket from Trial 6, its maximum altitude, average speed, and flight times are all less from Trial 1, where there was less water and weight. This difference in the force of gravity causes the values for maximum altitude, average speed, and flight time to decrease (there is a stronger force of gravity pulling the 77-gram rocket to Earth than the force of gravity pulling the 57-gram one down to Earth).

Score Points: 4

Student Response #1 (continued):

Scoring Note:

The student correctly describes the forces acting on the air rocket that cause it to reach its maximum altitude [*air pressure (from compressed air that is released), gravity*]. The student explains why the maximum altitudes and flight times increased from Trial 1 to Trial 5 [*the amount of air pressure inside the rocket increased from Trial 1 to Trial 5*]. The student describes the relationship between the time it takes a rocket to reach its maximum altitude and the rocket's flight time with details from the data [*The time it takes for a certain rocket to reach its maximum altitude is half of that same rocket's flight time . . . as the maximum altitude of a rocket increases, its flight time also increases*]. Note that the student can state that as the maximum altitude of the rocket increases, its flight time also increases or that the time it takes for a rocket to reach its maximum altitude is half that of the rocket's total flight time to receive credit. No additional points are given for providing both. The student describes why the maximum altitude, average speed, and flight times would change for the 77-gram rocket [*The maximum altitude, average speed, and flight times would all be less for the 77 -gram rocket than the 57-gram rocket. This is so because since there is more weight on the 77-gram rocket than the 57-gram one.*]

Student Response #2:

The force needed to cause the rocket to reach its maximum flight altitude is psi, or pressure. The pressure is the only force that is propelling the rocket upward as gravity pushes it downward. As the pressure was increased, the maximum altitude was increased as it did from trials one to five. This happens because there is more force propelling the rocket up.

The maximum altitude isnt the full flight time because as shown in figure 2, the rocket has an arc. that arc adds more flight time so the time it takes the rocket to reach its maximum altitude is only part of the time.

Well the 77-gram rocket would have less speed, maximum altitude, and flight time because of its weight. this is true because in order for it to fly, it would require more energy to push it up compared to the 57-gram rocket. The maximum altitude, flight time and average speed would be less because of the weight of the rocket. It would need more force and it would fall quicker.

Score Points: 4

Scoring Note:

The student correctly describes the forces acting on the air rocket that cause it to reach its maximum altitude [*The pressure is the only force that is propelling the rocket upward as gravity pushes it downward.*]. The student explains why the maximum altitudes and flight times increased from Trial 1 to Trial 5 [*As the pressure was increased, the maximum altitude was increased*]. The student describes the relationship between the time it takes a rocket to reach its maximum altitude and the rocket's flight time with details from the data [*the time it takes the rocket to reach its maximum altitude is only part of the time.*] The student describes why the maximum altitude, average speed, and flight times would change for the 77-gram rocket [*the 77-gram rocket would have less speed, maximum altitude and flight time because of its weight*].

Student Response #3:

The forces acting on the air rocket that caused it to reach its max altitude is air pressure and gravity. The air pressure determines how high it can go. While the gravitational pull determines how long it has to reach and maintain max altitude. The flight times and max altitudes increased over Trials 1-5 because the air pressure was increasing.

The time the rocket takes to reach max height is only half of the rocket's flight time.

The 77 gram air rocket would not go as high, fast, or stay in the air for as long as the 57 gram rocket. This is because as the rockets get heavier, the more air pressure is needed to make the rocket go. If they are using the same air pressure, obviously the lighter one overall will be better.

Score Points: 4

Scoring Note:

The student correctly describes the forces acting on the air rocket that cause it to reach its maximum altitude [*air pressure and gravity*]. The student explains why the maximum altitudes and flight times increased from Trial 1 to Trial 5 [*the air pressure was increasing*]. The student describes the relationship between the time it takes a rocket to reach its maximum altitude and the rocket's flight time with details from the data [*The time the rocket takes to reach max height is only half of the rocket's flight time.*]. The student describes why the maximum altitude, average speed, and flight times would change for the 77-gram rocket [*The 77 gram air rocket would not go as high, fast, or stay in the air for as long as the 57 gram rocket. This is because as the rocket gets heavier, the more air pressure is needed to make the rocket go.*].

Student Response #4:

The Forces acting on the air rocket are gravity potential energy and kinetic energy. Kinetic energy acts when the rocket first ascends, slowly turning to potential energy as the rocket reaches its maximum altitude. This potential energy is then turned back to kinetic energy on the descent down where gravity acts on it until the rocket is on the ground again. The factor that made flight time and altitude increase over the 5 trials was the air pressure (psi) because the more pressure was stored the more potential energy there was to turn to kinetic energy.

The amount of time it takes a rocket to reach its maximum altitude is always half of the total flight time. This is because the potential energy that exists when the rocket peaks will always be that of the kinetic energy it had climbing up. As Newton said “For every action, an equal and opposite reaction”.

The 77 gram air rocket is simply heavier, thus it would take more force to push it off the ground, this could easily be met but it would still not go as far with the same air pressure because of the

Score Points: 3

Scoring Note:

The student correctly describes the forces acting on the air rocket that cause it to reach its maximum altitude [*gravity . . . air pressure (psi)*]. The student explains why the maximum altitudes and flight times increased from Trial 1 to Trial 5 [*the more pressure was stored the more potential energy there was to turn to kinetic energy*]. The student describes the relationship between the time it takes a rocket to reach its maximum altitude and the rocket’s flight time with details from the data [*the amount of time it takes a rocket to reach its maximum altitude is always half of the total flight time*]. The student does not sufficiently describe why the maximum altitude, average speed, and flight times would change for the 77-gram rocket. The student simply states that it is heavier so it will not go as far but does not describe how the weight impacts the average speed or the flight time.

Student Response #5:

The forces acting on the rocket that caused it to reach maximum altitude is air pressure which is what caused the rocket to go flying in the first place. They increased because the air pressure was steadily increasing the whole time.

It will take about half or more of the time since when gravity starts to pull it is a quick descend. The flight time will most likely split close to evenly since it will be hard for the rocket to fight against gravity while it is going upward.

The changes would be, it wouldn't go as high as the 57-gram rocket. Since it weighs more it will descend faster and also won't go as high. That would result in a lower average speed, and flight times would be less.

Score Points: 3

Scoring Note:

The student correctly describes the forces acting on the air rocket that cause it to reach its maximum altitude [*air pressure . . . gravity starts to pull it (box 2)*]. The student explains why the maximum altitudes and flight times increased from Trial 1 to Trial 5 [*the air pressure was steadily increasing the whole time*]. The student does not sufficiently describe the relationship between the time it takes a rocket to reach its maximum altitude and the rocket's flight time with details from the data. The student gives a range for the amount of time for the rocket to reach its maximum altitude by saying that it would take about half or more, instead of saying that it is half of the flight time. The student describes why the maximum altitude, average speed, and flight times would change for the 77-gram rocket [*it wouldn't go as high . . . since it weighs more . . . lower average speed, and flight times would be less*].

Student Response #6:

The forces that caused the rocket to reach its maximum altitude is most likely the air pressure, the average speed, and the design of the rocket. In the data, it is shown that the greater the air pressure and average speed causes the maximum altitude to go higher.

The relationship with the flight time for the rocket to reach its maximum altitude is when the flight time is longer, it shows that it is flying higher because it takes longer to fall. The data shows that the longer it takes to fall, the higher the maximum altitude is.

The overall added mass with the 77-gram rocket would have a high chance of decreasing the height of the maximum altitude, speed, and flight times since the mass will weigh down the rocket.

Score Points: 3

Scoring Note:

The student does not sufficiently describe the forces acting on the air rocket that cause it to reach its maximum altitude. The student identifies air pressure but does not identify gravity. The student explains why the maximum altitudes and flight times increased from Trial 1 to Trial 5 [*the greater the air pressure . . . causes the maximum altitude to go higher.*]. The student describes the relationship between the time it takes a rocket to reach its maximum altitude and the rocket's flight time with details from the data [*when the flight time is longer, it shows that it is flying higher*]. The student describes why the maximum altitude, average speed, and flight times would change for the 77-gram rocket [*The overall added mass with the 77-gram rocket would have a high chance of decreasing the height of the maximum altitude, speed, and flight times since the mass will weigh down the rocket.*]

Student Response #7:

The maximum altitudes and flight- time values increase from trial 1 to trial 5 because the air pressure is higher causing their to be more force acting against the rocket. For example in table 1 trail 1 the air pressure is 50 psi and the flight time is 4.3 seconds, but on the other hand trial 5 has the aire pressure of 130 psi and the flight time of 7.3 seconds. So it really is a matter of the forces acting for and against the rocket. There really is only one force acting for the rocket and that is air or gas. The air or gas moves the rocket along while gravity and wind push it back.

The time it takes the rocket to reach its maximum altitude is about 4.3 seconds when the air pressure is 50 psi. For each trial the flight time goes up about .7 seconds while the air pressure is increased by 20 psi. If the maximum altitude is 114.8 and you divide that by the flight time of 5.4 you should get the average speed.

If a 77-gram air rocket was launched on the same day as the 57-gram air rocket using the same pressure everything would be increased. The reason all of these increases would occur is the fact that the air rocket is heavier. The more mass something has the harder it is to move. The 57-gram air rocket would be easier to get from point a to point b faster than 77-gram air rocket.

Score Points: 2

Scoring Note:

The student correctly describes the forces acting on the air rocket that cause it to reach its maximum altitude [*air or gas moves the rocket along while gravity*]. The student explains why the maximum altitudes and flight times increased from Trial 1 to Trial 5 [*the air pressure is higher*]. The student does not describe the relationship between the time it takes a rocket to reach its maximum altitude and the rocket's flight time with details from the data. The student instead discusses average speed. The student does not sufficiently describe why the maximum altitude, average speed, and flight times would change for the 77-gram rocket. The student says that the change is because of the rocket's weight, but incorrectly identifies the change as increased.

Student Response #8:

The forces acting on the air rocket causes it to reach it's maximum altitude because the air forces and the other forces are pushing the rocket upward. Depending on how weak or strong the force is the rocket will go higher or lower. As the psi gets higher so does the maximum altitude. This is because as the psi gets higher it makes the maximum altitude go higher because there is more pressure to push the rocket.

The relationship between the time of rockets flight time and the maximum altitude have a similar relationship. They have a similar relationship because the maximum altitude is almost like the half way point of the rockets flight time. The maximum altitude is only half of the flight time.

The maximum altitude, average speed, and flight times would be much longer for the 77-gram rocket because it is heavier. The lighter the rocket is the higher and faster it will go. If your rocket is really light then the average speed, maximum altitude, and flight times will be much faster than the heavier.

Score Points: 2

Scoring Note:

The student does not sufficiently describe the forces acting on the air rocket that cause it to reach its maximum altitude. The student identifies air pressure but does not identify gravity. The student explains why the maximum altitudes and flight times increased from Trial 1 to Trial 5 [*As the psi gets higher it makes the maximum altitude go higher because there is more pressure to push the rocket*]. The student describes the relationship between the time it takes a rocket to reach its maximum altitude and the rocket's flight time with details from the data [*The maximum altitude is almost like the halfway point of the rocket's flight time. The maximum altitude is only half of the flight time*]. The student does not sufficiently describe why the maximum altitude, average speed, and flight times would change for the 77-gram rocket. The student says that the change is because of the rocket's weight but states that the maximum altitude, average speed, and flight times would both increase and decrease for the heavier rocket.

Student Response #9:

The forces acting on the air rocket are the pressure coming from the pressure gauge and is released from the release switch. The flight time evaluates increased because there was more air pressure from trial 1 to trial 5.

The flight time increases as it reaches a greater maximum altitude.

The time decreases as the grams decrease because of the increase in the pressure.

Score Points: 2

Scoring Note:

The student does not sufficiently describe the forces acting on the air rocket that cause it to reach its maximum altitude. The student identifies air pressure but does not identify gravity. The student explains why the maximum altitudes and flight times increased from Trial 1 to Trial 5 [*more air pressure*]. The student describes the relationship between the time it takes a rocket to reach its maximum altitude and the rocket's flight time with details from the data [*The flight time increases as it reaches a greater maximum altitude*]. The student does not sufficiently describe why the maximum altitude, average speed, and flight times would change for the 77-gram rocket. The student indicates that the rocket's weight is a factor but only discusses the time and states the incorrect change.

Student Response #10:

The forces are just gravity and a concentrated blast of air. it is in Newton's laws where it says forces must have an equal reaction.

At the rockets max height it started falling because the gravity wouldn't allow it to go any higher.

the 77 gram rocket wouldnt go as high if it had the same air pressure.

