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ABSTRACT

This classroom assessment tool for grades 4-6 offers teachers a method to quickly identify the needs of migrant, language-different, and mobile students in language arts, mathematics, and science in relation to national content standards. The Snapshot System asks the student to perform a series of tasks that are keyed to content standards and organized progressively from fourth- through sixth-grade level. The results give teachers a general idea of what the student knows in each content area. Tasks are in both English and Spanish. Section 1 gives an overview of the system, including standards, benchmarks, contents, and structure; administering, using, and scoring; how the system was developed; a 16-item bibliography; an appendix on Spanish pronunciation; and an appendix on general directions for teachers. Section 2 charts specific tasks and content standards in language arts, mathematics, and science. The tasks and standards are referenced to national standards and benchmarks. Sections 3-5 give detailed instructions and test items for 10 language arts assessment tasks, 14 mathematics assessment tasks, and 15 science assessment tasks. Section 6 contains student proficiency checklists in language arts, mathematics, and science. Manipulatives included are two cardboard sheets of punch-out attribute blocks of different shapes and colors. (SAS)

Snapshot

Assessment System

for Migrant, Language Minority, and Mobile Students

Richard Rangel
and Bill Bansberg

Intermediate Level
Grades 4–6

Snapshot Assessment System

An Informal Tool for Classroom Teachers

for Migrant, Language-Minority, and Mobile Students

Intermediate Level: Grades 4-6

USER'S MANUAL

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Snapshot Assessment System: Intermediate Level
for
Migrant, Language-Minority, and Mobile Students

I. OVERVIEW

1. Purpose

For migrant, mobile, and language-different students, there has been a lack of tools that classroom teachers can use effectively and quickly to assess academic progress in language arts, mathematics, and science in relation to content standards (local, state, and national). Most school districts send these children to an English as a Second Language (ESL) or language specialist for extensive large-scale and time-consuming test batteries. Thus, there exists a need for a rapid, informal assessment—a snapshot—to help classroom teachers focus on their pupils' strengths and weaknesses. This classroom assessment tool offers teachers a method to identify quickly the academic needs across curriculum areas for migrant, language-different, and mobile students.

2. Description

This first edition of the *Snapshot Assessment System: Intermediate Level* has been developed for Grades 4 through 6 to complement the *Snapshot Assessment System: Primary Level* for Grades 1 through 3. The primary strategy of the Snapshot Assessment System is to identify the knowledge and skill levels of highly mobile and/or Limited English Proficient (LEP) students in core curriculum areas. The means to identify these levels is a series of easily and quickly used assessment tools. The assessment outcome should provide teachers with the information necessary to plan for an individual student's instructional needs.

The object of the Snapshot System is to *identify* students' needs instructionally, not to measure performance or to make programmatic decisions. It is an informal, low-stakes classroom tool structured to help teachers plan instruction around the individual student's learning needs. The Snapshot System asks the student to perform a series of tasks that are keyed to content standards. A student's success in completing these tasks will give teachers a general idea of what the student knows in mathematics, science, and language arts. The tasks have been developed to be as free from cultural bias as possible and are intended for use with both non-English-speaking and English-speaking students. Both English and Spanish are used in this first edition (Spanish was chosen because it is the second dominant language of students in the United States).

II. DESIGN OF THE SNAPSHOT ASSESSMENT SYSTEM

1. Standards and Benchmarks

The Snapshot Assessment System is an informal assessment tool consisting of performance tasks designed to indicate a student's knowledge and skill levels. Academic content standards and benchmarks, established by national groups, have been mapped to these performance tasks. The standards used were created by national subject-matter groups representing content areas in language arts, mathematics, and science. Specifically, the standards were adopted from those developed by the federally funded Standards Project for the Language Arts (SPELA, 1994) and additional work continued by the International Reading Association (IRA) and the National Council of Teachers of English (NCTE) in 1995; the *Curriculum and Evaluation Standards for School Mathematics* (NCTM, 1989) and the mathematics assessment framework developed by NAEP (1994); the National Science Education Standards (NCSESA, 1994), Project 2061's *Benchmarks for Science Literacy* (1993), and the *Scope, Sequence, and Coordination of Secondary School Science: The Content Core* (NSTA, Pearsall, 1993). These standards were articulated and integrated into a universal set of content standards and benchmarks in the report *Content Knowledge*: *A Compendium of Standards and Benchmarks for K-12 Education*, by John Kendall and Robert Marzano (1996). (The authors use the term 'benchmarks' to describe the next level of content specificity beneath a standard. Other commentators and various states use different terminology [e.g., indicators, check points, learning expectations] to describe the same thing.)

Each of the performance tasks within the Snapshot System indicates the specific standards and benchmarks targeted by the task. Not all standards and benchmarks are covered by the intermediate level system. Only those standards and benchmarks are targeted that are grade-level appropriate and that are considered *foundational to the understanding of future content.* The teacher researchers were engaged to help develop the system and content-area experts were consulted to identify key, overarching concepts that are the critical building blocks to these content areas. To cover all standards and benchmarks in total with the individual tasks would render the Snapshot System unmanageable and would defeat its purpose, which is to identify quickly the approximate skill and knowledge base of a student in order to make beneficial instructional decisions to facilitate her or his academic progress. The system is designed specifically to focus only on the overarching instructional needs of a student, not to identify in detail gaps in a student's knowledge.

In general, the tasks are organized progressively from fourth-grade through the sixth-grade in each content area. The standards and benchmarks from the fourth-grade level through the end of the sixth-grade level are mapped to the tasks. Tasks are not specified by grade level because of differences among teachers and schools regarding when specific skills and content are covered (e.g., content covered in one school in a given grade may be covered in another school in a different grade).

In order to facilitate its use throughout the nation, individual state standards can be mapped to the Snapshot System. Presently, the state standards or draft standards of Colorado, Utah, Missouri, North Dakota, and Maine are mapped to the Snapshot System. States interested in having their state standards mapped to the Snapshot System should contact the authors.

2. Snapshot System Contents

The system is organized into a series of performance tasks across the content areas. There are 10 tasks in language arts, 14 tasks in mathematics, and 15 tasks in science. The content targets of these tasks are as follows:

LANGUAGE ARTS

Task 1: Differentiating between fact and fiction and understanding the concept of main idea.
Task 2: Understanding and following directions.
Task 3: Understanding opinions and people from other backgrounds.
Task 4: Story setting, comprehension, and reading strategies.
Task 5: Organizing writing, developing ideas in writing, and using correct grammar.
Task 6: Revising and editing writing, grammar, and punctuation.
Task 7: Spelling.
Task 8: Predicting, drawing conclusions, and solving problems with reading (directions).
Task 9: Locating, selecting, and using relevant information from reading.
Task 10: Identifying types of literature, similarities and differences, person, and main topics.

MATHEMATICS

Task 1: Understanding the concepts of fractions, decimals, percents.
Task 2: Understanding place value concepts and ordering numbers.
Task 3: Understanding patterns and open sentences.
Task 4: Understanding factors.
Task 5: Understanding graphs and interpreting data.
Task 6: Understanding temperature, including positive and negative numbers, and graphing.
Task 7: Recognizing geometry in the real world.
Task 8: Solving problems using geometric relationships and spatial reasoning.
Task 9: Understanding symmetry, congruency, and shapes.
Task 10: Estimating distance, time, weight, perimeter, and area.
Task 11: Adding and subtracting fractions and decimals.
Task 12: Multiplying and dividing fractions and decimals.
Task 13: Understanding the conceptual meaning of four basic arithmetic operations.
Task 14: Estimating with numbers and rounding.

SCIENCE

Task 1: Understanding the scientific method and basic science concepts.
Task 2: Distinguishing between living and nonliving things, knowing basic needs of organisms, and understanding food chains.
Task 3: Understanding what plants need to live and recognizing photosynthesis.
Task 4: Understanding the transfer of matter in the environment.
Task 5: Understanding the human body systems.
Task 6: Understanding the life cycles of organisms.
Task 7: Understanding the functions and components of cells.
Task 8: Understanding the characteristics of animals and plants in the environment.
Task 9: Understanding the natural processes that change the Earth's surface.
Task 10: Understanding fossils.
Task 11: Observing, measuring, and recording changes in weather conditions.
Task 12: Understanding the sources and states of water.
Task 13: Understanding the motion of the Earth and basic components of the solar system.
Task 14: Understanding resources and science and technology careers.
Task 15: Recognizing that energy can affect objects.

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3. Snapshot System Structure

The Snapshot System uses a binder/loose-leaf format with tabs identifying content areas and specific system sections. The user's manual, scoring forms, national and state standards taxonomies mapped to the tasks, and all required manipulatives are included. All materials are designed as nonconsumables (teachers should have students complete work on scratch paper and/or teachers should photocopy indicated pages). The Snapshot System is structured to be almost entirely self-contained and reusable.

The first page for each performance task is structured as follows:

- Task number and task target
- Content standard and benchmarks
- Task description, including
  - instructions for administration of the task
  - answers to problems/questions posed by the task
- Materials (required items for completion of the task, e.g., pencil, paper, manipulatives)
- A scoring system for rating the task

The subsequent pages consist of the performance tasks themselves. They are structured so that the instruction to the student is

- first, provided in English (in plain text on the left side of the page);
- then, provided in Spanish (in bold text on the right side of the page); and
- finally, provided phonetically in Spanish (in plain text with bold for syllables to be emphasized) to assist English-speaking teachers in pronouncing the Spanish instruction for a student and in understanding a student's answers.

Tasks may include questions, pictures, stories, and mathematics problems and/or may require the use of manipulatives. The manipulatives in the Snapshot System are two cardboard sheets of punch-out attribute blocks (A-blocks and K-A blocks) of different shapes and colors (used primarily for mathematics tasks).

III. HOW TO USE THE SNAPSHOT ASSESSMENT SYSTEM

1. Administering the Snapshot Assessment System

The following methods are recommended:

a. Review tasks first. Field-test results strongly indicate the need to review and actually practice these tasks before administering them to a student. The tasks are not complex, but teachers should be aware that many require a student to use paper, pencils, manipulatives, drawing implements, etc. Also, review will help the teacher understand the purpose and methods used in each task, which should optimize its usefulness.

b. Administer only selected tasks. This system is a needs assessment tool designed to estimate the knowledge that a student brings to the classroom by administering a *minimum* number of tasks in each content area. Therefore, a student should *not* be asked to complete all tasks, as in an achievement test. The teacher should make an initial estimate of a student's knowledge then select appropriate assessment tasks. Teachers may choose to start with Task 1 in each content area if the student seems to be at a basic skill level. A student's performance on Task 1 provisionally will provide the teacher with enough information to approximate which other task(s) in that content area should be given to the student. The teacher then can choose another task based on the information provided in Task 1 to pinpoint the student's knowledge. Another approach is to begin assessing the student's knowledge with the task (in a content area) that is most closely related to what the teacher is teaching. Student performance on that task will indicate how knowledgeable the student is in the content area that is currently the subject of classroom instruction. It also will provide the teacher with a broad indication regarding a student's knowledge level in the overall content area (high or low). Based on these indications, the teacher can select additional tasks to approximate more closely the student's knowledge in the content area.

   The field-test validation results of the Snapshot System indicate that a student's knowledge can be assessed (on the average) with the use of two to three tasks per content area.

c. Administer tasks to students individually. The Snapshot System was created to identify the knowledge and skill levels of *individual* students, particularly migrant, language-different, and mobile students. The Snapshot System is especially useful for migrant students, given the inconsistencies among national and state student record transfer networks. However, in some circumstances the teacher may wish to use the Snapshot System with groups of students. For example, a migrant summer program may include a large group of students for which the teacher has little background information and/or records that are difficult to interpret. The teacher may choose to administer specific

assessment tasks to obtain a general idea of the students' abilities as a group, as well as the levels of individual students. Many of the tasks within the Snapshot System can be administered successfully to a group. The teacher can give instructions to the whole group but must ensure that each student completes the task individually. However, in a group setting, some of the value of the assessment tasks will be lost since the system is designed to be used in one-to-one interactions between student and teacher.

d. Reuse the Snapshot System. The materials within the Snapshot System are reusable, provided the teacher directs the student to complete all tasks on separate pieces of paper or uses the reproducible worksheets. Student worksheets can be photocopied (permission is granted to reproduce specific pages labeled as 'Student Worksheets').

e. Administering the tasks during regular class periods. The Snapshot System is not designed to gauge English-language fluency but to estimate knowledge in content areas, regardless of native language. Therefore, the greatest value is derived when it is used by the classroom teacher (versus the ESL specialist or testing specialist) to determine first hand what a student knows.

The first page of every task is the teacher page. It includes instructions for the teacher, a list of items required to complete the task (e.g., pencil, paper, manipulatives, etc.), and the answers to problems and/or questions posed by the task. The pages following are for the student. The student should be given these pages (as appropriate, according to the task) and should use the material on these pages to complete the task. Two multicolored cardboard punch-out cards of attribute blocks (A-blocks and K-A blocks) are included for use with certain tasks. These should be reused.

At the outset, tasks should be given first in English to assess the student's ability to perform in that language. If the student is bilingual in Spanish or uses Spanish as the primary language, the teacher then should administer the task in Spanish.

There is no time limit on tasks, but the need for extended periods of time to complete tasks is indicative of a student's learning style and/or other issues and provides additional information for the teacher. The average task should take about two to three minutes to complete. Some tasks, however, take longer (e.g., Task 5 in Language Arts—Organizing writing, developing ideas in writing, and using correct grammar; Task 12 in Mathematics—multiplying and dividing fractions and decimals). For tasks that require more time, a teacher may give an individual student a task to complete while the rest of the class works on general assignments or is provided other instruction.

f. Develop your own style. It is important to recognize that the Snapshot System does not rely on a regimented set of administrative procedures. It is a classroom tool that gives a teacher a quick look at a student's knowledge and skill levels related to content standards. Teacher judgment is a critical element in its effectiveness. Each task will provide the teacher with a wealth of information about an individual student, but the teacher must interpret the information and use it to plan for appropriate instruction for that

student. Therefore, teachers should develop their own styles for using the Snapshot System. There are no absolutes regarding administration, only recommendations (as suggested here).

2. Using the Snapshot System with Language-Different Students

In addition to instruction in English, the Snapshot System includes instruction in Spanish and Spanish phonetics to assist English-speaking teachers in pronouncing the language so that a monolingual Spanish-speaking student can understand and perform the tasks. The tasks use sheltered English approaches and incorporate visuals, kinesthetic activities, and other methods to minimize the need for language in performing each task. Many tasks can be explained through the teacher's demonstration regardless of a student's native language.

To use the Snapshot System effectively with a language-different student, the following methods are recommended:

a. Practice the Spanish phonetics. The field-test results indicate that a student who is a monolingual Spanish speaker can understand a monolingual English-speaking teacher and successfully respond to the assessment tasks if the teacher effectively utilizes the phonetic pronunciations provided in Appendix A of the *User's Manual.* Teachers should practice the phonetics and speak slowly, emphasizing the syllables that are in bold print.

b. Ask others who are bilingual to assist when necessary. If a monolingual Spanish-speaking student does not respond or does not understand the task, it may be because the student is not proficient in the content being assessed *or* it may be that the student needs additional direction beyond the Spanish that has been provided. If the teacher does not speak Spanish, he or she should enlist the aid of bilingual students, paraprofessionals, parent helpers, or other teachers to assist in administering the tasks.

c. Beware of content gaps spanning languages. Assess the student's knowledge of content in English first. Use Spanish only if the student is a native Spanish speaker and does not perform proficiently on the task. Some bilingual students do not have a command of either English or Spanish. It is not unusual to find that a student may understand some content only in English, some content only in Spanish, and some in both languages, or that a student may be content deficient in both languages.

Additionally, many teachers are misled into believing that students understand English well, when, in fact, they are simply mimicking other students or have only a surface, conversational understanding of English and not a conceptual understanding of academic terms. The Snapshot System is particularly useful in assisting teachers to determine which students have a conceptual understanding of content-specific language in English.

3. Using the Snapshot System with Culturally Different Students

In today's schools, diversity is the rule rather than the exception. Students from various countries and cultures may react differently to the Snapshot Assessment. In many cultures it is considered disrespectful to look the teacher in the eye or to respond assertively to questions. Many students are fearful because they neither speak English nor understand the unwritten rules of schools in the United States. Teachers should focus first on developing the teacher/student relationship necessary for the student to feel safe enough to respond to the performance tasks. Teachers should provide examples or demonstrate some tasks with the intention of making participation enjoyable. Students who perceive the Snapshot System as a formal test may develop test anxiety or become unresponsive. Please keep in mind that the purpose of the Snapshot System is to identify what a student knows in relation to content and not to make transitional decisions.

4. Scoring and Interpretation

The scoring system included on each task is standard and is provided as a guideline. The scoring is intentionally generic because the purpose of the Snapshot System is to estimate a student's skill and knowledge level in relation to content standards. The crucial objective, therefore, is to identify whether a student is proficient, not proficient, or in the process of gaining proficiency in a standard. The *Snapshot System* is meant to provide the teacher with a quick glimpse of a student's content knowledge to facilitate meaningful instructional planning for that student, not to identify comprehensively all of the details of a particular student's knowledge gaps.

As an informal assessment tool, the Snapshot System assumes a pivotal role for teacher judgment and interpretation. The scoring forms for each content area (Section 6) may be photo-copied by users for

- rating performance in relation to the standards/benchmarks in a content area,
- recording teacher comments regarding specific performance on tasks, and
- recording teacher recommendations regarding individual instructional needs.

Snapshot Assessment ™ Language Arts: Intermediate Level

STUDENT PROFICIENCY CHECKLIST

Student Name: _____ **Grade Level:** _____ **Teacher:** _____

TASK	ASSESSMENT TARGET	PROFICIENCY	COMMENTS
Task 1	A. Understanding fiction/nonfiction	0 [X] 2 3	Difficulty with fiction/ nonfiction concepts
	B. Understanding main idea	0 1 2 3	
Task 2	A. Understanding and following directions	0 1 2 3	
Task 3	A. Understanding opinion	0 1 2 3	
Task 4	A. Story comprehension	0 1 2 [X]	Good comprehension
	B. Reading Strategies	0 1 2 3	
Task 5	A. Writi... name	0 1 2 3	
	B. Locating, selecting, and ... relevant information from rea...g	... 2 3	
Task 10	A. Identifying differences in literature	[X] 1 2 3	Does not understand similarities and differences

Instructional recommendations: *Work with student toward understanding fiction and nonfiction as well as similarities and differences*

IV. DEVELOPMENT AND FIELD TESTING OF THE SNAPSHOT ASSESSMENT SYSTEM

1. How the Snapshot Assessment System Was Developed

The format for the *Snapshot Assessment System: Intermediate Level* was developed following a review of the literature on informal and formal assessment of content with language-minority and migrant students and with the assistance of various assessment and language experts. Using this initial format, the field-test version of the Snapshot Assessment System was developed with the assistance of 16 teacher researcher/consultants from school districts across Colorado. Three of the teacher-researchers were fourth-grade teachers, three were fifth-grade teachers, three were sixth-grade teachers, four were content-area teachers in language arts, mathematics, and science, and three were ESL/language specialists. This group of teachers and specialists worked with the authors to review the content standards, select the principal foundational content targets, and develop the performance tasks. The authors then mapped the standards to the performance tasks. A pilot-test format was created and field-tested first with the teacher-researcher group to identify problems with and suggest improvements to the structure, format, and the overall strategy of the Snapshot System. Based on these initial trials, the performance tasks were revised, and a full-scale field-test form was created.

2. How the Snapshot Assessment System Was Validated

One hundred fourteen teachers from five states (Colorado, Missouri, North Dakota, Maine, and Utah), who work directly with migrant, language-different, and mobile students, were recruited to participate in training and field-testing of the Snapshot System. These teachers attended training sessions conducted by the authors in the five states. All participating teachers were provided with a full day of training on the purpose of the Snapshot System, administration of the tasks, practice in using Spanish phonetics, and an overall evaluation format. All teachers were furnished a full field-test copy of the Snapshot System, a scoring format, evaluation forms for each performance task, an overall evaluation, and a student interview evaluation format. Teachers were asked to use the tools with both English- and Spanish-speaking students and to pilot-test a minimum of 15 performance tasks. They were given four to six weeks to complete the field-test. Following the field-test, the authors collected the evaluation data and interviewed all participating teachers regarding their experiences with the Snapshot System. The field-test version was reviewed by a team of eight experts in assessment, content, and migrant and bilingual education. Recommendations from all teachers and reviewers were used to improve each task and the Snapshot System as a whole. Based on the results of the field-tests and external reviews, a first edition of the *Snapshot Assessment System: Intermediate Level* was produced.

3. Field-Test Results

The following summarizes the results of the evaluation of the *Snapshot Assessment System: Intermediate Level* from the field test:

a. Demographics

i. Total teacher evaluators completing the summary evaluation: 64

ii. Total number of students tested: 391

iii. Average number of assessment tasks tested per teacher: 15

iv. Number of teachers who tested students in different content areas:

Language arts	54
Mathematics	58
Science	55

v. Number of students tested per grade level:

Fourth	119
Fifth	113
Sixth	109
All other grade levels	50

vi. Total number of tasks field-tested with migrant students: 325

vii. Total number of tasks field-tested with Spanish-speaking students: 311

b. Performance tasks

i. Average number of performance tasks required for teachers to determine the approximate skill level of students in the content areas:

Language arts	2.6
Mathematics	2.7
Science	2.8

ii. Average time for students to complete performance tasks:

Language arts	4.0 minutes
Mathematics	3.9 minutes
Science	3.0 minutes

iii. Average time needed to determine the approximate skill level of students in each content area:

Language arts	10.4 minutes
Mathematics	10.5 minutes
Science	8.4 minutes

c. Teacher ratings of effectiveness and validity

i. In your opinion did the Snapshot System accurately identify the basic foundational knowledge of students you tested?

Excellent/Good: 88% (N = 53) **Moderate:** 8% (N = 5) **Fair/Low:** 3% (N = 2)

ii. Did the Snapshot System help you identify where to place student(s) in the curriculum?

Strongly Agree/Agree:	77% (N = 37)
Slightly Agree:	21% (N = 10)
Strongly Disagree/Disagree:	2% (N = 1)

iii. Were the Spanish translations effective?

Yes: 90% (N = 18) **No:** 10% (N = 2)

iv. Were the phonetics of the Spanish effective?

Yes: 100% (N = 11) **No:** 0% (N = 0)

v. Were you able to use the assessments and the accompanying manipulatives easily and effectively?

Strongly Agree/Agree:	90% (N = 56)
Slightly Agree:	8% (N = 5)
Strongly Disagree/Disagree:	0% (N = 0)

vi. Would you use the Snapshot System with your students when it becomes available?

Strongly Agree/Agree:	79% (N = 49)
Slightly Agree:	18% (N =11)
Strongly Disagree/Disagree:	3% (N = 2)

vii. Overall, how would you rate the value and effectiveness of the Snapshot System?

Excellent/Good: 83% (N = 52) **Moderate:** 15% (N = 10) **Fair/Low:** 2% (N = 2)

4. Assessment Completion Time Per Task

Language Arts	Average Completion Time
Task 1: Differentiating between fact and fiction and understanding main idea.	4 minutes
Task 2: Understanding and following directions.	3 minutes
Task 3: Understanding opinions and people from other backgrounds.	3 minutes
Task 4: Story setting, comprehension, and reading strategies.	5 minutes
Task 5: Organizing writing, developing ideas in writing, and using correct grammar.	5 minutes
Task 6: Revising and editing writing, grammar, and punctuation.	6 minutes
Task 7: Spelling.	5 minutes
Task 8: Predicting, drawing conclusions, and solving problems with reading (directions).	5 minutes
Task 9: Locating, selecting, and using relevant information from reading.	1 minute
Task 10: Identifying types of literature, similarities and differences, person, and main topics.	5 minutes

Mathematics	Average Completion Time
Task 1: Understanding the concepts of fractions, decimals, and percents.	3.5 minutes
Task 2: Understanding place value concepts, and ordering numbers.	4.5 minutes
Task 3: Understanding patterns and open sentences.	5 minutes
Task 4: Understanding factors.	3 minutes
Task 5: Understanding graphs and interpreting data.	3.5 minutes
Task 6: Understanding temperature, including positive and negative numbers, and graphing.	4 minutes
Task 7: Recognizing geometry in the real world.	3.5 minutes
Task 8: Solving problems using geometric relationships and spatial reasoning.	2 minutes
Task 9: Understanding symmetry, congruency, and shapes.	5.5 minutes
Task 10: Estimating distance, time, weight, perimeter, and area.	3 minutes
Task 11: Adding and subtracting fractions and decimals.	6 minutes
Task 12: Multiplying and dividing fractions and decimals.	6 minutes
Task 13: Understanding the conceptual meanings of four basic arithmetic operations.	3 minutes
Task 14: Estimating with numbers and rounding.	3.5 minutes

Science	Average Completion Time
Task 1: Understanding the scientific method and basic science concepts.	4 minutes
Task 2: Distinguishing living and nonliving things, knowing basic needs of organisms, and understanding food chains.	4 minutes
Task 3: Understanding what plants need to live and recognizing photosynthesis.	3 minutes
Task 4: Understanding the transfer of matter in the environment.	4 minutes
Task 5: Understanding the human body systems.	3 minutes
Task 6: Understanding the life cycles of organisms.	2.5 minutes
Task 7: Understanding the functions and components of cells.	4 minutes
Task 8: Understanding the characteristics of animals and plants in the environment.	2.5 minutes
Task 9: Understanding the natural processes that change the Earth's surface.	3.5 minutes
Task 10: Understanding fossils.	3 minutes
Task 11: Observing, measuring, and recording changes in weather conditions.	3.5 minutes
Task 12: Understanding the sources and states of water.	2.5 minutes
Task 13: Understanding the motion of the Earth and basic components of the solar system.	3.5 minutes
Task 14: Understanding resources and science and technology careers.	2 minutes
Task 15: Recognizing that energy can affect objects.	3 minutes

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APPENDIX A

SPANISH PRONUNCIATION

1. Spanish Phonetics

There are only minor differences in sounds between the Spanish alphabet and the English alphabet. For this reason and for simplification, the phonetics used in the Snapshot Assessment System are not based on the International Phonetic Alphabet.

To speak Spanish well enough to be understood, you need only to remember the correct pronunciation of the five Spanish vowels. Unlike their English equivalents, each Spanish vowel is always pronounced the same, as follows:

a	(ah)	as in taught
e	(eh)	as in let
i	(ee)	as in peep
o	(oh)	as in over
u	(oo)	as in pool

Don't forget, these sounds are always the same.

