PAAP Science Entry Slip

linked to *Maine's Accountability Standards,* chapter 131

Please provide information required in this section.

Student Name _____

Grade _____

AGLE D

Level of Complexity aligned to the student work for this AGLE:

Level of Complexity 1	*Level of Complexity 2*	*Level of Complexity 3*	*Level of Complexity 4*
Level of Complexity 5	*Level of Complexity 6*	*Level of Complexity 7*	*Level of Complexity 8*

Science		
D.	Universe and Solar System	D1
	Earth	D2
	Matter and Energy	D3
	Force and Motion	D4
E.	Biodiversity	E1
	Ecosystems	E2
	Cells	E3
	Heredity and Reproduction	E4
	Evolution	E5

PAAP Task Description

Reading | Writing | Mathematics | **Science**

AGLE: D **Indicator:** 4

Level of Complexity: 6

Task Title: Force and Motion **Task 1**

Prior Knowledge and Skills Required

Student should be able to

1. comprehend the concepts of gravity and waves,
2. give two examples of how gravity pulls objects, and
3. compare water waves with earthquake waves.

Description of Task

Student gives examples of how gravity pulls objects and describes how water waves are like earthquake waves. This task may be administered only to students in grades 8.

Directions for Task Administration

1. Teacher places page 3 work template on work space.
2. Student/Teacher reads directions from page 3 work template.
3. Teacher checks for understanding of the directions.
4. Student/Teacher reads Item 1.
5. Student uses his or her most appropriate mode of communication to provide response.
6. Student/Teacher records student response on page 3 work template.
7. Repeat steps 4–6 for Items 2 and 3 on page 3 work template.
8. Teacher corrects the responses, then completes the Task 1 Summary on page 4.
9. Teacher submits Task 1 Summary information through the online Task Bank.

Responses Expected from Student

Each item is worth 2 points. Language will vary. Accept all reasonable responses. Responses for Items 1 and 2 must be different.

Sample responses:

1–2. Responses include any object falling to or resting on Earth's surface. Examples include the following: an apple falling from a tree, a pencil (or other object) falling to the ground, a person coming back down after jumping up.

3. Both have a wavelike motion.

Student Name _____ **Date** _____

Force and Motion

Respond to the items below.

1. Give an example of gravity pulling on an object.

2. Give another example of gravity pulling on an object.

3. A stone is thrown into a pond causing ripples in the water. Describe how the motion of ripples on a pond is like the motion of the ground during an earthquake.

Task 1 Summary

Task Summary information must be submitted through the online Task Bank.

Student Name _____ **Date** _____

Force and Motion

1. Determine the **Level of Accuracy** in the box below based on the corrected student work and Data Key.

Level of Accuracy		
Item	**Correct/ Incorrect** (Circle One)	**Data Key:** **C = Correct** **X = Incorrect** **2** of 6 = 33% **4** of 6 = 67% **6** of 6 = 100%
1	C X (2 points)	**% Correct =** _____
2	C X (2 points)	
3	C X (2 points)	

2. Determine the **Level of Assistance** in the box below.

Level of Assistance		
Level of Assistance 1 ☐ Circle the type of assistance from the list below.	***Level of Assistance 2*** ☐ Circle the type of assistance from the list below.	***Level of Assistance 3*** ☐ Circle the type of assistance from the list below.
• Modeling • Demonstrating a response similar to that desired • Other: _____	• Use of Option 2 • Limiting student's response by removing one option • Asking clarifying questions • Prompting • Cueing • Other: _____	• Independent • Encouragement • Use of augmentative/alternative communication • Repeating directions • Reacting to student • Re-reading passage • Reminding student to focus • Other: _____

Note: If **Student Work, Level of Accuracy** box, and **Level of Assistance** box are not completed and submitted together by Task, this Task will be UNSCORABLE. See PAAP Administration Handbook for further ways that Tasks become UNSCORABLE.

Don't Forget...