Score Points: 1

Scoring Note:

The student correctly describes the forces acting on the air rocket that cause it to reach its maximum altitude [*Gravity and a concentrated blast of air*]. The student does not explain why the maximum altitudes and flight times increased from Trial 1 to Trial 5. The student only discusses forces in the first box. The student does not describe the relationship between the time it takes a rocket to reach its maximum altitude and the rocket's flight time with details from the data. The student instead discusses the path the rocket takes. The student does not sufficiently describe why the maximum altitude, average speed, and flight times would change for the 77-gram rocket. The student says that the 77-gram rocket would not go as high but does not explain why and does not discuss average speed or flight times.

Student Response #11:

the main forces that where acting up on the rocket where air pressuer and gravity they both where pulling the rocket down to the ground and the air pressuer wasnt enought to make it havea higher altitude.the maximum altitudes and air pressure went up from trials 1 and 5 because they increased the amount of air pressure used.

the difference in flight time and the time it takes to reach the maximum altitued isnt that great of a difference the air pressure is being relased in that time propelling the rocket up into the sky.Then it eventually reaches its max high then falls to the ground.

they would change because the mass of the rocket has changed so it needs more air pressure to launch it up into the sky but once it gets this ar pressure then it will go much higher and have a greater max high then the 55 gram rocket.

Score Points: 1

Scoring Note:

The student does not sufficiently describe the forces acting on the air rocket that cause it to reach its maximum altitude. The student identifies both air pressure and gravity but says that both of these forces pull the rocket down instead of air pressure pushing the rocket up. The student explains why the maximum altitudes and flight times increased from Trial 1 to Trial 5 [*. . . they increased the amount of air pressure used*]. The student does not describe the relationship between the time it takes a rocket to reach its maximum altitude and the rocket's flight time with details from the data. The student instead discusses the path the rocket takes. The student does not sufficiently describe why the maximum altitude, average speed, and flight times would change for the 77-gram rocket. The student says that the change is because of the rocket's weight, but incorrectly states that the maximum altitude would increase for the heavier rocket.

Student Response #12:

the forces acting on the rocket that cause it to reach its maximum altitude are the shape of the rocket and the weight distribution. On the top of the rocket there is the nose which has a cone shape, this allows it to split the air and travel further and faster. The tube allows the pressure to build in inside of it and when it is released all of the air pressure is released and pushes the rocket up. The fins allow the rocket to break the air like the nose does which is why it is on a curve.

the time it takes the rocket to reach its maximum altitude is very short and quick because the force of the pressured air pushes the rocket up at a high speed but when that pressured air is gone it falls to the ground a lot slower than when it went up.

because the 77 gram rocket is heavier it would take more force to bring the rocket up to speed that the 57 gram rocket would, but since the air pressure is the same the height, average speed, flight time would all be decreased. Also because the 77 gram rocket is heavier it would fall faster.

Score Points: 1

Scoring Note:

The student does not sufficiently describe the forces acting on the air rocket that cause it to reach its maximum altitude. The student identifies that air pressure pushes the rocket up but does not identify gravity. The student does not explain why the maximum altitudes and flight times increased from Trial 1 to Trial 5. The student only discusses air pressure pushing the rocket up and the rocket's attributes in the first box. The student does not describe the relationship between the time it takes a rocket to reach its maximum altitude and the rocket's flight time with details from the data. The student incorrectly describes that the rocket will take less time to reach its maximum height than it does to come back down. The student describes why the maximum altitude, average speed, and flight times would change for the 77-gram rocket [*because the 77 gram rocket is heavier . . . the height, average speed, flight time would all be decreased.*]

Student Response #13:

The force in air rocket will increased in trail 1 to 5 because its keep going up and not going down so the rocket will get more speed and more air.

In figure 2 the air rocket takes about 244.0 altitude to reach its full hight and its speed will go 43.0 and the time is 7.8

the 77 gram and the 57 gram will change in time beacuse the 77 gram is higer and the 57 gram is lower and so on the rocket will get more speed than the other rocket.

Score Points: 0

Scoring Note:

The student does not describe the forces acting on the air rocket that cause it to reach its maximum altitude. The student only states that forces cause the change in the trials but does not discuss what the forces are. The student does not sufficiently explain why the maximum altitudes and flight times increased from Trial 1 to Trial 5. The student states that the increase is caused by forces but does not identify the force of air pressure. The student does not describe the relationship between the time it takes a rocket to reach its maximum altitude and the rocket's flight time with details from the data. The student instead estimates Table 1 values for a rocket launched with an air pressure higher than 130 psi. The student does not sufficiently describe why the maximum altitude, average speed, and flight times would change for the 77-gram rocket. The student says that the change is because of the rocket's weight but incorrectly states that the speed would increase for the heavier rocket.

Student Response #14:

The rocket cannot reach its max altitude because as the rocket rises the pressure increases causing it to slow down before it reach it destined height.

it takes the rocket 7.3 seconds to reach its estimated max altitude, but the flight time for a regular test launch is 4.3 seconds, although it didnt reach max altitude it is still very impressive.

the 77-gram rocket would be the one to go highest because as it gets so much momentum from the launch that it allows the rockets weight to continuously propell the rocket up.

Score Points: 0

Scoring Note:

The student does not describe the forces acting on the air rocket that cause it to reach its maximum altitude. The student incorrectly states that increased air pressure slows the rocket and does not discuss gravity. The student does not explain why the maximum altitudes and flight times increased from Trial 1 to Trial 5. The student only explains why the rocket does not reach its maximum height in box 1, which is not the question. The student does not describe the relationship between the time it takes a rocket to reach its maximum altitude and the rocket's flight time with details from the data. The student instead discusses the amount of time the rocket takes to reach its maximum altitude. The student does not sufficiently describe why the maximum altitude, average speed, and flight times would change for the 77-gram rocket. The student incorrectly states that the 77-gram rocket would go higher.

Student Response #15:

figure two shows that once the rocket went up it came down almost immediately.

the data table says basically everything the same as the figure two rocket, figure two shows that once the rocket went up it came down almost immediately.

the 57 gram air rocket took five trials to get an air pressure of 130, maximum altitude of 210.3, average speed of 39.4, and 7.3 seconds of flight time.

Score Points: 0

Scoring Note:

The student does not describe the forces acting on the air rocket that cause it to reach its maximum altitude or explain why the maximum altitudes and flight times increased from Trial 1 to Trial 5. The student only discusses the path of the rocket in box 1. The student does not describe the relationship between the time it takes a rocket to reach its maximum altitude and the rocket's flight time with details from the data. The student instead discusses how Table 1 mimics Figure 2. The student does not describe why the maximum altitude, average speed, and flight times would change for the 77-gram rocket. The student instead discusses values from Trial 5.

NJSLA–S Grade 8

Rubric/Sample Responses

Sports Energy

A group of students is studying energy and motion in a science class. The students decide to use sports as the basis for their studies. To begin, the students find the masses of objects thrown in a variety of sports. Next, one of the students threw each type of ball. The other students measured the height at which each ball was released. Then they calculated potential energy for each ball at the moment it was released.

Table 1 lists the masses of the sports equipment and the results of the student investigation.

Table 1. Potential Energy versus Mass and Height

Object	Mass (kg)	Height (m)	Potential Energy (J)
Baseball	0.15	1.61	2.37
Softball	0.22	1.67	3.60
Football	0.40	1.63	6.39
Javelin	0.80	?	?
Discus	2.0	?	?
Shot put	7.2	?	?

Next, the students locate data about the relationship between mass, speed, and kinetic energy. Table 2 shows these data.

Table 2. Kinetic Energy versus Mass and Speed

Mass (kg)	Speed (m/s)	Kinetic Energy (J)
10	2	20
10	4	80
10	6	180
20	2	40
20	4	160
20	6	360
30	2	60
30	4	240

To show the relationship between kinetic energy and potential energy, students create a model of a baseball being thrown (Figure 1).

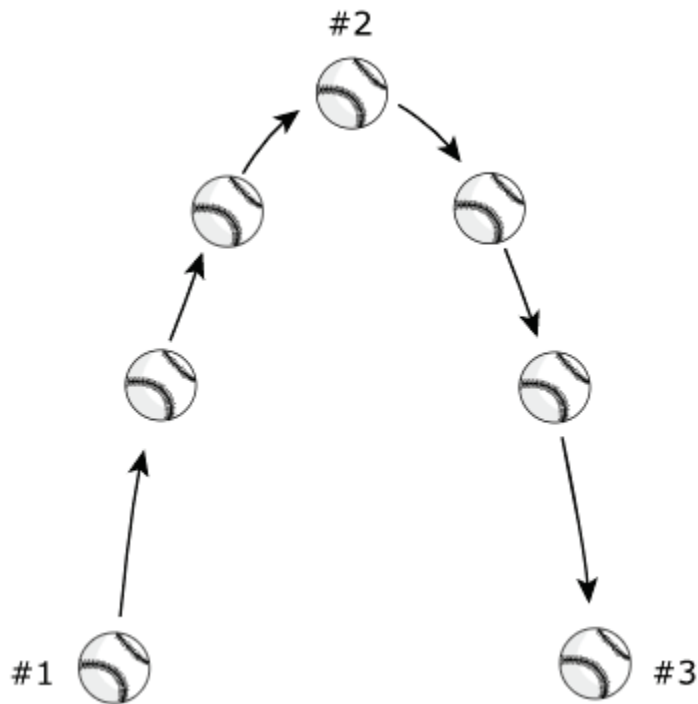


Figure 1. Baseball in Motion

A group of students creates a model that illustrates the potential energy in a system. Examine Figures 3 and 4, which show a shot put and a javelin being thrown.

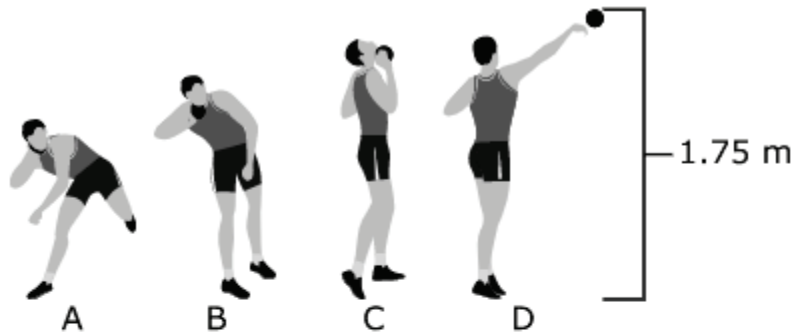


Figure 3. Shot Put

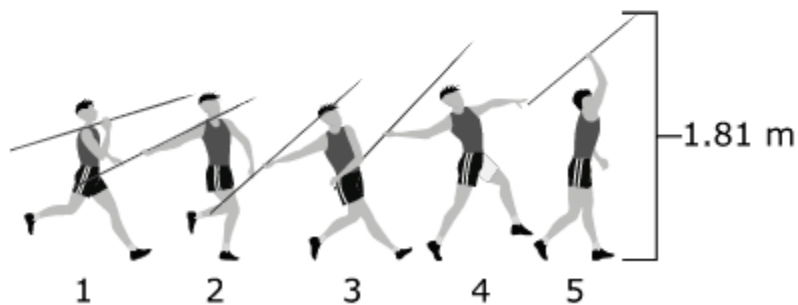


Figure 4. Javelin

Using the data from Table 1, determine what proportional relationship exists between mass and potential energy, as well as the proportional relationship between height and potential energy. Apply these relationships to predict which object—the shot put or the javelin—would have more potential energy. Then explain your prediction.

Enter your answer in the box. Support your answer with information from the data.

(Student response goes here)

Content Alignment

Domain:
Physical Science

SEP Reporting Category:
Investigating

Phenomenon:
Potential energy is a result of an object’s mass as well as its height above Earth.

NJSLA Standard:

MS-PS3 Energy

MS-PS3-2 Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system. [Clarification Statement: Emphasis is on relative amounts of potential energy, not on calculations of potential energy. Examples of objects within systems interacting at varying distances could include: the Earth and either a roller coaster cart at varying positions on a hill or objects at varying heights on shelves, changing the direction/orientation of a magnet, and a balloon with static electrical charge being brought closer to a classmate’s hair. Examples of models could include representations, diagrams, pictures, and written descriptions of systems.] [Assessment Boundary: Assessment is limited to two objects and electric, magnetic, and gravitational interactions.]

SEP (Science and Engineering Practices):

UMCT Using mathematics and computational thinking

DCI (Disciplinary Core Ideas):

PS3.A Definitions of Energy

CCC (Crosscutting Concepts):

S, P, and Q Scale, proportion, and quantity

NJSLA–S Released Sample Grade 8

This item has 4 quality points:

- 1 point for explaining that potential energy is directly proportional to mass
- 1 point for explaining that potential energy is directly proportional to height
- 1 point for recognizing that the shot put has the greatest potential energy.
- 1 point for explaining that the significant difference in mass is the determining factor in the comparison.