Although some variations occur, the consonants in Spanish are similar to their English equivalents.

2. Spanish Accentuation

Any part of a word that carries a written accent mark (´) needs to be pronounced louder and with more emphasis (i.e., café = kah-**fay**). If there is no written accent mark, enunciate the last syllable of the word with more emphasis (i.e., Beatriz = beh-ah-**trees**). For words ending in a vowel, or in *n* or *s*, the next to the last syllable is stressed (i.e., Francisco = Frahn-**cees**-koh). This rule is applied throughout the Snapshot System wherever phonetics have been provided.

3. Gender of Nouns and Adjectives

Unlike English, nouns and adjectives in Spanish have gender. Gender of nouns is indicated by the singular articles **el** for masculine nouns (e.g., **el chico** = the boy) and **la** for feminine nouns (e.g., **la chica** = the girl). Generally, gender of adjectives (and many nouns) is determined by the last letter of the word. That is, words ending in **o** are usually (but not always) masculine (e.g., **el chico americano**) and those ending in **a** are usually (but not always) feminine (e.g., **la chica Americana**).

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APPENDIX B

TEACHER'S GUIDE TO COMMONLY USED DIRECTIONS FOR STUDENTS

1. Preparing Students to Take the Snapshot Assessment

You are going to do some activities so we can see what you know.
Vas a hacer unas actividades para que veamos todo lo que sabes.
Vahs **ah**-sare **oo**-nahs ahk-tee-veh-**dah**-dehs pa-**rah** keh veh-**ah**-mohs **to**-doh loh keh **sah**-behs.

2. General Directions and Questions to Students

1. Come here. (**Ven.**) (Vehn.)

2. Sit down. (**Siéntate.**) (See-**en**-tah-teh.)

3. Stand up. (**Parate.**) (Pah-**rah**-teh.)

4. How are you? (**¿Cómo estás?**) (**Koh**-moh es-**tahs**?)

5. What is (or, Tell me) your name? (**¿Cómo te llamas?**) (**Koh**-moh teh **ya**-mahs?)

6. Please write your name. (**Por favor, escribes tu nombre.**) (Pohr fah-**vohr** ehs-**cree**-beh too **nohm**-breh.)

7. Please write (or, Show me) how old you are. (**¿Por favor, cuántos años tienes? Escribe los años que tienes.**)
(Pohr fah-**vohr, kwan**-tohs ah-nyos tee-**en**-es? Ehs-**cree**-beh lohs **ah**-nyos key tee-**en**-es.)

8. Write, or please show me on the map, where you were born. (**¿De dónde eres tú? Por favor, escribe o enseñame dónde naciste en un mapa.**) (Deh **done**-deh **eh**-rehs too?
Pohr fah-**vohr**, ehs-**cree**-beh oh ehn-sehn-**ya**-me **done**-deh nah-**cees**-teh ehn oon **mah**-pah.)

9. Please write (or, Tell me) what language you speak. (**Por favor, dime o escribe el idioma que hablas.**) (Pohr fah-**vohr, dee**-mah oh ehs-**cree**-beh el e-dee-**oh**-mah key **ah**-blahs.)

10. Thank you. You may return to class. (**Gracias. Puedes regresar a tu clase.**)
(Grah-**see**-ahs. Poo-**whey**-dehs reh-greh-**sahr** ah too **clah**-seh.)

3. **Specific Directions Regarding Performance Assessments in Spanish**

English	Spanish	Phonetic
1. Please _____	1. Por favor _____	1. Pohr-fah-**vohr** _____
a. show	**a. muestra/enseña**	a. moo-**es**-trah/en-**sen**-ya
b. point to	**b. apunta a**	b. ah-**pon**-tah ah
c. place/put (in order)	**c. pon en orden**	c. pone en **or**-den
d. arrange/organize	**d. arregla/organiza**	d. a-**rreg**-lah/or-ga-**nee**-saw
e. choose/select	**e. escoge**	e. es-**co**-hay
f. read	**f. lee**	f. **lay**-ee
g. write/type	**g. escribe**	g. es-**cree**-bay
h. spell	**h. deletrea**	h. day-**leh**-treh-ah
i. alphabetize	**i. pon en órden alfabetico**	i. pone en **or**-den alfa-bet-**tee**-co
j. answer/tell	**j. contesta/di**	j. con-**tes**-tah/dee
k. listen	**k. escucha**	k. es-**coo**-cha
l. change	**l. cambia**	l. cahm-**be**-ah
m. find	**m. encuentra**	m. en-**kwen**-tra
n. draw a line	**n. dibuja una linea**	n. dee-boo-ha **oo**-nah lee-**nay**-ah
o. underline	**o. puedes subrayar**	o. poo-**way**-days **soo**-bray-ar
p. circle	**p. pon un círculo**	p. pone oon **seer**-koo-low
q. delete	**q. quite**	q. **kee**-tay
r. draw	**r. dibuja**	r. dee-**boo**-ha
s. identify	**s. identifica**	s. I-den-tif-**fee**-kah
t. press/touch	**t. toca**	t. **toe**-kah
u. correct	**u. corrige**	u. ko-**ree**-hay
v. watch	**v. mira**	v. **mee**-rah
w. make	**w. haz**	w. ahs
x. begin/start	**x. empieza**	x. em-**pee**-es-ah
y. finish/end	**y. termina**	y. term-**meen**-nah
z. complete	**z. completa**	z. com-**pleh**-tah

Nod your head if you understand. **Si me entiendes, mueve tu cabeza para arriba y abajo.**
(See meh en-tee-**en**-dehs moo-**eh**-veh too kah-**beh**-sah **pah**-ra ah-**ree**-bah ee ah-**bah**-hoe.)

Raise your hand if you do not understand. **Si no me entiendes, levanta la mano.**
(See no meh en-tee-**en**-dehs, ley-**vahn**-tah la **mah**-no.)

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TABLE OF CONTENTS

Target Standards and Benchmarks

Snapshot Assessment System: Language Arts Standards
Grades 4–6

LANGUAGE ARTS	TASK TARGET	CONTENT STANDARDS
Task 1	Differentiating between fact and fiction and understanding the concept of main idea.	5. Demonstrates competence in the general skills and strategies of the reading process. 7. Demonstrates competence in the general skills and strategies for reading information.
Task 2	Understanding and following directions.	7. Demonstrates competence in the general skills and strategies for reading information.
Task 3	Understanding opinions and people from other backgrounds.	7. Demonstrates competence in the general skills and strategies for reading information.
Task 4	Story setting, comprehension and reading strategies.	7. Demonstrates competence in the general skills and strategies for reading information.
Task 5	Organizing writing, developing ideas in writing, and using correct grammar.	3. Writes with a command of the grammatical and mechanical conventions of composition.
Task 6	Revising and editing writing, grammar, and punctuation.	1. Demonstrates competence in the general skills and strategies of the writing process. 3. Writes with a command of the grammatical and mechanical conventions of composition.
Task 7	Spelling.	3. Writes with a command of the grammatical and mechanical conventions of composition.

Snapshot Assessment System: Language Arts Standards
Grades 4–6

LANGUAGE ARTS	TASK TARGET	CONTENT STANDARDS
Task 8	Predicting, drawing conclusions, and solving problems with reading (directions)	5. Demonstrates competence in the general skills and strategies of the reading process. 7. Demonstrates competence in the general skills and strategies for reading information.
Task 9	Locating, selecting, and using relevant information from reading	5. Demonstrates competence in the general skills and strategies of the reading process. 7. Demonstrates competence in the general skills and strategies for reading information.
Task 10	Identifying types of literature, similarities and differences, person, and main topics	8. Demonstrates competence in applying the reading process to specific types of literary texts.

Standards and Benchmarks Targeted by Language Arts Tasks

The following language arts standards and benchmarks have been distributed across the Language Arts Tasks 1 through 10. They are described on pp. 8–10, in the section entitled "Design of the Snapshot Assessment System." Standards and benchmarks are taken from *Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education*, by Kendall and Marzano (1996). The original sources for each standard and benchmark are listed below.

Standard 1: Demonstrates competence in the general skills and strategies of the writing process.

- **Benchmark (6-8) 1b. Drafts, revises, edits, and proofreads written work.**
  National Council of Teachers of English. (1989). *The English coalition conference: Democracy through language.* Urbana, IL: Author, p. 20.
  Edison Project. (1994). *Student standards for the junior academy.* New York: Author, p. 35.
  Australian Education Council. (1994). *English: A curriculum profile for Australian schools.* Commonwealth of Australia: Curriculum Corporation, p. 61.

Standard 3: Writes with a command of the grammatical and mechanical conventions of composition.

- **Benchmark (3-5) 3a. Writes legibly.**
  Standards Project for English Language Arts. (1994, February). *Incomplete work of the task forces of the standards project for English language arts.* (Draft). Urbana, IL: National Council of Teachers of English, p. 67.

- **Benchmark (3-5) 3f. Writes compositions that have few significant errors in spelling of common, frequently used words.**
  National Assessment of Educational Progress. (1992). *Description of writing achievement levels-setting process and proposed achievement level definitions.* Iowa City, IA: American College Testing Program, p. 24.
  Edison Project. (1994). *Student standards for the elementary academy.* New York: Author, p. 36.

- **Benchmark (3-5) 3g. Writes compositions that have no significant errors in the capitalization of words that begin sentences and few significant errors in the capitalization of proper nouns and titles.**
  National Assessment of Educational Progress. (1992). *Description of writing achievement levels-setting process and proposed achievement level definitions.* Iowa City, IA: American College Testing Program, p. 24.
  Edison Project. (1994). *Student standards for the elementary academy.* New York: Author, p. 36.

- **Benchmark (3-5) 3h. Writes compositions that have no significant errors in the use of ending punctuation marks (e.g., periods and quotation marks and shows some attention to the common uses of commas).**
  National Assessment of Educational Progress. (1992). *Description of writing achievement levels-setting process and proposed achievement level definitions.* Iowa City, IA: American College Testing Program, p. 24.
  Edison Project. (1994). *Student standards for the elementary academy.* New York: Author, p. 36.

- **Benchmark (6-8) 3e. Writes compositions that have no significant errors in the spelling of frequently used words and shows some attention to the correct spelling of commonly misspelled words and less common words.**

  National Assessment of Educational Progress. (1992). *Description of writing achievement levels-setting process and proposed achievement level definitions.* Iowa City, IA: American College Testing Program, p. 25.

  Edison Project. (1994). *Student standards for the junior academy.* New York: Author, p. 34.

  Australian Education Council. (1994). *English: A curriculum profile for Australian schools.* Commonwealth of Australia: Curriculum Corporation, p. 61.

Standard 5: Demonstrates competence in the general skills and strategies of the reading process.

- **Benchmark: (3-5) 5h. Represents concrete information (e.g., persons, places, things, events) as explicit mental pictures.**

  New Standards. (June, 1995). *Draft performance standards for English language arts.* Washington, DC: Author, p. 81.

  National Assessment of Educational Progress Reading Consensus Project. (1990). *Assessment and exercise specifications: 1992 NAEP reading assessment.* Washington, DC: National Assessment Governing Board, p. 4.

  Secretary's Commission on Achieving Necessary Skills. (1991). *What work requires of schools: A SCANS report for America 2000.* Washington, DC: U.S. Department of Labor, p. xvii.

  Carnevale, A. P., Gainer, L. J., & Meltzer, A. S. (1990). *Workplace basics: The essential skills employers want.* San Francisco: Jossey-Bass, p. 90.

- **Benchmark: (6-8) 5b. Reflects on what has been learned after reading.**

  Standards Project for English Language Arts. (1994, February). *Incomplete work of the task forces of the standards project for English language arts.* (Draft). Urbana, IL: National Council of Teachers of English, p. 54.

- **Benchmark: (6-8) 5d. Uses specific strategies to clear up confusing parts of a text (e.g., rereads the text, consults another source, asks for help).**

  National Assessment of Educational Progress Reading Consensus Project. (1990). *Assessment and exercise specifications: 1992 NAEP reading assessment.* Washington, DC: National Assessment Governing Board, pp. 32-33.

Standard 7: Demonstrates competence in the general skills and strategies for reading information.

- **Benchmark: (6-8) 7c. Reads for a variety of purposes including to answer a specific question, to form an opinion, to skim for facts.**

  Standards Project for English Language Arts. (1994, February). *Incomplete work of the task forces of the standards project for English language arts.* (Draft). Urbana, IL: National Council of Teachers of English, p. 56.

  National Council for the Social Studies. (1994). *Expectations of excellence: Curriculum standards for social studies.* Washington, DC: Author, p. 148.

- **Benchmark: (6-8) 7e. Generates implied generalizations from informational texts along with the specific information that supports these generalizations.**

  National Assessment of Educational Progress Reading Consensus Project. (1990). *Assessment and exercise specifications: 1992 NAEP reading assessment.* Washington, DC: National Assessment Governing Board, p. 18.

Standard 8: Demonstrates competence in applying the reading process to specific types of literary texts.

- **Benchmark: (6-8) 8j. Understands the defining features and structure of poems at this developmental level.**

  National Assessment of Educational Progress Reading Consensus Project. (1990). *Assessment and exercise specifications: 1992 NAEP reading assessment.* Washington, DC: National Assessment Governing Board, p. 3.

Snapshot Assessment System: Mathematics Standards
Grades 4–6

MATH	TASK TARGET	CONTENT STANDARDS
Task 1	Understanding the concepts of fractions, decimals, percents.	3. Uses basic and advanced procedures while performing the process of computation.
Task 2	Understanding place value concepts and ordering numbers.	2. Understands and applies basic and advanced properties of the concept of numbers.
Task 3	Understanding patterns and open sentences.	8. Understands and applies basic and advanced properties of functions and algebra.
Task 4	Understanding factors.	3. Uses basic and advanced procedures while performing the process of computation.
Task 5	Understanding graphs and interpreting data.	4. Understands and applies basic and advanced properties of the concept of measurement. 6. Understands and applies basic and advanced concepts of data analysis and distributions.
Task 6	Understanding temperature, including positive and negative numbers, and graphing.	4. Understands and applies basic and advanced properties of the concept of measurement. 2. Understands and applies basic and advanced properties of the concept of numbers.
Task 7	Recognizing geometry in the real world.	5. Understands and applies basic and advanced properties of the concepts of geometry.

Snapshot Assessment System: Mathematics Standards
Grades 4–6

MATH	TASK TARGET	CONTENT STANDARDS
Task 8	Solving problems using geometric relationships and spatial reasoning.	6. Understands and applies basic and advanced concepts of data analysis and distributions. 8. Understands and applies basic and advanced properties of functions and algebra.
Task 9	Understanding symmetry, congruency, and shapes.	5. Understands and applies basic and advanced properties of the concepts of geometry.
Task 10	Estimating distance, time, weight, perimeter, and area.	4. Understands and applies basic and advanced properties of the concept of measurement.
Task 11	Adding and subtracting fractions and decimals.	3. Uses basic and advanced procedures while performing the process of computation.
Task 12	Multiplying and dividing of fractions and decimals.	3. Uses basic and advanced procedures while performing the process of computation.
Task 13	Understanding the conceptual meaning of four basic arithmetic operations.	9. Understands the general nature and uses of mathematics.
Task 14	Estimating with numbers and rounding.	3. Uses basic and advanced procedures while performing the process of computation.

Standards and Benchmarks Targeted by Mathematics Tasks

The following mathematics standards and benchmarks have been distributed across the Mathematics Tasks 1 through 14. They are described on pp. 8–10, in the section entitled "Design of the Snapshot Assessment System." Standards and benchmarks are taken from *Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education*, by Kendall and Marzano (1996). The original sources for each standard and benchmark are listed below.

Standard 2: Understands and applies basic and advanced properties of the concept of numbers.

- **Benchmark: (3-5) 2e. Understands the basic meaning of place value.**
  National Council of Teachers of Mathematics. (1989). *Curriculum and evaluation standards for school mathematics.* Reston, VA: Author, p. 38.
  National Assessment of Educational Progress. (March 26, 1992). *Content specifications for the 1994 National Assessment of Educational Progress mathematics assessment - Grade 4.* Washington, DC: Author, p. 3.
  National Assessment of Educational Progress. (March 31, 1992). *Framework for the 1994 National Assessment of Educational Progress mathematics assessment.* Washington, DC: Author, p. 25.

Standard 3: Uses basic and advanced procedures while performing the process of computation.

- **Benchmark: (3-5) 3a. Adds, subtracts, multiplies, and divides decimals with accuracy.**
  National Council of Teachers of Mathematics. (1989). *Curriculum and evaluation standards for school mathematics.* Reston, VA: Author, p. 94.
  National Assessment of Educational Progress. (March 26, 1992). *Content specifications for the 1994 National Assessment of Educational Progress mathematics assessment - Grade 4.* Washington, DC: Author, p. 5.
  National Assessment of Educational Progress. (March 31, 1992). *Framework for the 1994 National Assessment of Educational Progress mathematics assessment.* Washington, DC: Author, p. 26.
  Carnevale, A. P., Gainer, L. J., & Meltzer, A. S. (1990). *Workplace basics: The essential skills employers want.* San Francisco: Jossey-Bass, pp. 122-123.

- **Benchmark: (3-5) 3b. Rounds whole numbers.**
  National Council of Teachers of Mathematics. (1989). *Curriculum and evaluation standards for school mathematics.* Reston, VA: Author, p. 36.
  National Assessment of Educational Progress. (March 26, 1992). *Content specifications for the 1994 National Assessment of Educational Progress mathematics assessment - Grade 4.* Washington, DC: Author, p. 6.
  National Assessment of Educational Progress. (March 31, 1992). *Framework for the 1994 National Assessment of Educational Progress mathematics assessment.* Washington, DC: Author, p. 26.

- **Benchmark: (3-5) 3f. Accurately translates between decimals and commonly encountered fractions halves, thirds, fourths, fifths, tenths, and hundredths (but not sixths, sevenths, and so on).**
  Project 2061, American Association for the Advancement of Science. (1993). *Benchmarks for science literacy.* New York: Oxford University Press, p. 290.
  National Assessment of Educational Progress. (March 26, 1992). *Content specifications for the 1994 National Assessment of Educational Progress mathematics assessment - Grade 8.* Washington, DC: Author, pp. 4-5.

National Assessment of Educational Progress. (March 31, 1992). *Framework for the 1994 National Assessment of Educational Progress mathematics assessment.* Washington, DC: Author, p. 26.
Carnevale, A. P., Gainer, L. J., & Meltzer, A. S. (1990). *Workplace basics: The essential skills employers want.* San Francisco: Jossey-Bass, pp. 122-123.

- **Benchmark: (6-8) 3a. Adds, subtracts, multiplies, and divides mixed numbers and fractions.**
  National Council of Teachers of Mathematics. (1989). *Curriculum and evaluation standards for school mathematics.* Reston, VA: Author, p. 94.
  National Assessment of Educational Progress. (March 26, 1992). *Content specifications for the 1994 National Assessment of Educational Progress mathematics assessment - Grade 8.* Washington, DC: Author, pp. 5-6.
  National Assessment of Educational Progress. (March 31, 1992). *Framework for the 1994 National Assessment of Educational Progress mathematics assessment.* Washington, DC: Author, p. 26.
  Carnevale, A. P., Gainer, L. J., & Meltzer, A. S. (1990). *Workplace basics: The essential skills employers want.* San Francisco: Jossey-Bass, pp. 122-123.

- **Benchmark: (6-8) 3b. Rounds decimals and fractions.**
  National Council of Teachers of Mathematics. (1989). *Curriculum and evaluation standards for school mathematics.* Reston, VA: Author, p. 94.
  National Assessment of Educational Progress. (March 26, 1992). *Content specifications for the 1994 National Assessment of Educational Progress mathematics assessment - Grade 8.* Washington, DC: Author, p. 6.
  National Assessment of Educational Progress. (March 31, 1992). *Framework for the 1994 National Assessment of Educational Progress mathematics assessment.* Washington, DC: Author, p. 26.

- **Benchmark: (6-8) 3d. Uses basic estimation techniques effectively (e.g., overestimate, underestimate, range of estimations).**
  National Council of Teachers of Mathematics. (1989). *Curriculum and evaluation standards for school mathematics.* Reston, VA: Author, p. 94.
  National Assessment of Educational Progress. (March 26, 1992). *Content specifications for the 1994 National Assessment of Educational Progress mathematics assessment - Grade 8.* Washington, DC: Author, p. 6.
  National Assessment of Educational Progress. (March 31, 1992). *Framework for the 1994 National Assessment of Educational Progress mathematics assessment.* Washington, DC: Author, p. 26.

- **Benchmark: (6-8) 3f. Understands the nature of and similarities and differences between multiples and factors.**
  National Council of Teachers of Mathematics. (1989). *Curriculum and evaluation standards for school mathematics.* Reston, VA: Author, p. 91.
  National Assessment of Educational Progress. (March 26, 1992). *Content specifications for the 1994 National Assessment of Educational Progress mathematics assessment - Grade 8.* Washington, DC: Author, p. 9.
  National Assessment of Educational Progress. (March 31, 1992). *Framework for the 1994 National Assessment of Educational Progress mathematics assessment.* Washington, DC: Author, p. 27.

Standard 4: Understands and applies basic and advanced properties of the concept of measurement.

- **Benchmark: (3-5) 4a. Understands the basic characteristics of area and how it is measured.**
  National Council of Teachers of Mathematics. (1989). *Curriculum and evaluation standards for school mathematics.* Reston, VA: Author, p. 51.
  National Assessment of Educational Progress. (March 26, 1992). *Content specifications for the 1994 National Assessment of Educational Progress mathematics assessment - Grade 4.* Washington, DC: Author, p. 9.
  National Assessment of Educational Progress. (March 31, 1992). *Framework for the 1994 National Assessment of Educational Progress mathematics assessment.* Washington, DC: Author, pp. 29-30.

- **Benchmark: (3-5) 4c. Makes effective use of a ruler, thermometer, and scale for making.**
  National Council of Teachers of Mathematics. (1989). *Curriculum and evaluation standards for school mathematics.* Reston, VA: Author, p. 51.
  National Assessment of Educational Progress. (March 26, 1992). *Content specifications for the 1994 National Assessment of Educational Progress mathematics assessment - Grade 4.* Washington, DC: Author, p. 9.
  National Assessment of Educational Progress. (March 31, 1992). *Framework for the 1994 National Assessment of Educational Progress mathematics assessment.* Washington, DC: Author, p. 29.

- **Benchmark: (6-8) 4i. Estimates distances and travel times from maps and the actual size of objects from scale drawings.**
  Project 2061, American Association for the Advancement of Science. (1993). *Benchmarks for science literacy.* New York: Oxford University Press, p. 291.

  National Assessment of Educational Progress. (March 26, 1992). *Content specifications for the 1994 National Assessment of Educational Progress mathematics assessment - Grade 8.* Washington, DC: Author, p. 14.
  National Assessment of Educational Progress. (March 31, 1992). *Framework for the 1994 National Assessment of Educational Progress mathematics assessment.* Washington, DC: Author, p. 31.

- **Benchmark: (6-8) 4k. Reads analog and digital meters on instruments used to make direct measurements of length, volume, weight, elapsed time, rates and temperature, and chooses appropriate units for reporting various magnitudes.**
  Project 2061, American Association for the Advancement of Science. (1993). *Benchmarks for science literacy.* New York: Oxford University Press, p. 294.
  National Assessment of Educational Progress. (March 26, 1992). *Content specifications for the 1994 National Assessment of Educational Progress mathematics assessment - Grade 8.* Washington, DC: Author, p. 11.
  National Assessment of Educational Progress. (March 31, 1992). *Framework for the 1994 National Assessment of Educational Progress mathematics assessment.* Washington, DC: Author, pp. 29-30.

Standard 5: Understands and applies basic and advanced properties of the concepts of geometry.

- **Benchmark: (3-5) 5a. Understands the basic characteristics of the concept of three dimensions.**
  National Council of Teachers of Mathematics. (1989). *Curriculum and evaluation standards for school mathematics.* Reston, VA: Author, p. 48.
  National Assessment of Educational Progress. (March 26, 1992). *Content specifications for the 1994 National Assessment of Educational Progress mathematics assessment - Grade 4.*

Washington, DC: Author, p. 11.
National Assessment of Educational Progress. (March 31, 1992). *Framework for the 1994 National Assessment of Educational Progress mathematics assessment.* Washington, DC: Author, p. 33.

- **Benchmark: (3-5) 5d. Compares shapes in terms of such concepts as parallel, perpendicular, congruence, and symmetry.**
  Project 2061, American Association for the Advancement of Science. (1993). *Benchmarks for science literacy.* New York: Oxford University Press, p. 223.
  National Assessment of Educational Progress. (March 26, 1992). *Content specifications for the 1994 National Assessment of Educational Progress mathematics assessment - Grade 4.* Washington, DC: Author, p. 12.
  National Assessment of Educational Progress. (March 31, 1992). *Framework for the 1994 National Assessment of Educational Progress mathematics assessment.* Washington, DC: Author, pp. 33-35.

- **Benchmark: (6-8) 5a. Understands the basic characteristics of the concept of symmetry.**
  National Council of Teachers of Mathematics. (1989). *Curriculum and evaluation standards for school mathematics.* Reston, VA: Author, p. 112.
  National Assessment of Educational Progress. (March 26, 1992). *Content specifications for the 1994 National Assessment of Educational Progress mathematics assessment - Grade 8.* Washington, DC: Author, pp. 16-17.
  National Assessment of Educational Progress. (March 31, 1992). *Framework for the 1994 National Assessment of Educational Progress mathematics assessment.* Washington, DC: Author, p. 33.

- **Benchmark: (6-8) 5d. Compares the basic characteristics of and the similarities and differences between a variety of three-dimensional shapes (e.g., pyramids and prisms, cubes and rectangular prisms).**
  National Council of Teachers of Mathematics. (1989). *Curriculum and evaluation standards for school mathematics.* Reston, VA: Author, p. 112.
  National Assessment of Educational Progress. (March 26, 1992). *Content specifications for the 1994 National Assessment of Educational Progress mathematics assessment - Grade 8.* Washington, DC: Author, p. 12.
  National Assessment of Educational Progress. (March 31, 1992). *Framework for the 1994 National Assessment of Educational Progress mathematics assessment.* Washington, DC: Author, p. 30.

Standard 6: Understands and applies basic and advanced concepts of data analysis and distributions.