Task 1 is complete when:

- Task 1 items have been completed by student using his or her most appropriate mode of communication.
- Accompanying student work for Task 1 is accurately corrected.
- Task 1 Summary information has been submitted online.

Please go on.

PAAP Task Description

Reading | Writing | Mathematics | Science

AGLE: D **Indicator:** 4
Level of Complexity: 6
Task Title: Force and Motion **Task 2**

Prior Knowledge and Skills Required

Student should be able to

1. comprehend the concepts of magnetism, magnetic poles, the north and south poles of a magnet, and waves,
2. give examples of how magnets pull and push objects, and
3. compare the motion of sound vibrations with the motion of a raindrop fallling into a puddle.

Description of Task

Student gives examples of how magnets pull and push objects and describes how water waves are like sound waves. This task may be administered only to students in grades 8.

Directions for Task Administration

1. Teacher places page 6 work template on work space.
2. Student/Teacher reads directions from page 6 work template.
3. Teacher checks for understanding of the directions.
4. Student/Teacher reads Item 1.
5. Student uses his or her most appropriate mode of communication to provide response.
6. Student/Teacher records student response on page 6 work template.
7. Repeat steps 4–6 for Items 2 and 3 on page 6 work template.
8. Teacher corrects the responses, then completes the Task 2 Summary on page 7.
9. Teacher submits Task 2 Summary information through the online Task Bank.

Responses Expected from Student

Each item is worth 2 points. Language will vary. Accept all reasonable responses.

Sample responses:

1. Responses include any objects sticking to a magnet (e.g., paper clips or nails sticking to a magnet, a can lid sticking to the magnet on an electric can opener, two magnets sticking together), a magnet sticking to another object (e.g., magnets sticking to a refrigerator door or file cabinet, magnetic latches on cupboards), or a compass needle, which is pulled by Earth's magnetic north pole.
2. The two magnets will push each other apart, or repel each other.
3. They both move in wavelike motions; they both ripple.

Student Name _____ **Date** _____

Force and Motion

Respond to the items below.

1. Give an example of a magnet pulling on an object.

2. Describe what happens when the north end of one magnet is next to the north end of another magnet.

3. Describe how the motion of a sound vibration is like the motion of a raindrop falling into a puddle.

Task 2 Summary

Task Summary information must be submitted through the online Task Bank.

Student Name _____ **Date** _____

Force and Motion

1. Determine the **Level of Accuracy** in the box below based on the corrected student work and Data Key.

Level of Accuracy		
Item	**Correct/ Incorrect** (Circle One)	**Data Key:** **C = Correct** **X = Incorrect** **2** of 6 = 33% **4** of 6 = 67% **6** of 6 = 100%
1	C X (2 points)	**% Correct =** _____
2	C X (2 points)	
3	C X (2 points)	

2. Determine the **Level of Assistance** in the box below.

Level of Assistance		
Level of Assistance 1 ☐ Circle the type of assistance from the list below.	***Level of Assistance 2*** ☐ Circle the type of assistance from the list below.	***Level of Assistance 3*** ☐ Circle the type of assistance from the list below.
• Modeling • Demonstrating a response similar to that desired • Other: _____ _____	• Use of Option 2 • Limiting student's response by removing one option • Asking clarifying questions • Prompting • Cueing • Other: _____ _____	• Independent • Encouragement • Use of augmentative/alternative communication • Repeating directions • Reacting to student • Re-reading passage • Reminding student to focus • Other: _____ _____

Note: If **Student Work, Level of Accuracy** box, and **Level of Assistance** box are not completed and submitted together by Task, this Task will be UNSCORABLE. See PAAP Administration Handbook for further ways that Tasks become UNSCORABLE.

Don't Forget...

AGLE Entry is complete when:

- The top section of the Entry Slip has been completely filled out.
- Two Task Descriptions and Tasks 1 and 2 Summaries with student work accompany the Entry Slip.
- Student work is accurately corrected.
- Task 2 Summary information has been submitted online.

Stop. This AGLE Entry is complete.