Quality Points	Score
4	4
3	3
2	2
1	1
0	0

Student response #1:

The larger the mass, the higher the potential energy. The higher the height, the higher the potential energy. Based on these relationships, the shot put would have more potential energy than the javelin, despite the javelin having a higher height. The javelin's mass is 0.8kg, while the shot put's is 7.2kg. The shot put weighs 6.4 kg more than the javelin, and the javelin is only thrown 0.06m higher than the shot put. Therefore, the shot put has more potential energy.

Score Points: 4

Scoring Note:

The student correctly explains that potential energy is directly proportional to mass [*The larger the mass, the higher the potential energy*] as well as to height [*The higher the height, the higher the potential energy*]. The student recognizes that the shot put has the greater potential energy [*the shot put would have more potential energy*] and explains that the significant difference in mass is the determining factor [*The shot put weighs 6.4 kg more*].

Student Response #2:

If the mass of an object is greater, it will have a greater amount of potential energy as see in Table I. As the mass increases the potential energy it will have increases too. the height of the object differs, the baseball has a smallest height so the potential energy it has is the smallest too. Although the softball has a greater height, it's potential energy is not the greatest because of it's mass being average. The height of the football is not the greatest but since it has the greatest mass, it has the greatest amount of potential energy. The shot put would have a greater amount of potential energy than the javelin because a shot put has more mass than the javelin does which would cause it to have more potential energy.

Score Points: 4

Scoring Note:

The student correctly explains that potential energy is directly proportional to mass [*As the mass increases the potential energy it will have increases*] as well as to height [*smallest height so the potential energy it has is the smallest*]. The student recognizes that the shot put has the greater potential energy [*the shot put would have a greater amount of potential energy*] and explains that the significant difference in mass is the determining factor [*a shot put has more mass than a javelin does*].

Student Response #3:

The proportional relation between the mass and PE was that the heavier the object is the more PE the object stored before releasing. With height and PE, the relationship is that when the object reached its maximum height it stored the most PE or that is the highest amount of potential energy. Javelin has little mass so little PE shot is the opposite.

Score Points: 4

Scoring Note:

The student correctly explains that potential energy is directly proportional to mass [*the heavier the object is the more PE the object stored*] as well as to height [*its maximum height stored the most PE*]. The student recognizes that the shot put has the greater potential energy [*Javelin has little PE*] and explains that the significant difference in mass is the determining factor [*Javelin has little mass*]. Note that the student can state that the shot put has more PE/mass or that the javelin has less PE/mass to receive credit.

Student Response #4:

Different relationships between potential energy change the amount of potential energy. In Table I, it shows that the more mass an object has, the more potential energy it will supply. In Figures 3 and 4, it shows that the height of object will affect how long the object remains in the air. Based on this information, it can be said that the shot put will have more potential energy. This can be said because the mass of the object is 7 times the weight of a javelin stick and since the mass is greater, the shot put will last longer in the air. Although, the height is a tad bit shorter than the javelin stick the object used for shot put will have the most potential energy.

Score Points: 3

Scoring Note:

The student correctly explains that potential energy is directly proportional to mass [*the more mass an object has, the more potential energy*] but not to height. The student recognizes that the shot put has the greater potential energy [*the shot put will have more potential energy*] and explains that the significant difference in mass is the determining factor [*the mass of the object is 7 times the weight of a javelin*].

Student Response #5:

The proportional relationship between mass and potential energy is that potential energy increases as mass increases. The proportional relationship between height and potential energy is that potential energy increases as height increases.

The shot put would have more potential energy because the shot put has a greater mass and reaches a greater height. As mentioned in the proportional relationships for mass and height compared to Potential Energy, the higher the mass/height, the greater the potential energy.

Score Points: 3

Scoring Note:

The student correctly explains that potential energy is directly proportional to mass [*potential energy increases as mass increases*] as well as to height [*potential energy increases as height increases*]. The student recognizes that the shot put has the greater potential energy [*The shot put would have more potential energy*] but does not sufficiently explain that the significant difference in mass is the determining factor. The student attributes the shot put's higher potential energy to its greater mass and height. While the shot put does have a greater mass than the javelin, it does not reach a greater height.

Student Response #6:

The more mass an object has, the greater it's potential energy due to gravity. Sijnce the Shot put has a similiar height to the Javelin, but a greater mass, the potential energy is going to be greater with the Shot put.

Score Points: 3

Scoring Note:

The student correctly explains that potential energy is directly proportional to mass [*The more mass an object has, the greater its potential energy*] but not to height. The student recognizes that the shot put has the greater potential energy [*the potential energy is going to be greater with the Shot put*] and explains that the significant difference in mass is the determining factor [*the Shot put has a similar height to the Javelin, but a greater mass*].

Student Response #7:

The javelin would have less potential energy because the mass is less than the shot put. 1.2 kg less than the shot. In the table the baseball had less mass than the football and the football had more potential energy. The height of the throw does not matter as much to find the potential energy but the javelin has more height than the shotput.

Score Points: 2

Scoring Note:

The student does not explain that potential energy is directly proportional to mass or height. The student recognizes that the shot put has the greater potential energy [*The javelin would have less potential energy*] and explains that the significant difference in mass is the determining factor [*the mass is less than the shot put*]. Note that the student can state that the shot put has more PE/mass or that the javelin has less PE/mass to receive credit.

Student Response #8:

Mass has a huge impact on potential energy. If it is a larger mass, it is more likely to have less potential energy. The higher the height, the more the potential energy. I believe that the shotput would have more potential energy, since it can reach a higher height which would have a lot of potential energy. Also, shotput has less of a mass than javelin so it would be more likely to have more potential energy.

Score Points: 2

Scoring Note:

The student correctly explains that potential energy is directly proportional to height [*The higher the height, the more the potential energy*] but not to mass. The student incorrectly states that a larger mass would have less potential energy. The student recognizes that the shot put has the greater potential energy [*the shotput would have more potential energy*] but does not explain that the significant difference in mass is the determining factor. The student incorrectly states that the shot put has less mass than the javelin.

Student Response #9:

The more mass an object has, it seems as if it will end up having more potential energy. The more height an object has, the more potential energy it will have because the higher it gets the more potent

Score Points: 2

Scoring Note:

The student correctly explains that potential energy is directly proportional to mass [*The more mass an object has ... more potential energy*] as well as to height [*The more height an object has, the more potential energy*]. The student does not recognize that the shot put has the greater potential energy or explain that the significant difference in mass is the determining factor.

Student Response #10:

The proportional relationship between mass and potential energy is that the more mass an object has, the harder it will be to make the object go high enough and gain GPE. If the object is heavier, it will be more difficult for someone to put enough force to make it go up. Also, the height affects the potential energy because the higher it is, the more potential energy it has. I believe the Javelin would have the most potential energy because on the chart it says that it has less mass than the Shot Put and went higher.

Score Points: 1

Scoring Note:

The student correctly explains that potential energy is directly proportional to height [*the higher it is, the more potential energy it has*] but not to mass. The student incorrectly states that the javelin has the most potential energy because it has less mass.

Student Response #11:

The proportional relationship that already exists is between mass and potential energy is that the more mass it has the more potential energy it has. It does not go up the same amount each time though. The relationship between height and potential energy is that it goes up six and down four each time. The object that could have more potential energy is the football because it had the biggest number when calculated.

Score Points: 1

Scoring Note:

The student correctly explains that potential energy is directly proportional to mass [*the more mass it has the more potential energy it has*] but not to height. The student incorrectly states that the football has more potential energy and thus does not address the question.

Student Response #12:

In the shot put A would have more potential energy because he brung it back so far. For the Javelin 3 Would give the pole the most potential energy because the farther you bring it back the more potential energy it will have.

Score Points: 1

Scoring Note:

The student does not explain that potential energy is directly proportional to mass or height. The student recognizes that the shot put has the greater potential energy [*the shot put A would have more potential energy*] but does not explain that the significant difference in mass is the determining factor.

Student Response #13:

This relationship is not proportional. I believe that the Javelin has more potential energy. According to the pictures the javelin is being thrown farther by.6 m.

Score Points: 0

Scoring Note:

The student neither explains that potential energy is directly proportional to mass nor height. The student incorrectly states that the javelin has more potential energy because it is thrown further.

Student Response #14:

The javelin will go father because its light and long and easier to throw.and since its smaller it has higher potential energy.The shot put dose have potential energy comming down as the javelin has little potential energy.

Score Points: 0

Scoring Note:

The student neither explains that potential energy is directly proportional to mass nor height. The student incorrectly states that the javelin has higher potential energy but also states that the javelin has little potential energy.

Student Response #15:

The javelin would have more energy because it has more mass than the shot put

Score Points: 0

Scoring Note:

The student neither explains that potential energy is directly proportional to mass nor height. The student incorrectly states that the javelin has more energy because it has more mass.

NJSLA–S Grade 11

Rubric/Sample Responses

Yuan Dynasty—China Climate Conflict (New)

Some societal changes in the Yuan Dynasty of China may correlate with environmental changes from AD 1276–1367.

Figure 1 shows changes in mean temperature and frequency of environmental factors during the Yuan Dynasty, spanning AD 1276–1367.

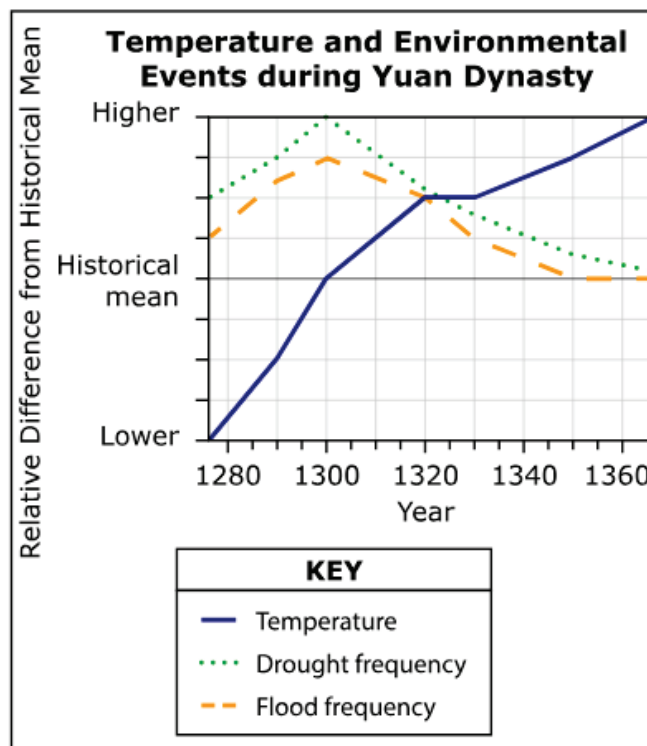


Figure 1.

Figure 2 shows changes in mean temperature and societal factors during the same period. During this time span, droughts and floods often caused failures of staple crops, such as rice.

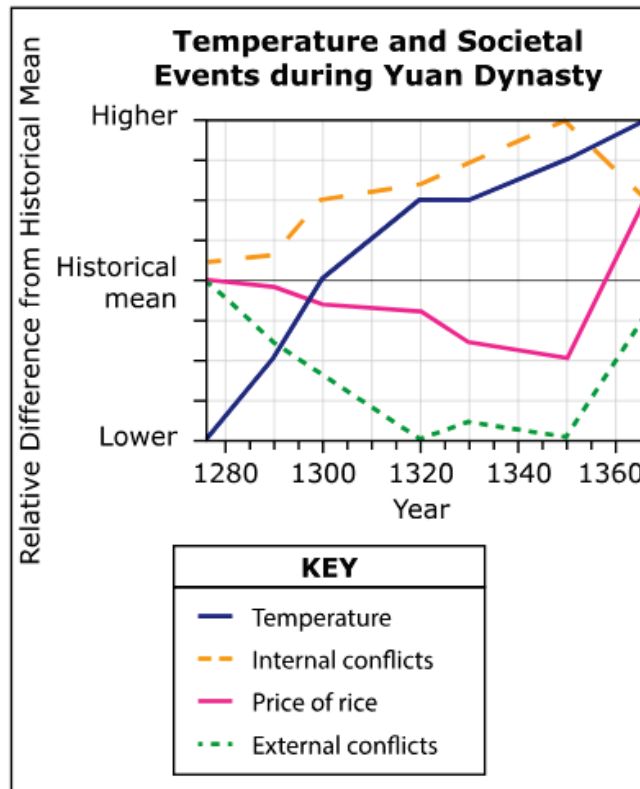


Figure 2.

Make a valid claim about the correlation between the price of rice and the frequency of external conflicts in the Yuan Dynasty. Support your claim using evidence from Figure 1 and Figure 2.