- **Benchmark: (3-5) 6b. Collects and organizes simple data sets to answer questions.**
  National Council of Teachers of Mathematics. (1989). *Curriculum and evaluation standards for school mathematics.* Reston, VA: Author, pp. 54, 105.
  National Assessment of Educational Progress. (March 26, 1992). *Content specifications for the 1994 National Assessment of Educational Progress mathematics assessment - Grade 4.* Washington, DC: Author, p. 15.
  National Assessment of Educational Progress. (March 31, 1992). *Framework for the 1994 National Assessment of Educational Progress mathematics assessment.* Washington, DC: Author, p. 37.

- **Benchmark: (3-5) 6f. Constructs and interprets simple bar graphs, pie charts, and line graphs.**
  National Assessment of Educational Progress. (March 26, 1992). *Content specifications for the 1994 National Assessment of Educational Progress mathematics assessment - Grade 4.* Washington, DC: Author, p. 15.
  Geography Education Standards Project. (1994). *Geography for life: National geography standards.* Washington, DC: National Geographic Research and Exploration, p. 47.
  National Assessment of Educational Progress. (March 31, 1992). *Framework for the 1994 National Assessment of Educational Progress mathematics assessment.* Washington, DC: Author, p. 37.

Standard 8: Understands and applies basic and advanced properties of functions and algebra.

- **Benchmark: (3-5) 8a. Interpolates simple patterns of numbers**
  National Council of Teachers of Mathematics. (1989). *Curriculum and evaluation standards for school mathematics.* Reston, VA: Author, pp. 29, 60.
  National Assessment of Educational Progress. (March 26, 1992). *Content specifications for the 1994 National Assessment of Educational Progress mathematics assessment - Grade 4.* Washington, DC: Author, p. 18.
  National Assessment of Educational Progress. (March 31, 1992). *Framework for the 1994 National Assessment of Educational Progress mathematics assessment.* Washington, DC: Author, p. 41.

- **Benchmark: (3-5) 8b. Extrapolates simple patterns of numbers and geometric shapes.**
  National Council of Teachers of Mathematics. (1989). *Curriculum and evaluation standards for school mathematics.* Reston, VA: Author, p. 29.
  National Assessment of Educational Progress. (March 26, 1992). *Content specifications for the 1994 National Assessment of Educational Progress mathematics assessment - Grade 4.* Washington, DC: Author, pp. 7, 18.
  National Assessment of Educational Progress. (March 31, 1992). *Framework for the 1994 National Assessment of Educational Progress mathematics assessment.* Washington, DC: Author, p. 41.

- **Benchmark: (6-8) 8b. Understands the basic features of coordinates.**
  National Council of Teachers of Mathematics. (1989). *Curriculum and evaluation standards for school mathematics.* Reston, VA: Author, p. 102.
  National Assessment of Educational Progress. (March 26, 1992). *Content specifications for the 1994 National Assessment of Educational Progress mathematics assessment - Grade 8.* Washington, DC: Author, p. 27.
  National Assessment of Educational Progress. (March 31, 1992). *Framework for the 1994 National Assessment of Educational Progress mathematics assessment.* Washington, DC: Author, p. 41.

- **Benchmark: (6-8) 8d. Understands that a variable can be used as a placeholder for a specific unknown (e.g., x + 8 = 13), and as a representative of a range of values (e.g., 4t + 7).**
  National Council of Teachers of Mathematics. (1989). *Curriculum and evaluation standards for school mathematics.* Reston, VA: Author, pp. 102-103.
  Project 2061, American Association for the Advancement of Science. (1993). *Benchmarks for science literacy.* New York: Oxford University Press, p. 219.
  National Assessment of Educational Progress. (March 26, 1992). *Content specifications for the 1994 National Assessment of Educational Progress mathematics assessment - Grade 8.* Washington, DC: Author, p. 26.
  National Assessment of Educational Progress. (March 31, 1992). *Framework for the 1994 National Assessment of Educational Progress mathematics assessment.* Washington, DC:

Author, p. 41.

Standard 9: Understands the general nature and uses of mathematics.

- **Benchmark: (3-5) 9b. Understands that mathematical ideas and concepts can be represented concretely, graphically, and symbolically.**

  Project 2061, American Association for the Advancement of Science. (1993). *Benchmarks for science literacy.* New York: Oxford University Press, p. 27.

Snapshot Assessment System: Science Standards
Grades 4–6

SCIENCE	TASK TARGET	CONTENT STANDARDS
Task 1	Understanding the scientific method and basic science concepts.	15. Understands the nature of scientific inquiry.
Task 2	Distinguishing between living and nonliving things, knowing basic needs of organisms, and understanding food chains.	4. Knows about the diversity and unity that characterize life.
Task 3	Understanding what plants need to live and recognizing photosynthesis.	8. Understands the cycling of matter and flow of energy through the living environment.
Task 4	Understanding the transfer of matter in the environment.	8. Understands the cycling of matter and flow of energy through the living environment.
Task 5	Understanding the human body systems.	4. Knows about the diversity and unity that characterize life.
Task 6	Understanding the life cycles of organisms.	4. Knows about the diversity and unity that characterize life.
Task 7	Understanding the functions and components of cells.	6. Knows the general structure and functions of cells in organisms.
Task 8	Understanding the characteristics of animals and plants in the environment.	7. Understands how species depend on one another and on the environment for survival.
Task 9	Understanding the natural processes that change the Earth's surface.	2. Understands basic Earth processes.

Snapshot Assessment System: Science Standards
Grades 4–6

SCIENCE	TASK TARGET	CONTENT STANDARDS
Task 10	Understanding fossils.	9. Understands the basic concepts of the evolution of species.
Task 11	Observing, measuring, and recording changes in weather conditions.	1. Understands basic features of the Earth.
Task 12	Understanding the sources and states of water.	1. Understands the basic features of the Earth.
Task 13	Understanding the motion of the Earth and basic components of the solar system.	3. Understands essential ideas about the composition and structure of the universe and the Earth's place in it.
Task 14	Understanding resources and science and technology careers.	16. Understands the scientific enterprise.
Task 15	Recognizing that energy can affect objects.	11. Understands energy types, sources, and conversions, and their relationship to heat and temperature.

Standards and Benchmarks Targeted by Science Tasks

The following science and geography standards and benchmarks have been distributed across the Science Tasks 1 through 14. They are described on pp. 8–10, in the section entitled "Design of the Snapshot Assessment System." Standards and benchmarks are taken from *Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education*, by Kendall and Marzano (1996). The original sources for each standard and benchmark are listed below.

Standard 1: Understands basic features of the Earth.

- **Benchmark: (3-5) 1a. Knows that when liquid water disappears, it turns into gas (vapor) in the air and can reappear as a liquid when cooled.**

  Project 2061, American Association for the Advancement of Science. (1993). *Benchmarks for science literacy.* New York: Oxford University Press, p. 68.
  National Assessment of Educational Progress Science Consensus Project. (1993). *Science assessment and exercise specifications for the 1994 National Assessment of Educational Progress.* Washington, DC: National Assessment Governing Board, p. 59.

- **Benchmark: (3-5) 1b. Knows the major differences between fresh and ocean waters.**

  California Department of Education. (1990). *Science framework for California public schools: Kindergarten through grade 12.* Sacramento, CA: Author, p. 101.
  National Assessment of Educational Progress Science Consensus Project. (1993). *Science assessment and exercise specifications for the 1994 National Assessment of Educational Progress.* Washington, DC: National Assessment Governing Board, p. 59.
  National Science Teachers Association. (1993). *Scope, sequence, and coordination of secondary school science. Vol. 1. The content core: A guide for curriculum designers.* Washington, DC: Author, p. 79.

- **Benchmark: (3-5) 1c. Knows that clouds, like fog and steam from a kettle, are made of tiny droplets of water.**

  Project 2061, American Association for the Advancement of Science. (1993). *Benchmarks for science literacy.* New York: Oxford University Press, p. 68.
  California Department of Education. (1990). *Science framework for California public schools: Kindergarten through grade 12.* Sacramento, CA: Author, p. 99.
  National Assessment of Educational Progress Science Consensus Project. (1993). *Science assessment and exercise specifications for the 1994 National Assessment of Educational Progress.* Washington, DC: National Assessment Governing Board, p. 60.

- **Benchmark: (6-8) 1d. Knows that clouds, which are formed by the condensation of water vapor, affect weather and climate.**

  National Committee on Science Education Standards and Assessment. (1994, November). *National science education standards.* (Draft). Washington, DC: National Academy Press, p. V-90.
  California Department of Education. (1990). *Science framework for California public schools: Kindergarten through grade 12.* Sacramento, CA: Author, p. 108.
  National Assessment of Educational Progress Science Consensus Project. (1993). *Science assessment and exercise specifications for the 1994 National Assessment of Educational Progress.* Washington, DC: National Assessment Governing Board, p. 71.
  National Science Teachers Association. (1993). *Scope, sequence, and coordination of secondary school science. Vol. 1. The content core: A guide for curriculum designers.* Washington, DC: Author, p. 80.

- **Benchmark: (6-8) 1h. Knows that the cycling of water in and out of the atmosphere plays an important role in determining climatic patterns.**

  National Committee on Science Education Standards and Assessment. (1994, November). *National science education standards.* (Draft). Washington, DC: National Academy Press, p. V-89.

  Project 2061, American Association for the Advancement of Science. (1993). *Benchmarks for science literacy.* New York: Oxford University Press, p. 69.

  California Department of Education. (1990). *Science framework for California public schools: Kindergarten through grade 12.* Sacramento, CA: Author, p. 99.

  National Assessment of Educational Progress Science Consensus Project. (1993). *Science assessment and exercise specifications for the 1994 National Assessment of Educational Progress.* Washington, DC: National Assessment Governing Board, p. 71.

  National Science Teachers Association. (1993). *Scope, sequence, and coordination of secondary school science. Vol. 1. The content core: A guide for curriculum designers.* Washington, DC: Author, p. 82.

Standard 2: Understands basic Earth processes.

- **Benchmark: (3-5) 2e. Knows that the surface of the Earth changes; some changes are due to slow processes (e.g., erosion, weathering), and some changes are due to rapid processes (e.g., landslides, volcanoes, earthquakes).**

  National Committee on Science Education Standards and Assessment. (1994, November). *National science education standards.* (Draft). Washington, DC: National Academy Press, p. V-34.

  Project 2061, American Association for the Advancement of Science. (1993). *Benchmarks for science literacy.* New York: Oxford University Press, p. 73.

  National Assessment of Educational Progress Science Consensus Project. (1993). *Science assessment and exercise specifications for the 1994 National Assessment of Educational Progress.* Washington, DC: National Assessment Governing Board, p. 57.

- **Benchmark: (6-8) 2d. Knows how land forms are created through a combination of constructive and destructive forces.**

  National Committee on Science Education Standards and Assessment. (1994, November). *National science education standards.* (Draft). Washington, DC: National Academy Press, p. V-89-90.

  Project 2061, American Association for the Advancement of Science. (1993). *Benchmarks for science literacy.* New York: Oxford University Press, p. 73.

  California Department of Education. (1990). *Science framework for California public schools: Kindergarten through grade 12.* Sacramento, CA: Author, p. 91.

  National Assessment of Educational Progress Science Consensus Project. (1993). *Science assessment and exercise specifications for the 1994 National Assessment of Educational Progress.* Washington, DC: National Assessment Governing Board, pp. 65-66.

  National Science Teachers Association. (1993). *Scope, sequence, and coordination of secondary school science. Vol. 1. The content core: A guide for curriculum designers.* Washington, DC: Author, pp. 86-87.

Standard 3: Understands essential ideas about the composition and structure of the universe and the Earth's place in it.

- **Benchmark: (3-5) 3a. Knows that the Earth is one of several planets that orbit the Sun, and the Moon orbits around the Earth.**

  Project 2061, American Association for the Advancement of Science. (1993). *Benchmarks for science literacy.* New York: Oxford University Press, p. 63.
  National Assessment of Educational Progress Science Consensus Project. (1993). *Science assessment and exercise specifications for the 1994 National Assessment of Educational Progress.* Washington, DC: National Assessment Governing Board, p. 62.

- **Benchmark: (3-5) 3d. Understands that although telescopes magnify distant objects in the sky (such as the Moon and planets) and dramatically increase the number of stars we can see, some objects are so distant, small or dim that they do not appear in a telescope.**

  Project 2061, American Association for the Advancement of Science. (1993). *Benchmarks for science literacy.* New York: Oxford University Press, p. 63.
  California Department of Education. (1990). *Science framework for California public schools: Kindergarten through grade 12.* Sacramento, CA: Author, p. 84.
  National Assessment of Educational Progress Science Consensus Project. (1993). *Science assessment and exercise specifications for the 1994 National Assessment of Educational Progress.* Washington, DC: National Assessment Governing Board, p. 62.

- **Benchmark: (6-8) 3b. Knows that nine planets of differing sizes and surface features and with differing compositions move around the Sun in nearly circular orbits; some planets have a variety of moons and rings of particles orbiting around them (e.g., the Earth is orbited by one moon, many artificial satellites and debris).**

  National Committee on Science Education Standards and Assessment. (1994, November). *National science education standards.* (Draft). Washington, DC: National Academy Press, p. V-90.
  Project 2061, American Association for the Advancement of Science. (1993). *Benchmarks for science literacy.* New York: Oxford University Press, p. 64.
  California Department of Education. (1990). *Science framework for California public schools: Kindergarten through grade 12.* Sacramento, CA: Author, p. 81.
  National Assessment of Educational Progress Science Consensus Project. (1993). *Science assessment and exercise specifications for the 1994 National Assessment of Educational Progress.* Washington, DC: National Assessment Governing Board, pp. 73-74.
  National Science Teachers Association. (1993). *Scope, sequence, and coordination of secondary school science. Vol. 1. The content core: A guide for curriculum designers.* Washington, DC: Author, pp. 90-91.

Standard 4: Knows about the diversity and unity that characterize life.

- **Benchmark: (3-5) 4a. Knows that living things can be sorted into groups in many ways using various properties to decide which things belong to which group; features used for grouping depend on the purpose of the grouping.**

  Project 2061, American Association for the Advancement of Science. (1993). *Benchmarks for science literacy.* New York: Oxford University Press, p. 103.
  California Department of Education. (1990). *Science framework for California public schools: Kindergarten through grade 12.* Sacramento, CA: Author, p. 119.
  National Assessment of Educational Progress Science Consensus Project. (1993). *Science assessment and exercise specifications for the 1994 National Assessment of Educational Progress.* Washington, DC: National Assessment Governing Board, p. 115.

- **Benchmark: (3-5) 4b. Knows that plants and animals have life cycles which include birth, growth and development, reproduction and death; the details of this life cycle are different for different organisms.**

  National Committee on Science Education Standards and Assessment. (1994, November). *National science education standards.* (Draft). Washington, DC: National Academy Press, p. V-30.

  California Department of Education. (1990). *Science framework for California public schools: Kindergarten through grade 12.* Sacramento, CA: Author, p. 128.

  National Assessment of Educational Progress Science Consensus Project. (1993). *Science assessment and exercise specifications for the 1994 National Assessment of Educational Progress.* Washington, DC: National Assessment Governing Board, p. 118.

  National Science Teachers Association. (1993). *Scope, sequence, and coordination of secondary school science. Vol. 1. The content core: A guide for curriculum designers.* Washington, DC: Author, p. 48.

- **Benchmark: (6-8) 4a. Knows that major categories of living organisms are plants, which get their energy directly from sunlight, and animals, which consume energy-rich foods; some kinds of organisms cannot be neatly classified as either plants or animals.**

  Project 2061, American Association for the Advancement of Science. (1993). *Benchmarks for science literacy.* New York: Oxford University Press, p. 104.

  California Department of Education. (1990). *Science framework for California public schools: Kindergarten through grade 12.* Sacramento, CA: Author, p. 122.

  National Assessment of Educational Progress Science Consensus Project. (1993). *Science assessment and exercise specifications for the 1994 National Assessment of Educational Progress.* Washington, DC: National Assessment Governing Board, p. 119.

  National Science Teachers Association. (1993). *Scope, sequence, and coordination of secondary school science. Vol. 1. The content core: A guide for curriculum designers.* Washington, DC: Author, p. 53.

- **Benchmark: (6-8) 4c. Knows that organisms can be classified according to the function they serve in a food chain (producer, consumer and/or decomposer of organic matter) and by the details of their internal and external features.**

  Project 2061, American Association for the Advancement of Science. (1993). *Benchmarks for science literacy.* New York: Oxford University Press, p. 104.

  California Department of Education. (1990). *Science framework for California public schools: Kindergarten through grade 12.* Sacramento, CA: Author, p. 137.

  National Assessment of Educational Progress Science Consensus Project. (1993). *Science assessment and exercise specifications for the 1994 National Assessment of Educational Progress.* Washington, DC: National Assessment Governing Board, pp. 118, 121, 128.

  National Science Teachers Association. (1993). *Scope, sequence, and coordination of secondary school science. Vol. 1. The content core: A guide for curriculum designers.* Washington, DC: Author, p. 47.

- **Benchmark: (6-8) 4f. Knows that although different species look very different, the unity among organisms becomes apparent from an analysis of internal structures, observation of the similarity of their chemical processes and the evidence of common ancestry.**

  National Committee on Science Education Standards and Assessment. (1994, November). *National science education standards.* (Draft). Washington, DC: National Academy Press, p. V-86.

  California Department of Education. (1990). *Science framework for California public schools: Kindergarten through grade 12.* Sacramento, CA: Author, p. 118.

  National Science Teachers Association. (1993). *Scope, sequence, and coordination of secondary school science. Vol. 1. The content core: A guide for curriculum designers.* Washington, DC: Author, p. 48.

Standard 6: Knows the general structure and functions of cells in organisms.

- **Benchmark: (3-5) 6b. Knows that microscopes make it possible to see that living things are made mostly of cells; some organisms are made of a collection of similar cells that benefit from cooperating, whereas other organisms' cells vary greatly in appearance and perform very different roles in the organism.**

  Project 2061, American Association for the Advancement of Science. (1993). *Benchmarks for science literacy.* New York: Oxford University Press, p. 111.

  California Department of Education. (1990). *Science framework for California public schools: Kindergarten through grade 12.* Sacramento, CA: Author, p. 127.

  National Assessment of Educational Progress Science Consensus Project. (1993). *Science assessment and exercise specifications for the 1994 National Assessment of Educational Progress.* Washington, DC: National Assessment Governing Board, p. 124.

  National Science Teachers Association. (1993). *Scope, sequence, and coordination of secondary school science. Vol. 1. The content core: A guide for curriculum designers.* Washington, DC: Author, p. 47.

- **Benchmark: (6-8) 6b. Knows that all organisms are composed of cells, which are the fundamental units of life; most organisms are single cells, but other organisms (including humans) are multicellular.**

  National Committee on Science Education Standards and Assessment. (1994, November). *National science education standards.* (Draft). Washington, DC: National Academy Press, p. V-82.

  Project 2061, American Association for the Advancement of Science. (1993). *Benchmarks for science literacy.* New York: Oxford University Press, p. 112.

  California Department of Education. (1990). *Science framework for California public schools: Kindergarten through grade 12.* Sacramento, CA: Author, p. 116.

  National Assessment of Educational Progress Science Consensus Project. (1993). *Science assessment and exercise specifications for the 1994 National Assessment of Educational Progress.* Washington, DC: National Assessment Governing Board, p. 132.

  National Science Teachers Association. (1993). *Scope, sequence, and coordination of secondary school science. Vol. 1. The content core: A guide for curriculum designers.* Washington, DC: Author, p. 47.

- **Benchmark: (6-8) 6c. Knows that cells carry on the many functions needed to sustain life and that cells are able to grow and divide; this requires that cells take in nutrients, which they use to power their work and to make the materials that a cell or an organism needs.**

  National Committee on Science Education Standards and Assessment. (1994, November). *National science education standards.* (Draft). Washington, DC: National Academy Press, p. V-83.

  Project 2061, American Association for the Advancement of Science. (1993). *Benchmarks for science literacy.* New York: Oxford University Press, p. 112.

  California Department of Education. (1990). *Science framework for California public schools: Kindergarten through grade 12.* Sacramento, CA: Author, p. 119.

  National Assessment of Educational Progress Science Consensus Project. (1993). *Science assessment and exercise specifications for the 1994 National Assessment of Educational Progress.* Washington, DC: National Assessment Governing Board, pp. 131-132.

Standard 7: Understands how species depend on one another and on the environment for survival.

- **Benchmark: (3-5) 7b. Knows that an organism's patterns of behavior are related to the nature of that organism's environment, including the kinds and numbers of other organisms present, the availability of food and resources and the physical characteristics of the environment.**

  National Committee on Science Education Standards and Assessment. (1994, November). *National science education standards.* (Draft). Washington, DC: National Academy Press, p. V-30.

  Project 2061, American Association for the Advancement of Science. (1993). *Benchmarks for science literacy.* New York: Oxford University Press, p. 116.

  California Department of Education. (1990). *Science framework for California public schools: Kindergarten through grade 12.* Sacramento, CA: Author, p. 137.

  National Science Teachers Association. (1993). *Scope, sequence, and coordination of secondary school science. Vol. 1. The content core: A guide for curriculum designers.* Washington, DC: Author, p. 48.

- **Benchmark: (6-8) 7a. Knows that all organisms must be able to obtain and use resources, grow, reproduce and maintain a relatively stable internal environment while living in a constantly changing external environment; regulation of an organism's internal environment involves sensing external changes and changing physiological activities to keep within the range required to survive.**

  National Committee on Science Education Standards and Assessment. (1994, November). *National science education standards.* (Draft). Washington, DC: National Academy Press, p. V-84.

  California Department of Education. (1990). *Science framework for California public schools: Kindergarten through grade 12.* Sacramento, CA: Author, p. 137.

  National Science Teachers Association. (1993). *Scope, sequence, and coordination of secondary school science. Vol. 1. The content core: A guide for curriculum designers.* Washington, DC: Author, p. 48.

Standard 8: Understands the cycling of matter and flow of energy through the living environment.

- **Benchmark: (3-5) 8a. Knows that some source of "energy" is needed for organisms to live and grow.**

  Project 2061, American Association for the Advancement of Science. (1993). *Benchmarks for science literacy.* New York: Oxford University Press, p. 119.

  California Department of Education. (1990). *Science framework for California public schools: Kindergarten through grade 12.* Sacramento, CA: Author, p. 116.

  National Assessment of Educational Progress Science Consensus Project. (1993). *Science assessment and exercise specifications for the 1994 National Assessment of Educational Progress.* Washington, DC: National Assessment Governing Board, p. 94.

- **Benchmark: (3-5) 8c. Knows that over the whole Earth, organisms are growing, dying and decaying, and new organisms are being produced by the old ones.**

  Project 2061, American Association for the Advancement of Science. (1993). *Benchmarks for science literacy.* New York: Oxford University Press, p. 119.

  California Department of Education. (1990). *Science framework for California public schools: Kindergarten through grade 12.* Sacramento, CA: Author, p. 139.

- **Benchmark: (6-8) 8a. Knows that almost all food energy ultimately comes from the Sun as plants convert light into stored chemical energy; that energy can change from one form to another in living things; and that animals get energy from oxidizing their food, releasing some of its energy as heat.**

  National Committee on Science Education Standards and Assessment. (1994, November). *National science education standards.* (Draft). Washington, DC: National Academy Press, p. V-85.

  Project 2061, American Association for the Advancement of Science. (1993). *Benchmarks for science literacy.* New York: Oxford University Press, p. 120.

  California Department of Education. (1990). *Science framework for California public schools: Kindergarten through grade 12.* Sacramento, CA: Author, pp. 116-118.

  National Assessment of Educational Progress Science Consensus Project. (1993). *Science assessment and exercise specifications for the 1994 National Assessment of Educational Progress.* Washington, DC: National Assessment Governing Board, p. 131.

  National Science Teachers Association. (1993). *Scope, sequence, and coordination of secondary school science. Vol. 1. The content core: A guide for curriculum designers.* Washington, DC: Author, pp. 54, 65.

- **Benchmark: (6-8) 8b. Knows how matter is transferred from one organism to another repeatedly and between organisms and their physical environment; as in all material systems, the total amount of matter remains constant, even though its form and location change.**

  Project 2061, American Association for the Advancement of Science. (1993). *Benchmarks for science literacy.* New York: Oxford University Press, p. 120.

  California Department of Education. (1990). *Science framework for California public schools: Kindergarten through grade 12.* Sacramento, CA: Author, p. 139.

  National Assessment of Educational Progress Science Consensus Project. (1993). *Science assessment and exercise specifications for the 1994 National Assessment of Educational Progress.* Washington, DC: National Assessment Governing Board, p. 135.

  National Science Teachers Association. (1993). *Scope, sequence, and coordination of secondary school science. Vol. 1. The content core: A guide for curriculum designers.* Washington, DC: Author, p. 50.

Standard 9: Understands the basic concepts of the evolution of species.

- **Benchmark: (3-5) 9b. Knows that fossils provide evidence that some organisms living long ago are now extinct, and fossils can be compared to one another and to living organisms to observe their similarities and differences.**

  Project 2061, American Association for the Advancement of Science. (1993). *Benchmarks for science literacy.* New York: Oxford University Press, p. 123.

  California Department of Education. (1990). *Science framework for California public schools: Kindergarten through grade 12.* Sacramento, CA: Author, p. 130.

  National Assessment of Educational Progress Science Consensus Project. (1993). *Science assessment and exercise specifications for the 1994 National Assessment of Educational Progress.* Washington, DC: National Assessment Governing Board, p. 66.

- **Benchmark: (6-8) 9a. Knows how the fossil record, through geologic evidence, documents the appearance, diversification and extinction of many life forms.**

  National Committee on Science Education Standards and Assessment. (1994, November). *National science education standards.* (Draft). Washington, DC: National Academy Press, p. V-85-86.

  Project 2061, American Association for the Advancement of Science. (1993). *Benchmarks for science literacy.* New York: Oxford University Press, p. 124.

  California Department of Education. (1990). *Science framework for California public*

schools: Kindergarten through grade 12. Sacramento, CA: Author, p. 135.
National Assessment of Educational Progress Science Consensus Project. (1993). *Science assessment and exercise specifications for the 1994 National Assessment of Educational Progress.* Washington, DC: National Assessment Governing Board, p. 66.

Standard 15: Understands the nature of scientific inquiry.

- **Benchmark: (3-5) 15c. Plans and conducts a simple investigation (e.g., systematic observations, simple experiments to answer questions).**
  National Committee on Science Education Standards and Assessment. (1994, November). *National science education standards.* (Draft). Washington, DC: National Academy Press, p. V-21.
  Project 2061, American Association for the Advancement of Science. (1993). *Benchmarks for science literacy.* New York: Oxford University Press, p. 11.
  National Assessment of Educational Progress. (1989). *Science objectives: 1990 assessment.* Princeton, NJ: Educational Testing Service, pp. 20-21.

- **Benchmark: (3-5) 15d. Uses simple equipment and tools to gather scientific data and extend the senses (e.g., rulers, thermometers, magnifiers, microscopes, calculators).**
  National Committee on Science Education Standards and Assessment. (1994, November). *National science education standards.* (Draft). Washington, DC: National Academy Press, p. V-21.
  National Assessment of Educational Progress. (1989). *Science objectives: 1990 assessment.* Princeton, NJ: Educational Testing Service, p. 21.

Standard 16: Understands the scientific enterprise.

- **Benchmark: (3-5) 16a. Knows that women and men of all ages, backgrounds and groups participate in the various areas of science and technology as they have for many centuries.**
  National Committee on Science Education Standards and Assessment. (1994, November). *National science education standards.* (Draft). Washington, DC: National Academy Press, p. V-45-46.
  Project 2061, American Association for the Advancement of Science. (1993). *Benchmarks for science literacy.* New York: Oxford University Press, p. 16.

- **Benchmark: (6-8) 16a. Knows that women and men of diverse interests, talents, qualities and motivations and of various social and ethnic backgrounds, engage in the activities of science, engineering and related fields; some scientists work in teams, some work alone, but all communicate with others.**
  National Committee on Science Education Standards and Assessment. (1994, November). *National science education standards.* (Draft). Washington, DC: National Academy Press, p. V-103, 105.
  Project 2061, American Association for the Advancement of Science. (1993). *Benchmarks for science literacy.* New York: Oxford University Press, p. 17.

TABLE OF CONTENTS

Snapshot Assessment Language Arts

TASK 1

Snapshot Assessment Language Arts: Intermediate Level (4-6)

Task Target: Differentiating between fact and fiction and understanding the concept of main idea.

Content Standard(s):

7. Demonstrates competence in the general skills and strategies for reading information.
8. Demonstrates competence in applying the reading process to specific types of literary texts.

Benchmark(s):

(3-5) 7c. Attempts to identify the author's purpose when reading expository information.

(6-8) 7c. Reads for a variety of purposes including to answer a specific question, to form an opinion, to skim for facts.

(3-5) 8d. Understands the defining features and structure of mysteries, realistic fiction, adventure stories and humorous stories at this developmental level.

Task Description:

The teacher uses the pictures, stories, and questions on the following pages to assess the student's understanding of fiction/nonfiction and elements of reading comprehension. The student should be asked to read the selections and answer the questions. In Part B, the teacher may choose to read the questions regarding the selection to the student. In part A.1, (c) is correct. In part A.2, (b) is correct. Part B correct answers: 1. (b); 2. Sentence #1; and 3. (b).

Materials:

The teacher should use the pictures and stories on the following pages.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

1 point - Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).

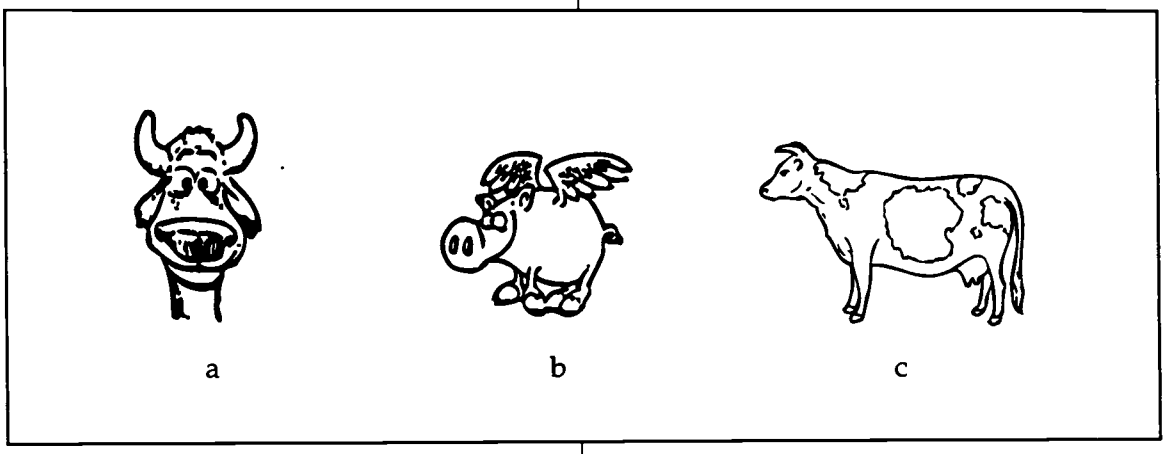
2 points - Based on performance of this task the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.

3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the task target.

Procedures, activities, visuals, diagrams, directions, etc.:

A.

1. Which drawing is of something that is real?



2. Read the following two selections. Point to the selection that is nonfiction.

   a. Once there was a friendly giant. The giant found a huge red tomato and thought it was a ball. He kicked the tomato, and it flew all the way to the moon.

   b. Lions live in the jungle. They can see at night. They are very good hunters.

A.

1. **¿Cuál dibujo es de una cosa real?**
   ¿Kwal de-**boo**-hoh es deh una **koh**-sah **reh**-ahl?

2. **Lee los siguientes cuentos. Apunta al cuento que no es ficción.**
   Leh los se-**guen**-tehs **kwen**-tohs. Ah-**poon**-tah ahl kwen-toh keh noh ehs fik-se-**ohn**.

   a. **Había una vez un gigante simpático y amable. El gigante encontró un tomate rojo y enorme y pensó que era una pelota. Él pateó el tomate y lo lanzó hasta la luna.**

   b. **Leones viven en la jungla (selva o bosque). Ellos pueden ver en la noche. Ellos son muy buenos cazadores.**

Procedures, activities, visuals, diagrams, directions, etc.:

B. Read the following selection and answer the questions below.

There are many ways of communicating information and ideas from place to place. A common way that people communicate is by talking face to face to each other. Another common way people communicate with each other is by telephone. People also communicate ideas and information through the mail system. One popular way to communicate information about other places is through the media (e.g., television, radio, newspapers, and magazines). As the use of computers becomes more common in our homes, schools, and businesses, many people are using the Internet and other computer forms of communication to share ideas with other people.

1. Is this selection
   a. Fiction?
   b. Nonfiction?

2. Point to the sentence that tells the main idea.

3. A good name for the selection could be
   a. Talking to friends.
   b. Communication of ideas and information.
   c. The Internet is fun.

B. **Lee la siguiente selección y contesta las preguntas que siguen.**
Leh-eh lah se-**guen**-teh seh-lehk-se-**ohn** ee kohn-**tehs**-tah lahs preh-**goon**-tahs keh see-gehn.

Hay muchas maneras de comunicar información e ideas de un lugar a otro. Una manera común en que las personas se pueden comunicar es hablando cara a cara. Otra manera común en que las personas se pueden comunicar es por teléfono. Las personas también comunican ideas e información atraves del sistema de correos. Una manera popular para comunicar información es atravez de los medios publicitarios como la television, la radio, los periódicos, y las revistas. A medida que el uso de las computadoras es más frecuente (común) en nuestros hogares, escuelas, y negocios, mucha gente está usando el Internet y otras formas de comunicación con la computadora para compartir ideas con otras personas.

1. **¿Es esta selección?**
   ¿Ehs **eh**-stah seh-lehk-se-**ohn**?
   a. **¿Ficción?**
   b. **¿No ficción?**

2. **Apunta a la oración que tiene la idea principal.**
   Ah-**poon**-tah ah lah oh-rah-se-**ohn** keh te-**eh**-neh lah e-**deh**-ah pren-se-pahl.

3. **Un buen título para la selección podría ser:**
   Oon boo-ehn **te**-too-loh pah-rah lah seh-lehk-se-**ohn** poh-**dre**-ah sehr:
   a. **Hablando con los amigos.**
   b. **Comunicando ideas e información.**
   c. **El internet es divertido.**

TASK 2

Snapshot Assessment Language Arts: Intermediate Level (4-6)

Task Target: Understanding and following directions.

Content Standard(s):

7. Demonstrates competence in the general skills and strategies for reading information.

Benchmark(s):

(6-8) 7c. Reads for a variety of purposes including to answer a specific question, to form an opinion, to skim for facts.

Task Description:

The teacher uses the student worksheet on the following page. The student is asked to read the directions and respond to them by drawing the appropriate responses.

Materials:

The student uses the worksheet and drawing tools (e.g. pencil, pen, etc.). The student worksheet may be photocopied.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

1 point - Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).

2 points - Based on performance of this task the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.

3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the task target.

STUDENT WORKSHEET

Please read the directions below and respond.

1. Draw a door on the house.

2. Draw a window to the left side of the door.

3. Draw a tree to the right of the house.

4. Draw a bird in the tree.

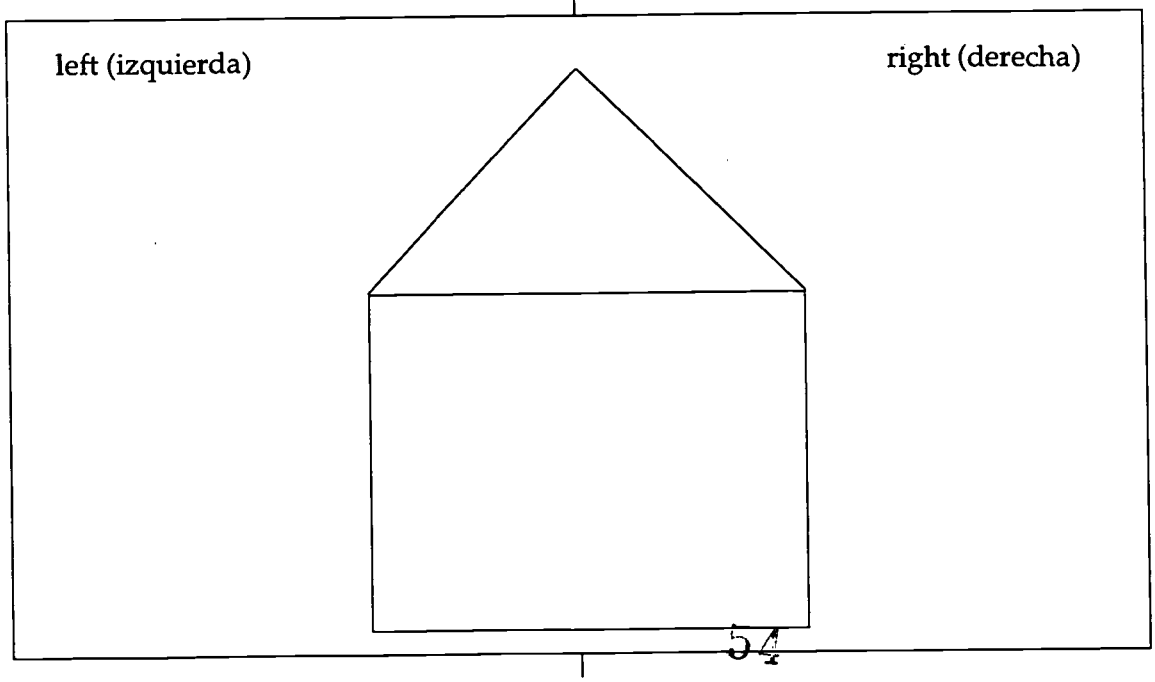
Por favor lee las instrucciónes siguientes y responde. Pohr fah-vohr **leh-eh** lahs een-strook-se-**ohn** ehs se-gee-**ehn-tehs** ee reh-**spohn**-deh.

1. **Dibuja una puerta en la casa.**
   De-**boo**-hah una poo-**ehr**-tah ehn lah **kah**-sah.

2. **Dibuja una ventana en el lado izquierdo de la puerta.**
   De-**boo**-hah una vehn-**tah**-nah ehn ehl lah-doh ees-kee-**ehr**-doh deh lah **poo-ehr**-tah.

3. **Dibuja un árbol a la derecha de la casa.**
   De-**boo**-hah un **ahr**-bohl ah **lah** deh-**reh**-chah deh lah **kah**-sah.

4. **Dibuja un pájaro en el árbol.**
   De-**boo**-hah un **pah**-ha-roh ehn ehl **ahr**-bohl.



TASK 3

Snapshot Assessment Language Arts: Intermediate Level (4-6)

Task Target: Understanding opinions and people from other backgrounds.

Content Standard(s):

7. Demonstrates competence in the general skills and strategies for reading information.

Benchmark(s):

(6-8) 7c. Reads for a variety of purposes including to answer a specific question, to form an opinion, to skim for facts.

(6-8) 7e. Generates implied generalizations from information texts along with the specific information that supports these generalizations.

Task Description:

The teacher asks the student to read the story and then asks the student questions as indicated. Answers: 1. (c); 2. (b); 3. (b); 4. (b). The teacher may make a copy of the worksheet for the student to write answers or may have the student write his or her answers on a separate piece of paper to eliminate photocopying.

Materials:

The student uses the following worksheet for the story and to answer the questions.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

1 point - Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).

2 points - Based on performance of this task the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.

3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the task target.

STUDENT WORKSHEET

A. Please read the story and answer the questions below.

It was the first day of school for Sara. Sara had only been in the United States for one week. Sara does not speak English. She felt scared and lost when she walked into her classroom for the first time. It made her even more nervous when the teacher asked her to sit with a group of students who did not speak her language. The teacher gave her group instructions to do work which she did not understand. She felt very frustrated when the other students began to work and she did not know what to do. Later that day the teacher assigned her group some math problems. Sara was able to solve a problem that no one else in her group could solve.

1. What country is Sara from?
   a. Mexico
   b. Japan
   c. Not in the story

2. Sara is better at what subject?
   a. English
   b. Math
   c. Science

3. How do you think Sara felt when she was able to solve the math problem?
   a. Angry
   b. Happy
   c. Sad

A. **Por favor lee la siguiente historia y contesta las preguntas que siguen.** Pohr fah-vohr leh-eh lah se-gee-ehn-teh ee-stoh-ree-ah ee kohn-tehs-tah lahs preh-goon-tahs keh see-gehn.

Era el primer día de escuela para Sara. Sara tenía solamente una semana de haber llegado a los Estados Unidos. Sara no habla inglés. Ella se sentía con miedo y perdida cuando entró al salón de clase por la primera vez. Se sentía mucho más nerviosa cuando la maestra la sentó con un grupo de estudiantes que no hablaban su idioma. La maestra le dio a su grupo instrucciones que ella no pudo entender. Ella se sentía frustrada cuando los estudiantes empezaron a trabajar y ella no sabía que hacer. Más tarde ese día, la maestra asignó a su grupo unos problemas de matemáticas. Sara pudo resolver un problema que nadie más en su grupo podía resolver.

1. **¿De qué país es Sara?** ¿Deh keh pah-ees ehs Sah-rah?
   a. **México** (Meh-hee-co)
   b. **Japón** (Hah-pohn)
   c. **No está en la historia** (Noh eh-stah ehn lah ee-stoh-ree-ah)

2. **¿Sara es mejor en qué materia o clase?** ¿Sah-rah ehs meh-ohr ehn keh mah-tee-reah oh clah-seh?
   a. **Inglés** (Een-glehs)
   b. **Matemáticas** (Mah-teh-mah-tee-kahs)
   c. **Ciencias** (Se-ehn-se-ahs)

3. **¿Cómo crees que se sentía Sara al resolver el problema de matemáticas?** ¿Co-moh cre-ehs keh seh sen-tee-ah Sah-rah ahl reh-sol-vehr ehl pro-bleh-mah deh mah-tee-mah-tee-kahs?
   a. Enojada (Eh-noh-hah-dah)
   b. Alegre (Ah-leh-greh)
   c. Triste (Tree-steh)

Procedures, activities, visuals, diagrams, directions, etc.:

4. How can the other students make her feel comfortable?
   a. Ignore her.
   b. Help her understand English.
   c. Give her all the answers.

4. **¿Cómo podrían los demás estudiantes ayudarla a sentirse más agusto?** ¿Co-moh poh-**dree**-ahn lohs de-**mahs** ehs-too-dee-ahn-tehs ay-yoo-dar-lah ah sehn-teer-seh mahs ah-goos-toh?
   a. **Ignorar a ella.** (Eeg-nohr-**ahr** ah eh-yah.)
   b. **Ayudar a ella entender el inglés.** (Ah-**yoo**-dahr ah eh-yah ehn-**tehn**-dehr ehl een-**glays**.)
   c. **Dar a ella todas las respuestas.** (Dahr ah **eh**-yah **toh**-dahs lahs rehs-**pwehs**-tahs.)

TASK 4

Snapshot Assessment Language Arts: Intermediate Level (4-6)

Task Target: Story setting, comprehension and reading strategies.

Content Standard(s):

7. Demonstrates competence in the general skills and strategies for reading information.

Benchmark(s):

(6-8) 7c. Reads for a variety of purposes including to answer a specific question, to form an opinion, to skim for facts.

(6-8) 7e. Generates implied generalizations from informational texts along with the specific information that supports these generalizations.

Task Description:

The teacher asks the student to read the story and then asks the student questions as indicated. Part A answers: 1. any picture that represents the zoo with gorillas' habitat; 2. zoo (el zoológico); 3. pond (estanque or charca), trees (árboles), baby gorilla (gorilas bebes), bushes (arbustros) [any 3 are correct]; 4. rocking babies to sleep (meciendo los bebes a dormir), eating fruits and vegetables (comiendo frutas y vegetales); and 5. b. In part B, the student's answers will assist the teacher in understanding what reading strategies the student utilizes. The teacher may make a copy of the worksheet for the student to write answers on or may have the student write his or her answers on a separate piece of paper to eliminate photocopying.

Materials:

The student uses the following worksheet to read the story and to answer the questions.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

1 point - Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).

2 points - Based on performance of this task the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.

3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the task target.

STUDENT WORKSHEET

A. Read the following story and answer the questions below.

David and Sara went with their class on a field trip to the zoo to visit the gorillas' habitat. The children saw how the gorillas were swinging from the branches of the trees. Some gorillas were splashing water in the pond. Several young gorillas lay sleeping under the bushes. To their surprise there was another gorilla with her newborn baby. She held it close to her while she rocked it to sleep.

Sara exclaimed, "Wow! That's the same way my mom rocks my baby brother to sleep."

Soon after, the zookeeper appeared with a huge bag of fruits and vegetables for their lunch. The other gorillas rushed to eat the food while the mother continued to rock her baby. Suddenly the children realized how hungry they were. During their lunchtime, David and Sara talked about the similarities and differences between gorillas and humans.

1. Draw a picture of the story.

2. Point to the word that describes where the story took place.

   a. Jungle
   b. School
   c. Zoo

A. **Lee la siguiente historia y contesta las preguntas que siguen.**
Leh-eh lah see-gee-ehn-teh ee-stoh-**ree**-ah ee kohn-**tehs**-tah lahs preh-**goon**-tahs keh see-gehn.

David y Sara fueron con su clase a un paseo al zoológico para visitar el habitat de los gorilas. Los niños vieron como los gorilas se columpiaban de las ramas de los árboles. Algunos gorilas chapoteaban en el agua del estanque (la charca). Varios gorilas jóvenes dormían debajo de los arbustos. Para su sorpresa había otra gorila con su bebé recién nacido. Ella lo sostuvo cerca de su pecho mientras lo mecía para dormirlo.

Sara exclamó, "¡Mira! Esa es la misma manera como mi mamá mece a mi hermanito para dormirlo."

Luego el guardián del zoológico apareció con una gran bolsa de frutas y vegetales para el almuerzo (lonche). Los demás gorilas corrieron a comer, mientras la madre continuaba meciendo a su bebé. De repente, los niños se dieron cuenta que tenían mucha hambre. Durante el almuerzo (lonche), David y Sara hablaron de las similaridades y diferencias entre los gorilas y los humanos.

1. **Haz un dibujo de la historia.**
   Ahs un de-**boo**-hoh deh lah ee-stoh-**ree**-ah.

2. **Apunta a la palabra que describe donde tomó lugar la historia.**
   Ah-**poon**-tah ah lah pah-**lah**-brah keh deh-**scree**-beh **dohn**-deh toh-**moh** loo-**gahr** lah ee-stoh-ree-ah.
   a. **Jungla (selva) (bosque)**
   b. **La escuela**
   c. **El zoológico**

Procedures, activities, visuals, diagrams, directions, etc.:

3. Point to three things that were in the gorillas' habitat.
   a. Lunch
   b. Pond
   c. Bridge
   d. Trees
   e. Baby gorilla
   f. David
   g. Bushes

4. Point to similarities between gorillas and humans from the story.
   a. Rocking babies to sleep
   b. Swimming
   c. Eating fruits and vegetables
   d. Singing

5. Why do you think Sara and David realized they were hungry?
   a. The teacher gave them candy.
   b. They saw the gorillas rush to eat.
   c. It was time for breakfast.

3. **Apunta a tres cosas que estaban en el habitat de los gorilas.**
   Ah-**poon**-tah ah trehs **koh**-sahs keh ehs-**tah**-bahn ehn ehl ah-be-**taht** deh lohs goh-**ree**-lahs.
   a. **Almuerzo [lonche]** (Ahl-moo-**ehr**-soh) (lohn-cheh)
   b. **Estanque [charca]** (Ehs-**tahn**-keh) (**chahr**-kah)
   c. **Puente** (Poo-**ehn**-teh)
   d. **Árboles** (**Ahr**-bohl-ehs)
   e. **Gorilas bebes** (Goh-**ree**-lahs **beh**-behs)
   f. **David**
   g. **Arbustros** (Ahr-**bus**-trohs)

4. **Apunta a las semejanzas entre los gorilas y los humanos de la historia.**
   Ah-**poon**-tah ah lahs see-me-**han**-zahs **ehn**-treh lohs goh-**ree**-lahs ee lohs oo-**mahn**-ohs deh lah ee-stoh-**ree**-ah.
   a. **Meciendo los bebes a dormir** (Meh-se-**ehn**-doh lohs **beh**-behs ah dohr-mer)
   b. **Nadando** (Nah-**dahn**-doh)
   c. **Comiendo frutas y vegetales** (Koh-me-**ehn**-doh **froo**-tahs ee veh-heh-**tahl**-ehs)
   d. **Cantando** (kahn-**tahn**-doh)

5. **¿Por qué crees que Sara y David se dieron cuenta que tenían hambre?**
   ¿Pohr-**keh** kreh-ehs keh Sara ee David seh dee-**yeh**-rohn koo-**ehn**-tah keh teh-**nee**-ah **ahm**-breh?
   a. **La maestra les dio dulces.** (Lah mah-**ehs**-trah lehs **de**-oh **dool**-sehs.)
   b. **Vieron los gorilas que estaban corriendo a comer.** (Ve-**eh**-rohn lohs goh-**re**-lahs keh eh-**stah**-bahn kohr-ee-**ehn**-doh ah koh-mehr.)
   c. **Era tiempo del desayuno.** (**Eh**-rah te-**ehm**-poh dehl dehs-ah-**yoon**-oh.)

Procedures, activities, visuals, diagrams, directions, etc.:

B. Reading Strategies

If you do not understand something you read, do you

Si no entiendes algo que lees, ¿Qué haces?
See noh ehn-tee ehn-**dehs** al-**goh** keh leh-**ehs**, ¿Keh **ah**-sehs?

a. Keep on reading or quit reading?

a. **¿Sigues leyendo o dejas de leer?**
¿See-gueh leh-yehn-**doh** oh deh-**jahs** deh leh-ehr?

b. Re-read it?

b. **¿Lo lees otra vez?**
¿Lo **leh**-ehs **oh**-trah **vehs?**

c. Ask someone what it means?

c. **¿Le preguntas a alguein lo que significa?**
¿Leh preh-**goo**-tahs ah **al**-guein loh keh sig-nee-**fee**-kah?

d. Try to figure out the words you don't know?

d. **¿Intenta de entender las palabras que no sabes?**
¿En-**tehn**-tah deh ehn-ten-**dehr** lahs pah-**lah**-brahs keh no **sah**-behs?

TASK 5

Snapshot Assessment Language Arts: Intermediate Level (4-6)

Task Target: Organizing writing, developing ideas in writing, and using correct grammar.

Content Standard(s):

3. Writes with a command of the grammatical and mechanical conventions of composition.

Benchmark(s):

(3-5) 3a. Writes legibly.
(3-5) 3f. Writes compositions that have few significant errors in spelling of common, frequently used words.
(3-5) 3g. Writes compositions that have no significant errors in the capitalization of words that begin sentences and few significant errors in the capitalization of proper nouns and titles.
(3-5) 3h. Writes compositions that have no significant errors in the use of ending punctuation marks (e.g., periods and quotation marks) and shows some attention to the common uses of commas.

Task Description:

The teacher asks the student to perform the activities on the following page. The student is asked to write his or her first and last name in part A so that the teacher can assess the student's basic lettering and handwriting skills. In part B, the student is asked to write a story in either English or Spanish so that the teacher can assess the student's general ability to generate topics and develop ideas in writing as well as the student's general handwriting skills and understanding of grammatical concepts. In part C, the teacher evaluates if the student does prewriting or makes changes.

Materials:

The student should be provided with paper, a pencil, and drawing tools.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).
1 point - Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).
2 points - Based on performance of this task the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.
3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the task target.

Procedures, activities, visuals, diagrams, directions, etc.:

Teacher instructions to students:

A. Write your first name. Write your last name.

B. Write a story (use lined paper) about your family.

A. **Escribe tu primer nombre. Escribe tu apellido.**
Eh-skre-beh too pre-mare nome-bray.
Eh-skre-beh too ah-peh-ee-doh.

B. **Escribe un cuento de tu familia.**
Eh-skre-beh oon kwen-toe deh too fah-mee-lee-ah.

Assess general student skills in writing, handwriting, grammar, and punctuation:

English

1. Did the student develop a topic?
2. Is writing organized?
3. Subject/verb agreement?
4. Capitalization?
5. Spelling?
6. Synonyms/antonyms?
7. Upper- and lower-case letters?
8. Can student write all letters?
9. Writing in cursive or print?
10. Punctuation?
11. Spacing?
12. Indention?
13. Simple/complex sentences?
14. Current tense?
15. Did the student do any prewriting?
16. Did the student edit or revise his or her story?

Spanish

1. Did the student develop a topic?
2. Is writing organized?
3. Upper- and lower-case letters?
4. Writing in cursive or print?
5. Punctuation?
6. Spacing?
7. Indentation?
8. Capitalization?
9. Can student write all letters?
10. Simple/complex sentences?
11. Did the student do any prewriting?
12. Did the student edit or revise his or her story?