Enter your answer in the box.

(Student response goes here)

Make a valid claim about the correlation between the price of rice and the frequency of internal conflicts in the Yuan Dynasty. Support your claim using evidence from Figure 1 and Figure 2.

Enter your answer in the box.

(Student response goes here)

Content Alignment

Domain:

Earth and Space Science

SEP Reporting Category:

Critiquing

Phenomenon:

Some societal changes in the Yuan Dynasty of China may correlate with environmental changes from AD 1276–1367.

NJSLA Standard:

HS-ESS3/HS-ESS3-1 Human Impacts

HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity. [Clarification Statement: Examples of key natural resources include access to fresh water (such as rivers, lakes, and groundwater), regions of fertile soils such as river deltas, and high concentrations of minerals and fossil fuels. Examples of natural hazards can be from interior processes (such as volcanic eruptions and earthquakes), surface processes (such as tsunamis, mass wasting and soil erosion), and severe weather (such as hurricanes, floods, and droughts). Examples of the results of changes in climate that can affect populations or drive mass migrations include changes to sea level, regional patterns of temperature and precipitation, and the types of crops and livestock that can be raised.]

SEP (Science and Engineering Practices):

EAE Engaging in argument from evidence

DCI (Disciplinary Core Ideas):

ESS3.B Natural Hazards

CCC (Crosscutting Concepts):

PAT Patterns

NJSLA–S Released Sample Grade 11

This item has 4 quality points:

- 1 point for making a valid claim about the correlation between price of rice and frequency of external conflicts in the Yuan Dynasty.
- 1 point for supporting the claim using evidence from the data.
- 1 point for making a valid claim about the correlation between price of rice and internal conflicts in the Yuan Dynasty.
- 1 point for supporting the claim using evidence from the data.

Quality Points	Score
4	4
3	3
2	2
1	1
0	0

Student Response #1:

They are directly proportional. When frequency of external conflicts is decreasing over time, so is the price of rice. Then, when the frequency of external conflict switches and starts increasing, the price of rice also increases. The both are decreasing at a steady rate from 1280 to 1320 and then from 1320 to 1350, both trend lines go through an unsteady period. Then at 1350, both price of rice and external conflicts start increasing at a rapid steady rate. This shows that the price of rice and the frequency of external conflict is directly proportional and correlate directly with each other.

The price of rice and the frequency of internal conflicts are indirectly proportional. For example, from 1280 to 1350, the frequency of internal conflict increases, and the price of rice decreases. Then from 1350 and so on, the internal trend line decreases and the price of rice increases. Therefore, they are indirectly proportional but the do correlate but oppositly since when one goes up, the other goes down and vice versa.

Score Points: 4

Scoring Note:

The student provides a valid claim about the correlation between price of rice and frequency of external conflicts in the Yuan Dynasty [*They are directly proportional.*] and provides valid evidence from the figures to support the claim [*The both are decreasing at a steady rate from 1280 to 1320 and then from 1320 to 1350, both trend lines go through an unsteady period. Then at 1350, both price of rice and external conflicts start increasing at a rapid steady rate.*]

The student provides a valid claim about the correlation between price of rice and frequency of internal conflicts in the Yuan Dynasty [*The price of rice and the frequency of internal conflicts are indirectly proportional.*] and provides valid evidence from the figures to support the claim [*For example, from 1280 to 1350, the frequency of internal conflict increases, and the price of rice decreases. Then from 1350 and so on, the internal trend line decreases and the price of rice increases.*]

Student Response #2:

As price of rice decreases, external conflict decreases. As the price of rice increases, as do external conflicts. This shows that there is a direct correlation between price of rice and external conflict.

As price of rice decreases, internal conflicts increase. As price of rice increases, internal conflicts decrease. This shows that there is an inverse correlation between price of rice and internal conflict.

Score Points: 4

Scoring Note:

The student provides a valid claim about the correlation between price of rice and frequency of external conflicts in the Yuan Dynasty [. . . *there is a direct correlation between price of rice and external conflict.*] and provides valid evidence from the figures to support the claim [*As price of rice decreases, external conflict decreases. As the price of rice increases, as do external conflicts.*]

The student provides a valid claim about the correlation between price of rice and frequency of internal conflicts in the Yuan Dynasty [. . . *there is an inverse correlation between price of rice and internal conflict.*] and provides valid evidence from the figures to support the claim [*As price of rice decreases, internal conflicts increase. As price of rice increases, internal conflicts decrease.*]

Student Response #3:

The price of rice is directly correlated to the frequency of external conflicts. Both decreased together and reached their lowest points in 1350, then increased after that.

The price of rice is inversely correlated to the frequency of internal conflicts. The frequency of internal conflicts increased as the price of rice decreased up until 1350. Then, the price of rice increased and the frequency of internal conflicts decreased.

Score Points: 4

Scoring Note:

The student provides a valid claim about the correlation between price of rice and frequency of external conflicts in the Yuan Dynasty [*The price of rice is directly correlated to the frequency of external conflicts.*] and provides valid evidence from the figures to support the claim [*Both decreased together and reached their lowest points in 1350, then increased after that.*]

The student provides a valid claim about the correlation between price of rice and frequency of internal conflicts in the Yuan Dynasty [*The price of rice is inversely correlated to the frequency of internal conflicts.*] and provides valid evidence from the figures to support the claim [*The frequency of internal conflicts increased as the price of rice decreased up until 1350. Then, the price of rice increased and the frequency of internal conflicts decreased.*]

Student Response #4:

Price of rice and external conflicts are directly coorelated. When external conflict was at its lowest in 1340 so was the price of rice. When droughts and floods occur the price of rice will go up as the evironmental conditions affect production of rice making it more of a demand.

Internal conflicts is known to increase and price of rice decreases. Meaning the internal conflicts are causing rice price to increase.

Score Points: 3

Scoring Note:

The student provides a valid claim about the correlation between price of rice and frequency of external conflicts in the Yuan Dynasty [*Price of rice and external conflicts are directly coorelated.*] and provides valid evidence from the figures to support the claim [*When external conflict was at its lowest in 1340 so was the price of rice.*]

The student provides a valid claim about the correlation between price of rice and frequency of internal conflicts in the Yuan Dynasty [*Internal conflicts is known to increase and price of rice decreases.*] but does not provide valid evidence from the figures to support the claim.

Student Response #5:

The claim that can be made between the price of rice and the frequency of external conflicts in the Yuan Dynasty is that they both follow the same outline of increasing and decreasing showing a direct relationship. However, the price of rice maintains a higher historical mean than the external conflicts.

The claim that can be made between the price of rice and the frequency of internal conflicts in the Yuan Dynasty is that they reflect one another and have an indirect relationship. When the internal conflicts line increases or decreases, the price of rice will do the opposite showing the indirect relationship of increasing and decreasing.

Score Points: 3

Scoring Note:

The student provides a valid claim about the correlation between price of rice and frequency of external conflicts in the Yuan Dynasty [*. . . they both follow the same outline of increasing and decreasing showing a direct relationship.*] but does not provide valid evidence from the figures to support the claim.

The student provides a valid claim about the correlation between price of rice and frequency of internal conflicts in the Yuan Dynasty [*The claim that can be made between the price of rice and the frequency of internal conflicts in the Yuan Dynasty is that they reflect one another and have an indirect relationship.*] and provides valid evidence from the figures to support the claim [*When the internal conflicts line increases or decreases, the price of rice will do the opposite. . .*].

Student Response #6:

As the price of rice grew, the rate of external conflicts grew. Evidence that supports this claim is the data from figure 2. In figure 2, it shows how both the price of rice and external conflicts rate showed similar results throughout the years. In the year 1350, both the price of rice and the external conflicts grew at the same time at the same rate.

As the price of rice increased, the rate of internal conflicts decreased. Evidence that supports this claim is the daota shown in figure 2. The drought and flood frequency correlates with the internal conflicts frequency. This couldve

Score Points: 3

Scoring Note:

The student provides a valid claim about the correlation between price of rice and frequency of external conflicts in the Yuan Dynasty [*As the price of rice grew, the rate of external conflicts grew.*] and provides valid evidence from the figures to support the claim [*In figure 2, it shows how both the price of rice and external conflicts rate showed similar results throughout the years. In the year 1350, both the price of rice and the external conflicts grew at the same time at the same rate.*]

The student provides a valid claim about the correlation between price of rice and frequency of internal conflicts in the Yuan Dynasty [*As the price of rice increased, the rate of internal conflicts decreased.*], but the evidence provided is not valid to support the claim since it discusses droughts and floods.

Student Response #7:

In the Yuan Dynasty, when there is less external conflicts, the price of rice is lower, when there are more external conflicts, the price of rice is higher.

The price of rice is higher when there is less internal conflict, and it is lower when there is high internal conflict.

Score Points: 2

Scoring Note:

The student provides a valid claim about the correlation between price of rice and frequency of external conflicts in the Yuan Dynasty [*. . . when there is less external conflicts, the price of rice is lower, when there are more external conflicts, the price of rice is higher.*] but does not provide valid evidence from the figures to support the claim.

The student provides a valid claim about the correlation between price of rice and frequency of internal conflicts in the Yuan Dynasty [*The price of rice is higher when there is less internal conflict, and it is lower when there is high internal conflict.*] but does not provide valid evidence from the figures to support the claim.

Student Response #8:

As the price of rice increased, external conflicts also rose. As shown in Figure 2. the two correlate, due to the necessity of food.

As the price of rice increased, so did internal cocnflcts.

Score Points: 2

Scoring Note:

The student provides a valid claim about the correlation between price of rice and frequency of external conflicts in the Yuan Dynasty [*As shown in Figure 2, the two correlate. . .*] and provides valid evidence from the figures to support the claim [*As the price of rice increased, external conflicts also rose.*]

The student does not provide a valid claim about the correlation between price of rice and frequency of internal conflicts in the Yuan Dynasty [*As the price of rice increased, so did internal cocnflcts.*] because internal conflicts decrease when the price of rice increases. The student did not provide valid evidence from the figures to support the claim.

Student Response #9:

When the price of rice goes up, so does the external conflict. This probably occurs because of them selling rice to people out side of the dynasty as well.

When the price of rice goes up. internal conflicts go down because there is more money being made

Score Points: 2

Scoring Note:

The student provides a valid claim about the correlation between price of rice and frequency of external conflicts in the Yuan Dynasty [*When the price of rice goes up, so does the external conflict.*] but does not provide valid evidence from the figures to support the claim and instead tries to explain the cause of rice prices [*This probably occurs because of them selling rice to people out side of the dynasty as well.*]

The student provides a valid claim about the correlation between price of rice and frequency of internal conflicts in the Yuan Dynasty [*When the price of rice goes up. internal conflicts go down. . .*] but does not provide valid evidence from the figures to support the claim and instead tries to explain the cause of rice prices [*. . . because there is more money to being made*].

Student Response #10:

In figure one the temperature starts off low then rises higher than all of them. The Drought frequency starts off high increase then decreases a lot. And last in figure 1 the flood frequency starts off high, increases and then decreases. The Drought frequency and the Flood frequency is similar because they both start off doing the same thing. They both start off very high increasing then decrease very low. The temperature had the most improvement because it starts low but then increases to its max.

In figure two the temperature still increases just like in figure one. The internal conflict increases then decreases. Price of rice decreases then increases. External conflicts decrease very low then increase. The External conflicts, and Price rice is the same because they both decrease and then increase and show growth. The Internal conflicts increase but then decrease. And last the Temperature remains the same it increases.

Score Points: 1

Scoring Note:

The student does not provide a valid claim about the correlation between price of rice and frequency of external conflicts in the Yuan Dynasty and instead describes the trends of temperature, drought, and flood frequency over time. The student does not provide valid evidence from the figures to support a correct claim.

The student does provide a valid claim about the correlation between price of rice and frequency of internal conflicts in the Yuan Dynasty [*The internal conflict increases then decreases. Price of rice decreases then increases.*] but does not provide valid evidence from the figures to support the claim, instead describing external conflicts and temperature trends over time [*External conflicts decrease very low then increase, the External conflicts, and Price rice is the same because they both decrease and then increase and show growth. And last the Temperature remains the same it increases.*].

Student Response #11:

the price for rice is greater than when the the frequency for external conflict is lower. By looking at the graph you can see how the price of rice is right under the historical mean.

when the frequency of internal conflicts is higher the price of rice is lower. By seeing on the graph you can tell that there is a big difference.

Score Points: 1

Scoring Note:

The student does not provide a valid claim about the correlation between price of rice and frequency of external conflicts in the Yuan Dynasty [*the price for rice is greater than when the the frequency for external conflicts is lower.*] because the price of rice increases when external conflicts increase. The student does not provide valid evidence from the figures to support a correct claim [*By looking at the graph you can see how the price of rice is right under the historical mean.*], which does not support the correlation between price of rice and external conflicts.