C. The teacher asks the student to make necessary changes or finish the story if he or she has not finished.

C. **Por favor, haz los cambios necesarios, o completa el cuento si no has terminado.**
Pohr fah-vohr ahz-lohs kahm-bee-ohs neh-se-sahr-ee-ohs oh kohm-pleh-tah ehl kwen-toe see no ahs tehr-mee-nah-doh.

TASK 6

Snapshot Assessment Language Arts: Intermediate Level (4-6)

Task Target: Revising and editing writing, grammar, and punctuation.

Content Standard(s):

1. Demonstrates competence in the general skills and strategies of the writing process.
3. Writes with a command of the grammatical and mechanical conventions of composition.

Benchmark(s):

(6-8) 1b. Drafts, revises, edits, and proofreads written work.

(3-5) 3h. Writes compositions that have no significant errors in the use of ending punctuation marks (e.g., periods and quotation marks) and shows some attention to the common uses of commas.

Task Description:

The teacher asks the student to complete the worksheets on the following two pages. Part A answers:

1. b;
2. came (vino);
3. She fed the snake hamburger, Pepsi, and chocolate ice cream three times a day. (Ella le dio de comer hamburguesas, Pepsi, y helado de chocolate tres veces al diá.);
4. grew (creció);
5. snake (culebra) = subject, was (era) = verb, long and fat (larga y gorda) = adjectives;
6. Gloria's father took the snake to the zoo and asked, "Will you take our big, fat snake to live in your zoo?" (El padre de Gloria llevó la culebra al zoológico y preguntó, "¿pueden ustedes cuidar a nuestra culebra grande y gorda en su zoológico?");
7. zookeeper, zoo (el guardián de zoológico, zoológico) = nouns, exclaimed, is (exclamó, es) = verbs; he (el) = pronoun; and
8. happily (felizmente) = adverb; snake (culebra) = direct object.

Part B answers: 1. b, 2. grasshoppers, green, Rio Grande, snake, veterinarian, zoo.

Materials:

The following worksheets should be photocopied for the student, or the teacher should have the student provide answers on a separate piece of paper. The student should be provided with pencil/pen and worksheets or scratch paper.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

1 point - Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).

2 points - Based on performance of this task the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.

3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the task target.

STUDENT WORKSHEET

A. Read each sentence and follow directions.

1. Circle the correct sentence.

   a. Gloria has not a pet snake.

   b. Gloria had a pet snake.

   c. Gloria have a pet snake.

2. Circle the correct verb.

   The snake (come/came/have come) from the country of Brazil.

3. Rewrite and punctuate the sentence below.

   she fed the snake hamburger pepsi and chocolate ice cream three times a day

4. Circle the correct verb.

   The snake (grew/grow/will grow) until it got too heavy for Gloria to carry in her arms.

A. **Lee cada oración y sigue las instrucciones.**
Leh-eh kah-dah oh-rah-se-ohn ee see-geh lahs een-strook-se-ohn-ehs.

1. **Dibuja un círculo alrededor de la oración correcta.**
De-boo-hah oon ser-koo-loh ahl-reh-deh-dohr deh lah oh-rah-se-ohn kohr-ehk-tah.

   a. **Gloria no tenían una culebra como mascota.**

   b. **Gloria tenía una culebra como mascota.**

   c. **Gloria tenías una culebra como mascota.**

2. **Dibuja un círculo alrededor del verbo correcto.**
De-boo-hah oon ser-koo-loh ahl-reh-deh-dohr dehl vehr-boh kohr-ehk-toh.

   La culebra (viene/vino/ha venido) del país de Brasil.

3. **Escribe de nuevo la oración siguiente con la puntuación correcta.**
Eh-skre-beh deh noo-eh-voh lah oh-rah-se-ohn se-guehn-teh kohn lah poon-too-ah-se-ohn kohr-ehk-tah

   ella le dio de comer a la culebra hamburguesas pepsi y helado de chocolate tres veces al día

4. **Dibuja un círculo alrededor del verbo correcto.**
De-boo-hah oon ser-koo-loh ahl-reh-deh-dohr dehl vehr-boh kohr-ehk-toh.

   La culebra (creció/crece/crecerá) hasta que se puso muy pesada para que Gloria la pudiera llevar en sus brazos.

STUDENT WORKSHEET (cont'd.)

5. Underline the subject once, underline the verb twice, and circle the adjectives.

   The snake was as long and fat as the Rio Grande.

6. Punctuate the sentence.

   glorias father took the snake to the zoo and asked will you take our big fat snake to live in your zoo

7. Underline the nouns, circle the verbs, and put two lines under the pronoun.

   The zookeeper exclaimed, "No! He is too big and fat for our small zoo."

8. Underline the adverb and circle the direct object.

   Happily, Gloria carried the snake home.

5. **Subraya el sujeto una vez, subraya el verbo dos veces, y dibuja un círculo alrededor de los adjetivos.**
   Soob-**rah**-yah ehl soo-**heh**-toh **oon**-ah vehs, soob-**rah**-yah ehl vehr-boh dohs **veh**-sehs, ee de-**boo**-hah oon **ser**-koo-loh ahl-reh-deh-dohr deh lohs ahd-heh-**te**-vohs.

   La culebra era tan larga y gorda como el Rio Grande.

6. **Ponga la puntuación correcta en la siguiente oración.**
   Pohn-gah lah poon-too-ah-se-**ohn** kohr-**ehk**-tah ehn lah se-**guehn**-teh oh-rah-se-**ohn**.

   el padre de gloria llevó a la culebra al zoológico y preguntó pueden ustedes cuidar a nuestra culebra grande y gorda en su zoológico

7. **Subraya los nombres, dibuja un círculo alrededor de los verbos, y dibuja dos líneas debajo de los pronombres.**
   Soob-**rah**-yah lohs **nohm**-brehs, de-**boo**-hah oon **ser**-koo-loh ahl-reh-deh-dohr deh lohs **vehr**-bohs, ee de-**boo**-hah dohs lee-**neh**-ahs deh-**bah**-hoh deh lohs proh-**nohm**-brehs.

   El guardián del zoológico exclamó, "¡No! El es muy grande y gordo para nuestro zoológico pegueño."

8. **Subraya el adverbio y dibujo un círculo alrededor del objeto directo.**
   Soob-**rah**-yah ehl ahd-vehr-**be**-oh ee de-**boo**-hah oon **ser**-koo-loh ahl-reh-deh-dohr dehl ohb-**heh**-toh de-**rehk**-toh.

   Felizmente, Gloria se llevó la culebra a su casa.

STUDENT WORKSHEET (cont'd.)

B. Using resources.

1. Where is the best place to find the definition of the word *veterinarian*?

   a. Atlas
   b. Dictionary
   c. Encyclopedia

2. Rewrite words in order according to how you would find them in a dictionary.

   Snake
   Rio Grande
   Grasshopper
   Zoo
   Veterinarian
   Green

1. **¿Dónde es el mejor lugar para encontrar el significado de la palabra *veterinario*?**
   ¿Dohn-deh ehs ehl meh-hohr lu-gahr pah-rah ehn-**kohn**-trahr ehl seeg-nee-fee-kah-doh deh lah pah-**lah**-brah veh-tehr-een-ah-**re**-oh?

   a. **Atlas**
   b. **Diccionario**
   c. **Enciclopedia**

2. **Escribe de nuevo poniendo en orden las siguientes palabras como las encontrarías en un diccionario.**
   Eh-**skre**-beh deh noo-**eh**-voh phon-**yen**-doh ehn **ohr**-dehn lahs se-gee-**ehn**-tehs pah-**lah**-brahs **koh**-moh lahs ehn-kohn-trahr-**ee**-ahs ehn oon dek-se-ohn-ah-**ree**-oh.

   Culebra
   Rio Grande
   Chapulines
   Zoológico
   Veterinario
   Verde

TASK 7

Snapshot Assessment Language Arts: Intermediate Level (4-6)

Task Target: Spelling.

Content Standard(s):

3. Writes with a command of the grammatical and mechanical conventions of composition.

Benchmark(s):

(3-5) 3f. Writes compositions that have few significant errors in the spelling of common frequently used words.

(6-8) 3e. Writes compositions that have no significant errors in the spelling of frequently used words and shows some attention to the correct spelling of commonly misspelled words and less common words.

Task Description:

The teacher uses words in part A to assess the student's ability to spell utilizing sound recognition. The teacher reads the words aloud to the student and asks the student to write and spell each word. The words become progressively more difficult from pre-primer to sixth grade. The teacher uses the pictures in part B to assess the student's skill in spelling without prompts. If necessary, the teacher can say the names of the pictures to the student. Part B correct spellings:

(in English)	(in Spanish)
kangaroo,	lapices,
telephone,	payaso,
soccer ball,	paracaídas,
bicycle.	zanahoria.

The teacher uses the words in part C to assess the student's ability to edit spelling. The teacher shows these words to the student and asks him or her to rewrite them and spell them correctly. The teacher may read these words aloud if the student does not recognize them. Correct answers and approximate grade levels for each word in part C:

(in English)	(in Spanish)	
special (4th),	hacer ah-ser (4th),	habitación ah-be-tah-see-ohn (5th), and
undecided (5th),	proyecto proy-yek-toh (4th),	encabezamiento en-ka-base-ah-me-ehn-toh (6th).
tough (5th/6th),	observación ob-ser-vah-see-ohn (5th),	
and analyze (6th).		

Materials:

The teacher should not show the words in part A to the student. However, the student should be shown part B and part C. The student will need pencil and paper for this task.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

1 point - Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).

2 points - Based on performance of this task the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.

3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the task target.

Procedures, activities, visuals, diagrams, directions, etc.:

A. (sound recognition) The teacher reads the following words aloud and asks the student:

Write and spell these words correctly.

Cat

Walk

Laugh

Warm

Composition

Character

Receive

Accommodate

Escribe estas palabras y deletrea las palabras correctamente.
Eh-**skre**-beh ehs-tahs pah-**lah**-brahs ee deh-leh-**treh**-ah lahs pah-**lah**-brahs koh-rehk-tah-**mehn**-teh.

Comer (Koh-mare)

Cerrado (Seh-**rah**-doh)

Chiquito (Cheh-**key**-toh)

Caballo (Kah-**by**-yoh)

Ambiente (Ahm-be-**en**-tay)

Yegua (**Yeah**-wah)

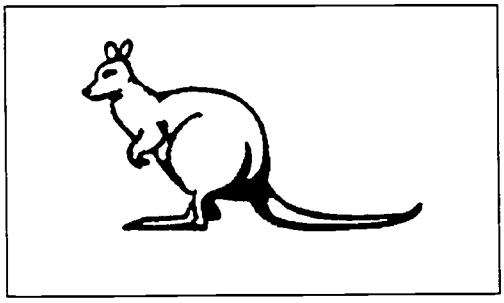
Cigüeña (See-**wain**-yah)

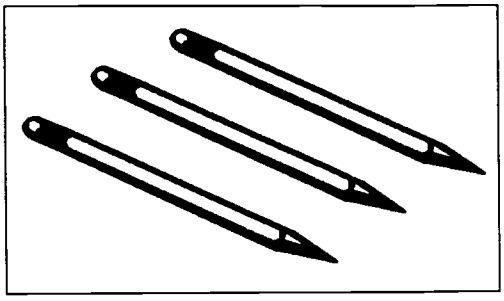
Acomodar (Ah-ko-**moh**-dar)

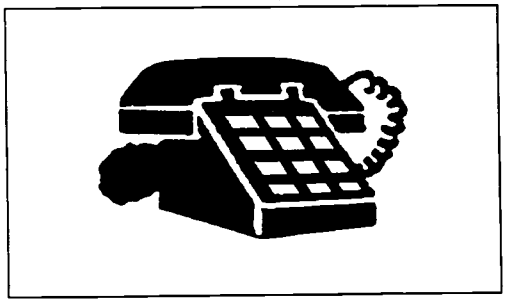
Procedures, activities, visuals, diagrams, directions, etc.:

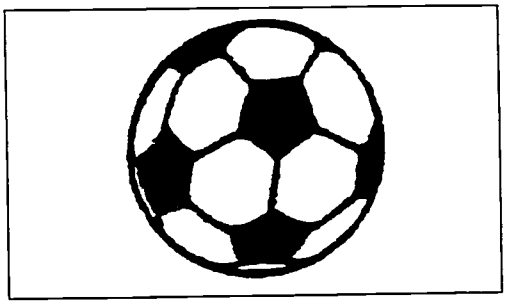
B. (sight recognition) The teacher asks the student:
Write and spell the word that best describes the picture below.

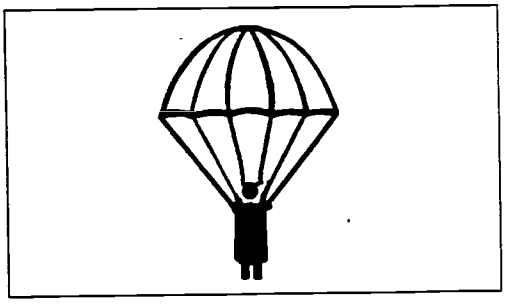
Escribe y deletrea la palabra que describe mejor los dibujos de abajo.
Eh-**skre**-beh ee deh-leh-**treh**-ah lah pah-**lah**-brah keh deh-**skee**-beh meh-hohr lohs de-**boo**-hohs deh ah-**bah**-hoh.

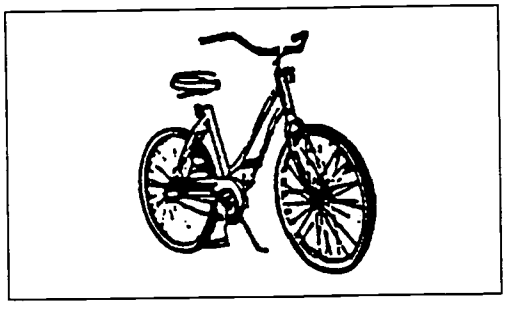


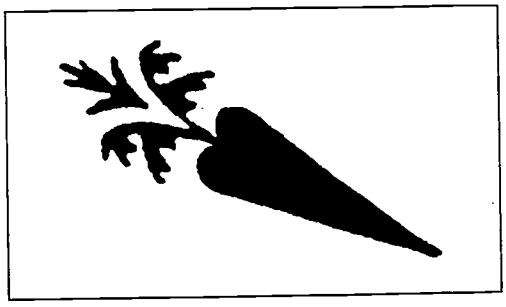












Procedures, activities, visuals, diagrams, directions, etc.:

C. Rewrite and spell the words below correctly.

spetial

undesided

tuf

anelize

C. **Escribe de nuevo y deletrea las palabras de abajo correctamente.**
Eh-**skre**-beh deh noo-**eh**-voh ee deh-leh-**tre**-ah lahs pah-**lah**-brahs deh ah-**bah**-hoh kohr-ehk-tah-**mehn**-teh.

acer

projecto

obserbasion

encavezamiento

TASK 8

Snapshot Assessment Language Arts: Intermediate Level (4-6)

Task Target: Predicting, drawing conclusions, and solving problems with reading (directions).

Content Standard(s):

5. Demonstrates competence in the general skills and strategies of the reading process.
7. Demonstrates competence in the general skills and strategies for reading information.

Benchmark(s):

(3-5) 5h. Represents concrete information (e.g., persons, places, things, events) as explicit mental pictures.
(6-8) 7c. Reads for a variety of purposes including to answer a specific question, to form an opinion, to skim for facts.
(6-8) 7e. Generates implied generalizations from informational texts along with the specific information that supports these generalizations.

Task Description:

In part A, the student follows the directions to find Carlos the elephant (Carlos is in box E). In part B, the student is asked to read the story and respond to the questions. Answers for part B are: 1. (c); 2. (b); 3. (b); 4. (a).

Materials:

The teacher uses the pictures on the following page for part A (the teacher can provide the student with markers to eliminate possibilities). In part B the student reads the story and answers the questions.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).
1 point - Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).
2 points - Based on performance of this task the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.
3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the task target.

Procedures, activities, visuals, diagrams, directions, etc.:

A. Follow the directions to find Carlos the elephant.

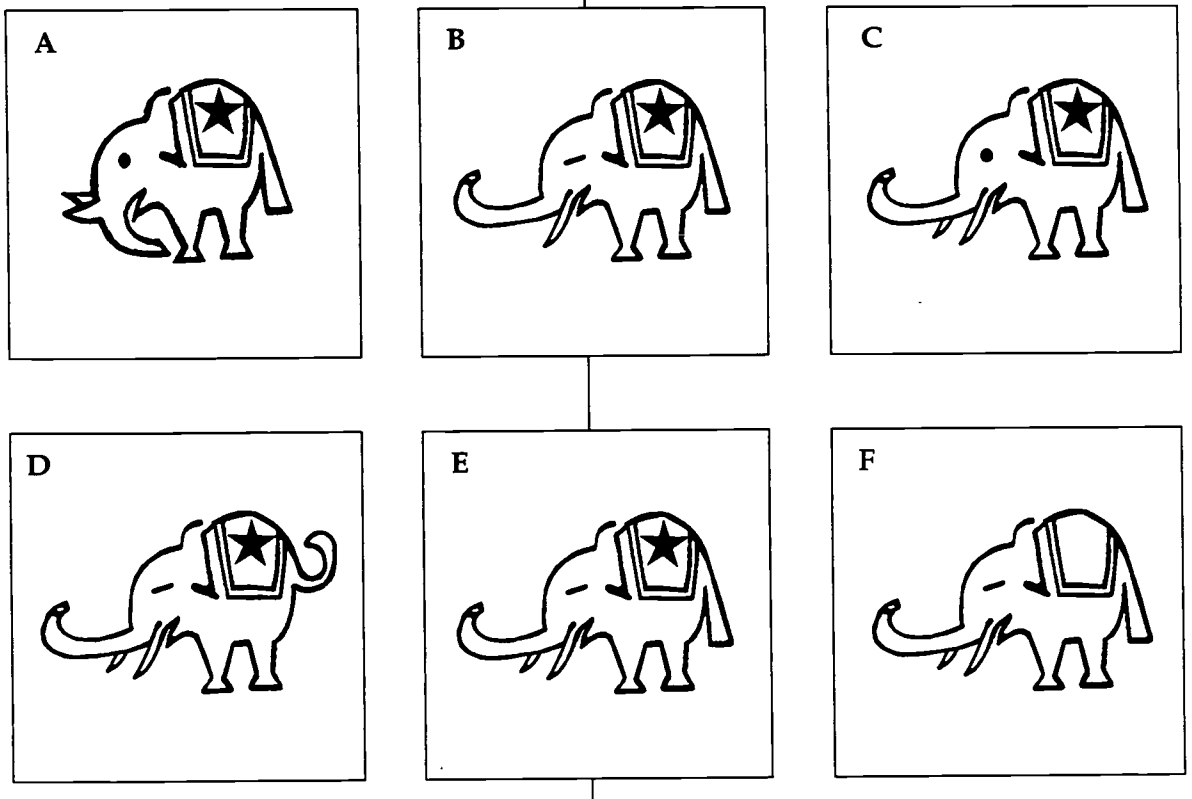
1. Carlos is the elephant with his trunk in the air.
2. Carlos has his tail down.
3. Carlos has two long tusks.
4. Carlos has one eye shut.
5. Carlos has a blanket with a star on his back.

Point to Carlos.

A. **Sigue las instrucciones para encontrar el elefante Carlos.**
See-geh lahs een-strook-se-ohn-ehs **pah**-rah ehn-kohn-trahr ehl eh-leh-**fahn**-teh Carlos.

1. **Carlos es el elefante con la trompa en el aire.**
2. **Carlos tiene su cola hacia abajo (agachada).**
3. **Carlos tiene dos colmillos largos.**
4. **Carlos tiene un ojo cerrado.**
5. **Carlos tiene una cobija con una estrella en su espalda.**

Apunta a Carlos.
Ah-poon-tah ah Carlos.



Procedures, activities, visuals, diagrams, directions, etc.:

B. Read the story and answer the questions below.

One rainy day Marta was getting ready for school. As usual, she put her homework and lunch money in her backpack. Just then she heard the bus outside. "Hurry up, Marta, and don't forget your umbrella," said her mother. Marta grabbed her umbrella and ran to the bus. On the bus she sat next to her friend Veronica. On the way to school, Veronica asked Marta to help her finish her math homework. At that instant, Marta covered her mouth and exclaimed, "Oh, no!"

1. Why did Marta exclaim "Oh, no!"?
   a. She didn't do her homework.
   b. She forgot her umbrella.
   c. She left her backpack at home.

2. What will happen to Marta when she gets to school?
   a. Her clothes will be wet.
   b. She won't have money for lunch.
   c. Marta will get an "A" for her math homework.

3. What is the best way for Marta to solve her problems?
   a. Marta should redo her math homework.
   b. Marta should call home and ask her mother to bring her backpack to school.
   c. Marta should borrow money from her friends.

B. **Lee la historia y contesta las preguntas de abajo.**
Lee-eh lah ee-stoh-**ree**-ah ee kohn-**tehs**-tah lahs preh-**goon**-tahs deh ah-**bah**-hoh.

Un día lluvioso Marta se alistaba para ir a la escuela. Como de costumbre, ella puso su tarea y el dinero para el almuerzo (lonche) en su mochila. De repente ella oyó el autobús afuera. "Apúrate Marta, y no olvides tú sombrilla (paraguas/parasol)" dijo su madre. Marta tomó su sombrilla (paraguas/parasol) y corrió al autobús. En el autobús se sentó al lado de su amiga Verónica. En camino a la escuela, Verónica le preguntó a Marta que le ayudara a terminar su tarea de matemáticas. En ese instante, Marta se cubrió su boca y exclamó, "¡Ay caramba!"

1. **Por qué exclamó Marta "¿ay caramba!"?**
   a **Ella no hizo su tarea.**
   b. **Ella olvidó su sombrilla (paraguas/parasol).**
   c. **Ella dejó su mochila en su casa.**

2. **¿Que le pasará a Marta cuando llegue a la escuela?**
   a. **Su ropa estará mojada.**
   b. **Ella no tendrá dinero para el almuerzo (lonche).**
   c. **Marta recibirá una "A" en su tarea de matemáticas.**

3. **¿Cuál es la mejor manera para que Marta resuelva sus problemas?**
   a. **Marta debe hacer de nuevo la tarea de matemáticas.**
   b. **Ella debe llamar a su madre para que le traiga su mochila a la escuela.**
   c. **Marta debe pedir dinero prestado a sus amigas.**

Procedures, activities, visuals, diagrams, directions, etc.:

4. Which of these is a fact?
   a. Marta put her lunch money in her backpack.
   b. Marta's clothes were wet when she got to school.
   c. Marta is a straight "A" student.

4. **¿Cuál es verdad?**
   a. **Marta puso su dinero para el lonche (almuerzo) en su mochila.**
   b. **La ropa de Marta estaba mojada al llegar a la escuela.**
   c. **Marta es una estudiante que saca solo "A" en sus calificaciones.**

TASK 9

Snapshot Assessment Language Arts: Intermediate Level (4-6)

Task Target: Locating, selecting, and using relevant information from reading.

Content Standard(s):

5. Demonstrates competence in the general skills and strategies of the reading process
7. Demonstrates competence in the general skills and strategies for reading information.

Benchmark(s):

(3-5) 5h. Represents concrete information (e.g., persons, places things, events) as explicit mental pictures.

(6-8) 7c. Reads for a variety of purposes including to answer a specific question, to form an opinion, to skim for facts.

(6-8) 7e. Generates implied generalizations from informational texts along with the specific information that supports these generalizations.

Task Description:

The teacher asks the student to read the story and then asks the student questions as indicated. Answers: 1. penguins (pingüinos); 2. There are 17 different kinds of penguins (Hay diecisiete tipos diferentes de pingüinos), penguins live in the southern hemisphere (Los Pingüinos viven en el hemisferio del sur), penguins cannot fly (Los Pingüinos no pueden volar); 3. Visit your nearest library, etc. (visita la biblioteca más cercana, etc.); 4. all topics are correct; 5. (b) and 6. (a).

Materials:

The student uses the following worksheet to read the story and to answer the questions.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

1 point - Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).

2 points - Based on performance of this task the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.

3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the task target.

Procedures, activities, visuals, diagrams, directions, etc.:

A. Read the story.

There are 17 different species of penguins. Penguins are birds that do not fly. All penguins live in the southern hemisphere. The exception are those penguins that live in the zoo. The largest is the Emperor penguin, which can weigh up to 100 pounds and stand four feet tall. The smallest are the Little Blues, which are only 10 inches tall and weigh less than a pound (500 grams). Penguins main diet consists of shrimp and small fish. Visit your nearest library to find out more interesting facts about these birds that don't fly.

Teacher asks the student:

1. Point to the phrase or word that best identifies the main idea.

2. Point to three supporting details in the story regarding penguins.

   a. There are 17 different kinds of penguins.

   b. Penguins cannot fly.

   c. Little Blues sometimes weigh more than 50 pounds.

   d. Penguins eat only plants.

   e. Penguins live in the southern hemisphere.

   f. Penguins can also be found in the zoo.

A. **Lee la historia.**
Leh-eh-lah ee-stoh-**ree**-ah.

Hay diecisiete diferentes especies de pingüinos. Los pingüinos son pájaros que no vuelan. Todos los pingüinos viven en el hemisferio del sur. Las excepciones son los pingüinos que viven en el zoológico. El más grande es el pingüino Emperador y puede pesar lo máximo de 100 libras y mide cuatro pies en estatura. Los más chicos (pequeños) son los Pequeños Azules que miden solamente 10 (diez) pulgadas en estatura y pesan menos de una libra (500 gramos). La alimentación (dieta) principal de los pingüinos consiste de camarrones y peces pequenos. Visita la biblioteca más cercana a tu casa para encontrar más información interesante de estos pájaros que no vuelan.

1. **Apunta a la frase o palabra que identifica mejor la idea principal.**
   Ah-**poon**-tah ah lah **frah**-seh oh pah-lah-brah keh ee-dehn-tee-**fee**-kah meh-hohr lah ee-**deh**-yah preen-se-pahl.