The student does provide a valid claim about the correlation between price of rice and frequency of internal conflicts in the Yuan Dynasty [*when the frequency of internal conflicts is higher the price of rice is lower.*] but does not provide valid evidence from the figures to support the claim [*By seeing on the graph you can tell there is a big difference.*]

Student Response #12:

The price of rice shot up at the same time as external conflicts did.

The price of rice also shot up at the same time as internal conflicts.

Score Points: 1

Scoring Note:

The student provides a valid claim about the correlation between price of rice and frequency of external conflicts in the Yuan Dynasty [*The price of rice shot up at the same time as external conflicts did.*] but does not provide valid evidence from the figures to support the claim.

The student does not provide a valid claim about the correlation between price of rice and frequency of internal conflicts in the Yuan Dynasty [*The price of rice also shot up at the same time as internal conflicts.*], which is incorrect because as the price of rice increased, internal conflicts decreased. The student does not provide valid evidence from the figures to support a correct claim.

Student Response #13:

Below average temperatures correlated with above average drought and flood frequency and vice versa.

Below average rice prices correlated to above average temperatures.

Score Points: 0

Scoring Note:

The student does not provide a valid claim about the correlation between price of rice and frequency of external conflicts in the Yuan Dynasty [*Below average temperatures correlated with above average drought and flood frequency and vice versa.*] and instead describes correlations between temperatures, drought, and flood frequencies. The student does not provide valid evidence from the figures to support a correct claim.

The student does not provide a valid claim about the correlation between price of rice and frequency of internal conflicts in the Yuan Dynasty [*Below average rice prices correlated to above average temperatures.*] since temperature is described instead of internal conflicts. The student does not provide valid evidence from the figures to support a correct claim.

Student Response #14:

the less droughts they have the more rice they will have also resulting in the price for rice to go up if not alot of water to to cover the rice field to grow then it gonn be even harder for those who a living from selling rice figure 2 show that when the temperature in high the rice grow even more

the external conflict is low as shown on the graph the of rice also goes up to higher stat

Score Points: 0

Scoring Note:

The student does not provide a valid claim about the correlation between price of rice and frequency of external conflicts in the Yuan Dynasty and instead attempts to describe why droughts and temperature can affect the price of rice. The student does not provide valid evidence from the figures to support a correct claim.

The student does not provide a valid claim about the correlation between price of rice and frequency of internal conflicts in the Yuan Dynasty [*the external conflict is low as shown on the graph the of rice also goes up to higher stat*] since this describes external conflicts, not internal conflicts and does not fully describe a correlation. The student does not provide valid evidence from the figures to support a correct claim.

Student Response #15:

An above average price of rice is correlated with an above average frequency of external conflicts in the Yuan Dynasty, as reflected in figure 2.

The highest price of rice is equal to the frequency of internal conflicts, as seen over the "Historical Mean" line in figure 2.

Score Points: 0

Scoring Note:

The student does not provide a valid claim about the correlation between price of rice and frequency of external conflicts in the Yuan Dynasty [*An above average price of rice is correlated with an above average frequency of external conflicts in the Yuan Dynasty. . .*] since the frequency of external conflicts is not above average when the price of rice is above average. The student does not provide valid evidence from the figures to support a correct claim [*. . . as reflected in figure 2.*]

The student does not provide a valid claim about the correlation between price of rice and frequency of internal conflicts in the Yuan Dynasty [*The highest price of rice is equal to the frequency of internal conflicts, as seen over the "Historical Mean" line. . .*] since this does not describe a correlation between the price of rice and internal conflicts. The student does not provide valid evidence from the figures to support a correct claim [*. . . in figure 2.*]

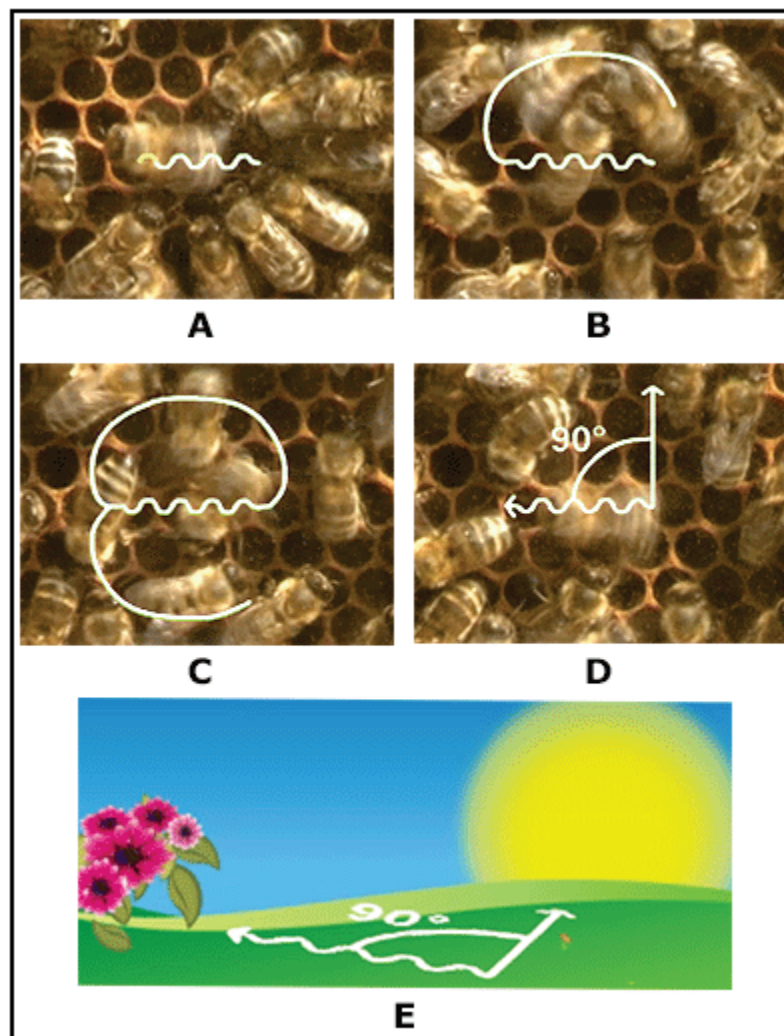
NJSLA–S Grade 11

Rubric/Sample Responses

Bee Waggle Dance

Sometimes when honey bees return from gathering food, they do a waggle dance.

The image below shows a bee performing a waggle dance for other bees.



Bee Waggle Dance

Note: Students who tested online were able to access a video about bee waggle dancing.

Two colonies from each of the two sites were studied to determine why bee waggle dancing evolved.

Scientists observed the behavior in the beehives during several events when waggle dancing was displayed in the colony, both without human interference and with human interference. This was done to determine if waggle dancing evolved to help bees gather food.

A claim and two predictions to explain waggle dancing behavior are shown in Table 1.

Table 1. Waggle Dance Claim and Predictions

Claim	Bee waggle dancing evolved because it helps bee colonies gather food sources more efficiently.
Prediction 1	Bee colonies will find and use the same food sources more often when there is no interference in waggle dancing compared to when there is interference.
Prediction 2	Bee colonies will produce more honey when there is no interference with waggle dancing compared to when there is interference.

A description of each study site is shown in Table 2.

Table 2. Description of Waggle Dance Study Sites

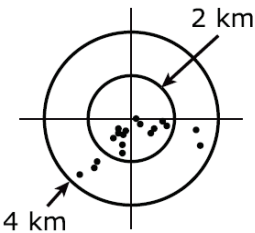
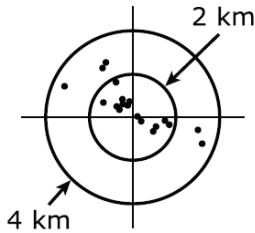
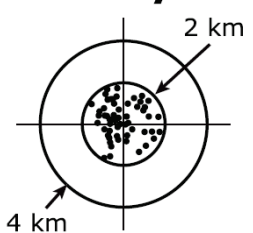
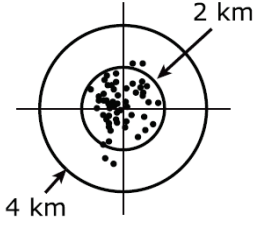
Site Information	Site 1	Site 2
Habitat	Forest	Meadow
Average proportion of energy in food sources	0.54	.012
Average days food sources are available	2	14
Location of food sources around observed beehives	<p style="text-align: center;">Colony A</p>  <p style="text-align: center;">Colony B</p> 	<p style="text-align: center;">Colony C</p>  <p style="text-align: center;">Colony D</p> 

Figure 1 shows how often bees in each colony found and reused the same food sources based on whether waggle dancing was interfered with or not.

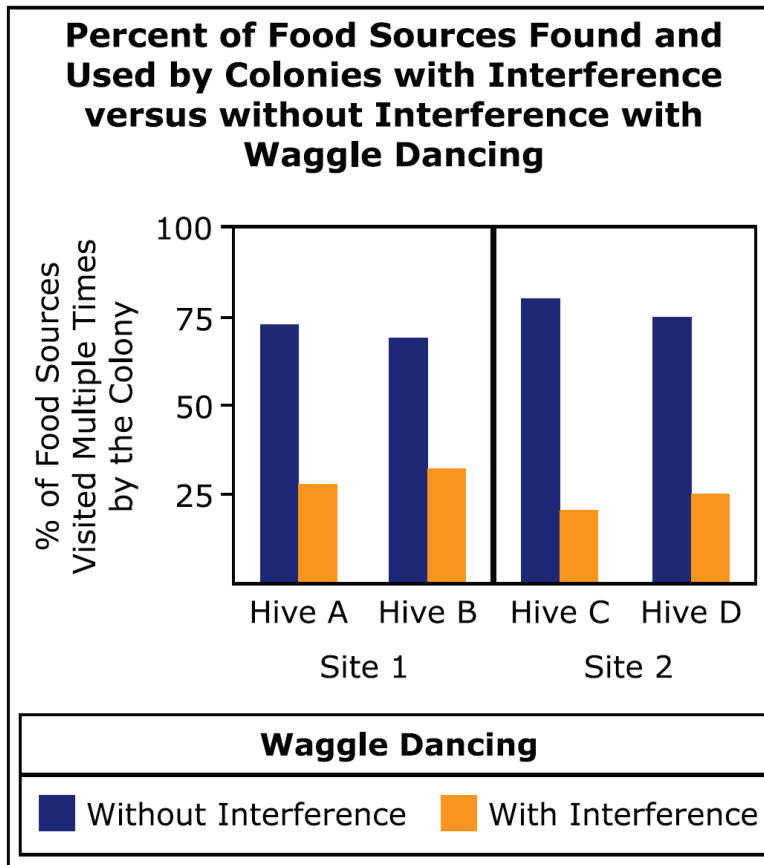


Figure 1.

Figure 2 shows percentages of days that the total amount of honey in the beehives increased or decreased, based on whether waggle dancing was interfered with or not.

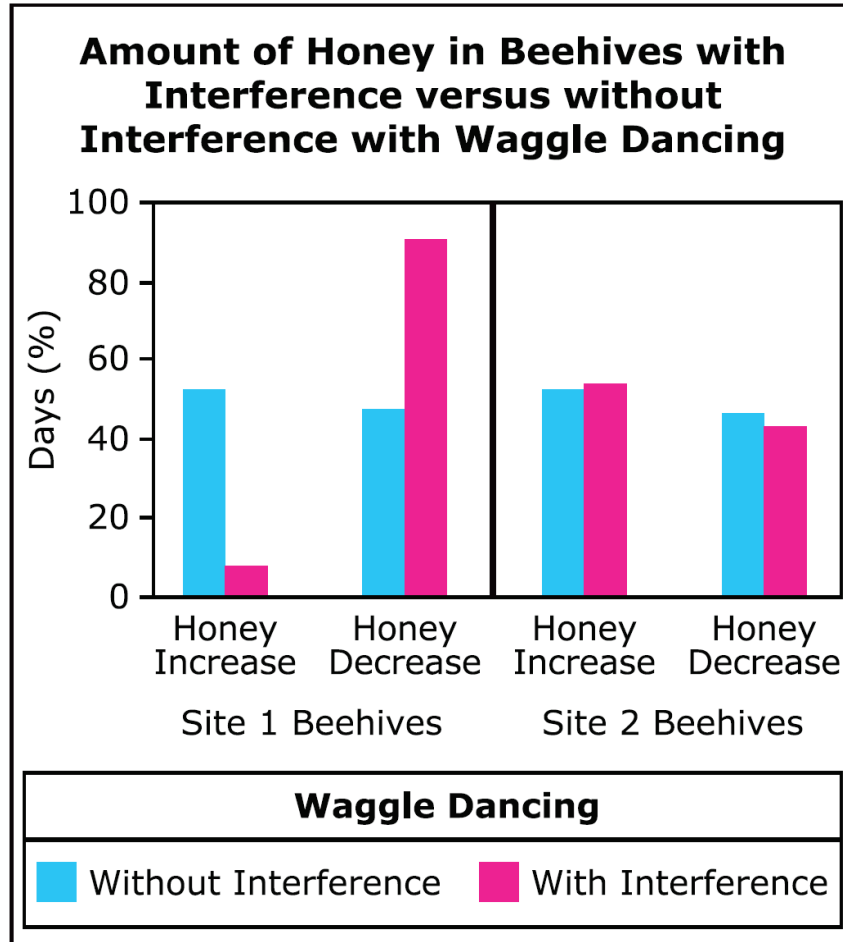


Figure 2.

The environment may or may not impact the effectiveness of bee waggle dancing.

Based on Figure 1 and Figure 2, describe whether the claim in Table 1 is fully, partially, or not supported.

Enter your answer in the box. Support your answer with evidence from Figure 1 and Figure 2.

(Student response goes here)

Based on Table 2, Figure 1, and Figure 2, describe whether or not the environment impacts the effectiveness of waggle dancing.

Enter your answer in the box. Support your answer with evidence from Table 2, Figure 1, and Figure 2.

(Student response goes here)

Content Alignment

Domain:

Life Science

SEP Reporting Category:

Sensemaking

Phenomenon:

Sometimes when honey bees return from gathering food, they do a waggle dance.

NJSLA Standard:

HS-LS2/IRE Interdependent Relationships in Ecosystems

HS-LS2-8 Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce. [Clarification Statement: Emphasis is on: (1) distinguishing between group and individual behavior, (2) identifying evidence supporting the outcomes of group behavior, and (3) developing logical and reasonable arguments based on evidence. Examples of group behaviors could include flocking, schooling, herding, and cooperative behaviors such as hunting, migrating, and swarming.]

SEP (Science and Engineering Practices):

CEDS Constructing explanations (for science) and designing solutions (for engineering)

DCI (Disciplinary Core Ideas):

LS2.D Social Interactions and Group Behavior

CCC (Crosscutting Concepts):

S & SM Systems and System Models

NJSLA–S Released Sample Grade 11

This item has 4 quality points:

- 1 point for describing whether the claim in Table 1 is fully, partially, or not supported.
- 1 point for supporting the answer with evidence from Figure 1 and Figure 2.
- 1 point for describing whether or not the environment impacts the effectiveness of waggle dancing.
- 1 point for supporting the answer with evidence from Table 2 and Figure 2.

Quality Points	Score
4	4
3	3
2	2
1	1
0	0

Student Response #1:

The claim presented in Table 1 is partially supported by the information in Figures 1 and 2. Figure 1 shows how having no anthropogenic interference in the waggle dancing can increase the percentage of frequent food source visits as opposed to interference. This directly supported the claim because it showed that carrying out the dance had a noticeable impact on the food source dependence. However, the entire Figure 2 does not completely support this narrative. In site 1, there was a much higher number of days the honey amount decreased when the dance was not interfered with, and a much higher number of days the honey amount *decreased* when the waggle dance was interrupted. In site 2, there was actually a higher increase of days when the honey increased when the dance was interfered with, and a higher decrease of days when the dance was not interfered with. This means that the claim was supportive of most of the data, but there is enough evidence to say that the claim cannot be generalized.

For the most part, it is evident that the environment does have an impact on waggle dancing. Even though site 2 has more food sources than site 1 (Table 2), there is a higher visitation of the same ones when there was no interference in the dancing. Additionally, the same situation was consistent for site 1. In Figure 2, there is a noticeable disparity in the difference between the increases when there was no interruptions versus when there was. However, one fallback of this is that site 2 presented less honey increase without interruptions. It is unclear as to what this was caused by.

Score Points: 4

Student Response #1 (continued):**Scoring Note:**

The student correctly indicates that the claim in Table 1 is *partially supported* and supported that answer with evidence from Figure 1 and Figure 2 [*Figure 1 shows how no interference in waggle dancing can increase the percentage of frequent food source visits as opposed to no interference. Figure 2 does not completely support this narrative. In site 1 there was a much higher number of days the honey amount decreased when the dance was not interfered with, and a much higher number of days the honey amount decreased when waggle dancing was interrupted. In site 2 there was actually a higher increase of days when the honey increased when the dance was interfered with, and a higher decrease of days when the dance was not interfered with.*] The student also correctly describes whether the environment impacts the effectiveness of waggle dancing and supports that answer with evidence from Table 2, Figure 1, and Figure 2 [*The environment does have an impact on waggle dancing. Even though site 2 has more food sources than site 1 (Table 2), there is higher visitation of the same ones when there was no interference with dancing. In Figure 2 there is a noticeable disparity in the difference between the increases when there were no interruptions versus when there were interruptions.*]

Student Response #2:

The claim in table one is that when waggle dancing is done, the bees are able to collect food more efficiently. This is true because in figure 1, the bees who suffered no interference in their dance repeatedly visited the same food sources, which means they know where to get their food from. Also, in site 1 in figure 2, the bees without interference saw a greater increase in honey while the ones with interference saw a decrease in honey.

Environment does affect waggle dancing because in site 2, where the location of food sources is more closer together, the waggle dancing does not hinder their ability to get food, which is seen in figure 2. In figure 2, it is seen that site 2, which has more food sources closer to them gets equal amounts of honey, when interfered with or not. However in site 1 that is not the case because their food sources are further. Clearly, the environment controls their ability to get food, and the effectiveness of wiggle dancing.

Score Points: 4

Scoring Note:

The student correctly indicates that the claim in Table 1 is *true* and supports that answer with evidence from Figure 1 and Figure 2 [*Figure 1 shows that when there was no interference, the bees repeatedly visited the same food sources. At site 1 in Figure 2, the bees without interference saw a greater increase in honey whereas the ones with interference saw a decrease.*] The student also correctly describes whether the environment impacts the effectiveness of waggle dancing and supports that answer with evidence from Table 2, Figure 1, and Figure 2 [*Environment does affect waggle dancing. At site 2 in Figure 2, the food sources are closer together and dancing did not hinder their ability to get food. This is not the case at site 1 where their food sources are farther apart.*]

Student Response #3:

The claim in Table 1 is partially supported because the bees are able to find more food sources without interruption in both sites (figure 1) but in site 2 there was more honey produced with interference than without (figure 2). That means that the first prediction is true but the second one is only true for one site.

Environment has a heavy impact on the effectiveness of the waggle dancing because if the environment has fewer days and less locations to find food (table 2) it will still be able to find food (figure 1) but would require no interaction at all (figure 2). But if there were more days and a higher saturation of locations (table 2) it wouldnt matter if they were interupted to produce honey (figure 2).

Score Points: 4

Scoring Note:

The student correctly indicates that the claim in Table 1 is *partially supported* and supports that answer with evidence from Figure 1 and Figure 2 [*Figure 1 show that the bees were able to find more food sources without interruption at both sites, but there was more honey produced at site 2 with interference than without interference.*] The student also correctly describes whether the environment impacts the effectiveness of waggle dancing and supports that answer with evidence from Table 2, Figure 1, and Figure 2 [*Environment has a heavy impact on the effectiveness of waggle dancing. Figure 2 shows that bees at site 1 were able to find food even though availability was limited, and at site 2 the availability of food was greater therefore it doesn't matter if waggle dancing is interfered with or not (Table 2).*]

Student Response #4:

The claim in table one is only partially supported. For figure 1, all 4 hive sites show a higher percent of food sources being revisited multiple times when there was no interference of waggle dancing. This evidence supports the claim that waggle dancing evolved because it helps bee colonies gather food sources more efficiently. In figure 2, while honey increased without interference at a higher percentage in site 1, it increased at a higher percentage with interference in site 2. Therefore, the claim can only be partially supported.

The environment definitely impacts the effectiveness of waggle dancing. In table 2, the habitat of the bee had an effect on the amount of energy in food sources, the average time the food sources were available for, and the density of food sources based on location. These differences in habitat can effect the amount of food sources available, and how much honey could be found in beehives, according to figures 1 and 2.

Score Points: 3**Scoring Note:**

The student correctly indicates that the claim in Table 1 is *only partially supported* and supports that answer with evidence from Figure 1 and Figure 2 [*For Figure 1, all 4 sites show a higher percent of food sources being revisited multiple times when there was no interference. In Figure 2, while honey increased without interference at a higher percentage in site 1, it increased at a higher percentage with interference in site 2.*] The student also correctly describes whether the environment impacts the effectiveness of waggle dancing [*The environment definitely impacts the effectiveness of waggle dancing.*] but misinterprets the data to address the habitat’s impact on the amount of energy in food sources and the amount of food sources available, as opposed to how the data support the impact of the environment on the effectiveness of waggle dancing.

Student Response #5:

The claim in table 1 is partially supported as Site 1 Beehives in Figure 2 represent how there was a longer percentage of days that there was a honey decrease after the waggle dancing was interfered with. However, table 1 was completely unsupported by Site 2 Beehives as all of their numbers remained relatively the same.

The environment greatly impacts the effectiveness of waggle dancing because hives with several food sources nearby are still more likely to find an adequate amount of food with or without the waggle dancing. Most of site 2's food sources were densely packed within a 2 kilometer radius which was represented by their lack of versatility in Figure 2. Conversely, site 1 has scarcely populated food sources within a 4 mile radius, making it difficult for them to find food and rely more on their waggle dancing. For that reason, the interruption of their waggle dancing led to a significant decrease in honey for the Site 1 Bees.

Score Points: 3

Scoring Note:

The student correctly indicates that the claim in Table 1 is *partially supported* but fails to provide sufficient evidence, addressing data from Figure 2 and not Figure 1. The student also correctly describes whether the environment impacts the effectiveness of waggle dancing [*The environment greatly impacts the effectiveness of waggle dancing*] and supports that answer with evidence from Table 2, Figure 1, and Figure 2 [*hives with several food sources nearby are still more likely to find an adequate amount of food with or without the waggle dancing. (Table 2 and Figure 2) Site 1 has scarcely populated food sources within a 4 mile radius, making it difficult for them to find food and rely more on their waggle dancing (Table 2 and Figure 2).*]

Student Response #6:

The claim that interference helps the colonies is partially supported. This is because in figure one, every time there was interference, the percent of food sources decreased significantly. However, in figure two, only about half the times did the amount of honey increase.

The environment does impact effectiveness of waggle dancing, because it changed so much between the sites. In figure one, interfering did not work and decreased food significantly. However, in figure 2, it was not as significant.

Score Points: 3

Scoring Note:

The student correctly indicates that the claim in Table 1 is *partially supported* and supports that answer with evidence from Figure 1 and Figure 2 [*in figure one, every time there was interference, the percent of food sources decreased significantly. However, in figure two, only about half the times did the amount of honey increase*]. The student also correctly describes whether the environment impacts the effectiveness of waggle dancing [*The environment does impact effectiveness of waggle dancing*] but fails to correctly use the data to address the impact of the environment on the effectiveness of waggle dancing.

Student Response #7:

In Figure 1, the claim “bee waggle dancing evolved because it helps bee colonies gather food sources more efficiently” is supported. When bee colonies were able to do their waggle dance instead of not being able to, they visited a lot more food sources thereby gathering more food. In Figure 2, the claim “bee waggle dancing evolved because it helps bee colonies gather food sources more efficiently” is partially supported because in Site 1 when the amount of honey increased for colonies, mainly the colonies without their waggle dance being interfered with had an increase in honey supply, very few colonies that had been interfered with while dancing had an increase in their supply. On the other hand, in Site 2, just a bit more bee colonies that were interfered with than colonies that weren’t interfered with while waggle dancing had more honey.

I’m not sure how to answer, I’m guessing more waggle dancing means less food available. When food has more energy, bees eat more. When food has less energy, bees eat less. Some more waggle dancing from more energy means more of a need for food.

Score Points: 2**Scoring Note:**

The student correctly indicates that the claim in Table 1 is *supported* by Figure 1 and *partially supported* by Figure 2 [*In Figure 1, the claim . . . is supported. In Figure 2, the claim . . . is partially supported*] and supports the answer with evidence from Figure 1 and Figure 2 [*When bee colonies were able to do their waggle dance instead of not being able to, they visited a lot more food sources thereby gathering more food. (Figure 1)*]. The student explains that, in site 1, the colonies that did not have their waggle dance interfered with [*had an increase in honey supply*] while [*very few colonies that had been interfered with while dancing had an increase in their supply.*]. The student further explains that [*In site 2, just a bit more bee colonies that were interfered than colonies that weren’t interfered with while waggle dancing had more honey (Figure 2).*] The student fails to describe whether or not the environment impacts the effectiveness of waggle dancing and, therefore, cannot provide sufficient support.