2. **Apunta a tres detalles en el cuento sobre los pingüinos.**
   Ah-**poon**-tah ah trehs deh-**tah**-yehs en el **kwen**-toh **soh**-breh lohs peen-goo-**een**-ohs.
   a. **Hay diecisiete tipos diferentes de pingüinos.**
   b. **Los Pingüinos no puedar volar.**
   c. **Los Pequeños Azules a veces pesan más de 50 libras.**
   d. **Los Pingüinos solamente comen plantas.**
   e. **Los Pingüinos viven en el hemisferio del sur.**
   f. **Los Pingüinos también se pueden encontrar en el zoológico.**

Procedures, activities, visuals, diagrams, directions, etc.:

3. Point to the closing sentence.

4. Point to the topics you would use to find more information about penguins in the encyclopedia.
   a. Flightless birds
   b. Antarctica
   c. King Penguin
   d. Bird

5. In a book about penguins, the definition of the word *hemisphere* could be found in the
   a. Table of contents
   b. Glossary
   c. Index

6. In a book about penguins, where would you look to find the chapter on the Emperor penguin?
   a. Table of contents
   b. Glossary
   c. Index

3. **Apunta en que oración concluye la historia.**
   Aho-**poon**-tah ehn keh **oh**-rah-se-**ohn** kohn-**cloo**-yeh lah ees-toh-**ree**-ah.

4. **Apunta a los temas que usarías para encontrar más información sobre pingüinos en un enciclopedia.**
   Ah-**poon**-tah ah lohs teh-mahs keh oo-sahr-**ee**-ahs **pah**-rah ehn-**kohn**-trahr mahs een-fohr-mah-se-**ohn** **soh**-breh peen-goo-een-ohs ehn oon ehn-se-kloh-peh-**de**-ah.
   a. **Pájaros que no vuelan**
   b. **Antartida**
   c. **El Rey pingüino**
   d. **Pájaro**

5. **En un libro sobre pingüinos la definición de la palabra *hemisferio* se puede encontrar en el**
   Ehn oon **lee**-broh **soh**-breh peen-goo-een-ohs lah deh-fen-ee-se-**ohn** deh lah pah-**lah**-brah "ehm-ees-fehr-**ee**-oh" seh poo-**eh**-deh ehn-**kohn**-trahr ehn ehl.
   a. **Índice general**
   b. **Glosario**
   c. **Índice temático**

6. **¿En un libro de pingüinos, dónde buscarías para encontrar el capítulo del pingüino Emperador?**
   ¿En oon **lee**-broh deh peen-goo-een-ohs, **dohn**-deh boose-cahr-**ree**-ahs **pah**-rah en-**cohn**-trar ehl cap-**ee**-too-loh del peen-goo-een-ohs Em-peh-rah-dohr?
   a. **Índice general**
   b. **Glosario**
   c. **Índice temático**

TASK 10

Snapshot Assessment Language Arts: Intermediate Level (4-6)

Task Target: Identifying types of literature, similarities and differences, person, and main topics.

Content Standard(s):

8. Demonstrates competence in applying the reading process to specific types of literary texts.

Benchmark(s):

(6-8) 8j. Understands the defining features and structures of poems at this developmental level.

Task Description:

The teacher asks the student to read the selections and then asks the student questions as indicated. Answers: 1. (b); 2. shining (brillando), sun (sol); 3. all answers are differences; 4. (c); and 5. nature (la naturaleza).

Materials:

The student uses the following selections to answer the questions.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

1 point - Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).

2 points - Based on performance of this task the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.

3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the task target.

Procedures, activities, visuals, diagrams, directions, etc.:

A. Read the following selections and answer the questions.

The sun provides heat.

I feel its warmth in my heart.

Always shining bright.

Sun
Golden, Warm
Lighting, Guiding, Shining
Rises, Sets, Follows, Travels
Illuminating, Shading, Changing
Silver, Cold
Moon

1. Identify below that which best describes the selections.
   a. Folk tales
   b. Poems
   c. Legends
   d. Myths

A. **Lee las siguientes seleccionnes y responde a las preguntas.**
Leh-eh lahs se-gee-**ehn**-tehs seh-lehk-se-**ohn**-ehs ee reh-**spohn**-deh ah lahs preh-**goon**-tahs.

El sol da calor.

Calienta mi carazón.

Siempre está brillando.

Sol
Dorado, Caliente
Alumbrando, Guiando, Brillando
Sale, Baja, Sigue, Viaja
Luminando, Sombreando, Cambiando
Plateada, Fría
Luna

1. **Identifica la(s) palabra(s) que describe mejor las selecciones de arriba.**
Ee-dehn-te-**fek**-ah lah(s) pah-**lah**-brah(s) keh deh-**skre**-beh meh-hohr lahs seh-lehk-se-**ohn**-ehs deh ah-re-bah.
   a. **Cuentos familiares**
   b. **Poemas**
   c. **Leyendas**
   d. **Mitos**

Procedures, activities, visuals, diagrams, directions, etc.:

2. Point to similarities between these two readings.
   a. Shining
   b. Silver
   c. Sun
   d. Heart

3. Point to the differences in the reading selections.
   a. Style
   b. Number of words
   c. One is personal.
   d. One is about only the sun, the other is about both the sun and moon.

4. Selection 2 is in the
   a. First person.
   b. Second person.
   c. Third person.

5. Point to the topic that best identifies what each selection is about.
   a. Planets
   b. Nature
   c. Mountains
   d. Moon

2. **Apunta a las semejanzas entre estas dos lecturas.**
   Ah-**poon**-tah ah lahs seh-meh-**han**-sahs **ehn**-treh ehs-tahs dohs lehk-too-rahs.
   a. **Brillando**
   b. **Plata**
   c. **Sol**
   d. **Corazón**

3. **Apunta a las diferencias en las lecturas.**
   Ah-**pon**-tah ah lahs de-fehr-ehn-**se**-ahs ehn lahs lehk-**too**-rahs.
   a. **Estilos**
   b. **Número de palabras**
   c. **Uno es personal.**
   d. **Uno es sobre el sol, el otro es sobre el sol y la luna.**

4. **La lectura dos está escrita en:**
   Lah lehk-**too**-rah dohs eh-**stah** eh-**skre**-tah ehn
   a. **Primera persona.**
   b. **Segunda persona.**
   c. **Tercera persona.**

5. **Apunta al tema que indica mejor el contenido de la lectura.**
   Ah-**poon**-tah ahl **teh**-mah keh ehn-**de**-kah meh-hohr ehl cohn-ten-nee-doh deh lah lehk-**too**-rah.
   a. **Las planetas**
   b. **La naturaleza**
   c. **Las montañas**
   d. **La luna**

TABLE OF CONTENTS

Snapshot Assessment Mathematics

TASK 1

Snapshot Assessment Mathematics: Intermediate Level (4-6)

Task Target: Understanding the concepts of fractions, decimals, percents.

Content Standard(s):

3. Uses basic and advanced procedures while performing the process of computation.

Benchmark(s):

(3-5) 3f. Accurately translates between decimals and commonly encountered fractions--halves, thirds, fourths, fifths, tenths, and hundredths (but not sixths, sevenths, and so on).

Task Description:

The teacher uses the charts and pictures on the following pages to assess the student's proficiency regarding the concepts of fractions, decimals, and percents. The student is asked to match the number to the chart or picture. Answers:

Part A	Part B	Part C
1/3 = #2	0.7 =#5	25% = #1
3/4 = #1	1.0 =#4	40% = #3
3/5 = #5	0.2 =#1	70% = #2
	0.8 = #3	

Materials:

The teacher uses the charts and graphs on the following pages.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

1 point - Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).

2 points - Based on performance of this task the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.

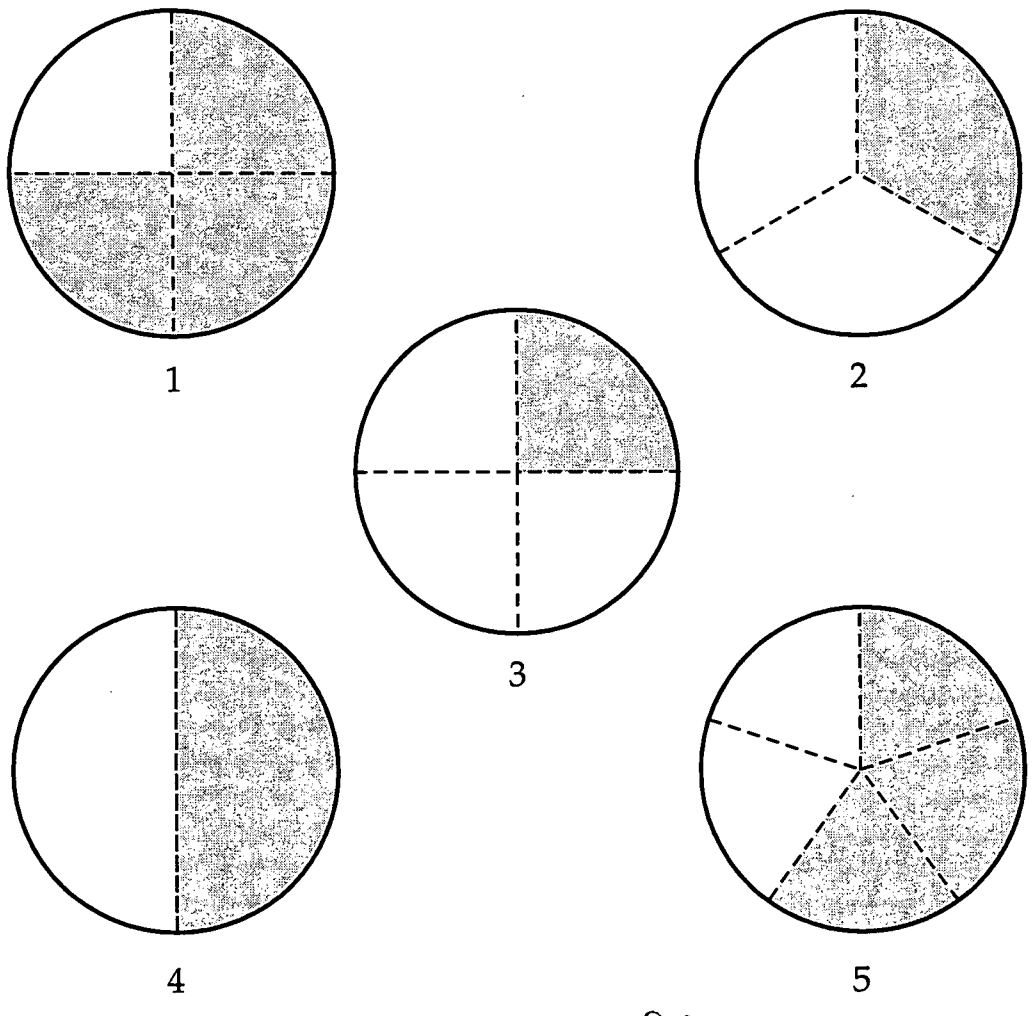
3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the task target.

Procedures, activities, visuals, diagrams, directions, etc.:

A. Match the fraction below to the pie chart with that portion shaded.

A. **Corresponde la fracción de abajo con la parte oscura del dibujo.**
Koh-reh-**spohn**-deh lah frahk-see-**ohn** deh ah-bah-**hoh** kohn lah pahr-teh ohs-coo-rah del dee-boo-**hoh**.

a. $\frac{1}{3}$ b. $\frac{3}{4}$ c. $\frac{3}{5}$

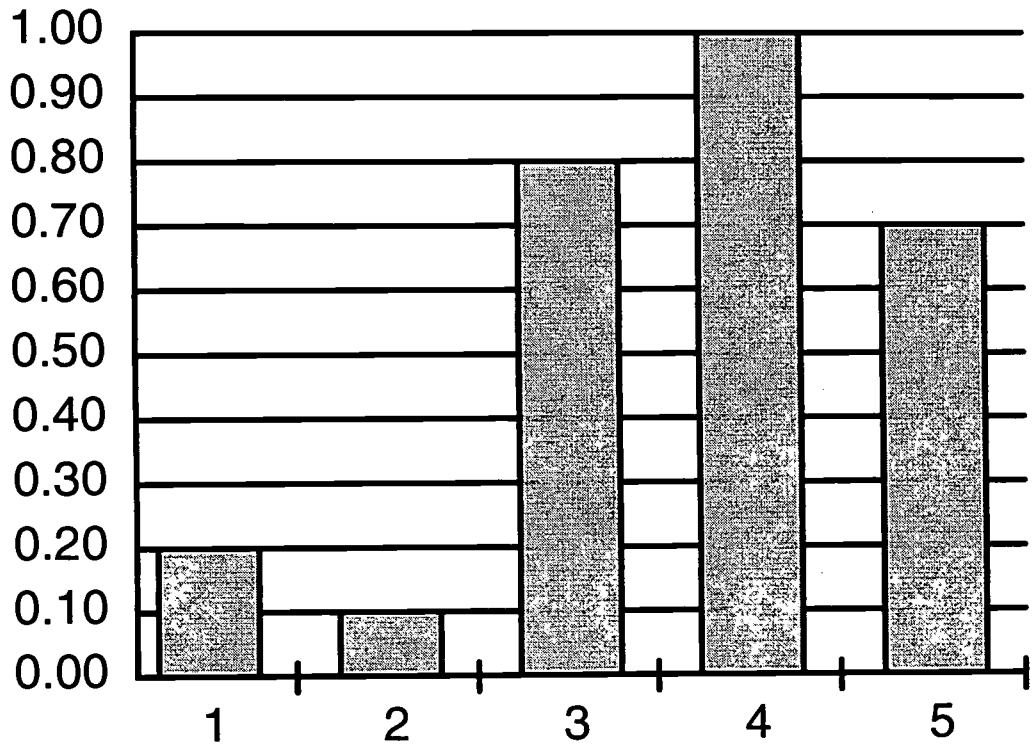


Procedures, activities, visuals, diagrams, directions, etc.:

B. Match each decimal below to the corresponding bar chart.

B. **Corresponde cada decimal con la gráfica.** Koh-reh-spohn-deh **kah**-dah deh-see-**mahl** kohn lah grah-**fee**-kah.

a. 0.7 b. 1.0 c. 0.2 d. 0.8



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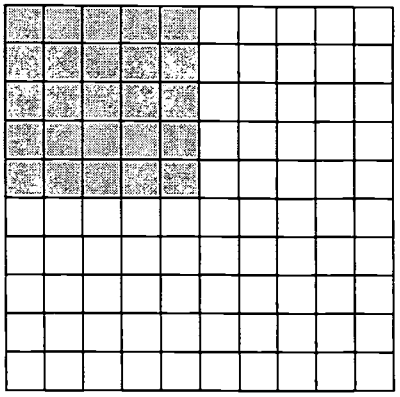
Procedures, activities, visuals, diagrams, directions, etc.:

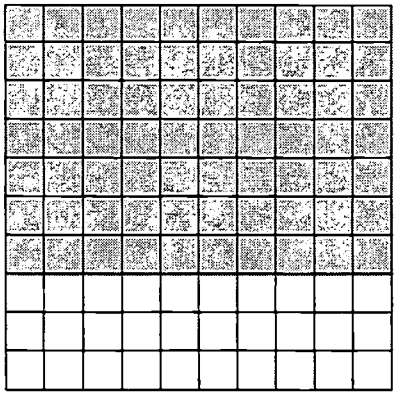
C. Match each percent to the grid with that portion shaded. (There are 100 squares in each box.)

C. **Corresponde cada porcentaje con la parte oscura de cada parilla (dibujo). (Hay cien cuadros en cada caja.)**
Koh-reh-**spohn**-deh **kah**-dah pohr-**sehn**-tah-heh kon la pahr-teh ohs-**coo**-rah deh kah-dah pah-**ree**-ah (dee-**boo**-hoh). Eye see-ehn Kwa-drohs ehn kah-dah kah-jah.

a. 25% b. 40% c. 70%



1



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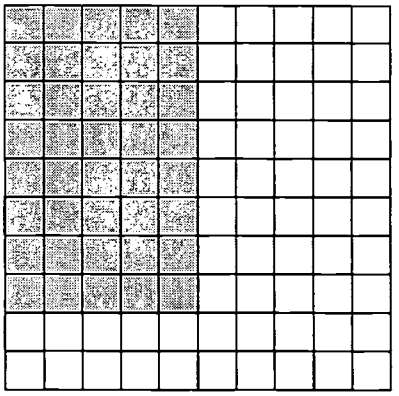

3

TASK 2

Snapshot Assessment Mathematics: Intermediate Level (4-6)

Task Target: Understanding place value concepts and ordering numbers.

Content Standard(s):

2. Understands and applies basic and advanced properties of the concept of numbers.

Benchmark(s):

(3-5) 2e. Understands the basic meaning of place value.

Task Description:

The teacher uses the numbers on the following page in part A to assess the student's understanding of ordering. The student should rewrite the numbers in order. For part B, the teacher uses the numbers provided and asks the student to point to digits in different places. Part A answers: 128; 287; 327; 922; 1,110; 1,249; 4,392; and 10,840. Part B answers: B. 1. (8); 2. (2); and 3. (4).

Materials:

The teacher uses the numbers on the following page. The student should be provided with pencil and paper.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

1 point - Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).

2 points - Based on performance of this task the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.

3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the task target.

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Procedures, activities, visuals, diagrams, directions, etc.:

A. Write all of the numbers below in order, from least to greatest (smallest to largest).

A. **Escribe todos los números de abajo en orden del más pequeño al más grande.**
Eh-skree-beh toe-dohs lohs noo-meh-rohs deh ah-bah-hoh ehn ohr-dehn dehl mahs peh-kehn-yoh ahl mahs grahn-deh.

327 922 4,392
1,110
287 1,249
10,840 128

B. 1. Point to the digit in the ten-thousand place.

B.1. **Apunta al digito que está en el lugar de las diez-milésimas.**
Ah-poon-tah ahl dee-he-toh keh eh-stah ehn ehl loo-gahr deh lahs dee-ehs meel-eh-see-mahs.

187,000

2. Point to the digit in the hundred-thousand place.

2. **Apunta al digito que está en el lugar de las cien-milécimas.**
Ah-poon-tah ahl dee-he-toh keh eh-stah ehn ehl loo-gahr deh lahs see-ehn meel-eh-see-mahs.

1,274,526

3. Point to the digit in the millions place.

3. **Apunta al digito que está en el lugar de los millones.**
Ah-poon-tah ahl dee-he-toh keh eh-stah ehn ehl loo-gahr deh lohs mee-yohn-nehs.

14,929,865

TASK 3

Snapshot Assessment Mathematics: Intermediate Level (4-6)

Task Target: Understanding patterns and open sentences.

Content Standard(s):

8. Understands and applies basic and advanced properties of functions and algebra.

Benchmark(s):

(3-5) 8a. Interpolates simple patterns of numbers.

(3-5) 8b. Extrapolates simple patterns of numbers and geometric shapes.

(6-8) 8d. Understands that a variable can be used as a placeholder for a specific unknown (e.g., $x + 8 = 13$), and as a representative of a range of values (e.g., $4t + 7$).

Task Description:

The teacher uses shapes and numbers in items 1 to 5 in part A to assess the student's understanding of patterns. The student is asked to write the correct answers on a separate piece of paper. Shapes included in the system can be used (by students) to answer questions 1–5 in part A. To assess the student's skill in understanding and solving open sentences, the teacher uses the problems in B (1-6). Part A answers: 1. triangle; 2. C ; 3. (20, 25); 4. (47, 95); and 5. (4,012) (fibonacci). Part B answers: 1. (17); 2. (15); 3. (8); 4. (4); 5. (2); and 6. (21).

Materials:

The student will need pencil and scratch paper for the task.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

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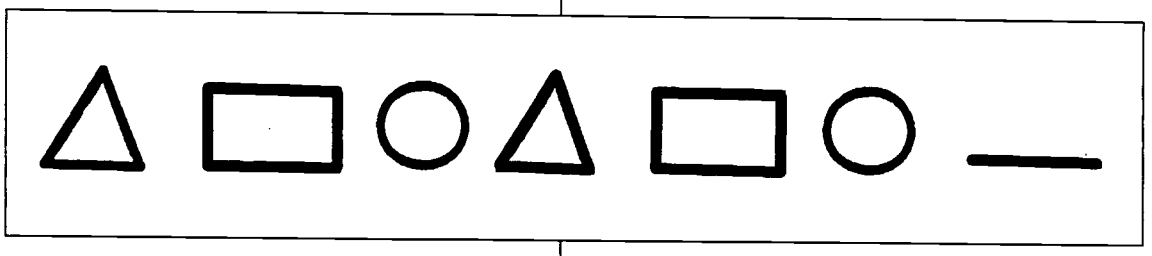
2 points - Based on performance of this task the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.

3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the task target.

Procedures, activities, visuals, diagrams, directions, etc.:

A. Complete the patterns below. What comes next?

A. **Completa los patrones (los diseños). ¿Qué viene después?**
Kohm-**pleh**-tah lohs pah-**trohn**-ehs (lohs dee-seh-nyohs) ¿Keh vee-ehn-eh dehs-poo-**ehs**?

1. 

2. A B B C A B B ___

3. 1 4 9 12 17 ___ ___

4. 2 5 11 23 ___ ___

5. 7345 6234 5123 ____

Procedures, activities, visuals, diagrams, directions, etc.:

B. Write the answer (solve for n).

B. **Escribe la respuesta (resuelve el valor de la variable *n*).**
Eh-skre-beh lah rehs-poo-ehs-tah (reh-swehl-veh ehl vah-lohr deh la vah-ree-ah-bleh ehn-eh).

1. $10 + n = 27$

2. $40 - n = 25$

3. $3 \times n = 24$

4. $32 \div n = 8$

5. $4(n + 3) = 20$

6. If $x = 2$ and $y = 5$ then $3\ (x + y) = n$

TASK 4

Snapshot Assessment Mathematics: Intermediate Level (4-6)

Task Target: Understanding factors.

Content Standard(s):

3. Uses basic and advanced procedures while performing the process of computation.

Benchmark(s):

(6-8) 3f. Understands the nature of and similarities and differences between multiples and factors.

Task Description:

The teacher uses the numbers indicated on the following page to assess the student's understanding of factors. Answers: 1. (box 2); 2. (1, 17).

Materials:

The teacher uses the visuals on the following page.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

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3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the task target.

Procedures, activities, visuals, diagrams, directions, etc.:

A. Point to the box containing numbers that are all factors of 24.

1	4
8	11

2	6
4	3

7	5
9	10

B. Point to the numbers that are factors of 17.

7	13	1	10	17

A. **Apunta a la caja que contiene todos los números que son factores de 24.**
Ah-**poon**-tah ah lah **kah**-hah keh kohn-tee-**eh**-neh **toh**-dohs lohs **noo**-meh-rohs keh sohn fahk-**torh**-ehs deh **vehn**-teh ee koo-**ah**-troh.

B. **Apunta a los números que son factores de 17.**
Ah-**poon**-tah al lohs **noo**-meh-rohs keh sohn fahk-**tohr**-ehs deh dee-eh-see see-eh-teh.

TASK 5

Snapshot Assessment Mathematics: Intermediate Level (4-6)

Task Target: Understanding graphs and interpreting data.

Content Standard(s):

4. Understands and applies basic and advanced properties of the concept of measurement.
6. Understands and applies basic and advanced concepts of data analysis and distributions.

Benchmark(s):

(6-8) 4k. Reads analog and digital meters on instruments used to make direct measurements of length, volume, weight, elapsed time, rates and temperature, and chooses appropriate units for reporting various magnitudes.

(3-5) 6b. Collects and organizes simple data sets to answer questions.

Task Description:

The teacher uses the graph and questions on the following page for this task. Part A answers: 1. spaghetti (espaguetis); 2. (2); 3. pizza and hamburgers (hamburguesas); 4. (30); 5. ($1\frac{1}{4}$) or ($\frac{5}{4}$).

Materials:

The teacher uses the graph on the following page with the student.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

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3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the task target.

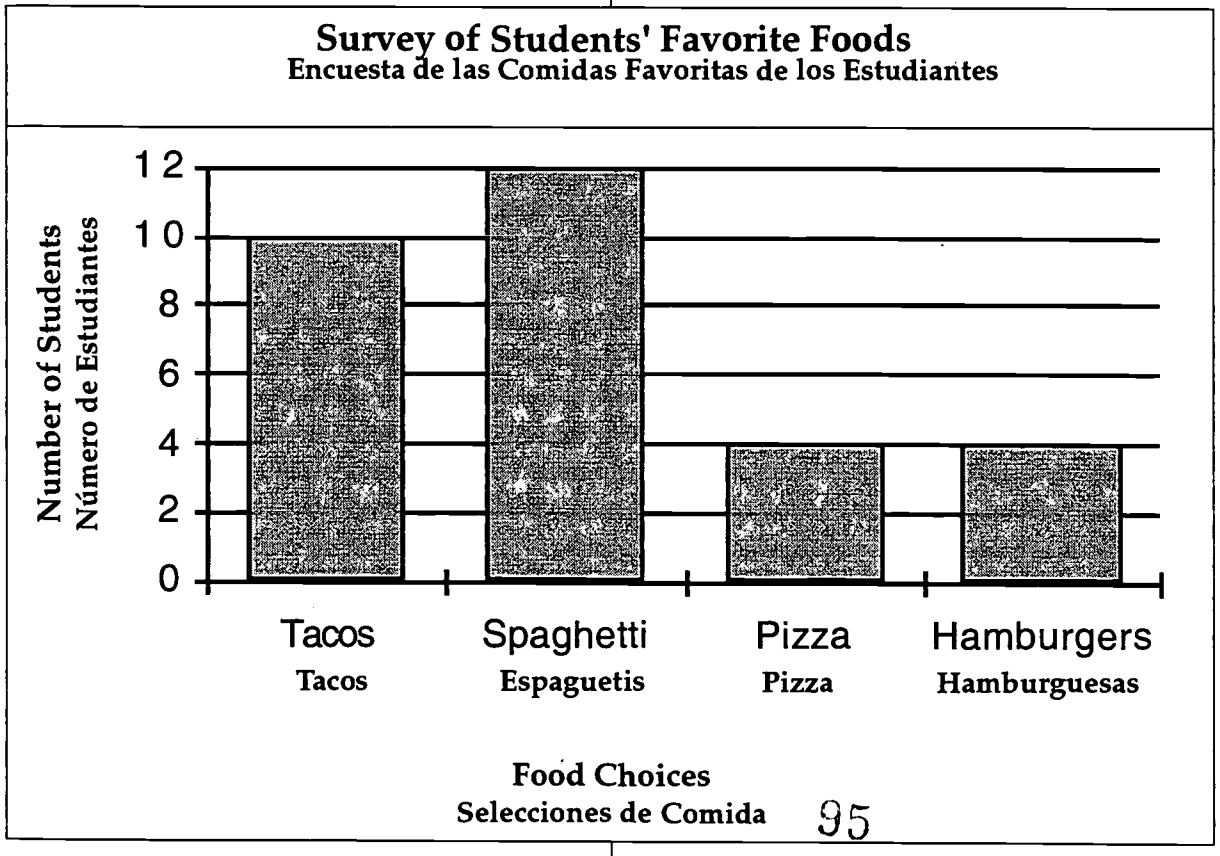
Procedures, activities, visuals, diagrams, directions, etc.:

A. Using the graph, write the answers to the following questions.

1. Which food was most popular?
2. How many more students chose spaghetti over tacos?
3. Which foods were least popular?
4. How many (total) students were in the survey?
5. What is the ratio of the number of students who chose spaghetti to the number who chose pizza?