Student Response #8:

The claim from Table 1 is fully supported by the data scientists have collected. Without human interference, bees have successfully been able to collect pollen and make honey by using the waggle dance. The dance lets other bees know that there are flowers around them.

The environment does impact the effectiveness of the bee waggle dance. In order for the bees to do the waggle dance, they have to know if there is flowers and sunlight around them. Then, a bee does the dance to show a 90 degree angle with the flowers and the sun.

Score Points: 2

Scoring Note:

The student correctly indicates that the claim in Table 1 *is fully supported* [*The claim from Table 1 is fully supported*] but fails to use the data correctly to support that answer. The student also correctly describes whether the environment impacts the effectiveness of waggle dancing [*The environment does impact the effectiveness of the bee waggle dance*] but misinterprets the data and fails to correctly support that answer.

Student Response #9:

The claim for table one is partially supported because both move up and down throughout the chart.

The enviroment has a huge impact on the effectiveness of waggle dancing because at first it had a increase then later it had a huge decrease.

Score Points: 2

Scoring Note:

The student correctly indicates that the claim in Table 1 is *partially supported* [*The claim for table one is partially supported*] but fails to use the data to support that answer. The student also correctly describes whether the environment impacts the effectiveness of waggle dancing [*The environment has a huge impact on the effectiveness of waggle dancing*] but fails to use the data to support that answer.

Student Response #10:

The claim is table 1 is partially supported because it shows that without interference the percentage of food sources are higher but the numbers go down when the food sources are with interference.

The environment does not impact the effectiveness of the waggle dancing because the bees can do it whenever and don't need the environment to have it to affect them.

Score Points: 1

Scoring Note:

The student correctly indicates that the claim in Table 1 is *partially supported* [*The claim is table 1 is partially supported*] but incorrectly uses the data to support that answer. The student incorrectly describes whether or not the environment impacts the effectiveness of waggle dancing and, therefore, cannot use the data correctly to support that answer.

Student Response #11:

The claim made in table one that says bee waggle dancing evolved because it helps bee colonies gather food sources more efficiently. This claim is not supported because in figure two there was a 90 percent of honey decrease with interfere, even without interfere the numbers of honey increase without interference remains very low in site one. As for site two the percentages are similar, but honey decrease remains partially lower than the honey increase. For site one this claim is not supported, in site two this claim is very midly to not supported.

The environment does have an impact on waggle dancing. For example in table two meadows have more food sources than a forest which means lesser time spent of finding foos, so more dances. Bees in a forest only have 2 food sources a day available while in the meadows there are 14 food sources. In tsite two the percentage of the times the bees visited the food sources and eve in site one were pretty high. Although in site two higher due to the variety of food sources.

Score Points: 1

Scoring Note:

The student incorrectly indicates that the claim in Table 1 is *not supported* and, therefore, cannot use the data correctly to support that answer. The student correctly describes whether the environment impacts the effectiveness of waggle dancing [*The environment does have an impact on waggle dancing*] but incorrectly uses the data in an attempt to support that answer.

Student Response #12:

I personally think it is partially supported because it still is a little lower but not by a significant amount.

YEs

Score Points: 1

Scoring Note:

The student correctly indicates that the claim in Table 1 is *partially supported* [*I personally think it partially supported*] but does not clearly support that answer with data. The student correctly identifies that the environment impacts the effectiveness of waggle dancing but fails to explanation or evidence.

Student Response #13:

The claim in Table 1 is barely supported because from evaluating Figure 1 and 2 I concluded there was no correlation between the efficiency of bee colonies' food sources and Bee waggle dancing. Figure 2 is unreliable to make such a bold claim because within the different Beehive sites the percentage of days were widely varied. This brings me to conclude that if there was a wider range of data the claim might be supported.

The environment slightly impacts the effectiveness of waggle dancing because as seen in Table 1, Site 1, the Forest had a higher average proportion of energy in food sources compared to Site 2 which had a larger span of available food sources. This relationship did not quite add up to the effectiveness of waggle dancing, especially because the data from Figure 1 and 2 have different outcomes. I believe with further simulations and experiments, scientists will be able to have a better understanding of the environment's impact of waggle dancing.

Score Points: 0

Scoring Note:

The student indicates that the claim in Table 1 is *barely supported*, which is too vague for credit on its own, and incorrectly interprets the data in an attempt to support that answer, which indicates a lack of understanding. The student indicates that the environment *slightly impacts* the effectiveness of waggle dancing, which is also too vague for credit on its own, and then incorrectly interprets the data in an attempt to support that answer, also indicating an overall lack of understanding.

Student Response #14:

Based on Figure 1 and Figure 2, it does not support the claim in Table 1 because for site 1 and site 2, there are different results from both figures. It contracted each other, which makes the claim harder to be supported.

There are environment impacts the effectiveness of waggle dancing because the differences in the result of site 1 and site 2 reveals that there has to be something that makes those two site different in both figures. It might be the season, weather, and how bees impacts on other bees.

Score Points: 0

Scoring Note:

The student incorrectly indicates that the claim in Table 1 is *not supported* and, therefore, cannot use the data correctly to support that answer. The student describes that there are environmental impacts on the effectiveness of waggle dancing but qualifies this based on nonsensical support, indicating a complete lack of understanding.

Student Response #15:

Table 1 is not supported because when bees are without interference the food percentage is a higher amount than of those with interference. Not only that but honey percentages each day go significantly down due to the interference.

The studies show that waggle dancing has proven to harm to work and food supply of the bee's because when interfered with they have less production that before.

Score Points: 0

Scoring Note:

The student incorrectly indicates that the claim in Table 1 is *not supported* and, therefore, cannot use the data correctly to support that answer. The student fails to describe whether the environment impacts the effectiveness of waggle dancing and states that waggle dancing is harmful to the bee's food supply.

NJSLA–S Grade 11

Rubric/Sample Responses

Glycogen

Two marathon runners of similar athletic capabilities are running a marathon. Runner 1 ate a large meal of pasta the night before the race. Runner 2 ate tuna fish and salad. After 100 minutes of the race, one runner is farther ahead than the other runner.

Proteins, carbohydrates, and fats are dietary components that are the three basic nutritional building blocks of food. All of these can be converted to glucose, which is the body's primary energy source.

Glucose can also be converted to glycogen, which is used as a source of energy while running when it is available, and stored in liver and muscle tissue.

Figure 1 shows the glycogen levels of the two runners and the distances they traveled during the first 100 minutes of the race.

Figure 1: Depletion Rate of Muscle Glycogen in the Runners over Time

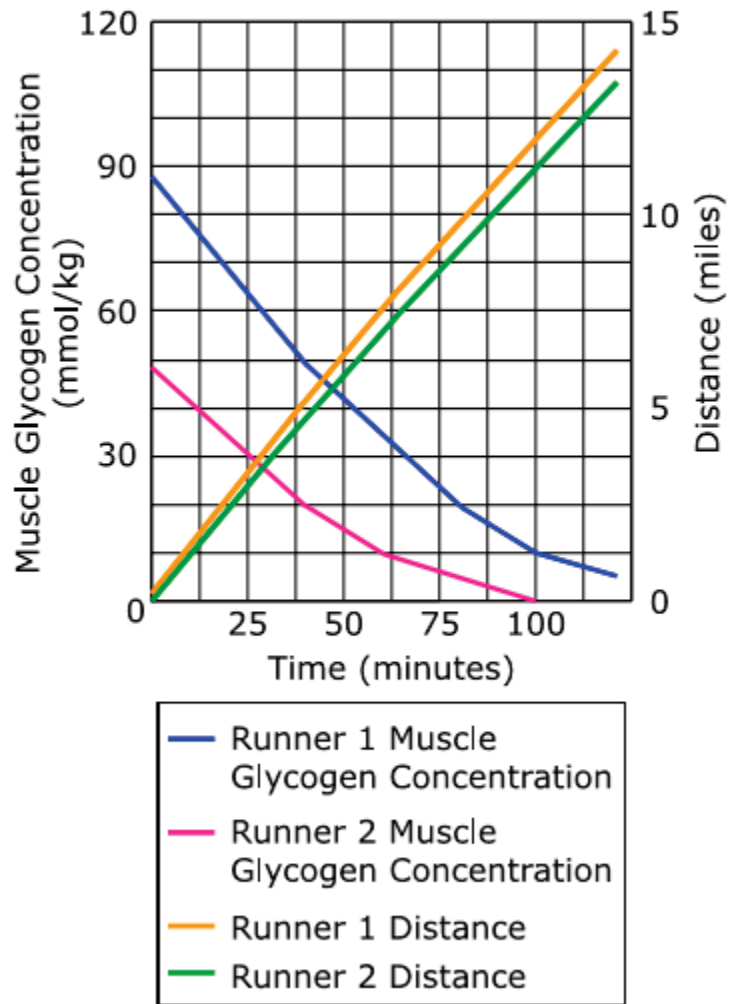


Table 1: Glycemic Indices of Runners' Meals

Runner 1	
Food	Glycemic Index
Macaroni	23
Sauce	1
Cheese	2
Apple	3
Runner 2	
Food	Glycemic Index
Tuna fish	0
Lettuce	0
Tomato	3
Salad dressing	2

The glycemic index of a food indicates how much blood glucose is produced by eating that food. Pure glucose has a glycemic index of 100.

Use the information provided in Figure 1 and the table to complete the following tasks.

Explain how the change in glycogen levels was different for each runner after 75 minutes of running.

Enter your answer in the box. Support your answer with evidence from the data.

(Student response goes here)

Identify the runner who ran the shorter distance over 100 minutes and how the food the runners ate resulted in the difference of distances traveled.

Enter your answer in the box. Support your answer with evidence from the data.

(Student response goes here)

Predict if the rate of running for Runner 2 will increase or decrease after 100 minutes, and explain why.

Enter your answer in the box. Support your answer with evidence from the data.

(Student response goes here)

Content Alignment

Domain:

Life Science

SEP Reporting Category:

Critiquing

Phenomenon:

Two marathon runners of similar athletic capabilities are running a marathon. Runner 1 ate a large meal of pasta the night before training. Runner 2 ate tuna fish and salad. After 100 minutes of the race, one runner is farther ahead than the other runner.

NJSLA Standard:

HS-LS1/MEOE Matter and Energy in Organisms and Ecosystems

HS-LS1-7 Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy. [Clarification Statement: Emphasis is on the conceptual understanding of the inputs and outputs of the process of cellular respiration.] [Assessment Boundary: Assessment should not include identification of the steps or specific processes involved in cellular respiration.]

SEP (Science and Engineering Practices):

OECI Obtaining, evaluating, and communicating information

DCI (Disciplinary Core Ideas):

LS1.C Organization for Matter and Energy Flow in Organisms

CCC (Crosscutting Concepts):

E&M Energy and Matter: Flows, cycles, and conservation

This item has 4 quality points:

- 2 points (1 point for each runner) for explaining how the runners' glycogen levels were different after 75 minutes of running.
- 1 point for identifying Runner 2 as having traveled the shorter distance and describing how the food eaten by the runners correlates with the difference in distances traveled.
- 1 point for predicting if the rate of running for Runner 2 will increase or decrease, and for explaining why.

Quality Points	Score
4	4
3	3
2	2
1	1
0	0

Student Response #1:

Runner 1 started out with a higher glycogen concentration than Runner 2. After the first 75 minutes of running, both runners experienced a significant drop in the glycogen levels. Runner 1 experienced a change of 64 mmol/kg in 75 minutes. This is 0.89333 mmol/kg/minute. Runner 2 experienced a change of 41 mmol/kg in 75 minutes. This is 0.546667 mmol/kg/minute. This shows how the change in glycogen levels for Runner 1 happened more quickly than Runner 2. However, Runner 1 can allow this because he started out with higher levels in the first place.

Runner 2 ran the shorter distance over 100 minutes. Runner 2 ate tuna fish and a salad prior to running. This caused him to obtain lower glycogen levels than if he had eaten a meal containing more carbohydrates, like a large meal of pasta. This glycogen provided a source of energy while Runner 2 was running. Since Runner 1 ate a large pasta meal the night before, he was able to obtain higher glycogen levels, allowing him to run further in the first 100 minutes. Therefore, Runner 2's lower glycogen meal caused him to run a shorter distance in the first 100 minutes.

The rate for Runner 2 will decrease after the first 100 minutes. This is because once he reached the 100 minute mark, his body has already run out of glycogen. This was his main energy source that was allowing him to run the speed that he was going. Since he no longer has any glycogen to provide energy, he will show a significant decrease in speed after the first 100 minutes of running.