A. **Usando la gráfica, escribe las respuestas a las siguientes preguntas.**
Oo-sahn-doh lah grah-fee-kah, eh-skree-beh lahs rehs-poo-ehs-tahs ah lahs see-gee-ehn-tehs preh-goon tahs.

1. **¿Cuál comida fue la más popular?**
2. **¿Cuántos más estudiantes prefirieron espaguetis a tacos?**
3. **¿Cuáles comidas fueron menos populares?**
4. **¿Cuántos estudiantes en total participaron en la encuesta?**
5. **¿Cuál es la proporción de estudiantes que escogieron espaguetis al número de estudiantes que escogieron pizza?**



TASK 6

Snapshot Assessment Mathematics: Intermediate Level (4-6)

Task Target: Understanding temperature, including positive and negative numbers, and graphing.

Content Standard(s):

4. Understands and applies basic and advanced properties of the concept of measurement.
2. Understands and applies basic and advanced properties of the concept of numbers.

Benchmark(s):

(3-5) 4c. Makes effective use of a ruler, thermometer, and scale for making measurements.

(6-8) 4k. Reads analog and digital meters on instruments used to make direct measurements of length, volume, weight, elapsed time, rates and temperature, and chooses appropriate units for reporting various magnitudes.

(6-8) 2j. Locates, identifies, and orders numbers on a number line, including fractions, decimals and positive and negative numbers.

Task Description:

The student uses the pictures, numbers, and graphs on the following pages for this task. Part B answers: -15, -10, 0, 15, 28, 34. Part C answers: 1. (24°); 2. (46°); 3. (-20°); 4. Tuesday/Wednesday (Martes/Miércoles); 5. (66°).

Materials:

The teacher uses the visuals and graphs on the following pages. The student should be provided with pencil and paper to write his or her answer.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

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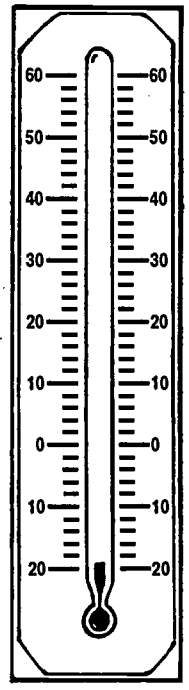
3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the task target.

Procedures, activities, visuals, diagrams, directions, etc.:

A. On the thermometer, point to the following temperatures.

A. **En el termómetro apunta a las siguientes temperaturas.**
Ehn ehl tehr-**moh**-meh-troh ah-**poon**-tah ah lahs see-gee-**ehn**-tehs tehm-peh-rah-**too**-rahs.

-12° +32° +20° -10°



B. Write the temperatures below in order from coldest to warmest.

B. **Escribe las temperaturas de abajo de la más fría a la más caliente.**
Eh-**skre**-beh lahs tehm-peh-rah-**too**-rahs deh ah-**bah**-hoh deh la mahs **fri**-ah ah lah mahs kah-lee-**ehn**-teh.

+15 -15 0 +28 +34 -10

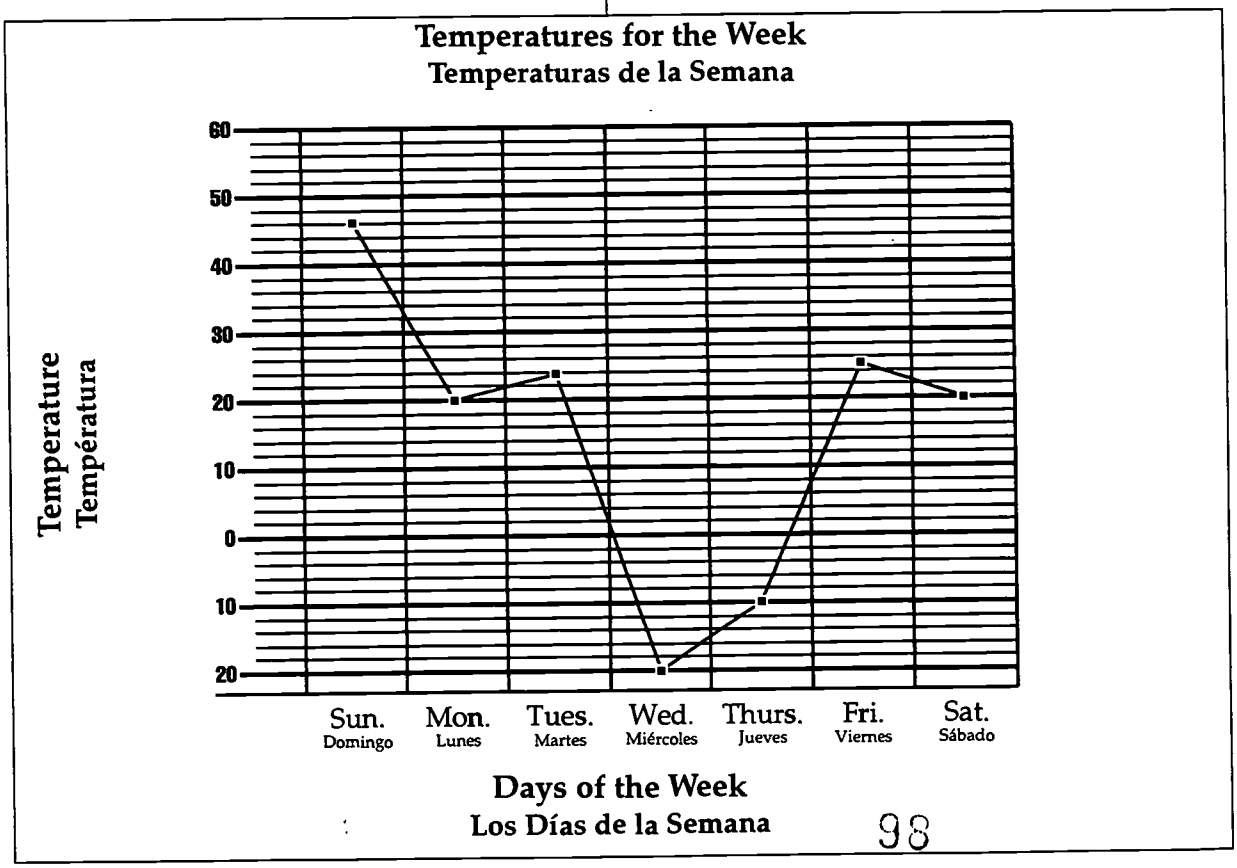
Procedures, activities, visuals, diagrams, directions, etc.:

C. Write answers to the questions below about the graph.

1. Write the temperature on Tuesday.
2. Write the highest temperature of the week.
3. Write the lowest temperature of the week.
4. Between which two consecutive days was there the greatest temperature difference?
5. What was the range of temperatures for the week?

C. **Escribe las respuestas a las preguntas sobre la gráfica de abajo.**
Eh-skre-beh lahs rehs-poo-ehs-tahs ah lahs preh-goon-tahs soh-breh lah grah-fee-kah deh ah-bah-hoh.

1. **Escribe la temperatura del martes.**
2. **Escribe la temperatura más alta de la semana.**
3. **Escribe la temperatura más baja de la semana.**
4. **¿Entre cuáles dos días consecutivos hubo una diferencia más grande en las temperaturas?**
5. **¿Cuál es la zona de variación en temperatura para la semana (domingo a sábado)?**



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TASK 7

Snapshot Assessment Mathematics: Intermediate Level (4-6)

Task Target: Recognizing geometry in the real world.

Content Standard(s):

5. Understands and applies basic and advanced properties of the concepts of geometry.

Benchmark(s):

(3-5) 5a. Understands the basic characteristics of the concept of three dimensions.

(6-8) 5d. Compares the basic characteristics of and the similarities and differences between a variety of three-dimensional shapes (e.g., pyramids and prisms, cubes and rectangular prisms).

Task Description:

In part A, the teacher uses the picture on the following page to assess the student's recognition of geometry in the real world. The student is asked to point to the part of the picture in which specific geometric shapes are present. In part B, the student is asked to identify the pattern that, when constructed, would result in a particular three-dimensional shape. Part B answers: 1. a; 2. c; 3. b.

Materials:

The teacher uses the picture on the following page with the student.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

1 point - Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).

2 points - Based on performance of this task the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.

3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the task target.

Procedures, activities, visuals, diagrams, directions, etc.:

A. In the picture below, point to the rectangle, circle, cone, hexagon, and sphere.

A. **En el dibujo de abajo, apunta al rectángulo, al círculo, al cono, al triángulo, al cubo, al hexagono, y la esfera.**
Ehn ehl dee-**boo**-hoh deh ah-**bah**-hoh ah-**poon**-tah ahl rehk-**tahn**-goo-loh, ahl ser-koo-loh, ahl koh-noh, ahl tree-**ahn**-goo-loh, ahl coo-boh, ahl ehks-ah-goh-noh y lah ehs-feh-rah.

Procedures, activities, visuals, diagrams, directions, etc.:

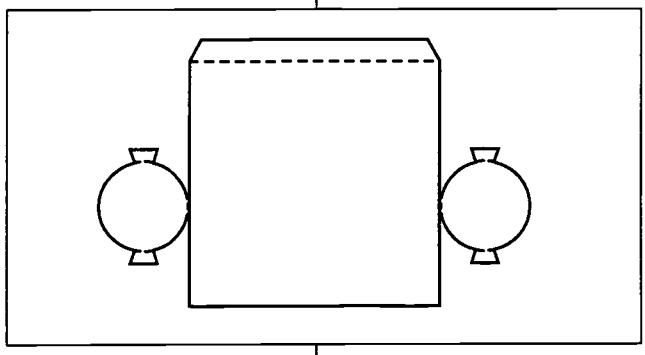
B. Identify shapes that can be constructed from the patterns below.

1. Which is the cylinder?
2. Which is the cube?
3. Which is the pyramid?

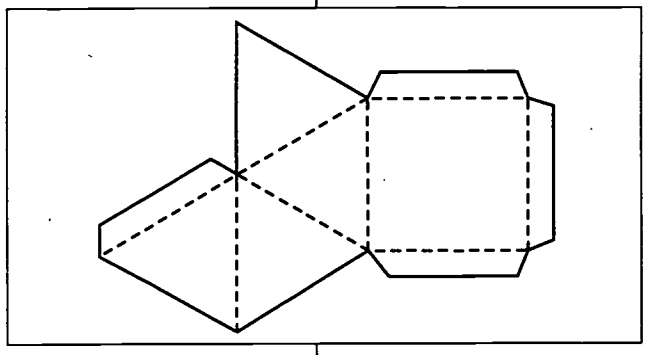
B. **Identifica las figuras que pueden ser contruídas de los patrones (los diseños) de abajo.**
Ee-dehn-tee-**fee**-kah lahs fee-**goo**-rahs keh poo-**eh**-dehn sehr kohn-stru-**ee**-dahs deh lohs pah-**troh**-nehs (lohs dee-**seh**-nyos) deh ah-**bah**-hoh.

1. **¿Cuál es el cilindro?**
   ¿Koo-**ahl** ehs ehl see-**leen**-droh?
2. **¿Cuál es el cubo?**
   ¿Koo-**ahl** ehs ehl **koo**-boh?
3. **¿Cuál es la pirámide?**
   ¿Koo-**ahl** ehs lah pee-**rah**-mee-deh?

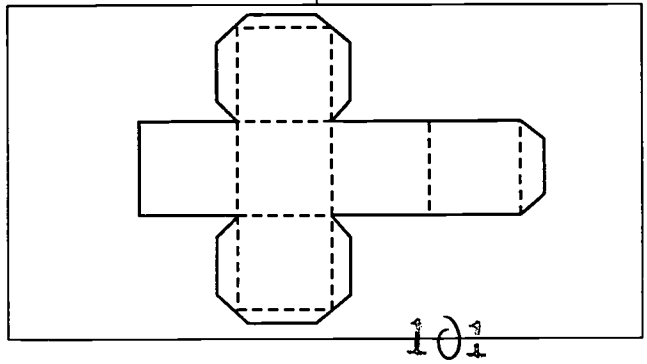
a.



b.



c.



TASK 8

Snapshot Assessment Mathematics: Intermediate Level (4-6)

Task Target: Solving problems using geometric relationships and spatial reasoning.

Content Standard(s):

6. Understands and applies basic and advanced concepts of data analysis and distributions.
8. Understands and applies basic and advanced properties of functions and algebra.

Benchmark(s):

(3-5) 6f. Constructs and interprets simple bar graphs, pie charts, and line graphs.

(6-8) 8b. Understands the basic features of coordinates.

Task Description:

The teacher uses the graph on the following page to assess the student's understanding of geometric relationships and spatial reasoning. Some pictures on the graph are not used. Correct answers: (7,1) = sun (sol); (2,4) = tree (árbol); (1,3) = house (casa); and (5,8) = cat (gato).

Materials:

The teacher uses the graph on the following page.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

1 point - Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).

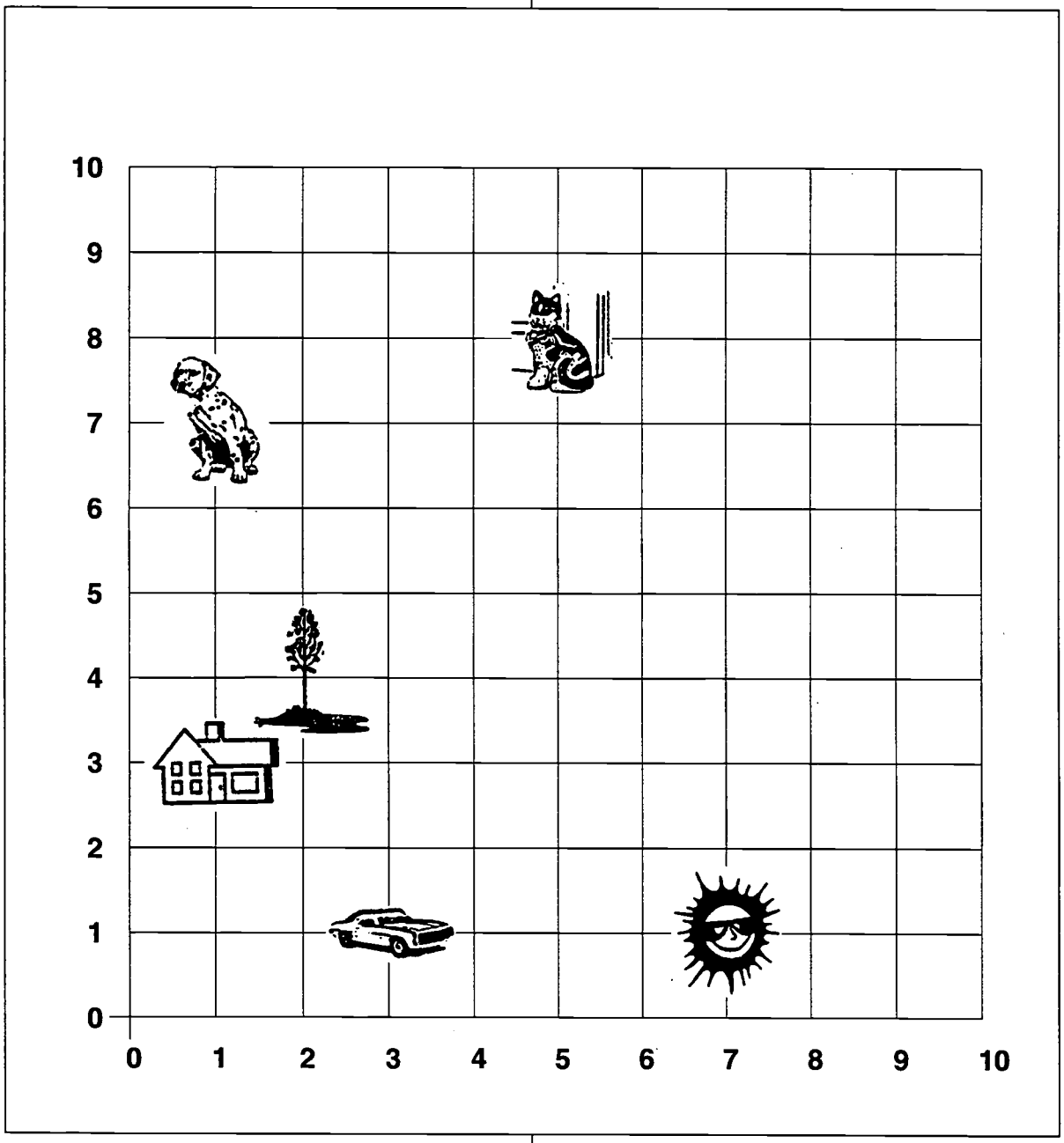
2 points - Based on performance of this task the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.

3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the task target.

Procedures, activities, visuals, diagrams, directions, etc.:

A. Point to the pictures on the graph in coordinates (7,1), (2,4), (1,3), and (5,8).

A. **Apunta a los dibujos que están en los coordenados (7,1), (2,4), (1,3), y (5,8).** Ah-**poon**-tah ah lohs dee-**boo**-hohs keh ehs-**tahn** ehn lohs koh-ohr-deen-**ah**-dohs (see-**eh**-tay, **oo**-noh), (dohs, koo-**ah**-troh), (**oo**-noh, trehs), ee (**seen**-coh, **oh**-cho).



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TASK 9

Snapshot Assessment Mathematics: Intermediate Level (4-6)

Task Target: Understanding symmetry, congruency, and shapes.

Content Standard(s):

5. Understands and applies basic and advanced properties of the concepts of geometry.

Benchmark(s):

(3-5) 5d. Compares shapes in terms of such concepts as parallel, perpendicular, congruence, and symmetry.

(6-8) 5a. Understands the basic characteristics of the concepts of symmetry.

Task Description:

The teacher uses the K-A attribute blocks supplied with this system to complete this task. In part A, the teacher uses K-A blocks to assess the student's knowledge of geometric shapes.

rhombus parallelogram oval trapezoid hexagon

In part B1., the teacher uses K-A blocks to assess the student's understanding of symmetry. Part B1. answers: trapezoid, house-shaped pentagon. In part B2.-B5., the teacher uses K-A blocks to assess the student's understanding of congruency, comparison, and classification. Part B2.-B5. answers: 2. any two (or three) similar shapes of the same size; 3. rectangle, square; 4. square, rectangle, trapezoid, parallelogram, pentagon (house shaped), hexagon; and 5. any two similar shapes that are **not** the same size.

Materials:

The teacher uses the A-blocks and K-A blocks supplied with the kit for this task.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

1 point - Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).

2 points - Based on performance of this task the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.

3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the task target.

Procedures, activities, visuals, diagrams, directions, etc.:

A. Show me a rhombus, parallelogram, oval, trapezoid, and hexagon.

B. 1. Pick two shapes with only one line of symmetry.

2. Show me two congruent shapes. Show me three congruent shapes.

3. Show me a shape that has one perpendicular line.

4. Show me a shape that has two parallel lines.

5. Show me two similar shapes that are not congruent.

A. **Muéstrame el rombo, el paralelogramo, el óvalo, el trapecio y el hexágono.**
Mwehs-trah-meh ehl **rohm**-boh, ehl pah-rah-leh-loh-**grah**-moh, ehl oh-vah-loh, ehl trah-peh-see-oh ee ehl ehks-ah-**goh**-noh.

B. 1. **Escoge dos figuras que solamente tienen una línea de simetría.**
Ehs-**koh**-heh dohs fee-**goo**-rahs keh so-la-mehn-teh tee-**ehn**-ehn oo-nah **lee**-neh-ah deh see-meh-**tree**-ah.

2. **Muéstrame dos figuras congruentes. Muéstrame tres figuras congruentes.**
Mwehs-**trah**-meh dohs fee-**goo**-rahs kohn-groo-**ehn**-tehs. Mwehs-**trah**-meh trehs fee-**goo**-rahs kohn-groo-**ehn**-tehs.

3. **Muéstrame una figura que tiene una línea perpendicular.**
Mwehs-**trah**-meh **oo**-nah fee-**goo**-rah keh tee-**eh**-neh **oo**-nah **lee**-neh-ah pehr-pehn-dee-**koo**-lahr.

4. **Muéstrame una figura que tiene dos lineas paralelas.**
Mwehs-**trah**-meh **oo**-nah fee-**goo**-rah keh tee-**eh**-neh dohs **lee-neh**-ahs pah-rah-**leh**-lahs.

5. **Muéstrame dos figuras similares que no son congruentes.**
Mwehs-**trah**-meh dohs fee-**goo**-rahs see-mee-**lahr**-ehs keh noh sohn kohn-groo-ehn-tehs.

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TASK 10

Snapshot Assessment Mathematics: Intermediate Level (4-6)

Task Target: Estimating distance, time, weight, perimeter, and area.

Content Standard(s):

4. Understands and applies basic and advanced properties of the concept of measurement.

Benchmark(s):

(3-5) 4a. Understands the basic characteristics of area and how it is measured.

(3-5) 4c. Determines whether measurements of length, area, volume, weight, or time are reasonable by referring to typical values.

(6-8) 4i. Estimates distances and travel times from maps and the actual size of objects from scale drawings.

Task Description:

The teacher uses the picture on the following page. The student is asked to answer the questions regarding the picture. Answers: 1. b. ; 2. b. ; 3. a. ; 4. c. ; and 5. b.

Materials:

The teacher uses the picture on the following page. The student should be provided with pencil and paper to write his or her answers.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

1 point - Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).

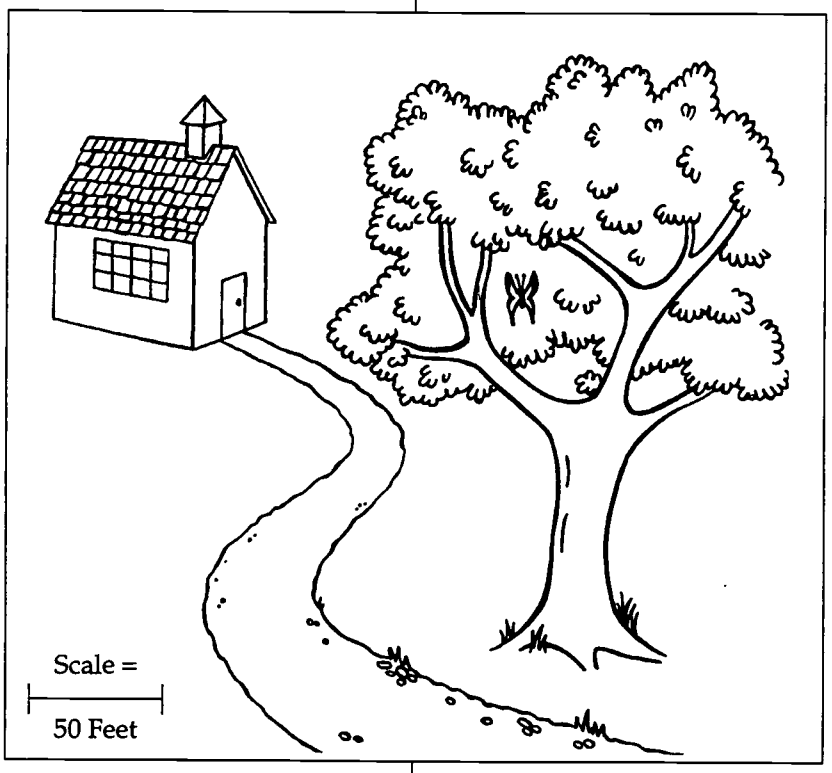
2 points - Based on performance of this task the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.

3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the task target.

Procedures, activities, visuals, diagrams, directions, etc.:

A. Write the correct answer to the following questions about the picture.

A. **Escribe la respuesta correcta a las siguientes preguntas sobre el dibujo.**
Es-**skre**-beh lah rehs-poo-**ehs**-tah kohr-**rehk**-tah ah lahs see-gee-**ehn**-tehs preh-**goon**-tahs **soh**-breh ehl dee-**boo**-hoh.



1. What is the approximate distance from the tree to the school?
   a. 50 miles
   b. 50 yards
   c. 50 inches

2. About how much time do you think it will it take to go from the tree to the school?
   a. 15 minutes
   b. 1 minute
   c. 1 hour
   d. 30 minutes

1. **¿Cuál es la distancia aproximada del árbol a la escuela?**
   ¿Kwahl ehs lah dees-tahn-**see**-ah ah-prok-see-**mah**-dah dehl **ahr**-bohl ah lah ehs-**kweh**-lah?
   a. **50 millas**
   b. **50 yardas**
   c. **50 pulgadas**

2. **¿Cómo cuánto tiempo se tomará para ir del árbol a la escuela?**
   ¿**Koh**-moh **kwahn**-toh tee-**ehm**-poh seh toh-mah-**rah** **pah**-rah eer dehl **ahr**-bohl ah lah ehs-**kweh**-lah?
   a. **15 minutos**
   b. **un minuto**
   c. **una hora**
   d. **30 minutos**

Procedures, activities, visuals, diagrams, directions, etc.:

3. About how much do you think the butterfly (in the tree) weighs?

   a. 1 ounce
   b. 1 pound
   c. 1 inch

4. About what is the perimeter of the door on the school?

   a. 20 inches
   b. 20 yards
   c. 20 feet

5. What is the area of the window?

   a. 10 square units
   b. 12 square units
   c. 13 square units
   d. 16 square units

3. **¿Cómo cuánto crees que pesa la mariposa (en el árbol)?**
   ¿Koh-moh **kwahn-toh kreh**-ehs keh **peh**-sah lah ma-ree-**poh**-sah (en el **ahr**-bohl)?

   a. **1 onza**
   b. **1 libra**
   c. **1 pulgada**

4. **¿Cómo cuánto es el perímetro de la puerta de la escuela?**
   ¿**Koh**-moh **kwahn**-toh ehs ehl pehr-**ee**-meh-troh deh lah poo-**ehr**-tah deh lah ehs-**kweh**-la?

   a. **20 pulgadas**
   b. **20 yardas**
   c. **20 pies**

5. **¿Cuál es el área de la ventana?**
   ¿Kwahl ehs **ehl ah**-reh-ah deh lah vehn-**tahn**-ah?

   a. 10 unidades cuadradas
   b. 12 unidades cuadradas
   c. 13 unidades cuadradas
   d. 16 unidades cuadradas

TASK 11

Snapshot Assessment Mathematics: Intermediate Level (4-6)

Task Target: Adding and subtracting fractions and decimals.