Score Points: 4

Student Response #1 (continued):

Scoring Note:

This student explains how the change in glycogen levels was different after 75 minutes for Runner 1 [*Runner 1 experienced a change of 64 mmol/kg in 75 minutes*] and Runner 2 [*Runner 2 experienced a change of 41 mmol/kg in 75 minutes*]. The student also identifies Runner 2 as the runner who ran the shorter distance over 100 minutes and explains how the food the runners ate resulted in the difference between the distances traveled [*Since Runner 1 ate a large pasta meal the night before he was able to obtain higher glycogen levels*]. The student predicts that the rate of running for Runner 2 will decrease after 100 minutes and explains why [*once he has reached the 100 minute mark, his body has already ran out of glycogen*].

Student Response #2:

The change of glycogen levels was higher in Runner 1 after 75 minutes but he or she had a higher starting position of Muscle Glycogen Concentration so they still had more than Runner 2, who in this case, didn't lose their glycogen levels as quickly but had less to start with and in turn, less than Runner 1 after 75 minutes.

Runner 2 ran the shorter distance than Runner 1 because runner 1 had the high levels of Muscle Glycogen Concentrations due to eating foods with high glucose levels.

The rate will most likely decrease because eventually the Glycogen concentrations will be depleted and the runner will feel fatigued.

Score Points: 4

Scoring Note:

This student explains how the change in glycogen levels was different after 75 minutes for Runner 1 [*The change of glycogen levels was higher in Runner 1 after 75 minutes*] and Runner 2 [*Runner 2 didn't lose their glycogen levels as quickly*]. The student also identifies Runner 2 as the runner who ran the shorter distance over 100 minutes and explains how the food the runners ate resulted in the difference between the distances traveled [*Runner 1 had the high levels of muscle glycogen concentrations due to eating foods with high glucose levels*]. The student predicts that the rate of running for Runner 2 will decrease after 100 minutes and explains why [*eventually the glycogen concentrations will be depleted*].

Student Response #3:

As each runner ran their glycolic concentrations went down. Specifically as Runner 1 ran their glycolic concentration went from 90 and then decreased to about 30 at the 75 minute mark. Runner 2 had started with a glycolic concentration of about 55 and decreased to less than 5 after 75 minutes of running.

Runner 2 ran a shorter distance. This makes sense since the food their ate was less glycolically concentrated than runner 1.

It will decrease since they have less muscle glycogen concentration. As is their distance is going down and will continue to do so in the future.

Score Points: 4

Scoring Note:

This student explains how the change in glycogen levels was different after 75 minutes for Runner 1 [*As Runner 1 ran their glycolic concentration went from 90 and then decreased to about 30*] and Runner 2 [*Runner 2 had started with a glycolic concentration of about 55 and decreased to less than 5*]. The student also identifies Runner 2 as the runner who ran the shorter distance over 100 minutes and explains how the food the runners ate resulted in the difference between the distances traveled [*the food they ate was less glycolically concentrated than Runner 1*]. The student predicts that the rate of running for Runner 2 will decrease after 100 minutes and explains why [*they have less muscle glycogen concentration*].

Student Response #4:

Runner 1 had a lot greater concentration of glycogen at the beginning of the race, so his glycogen level decreased a greater amount after 75 minutes because he had more to start with than runner 2 had.

Runner 2 ran a shorter distance in the 100 minutes because the food he ate had a lower level of glycogen which helped runner one run a greater distance in the 100 minutes that they ran. So the more glycogen in the meal they ate resulted in runner 1 getting farther because he had a greater concentration of glycogen.

It will decrease because his levels of glycogen are very low and will only get lower.

Score Points: 3

Scoring Note:

This student explains how the change in glycogen levels was different after 75 minutes for Runner 1 [*his glycogen level decreased a greater amount*] but not for Runner 2. The student also identifies Runner 2 as the runner who ran the shorter distance over 100 minutes and explains how the food the runners ate resulted in the difference between the distances traveled [*the food he ate had a lower level of glycogen*]. The student predicts that the rate of running for Runner 2 will decrease after 100 minutes and explains why [*his levels of glycogen are very low and will only get lower*].

Student Response #5:

The glycogen levels were different for each runner after 75 minutes of running because since each runner had a different meal which resulted in different amounts of protein, fats, and carbohydrates even though the calories were off by 2 their can have a major difference in the levels. After 75 minutes, Runner 1 levels even though are higher than Runner 2 they are dropping more than Runner 2.

Runner 2 ran the shortest distance compared to Runner 1. This is probably due to the lack of glycemic index the food the runner ate. Runner one probably had more energy due to the food it ate which resulted in a longer distance ran.

I predict that Runner 2 rate of running will decrease since the food the runner ate probably didnt give enough energy and lacked glycemic index. As you see in the graph, Runner 2 line is slightly below Runner 1 but the slope is decreasing which is showing that the runner is slowing down.

Score Points: 3

Scoring Note:

This student explains how the change in glycogen levels was different after 75 minutes for Runner 1 [*After 75 minutes, Runner 1 levels even though they are higher than Runner 2 they are dropping more than Runner 2*] but not Runner 2. The student also identifies Runner 2 as the runner who ran the shorter distance over 100 minutes and explains how the food the runners ate resulted in the difference between the distances traveled [*the lack of glycemic index of the food the runner ate*]. The student predicts that the rate of running for Runner 2 will decrease after 100 minutes and explains why [*Runner 2 line is slightly below Runner 1 but the slope is decreasing which is showing that the runner is slowing down*].

Student Response #6:

After 75 minutes, runner 1 's glycogen concentration was at about 25, it started off around 90. Runner 2's glycogen concentration started off around 50 and dropped to around 5.

Runner 2 ran the shorter distance because they had a lower glycogen concentration level.

It will decrease because of their lower glycogen levels.

Score Points: 3

Scoring Note:

This student explains how the change in glycogen levels was different after 75 minutes for Runner 1 [*After 75 minutes, Runner 1's glycogen concentration was at about 25, it started off around 90*] and Runner 2 [*Runner 2's glycogen concentration started off around 50 and dropped to around 5*]. The student also identifies Runner 2 as the runner who ran the shorter distance over 100 minutes but does not explain how the food the runners ate resulted in the difference between the distances traveled. The student predicts that the rate of running for Runner 2 will decrease after 100 minutes and explains why [*because of their low glycogen levels*].

Student Response #7:

runner 1's glycogen levels changed faster than runner 2's.

runner 2 ran less, because the food eaten by runner 2 had a lower glyccemic index than runner 1. therefore, less energy was available to runner 2.

decrease, no more glycogen in muscles, therefore, no energy left.

Score Points: 2

Scoring Note:

This student does not clearly explain how the change in glycogen levels was different after 75 minutes for Runner 1 or Runner 2. The student identifies Runner 2 as the runner who ran the shorter distance over 100 minutes and explains how the food the runners ate resulted in the difference between the distances traveled [*the food eaten by Runner 2 had a lower glyccemic index than Runner 1*]. The student also predicts that the rate of running for Runner 2 will decrease after 100 minutes and explains why [*no more glycogen in muscles, therefore, no energy left*].

Student Response #8:

The change in glycogen levels was different for each runner after 75 minutes because they each ate different foods and had different muscle glycogen concentration when they began the race

Runner 2 ran the shorter distance over 100 minutes. The food the runners ate resulted in the difference of distances traveled because Runner 1 had more carbohydrates to sustain energy long enough to run a long distance over a long period of time, whereas Runner 2 had more protein.

The rate of running for Runner 2 will decrease because he will slowly become much more tired since he did not consume the correct amount of carbohydrates before his run.

Score Points: 2

Scoring Note:

This student does not explain how the change in glycogen levels was different after 75 minutes for Runner 1 or Runner 2. The student identifies Runner 2 as the runner who ran the shorter distance over 100 minutes and explains how the food the runners ate resulted in the difference between the distances traveled [*Runner 1 had more carbohydrates to sustain energy long enough to run a long distance*]. The student also predicts that the rate of running for Runner 2 will decrease after 100 minutes and explains why [*he will slowly become much more tired because he did not consume the correct amount of carbohydrates*].

Student Response #9:

After 75 minutes of running runner 1 had a Muscle glycogen concentration of about 22 while runner 2 had less than 10.

Runner 2 ran a shorter distance because he had less glycogen in his food

The rate of running will decrease because he will have little to no glycogen left in his body

Score Points: 2

Scoring Note:

This student does not explain how the change in glycogen levels was different after 75 minutes for Runner 1 or Runner 2. The student identifies Runner 2 as the runner who ran the shorter distance over 100 minutes and explains how the food the runners ate resulted in the difference between the distances traveled [*he had less glycogen in his food*]. The student also predicts that the rate of running for Runner 2 will decrease after 100 minutes and explains why [*he will have little to no glycogen left in his body*].

Student Response #10:

Runner 1 had twice as much concentration after 75 minutes.

Runner 2 ran a shorter distance because he was going at a slower rate than Runner 1.

The rate will decrease because the concentration will run out.

Score Points: 1

Scoring Note:

This student does not explain how the change in glycogen levels was different after 75 minutes for Runner 1 or Runner 2. The student identifies Runner 2 as the runner who ran the shorter distance over 100 minutes but does not explain how the food the runners ate resulted in the difference between the distances traveled. The student predicts that the rate of running for Runner 2 will decrease after 100 minutes and explains why [*the concentration will run out*].

Student Response #11:

The food that Runner 1 ate before the marathon gave him a higher glycogen amount.

Runner 2 ran a shorter distance because his food gave him no glycogen stores.

It will not, because Runner 2 is losing energy; not gaining it.

Score Points: 1

Scoring Note:

This student does not explain how the change in glycogen levels was different after 75 minutes for Runner 1 or Runner 2. The student identifies Runner 2 as the runner who ran the shorter distance over 100 minutes and explains how the food the runners ate resulted in the difference between the distances traveled [*his food gave him no glycogen stores*]. The student does not clearly predict that the rate of running for Runner 2 will decrease after 100 minutes or explain why.

Student Response #12:

runner 2s muscle glycogen concentration levels decreased as runner number 1s have increased signifigantly then runner number 2.

runner number 1 ran a longer distance then runner number 2. Runner number 2 didnt have the same amount of muscle glycogen as runner number 1 had.

Runner number 2 will decrease after 100 minutes because of his muscle glycogen concentration because it is lower then runner number 1s.

Score Points: 1

Scoring Note:

This student does not explain how the change in glycogen levels was different after 75 minutes for Runner 1 or Runner 2. The student identifies Runner 1 as the runner who ran a longer distance over 100 minutes but does not explain how the food the runners ate resulted in the difference between the distances traveled. Note that it is acceptable for the student to indicate that Runner 2 ran a shorter distance or that Runner 1 ran a longer distance. The student also predicts that the rate of running for Runner 2 will decrease after 100 minutes and explains why [*his muscle glycogen concentration is lower than Runner 1*].

Student Response #13:

Because they both had different diets and each diet had different glycemic index and different amount which affects their body and abilities differently. That's why it affected their 75 minutes running time.

Runner 2 ran shorter distance over 100 minutes because as you can see in the graph runner 1 had lower glycogen concentration over 100 minutes.

It will decrease.

Score Points: 0

Scoring Note:

This student does not explain how the change in glycogen levels was different after 75 minutes for Runner 1 or Runner 2. The student identifies Runner 2 as the runner who ran the shorter distance over 100 minutes but does not explain how the food the runners ate resulted in the difference between the distances traveled. The student also predicts that the rate of running for Runner 2 will decrease after 100 minutes but does not explain why.

Student Response #14:

runner 1's glycogen level was higher then runner 2's as a result runner 1 ran a greater distance

runner 2 ran the shorter distance bewteen the two

i don't really know why

Score Points: 0

Scoring Note:

This student does not explain how the change in glycogen levels was different after 75 minutes for Runner 1 or Runner 2. The student identifies Runner 2 as the runner who ran the shorter distance over 100 minutes but does not explain how the food the runners ate resulted in the difference between the distances traveled. The student does not predict that the rate of running for Runner 2 will decrease after 100 minutes or explain why.

Student Response #15:

Runner 1 had a higher glycogen level then runner 2, runner 1 had a 22 mmol of glycogen and runner 2 had 7mmol. they have a 15 difference between their glyyogen level.

Runer 1 ran a higher distance over 100 min because of his glycemic index. His glycemic index of food was lower than runner 2.

it will decrease

Score Points: 0

Scoring Note:

This student does not explain how the change in glycogen levels was different after 75 minutes for Runner 1 or Runner 2. The student identifies Runner 1 as the runner who ran a longer distance over 100 minutes but incorrectly states that the glycemic index of his food was lower. The student predicts that the rate of running for Runner 2 will decrease after 100 minutes but does not explain why.