Content Standard(s):

3. Uses basic and advanced procedures while performing the process of computation.

Benchmark(s):

(3-5) 3a. Adds, subtracts, multiplies, and divides whole numbers and decimals with accuracy.
(3-5) 3f. Accurately translates between decimals and commonly encountered fractions--halves, thirds, fourths, fifths, tenths, and hundredths (but not sixths, sevenths, and so on).
(6-8) 3a. Adds, subtracts, multiplies, and divides mixed numbers and fractions.

Task Description:

The teacher uses the problems and worksheet to assess the student's understanding of adding and subtracting fractions and decimals.
Part A answers: a. (5/6); b. (1 1/6); c. (3 3/4); d. (1 2/5); e. (7 1/12).
Part B answers: a. (3/8); b. (7/10); c. (2 7/15); d. (1 7/12).
Part C answers: a. (.7); b. (1.5); c. (4.1); d. (1.51).
Part D answers: a. (.5); b. (.9); c. (6.01); d. (8.55).

Materials:

The teacher uses the problems on the following pages. The teacher may reproduce the worksheet, or the student may be provided with pencil and paper to complete the task.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).
1 point - Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).
2 points - Based on performance of this task the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.
3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the task target.

Student Worksheet*

A. Write the answers to the problems below.

A. **Escribe las respuestas a los problemas de abajo.**
Eh-**skre**-beh lahs rehs-poo-**ehs**-tahs ah lohs proh-**bleh**-mahs deh ah-**bah**-hoh.

a. $\frac{2}{6} + \frac{3}{6} =$ ____

b. $\frac{1}{2} + \frac{2}{3} =$ ____

c. $1\frac{1}{2} + 2\frac{1}{4}$

d. $\frac{3}{5} + \frac{4}{5}$

e. $4\frac{1}{3} + 2\frac{3}{4}$

B. Write the answers to the problems below.

B. **Escribe las respuestas a los problemas de abajo.**
Eh-**skre**-beh lahs rehs-poo-**ehs**-tahs ah lohs proh-**bleh**-mahs deh ah-**bah**-hoh.

a. $\frac{7}{8} - \frac{4}{8}$

b. $\frac{9}{10} - \frac{1}{5}$

c. $3\frac{4}{5} - 1\frac{1}{3}$

d. $4\frac{1}{3} - 2\frac{3}{4}$

Student Worksheet*

C. Write the answers to the problems below.

C. **Escribe las respuestas a los problemas de abajo.**
Eh-**skre**-beh lahs rehs-poo-**ehs**-tahs ah lohs proh-**bleh**-mahs deh ah-**bah**-hoh.

a. $0.4 + 0.3$

b. $0.6 + 0.9$

c. $1.3 + 2.8 =$ ____

d. $1.2 + 0.3 + 0.01 =$ ____

D. Write the answers to the problems below.

D. **Escribe las respuestas a los problemas de abajo.**
Eh-**skre**-beh lahs rehs-poo-**ehs**-tahs ah lohs proh-**bleh**-mahs deh ah-**bah**-hoh.

a. $0.9 - 0.4$

b. $1.8 - 0.9$

c. $8.7 - 2.69 =$ ____

d. $12 - 3.45 =$ ____

*This worksheet may be reproduced by teachers for use with the *Snapshot Assessment System™*.

TASK 12

Snapshot Assessment Mathematics: Intermediate Level (4-6)

Task Target: Multiplying and dividing fractions and decimals.

Content Standard(s):

3. Uses basic and advanced procedures while performing the process of computation.

Benchmark(s):

(3-5) 3a. Adds, subtracts, multiplies, and divides whole numbers and decimals with accuracy.
(6-8) 3a. Adds, subtracts, multiplies, and divides mixed numbers and fractions.

Task Description:

The teacher uses the problems on the following page to assess the student's understanding of the multiplication and division of decimals and fractions.

Part A answers: a. (7.2); b. (9.45); c. (.2148).
Part B answers: a. (4.3); b. (3).
Part C answers: a. ($\frac{2}{5}$); b. ($1\frac{1}{2}$); c. ($9\frac{3}{7}$).
Part D answers: a. ($1\frac{5}{16}$); b. ($1\frac{3}{5}$); c. ($2\frac{34}{49}$).

Materials:

The teacher uses the problems on the following page. The teacher may reproduce the worksheet or provide the student with paper and pencil to do the task.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).
1 point - Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).
2 points - Based on performance of this task the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.
3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the task target.

Student Worksheet*

A. Write the answers to the problems below.

A. **Escribe las respuestas a los problemas de abajo.**
Eh-skre-beh lahs rehs-poo-**ehs**-tahs ah lohs proh-**bleh**-mahs deh ah-**bah**-hoh.

a. $\begin{array}{r} 24 \\ \times\ 0.3 \\ \hline \end{array}$

b. $4.5 \times 2.1 =$ ____

c. $7.16 \times 0.03 =$ ____

B. Write the answers to the problems below.

B. **Escribe las respuestas a los problemas de abajo.**
Eh-skre-beh lahs rehs-poo-**ehs**-tahs ah lohs proh-**bleh**-mahs deh ah-**bah**-hoh.

a. $3\overline{)12.9} =$ ____

b. $7.5 \div 2.5 =$ ____

C. Write the answers to the problems below.

C. **Escribe las respuestas a los problemas de abajo.**
Eh-skre-beh lahs rehs-poo-**ehs**-tahs ah lohs proh-**bleh**-mahs deh ah-**bah**-hoh.

a. $\frac{3}{5} \times \frac{2}{3} =$ ____

b. $2\frac{1}{4} \times \frac{2}{3} =$ ____

c. $4\frac{2}{7} \times 2\frac{1}{5} =$ ____

D. Write the answers to the problems below.

D. **Escribe las respuestas a los problemas de abajo.**
Eh-skre-beh lahs rehs-poo-**ehs**-tahs ah lohs proh-**bleh**-mahs deh ah-**bah**-hoh.

a. $\frac{7}{8} \div \frac{2}{3} =$ ____

b. $1\frac{1}{5} \div \frac{3}{4} =$ ____

c. $6\frac{2}{7} \div 2\frac{1}{3} =$ ____

*This worksheet may be reproduced by teachers for use with the *Snapshot Assessment System™*.

TASK 13

Snapshot Assessment Mathematics: Intermediate Level (4-6)

Task Target: Understanding the conceptual meaning of four basic arithmetic operations.

Content Standard(s):

9. Understands the general nature and uses of mathematics.

Benchmark(s):

(3-5) 9b. Understands that mathematical ideas and concepts can be represented concretely, graphically, and symbolically.

Task Description:

The teacher uses the problems on the following page to assess the student's understanding of the conceptual meaning of arithmetic operations. The student is asked to point to the array that matches the problem. Answers: 1. (a); 2. (b); 3. (a); 4. (c); 5. (b); 6. (c).

Materials:

The teacher uses the visuals on the following page.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

1 point - Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).

2 points - Based on performance of this task the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.

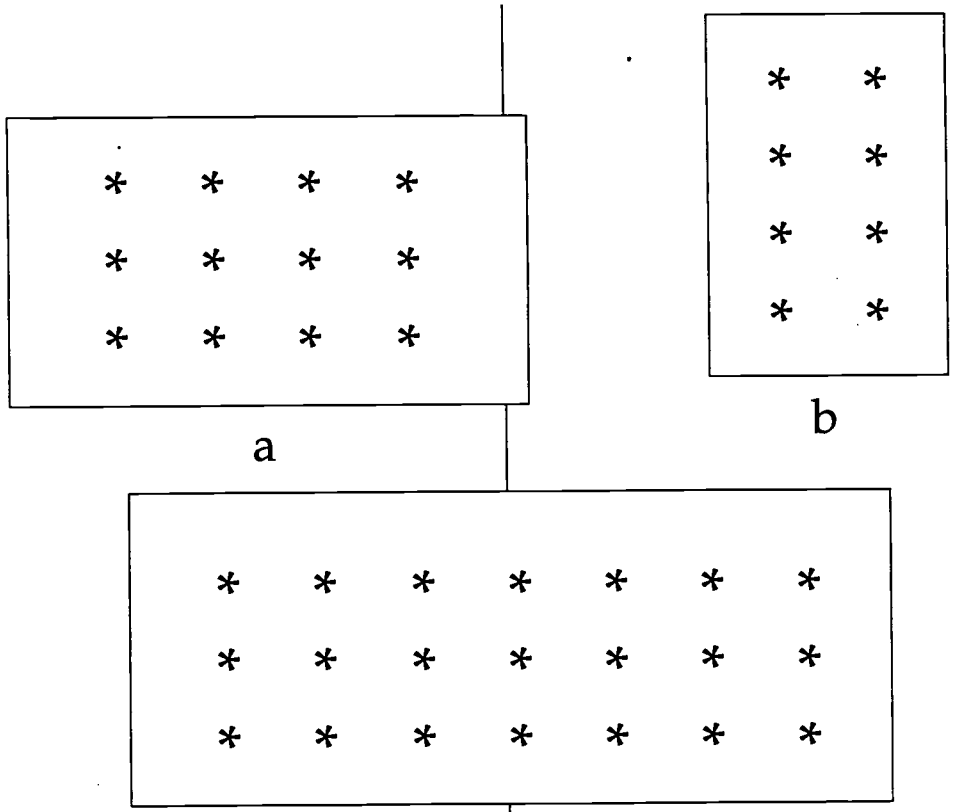
3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the task target.

Procedures, activities, visuals, diagrams, directions, etc.:

A. Match the number problem to the correct picture. (array)

A. **Corresponde el problema con el dibujo correcto.**
Kohr-rehs-**pohn**-deh ehl proh-**bleh**-mah kohn ehl dee-boo-hoh koh-**rehk**-toh.

1. 3 x 4 = ____
2. 8 ÷ 2 = ____
3. 3 + 3 + 3 + 3 = ____
4. 21 ÷ 3 = ____
5. 4 x 2 = ____
6. 7 + 7 + 7 = ____



TASK 14

Snapshot Assessment Mathematics: Intermediate Level (4-6)

Task Target: Estimating with numbers and rounding.

Content Standard(s):

3. Uses basic and advanced procedures while performing the process of computation.

Benchmark(s):

(3-5) 3b. Rounds whole numbers.
(6-8) 3b. Rounds decimals and fractions.
(6-8) 3d. Uses basic estimation techniques effectively (e.g., overestimate, underestimate, range of estimations).

Task Description:

The teacher uses the numbers on the following page and asks the student to point to the correct answer. Part A answers: 1. (80, 30, 300, 4000); 2. (1.4); 3. (5.68). Part B answers: 1. (60); 2. (700); 3. (80); 4. (325); 5. (50).

Materials:

The teacher uses the visuals on the following page.

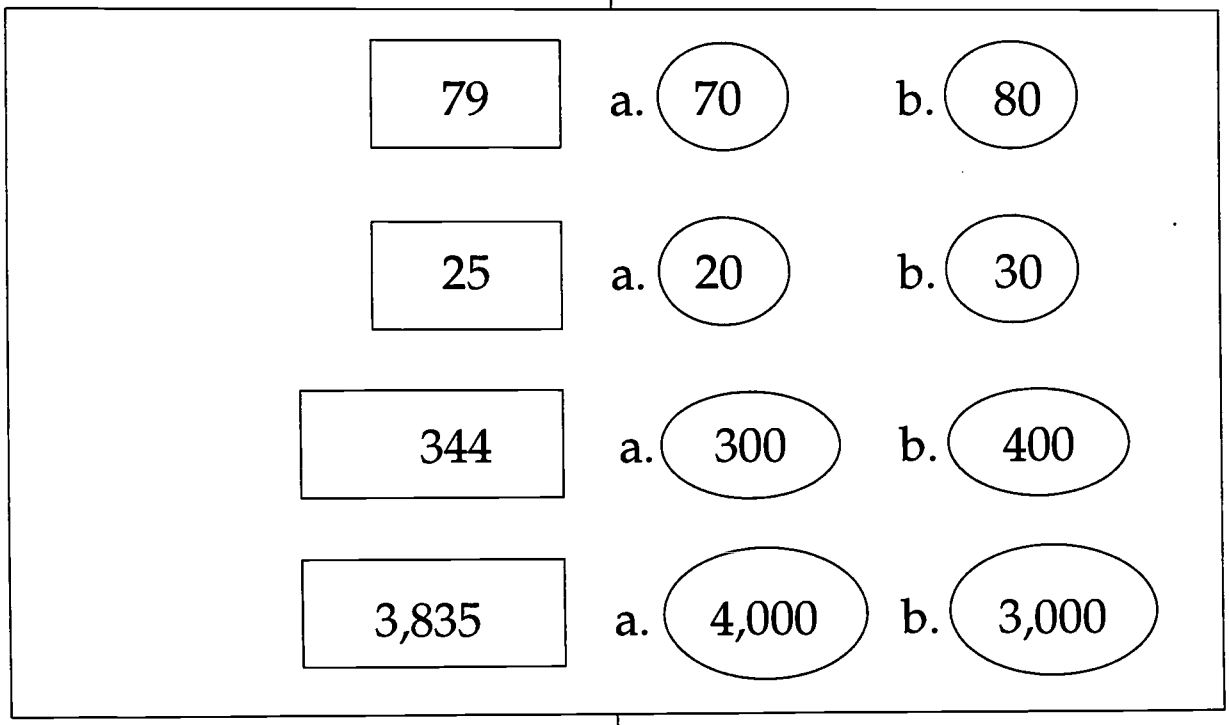
Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).
1 point - Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).
2 points - Based on performance of this task the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.
3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the task target.

Procedures, activities, visuals, diagrams, directions, etc.:

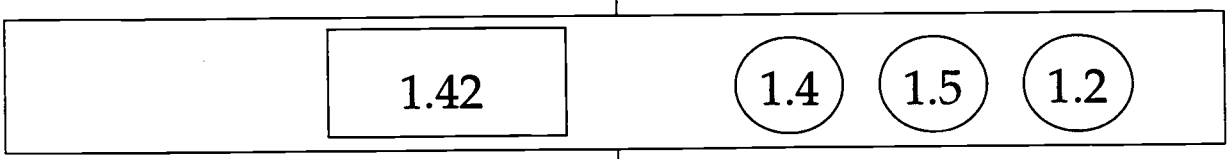
A. 1. Round the number in the box to the whole number that is the closest. (Point to the correct answers.)

A. **1. Redondea el número en la caja al número entero más cercano. (Apunta a la respuesta correcta.)** Reh-dohn-**deh**-ah ehl **noo**-meh-roh ehn lah **kah**-hah ahl **noo**-meh-roh ehn-**teh**-roh mahs sehr-**kahn**-oh. (Ah-**poon**-tah ah lah rehs-poo-**ehs**-tah koh-**rehk**-tah.)



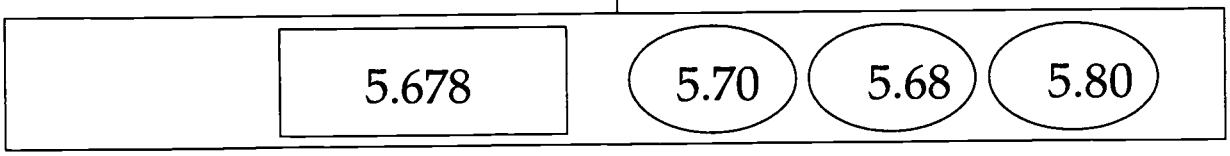
2. Round the number in the box to the nearest tenth.

2. **Redondea el número en la caja a los décimos más cercanos.** Reh-dohn-**deh**-ah ehl noo-**meh**-roh ehn lah **kah**-hah ah lohs deh-**see**-mohs mahs sehr-kahn-ohs.



3. Round the number in the box to the nearest hundredth.

3. **Redondea el número en la caja a los centécimas más cercanos.** Reh-dohn-**deh**-ah ehl noo-**meh**-roh en lah **kah**-hah ah lohs sehn-teh-**see**-mahs mahs sehr-**kahn**-ohs.



Procedures, activities, visuals, diagrams, directions, etc.:

B. Estimate the answer to each problem. (Point to the number that best estimates the answer.)

B. **Estima la respuesta a cada problema. (Apunta al número que se aproxima más a la respuesta.)**
Es-**tee**-mah lah rehs-poo-ehs-tah ah **kah**-dah proh-**bleh**-mah. (Ah-**poon**-tah ahl **noo**-meh-roh keh seh ah-prok-**see**-mah mahs ah lah rehs-poo-**ehs**-tah.)

1. 27 + 32 =	40	50	60	70
2. 473 + 239 =	100	300	600	700
3. 127 - 45 =	80	90	100	110
4. 25 x 12 =	175	200	250	325
5. 432 ÷ 8 =	40	50	75	120

TABLE OF CONTENTS

Snapshot Assessment Science

TASK 1

Snapshot Assessment Science: Intermediate Level (4-6)

Task Target: Understanding the scientific method and basic science concepts.

Content Standard(s):

15. Understands the nature of scientific inquiry.

Benchmark(s):

(3-5) 15c. Plans and conducts a simple investigation (e.g., systematic observations, simple experiments to answer questions).

(3-5) 15d. Uses simple equipment and tools to gather scientific data and extend the senses (e.g., rulers, thermometers, magnifiers, microscopes, calculators).

Task Description:

The teacher uses the questions and pictures on the following pages. Student is asked to organize the information in part A to solve a scientific problem. In part B, scientific measurement is assessed. Part A anwers: 1. State the problem (Presentar el problema); 2. Gather information (Juntar infomacion); 3. Design an experiment (Diseñar un experimento); 4. Collect data (Coleccionar datos); 5. Organize data (Organizar datos); 6. State a conclusion (Presentar una conclusión). The answer for part B is speedometer.

Materials:

The student may answer the questions by pointing to the answer or may use a separate piece of paper and pencil/pen to respond.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

1 point - Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).

2 points - Based on performance of this task the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.

3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the task target.

Procedures, activities, visuals, diagrams, directions, etc.:

A. If you had to solve a scientific problem, put in order (from the choices below) the steps you would take to solve the problem.

- Gather information.
- Organize data.
- State a conclusion.
- Design an experiment.
- Collect data.
- State the problem.

1.
2.
3.
4.
5.
6.

A. **Si tuvieras que resolver un problema científico, pon en orden los pasos de abajo que seguirías para resolver el problema.**
See too-ve-**eh**-rahs keh reh-**sohl**-vehr oon prob-**bleh**-mah se-ehn-te-**fe**-koh, pohn ehn ohr-dehn lohs **pah**-sohs deh ah-**bah**-hoh keh seh-geer-**ee**-ahs **pah**-rah reh-sohl-vehr ehl proh-**bleh**-mah.

- **Juntar informacion.**
- **Organizar datos.**
- **Presentar una conclusión.**
- **Diseñar un experimento.**
- **Coleccionar datos.**
- **Presentar el problema.**

1.
2.
3.
4.
5.
6.

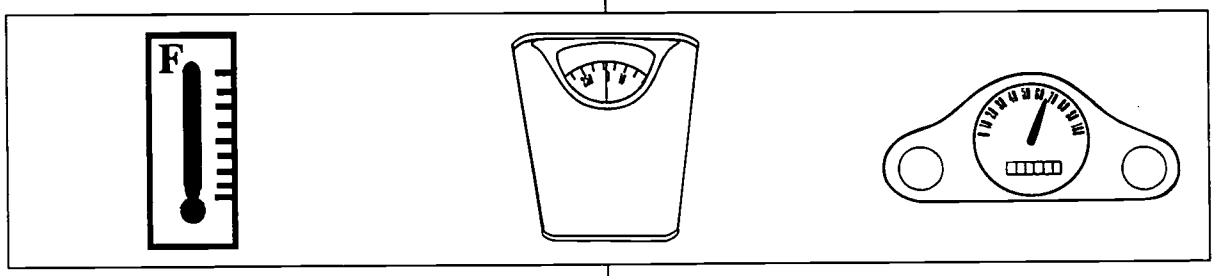
Procedures, activities, visuals, diagrams, directions, etc.:

B. Point to the instrument below that a scientist would most likely use to measure the results of an experiment involving a car going down a hill.

B. **Apunta al instrumento de abajo que probablemente usaría un científico para medir los resultados de un experimento de un carro descendiendo de un monte.** Ah-**poon**-tah ahl een-stru-**mehn** toh deh ah-**bah**-hoh keh oo-sah-**ree**-ah oon see-ehn-**tee**-fee-koh pah-rah meh-dehr lohs reh-**sool**-tah-dohs deh oon eks-pehr-ee-**mehn**-toh deh oon cahr-roh dehs-sehn-dee-**ehn**-doh deh oon mohn-teh.

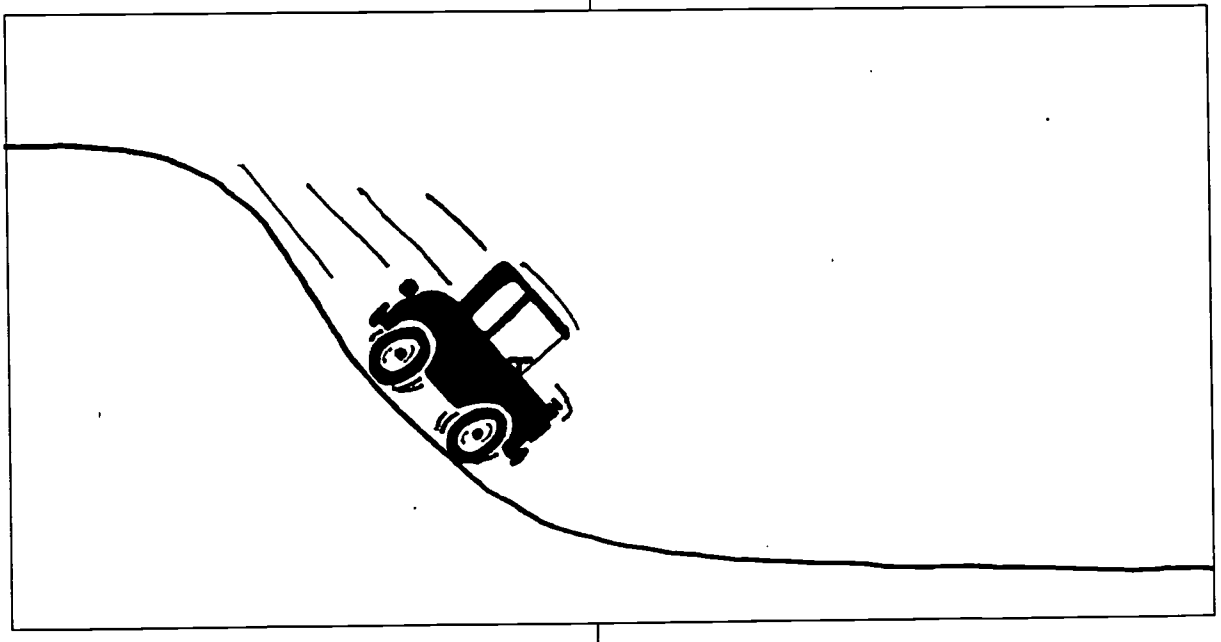
Instruments

Instrumentos



Experiment

Experimento



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TASK 2

Snapshot Assessment Science: Intermediate Level (4-6)

Task Target: Distinguishing between living and nonliving things, knowing basic needs of organisms, and understanding food chains.

Content Standard(s):

4. Knows about the diversity and unity that characterize life.

Benchmark(s):

(3-5) 4a. Knows that living things can be sorted into groups in many ways using various properties to decide which things belong to which group; features used for grouping depend on the purpose of the grouping.

(6-8) 4a. Knows that major categories of living organisms are plants, which get their energy directly from sunlight, and animals, which consume energy-rich foods; some kinds of organisms cannot be neatly classified as either plants or animals.

(6-8) 4c. Knows that organisms can be classified according to the function they serve in a food chain (producer, consumer, and/or decomposer of organic matter) and by the details of their internal and external features.

Task Description:

The teacher uses the question on the following pages for this task. Answers in part A are mushroom (hongo), bacteria (bacteria), cells (células), mold (moho), and flower (flor). Answers in part B are air (aire), water (agua), food (comida), and shelter (vivienda). Answers for part C in English: 1. cactus, mouse, snake; 2. algae, fish, alligator. Answers for part C in Spanish: 1. cactus/nopal, ratón, culebra; 2. alga, pez, caimán.

Materials:

The student should be provided with paper and pencil/pen for part C of this task.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

1 point - Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).

2 points - Based on performance of this task the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.

3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the task target.

Procedures, activities, visuals, diagrams, directions, etc.:

A. Point to all the living things on the following list.

a. mushroom
b. bacteria
c. atom
d. water
e. rock
f. cells
g. a piece of wood
h. mold
i. oxygen
j. flower

B. Point to all of the things below that are basic needs of all living organisms.

a. fire
b. air
c. clothes
d. water
e. rain
f. food
g. light
h. shelter

A. **Apunta a todas las cosas vivientes en la siguiente lista.** Ah-**poon**-tah ah toh-dohs lahs **koh**-sahs vee-vee-**ehn**-tehs ehn lah see-gee-ehn-teh **lees**-tah.

a. hongo
b. bacteria
c. átomo
d. agua
e. piedra
f. células
g. un pedazo de madera
h. moho
i. oxígeno
j. flor

B. **Apunta a todas las cosas de abajo que son necesidades básicas para todos los organismos vivientes.**
Ah-**poon**-tah ah toh-dahs lahs **koh**-sahs deh ah-**bah**-hoh keh sohn neh-seh-see-**dah**-dehs **bah**-see-kahs **pah**-rah toh-dohs lohs ohr-gah-**nees**-mohs vee-vee-**ehn**-tehs.

a. fuego
b. aire
c. ropa
d. agua
e. lluvia
f. comida
g. luz
h. vivienda

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Procedures, activities, visuals, diagrams, directions, etc.:

C.

1. Arrange the words below into the order that represents a food chain found in the desert.

snake mouse

cactus

2. Arrange the words below into the order that represents a food chain found in the water.

alligator fish

algae

C.

1. **Pon las palabras de abajo en el orden que representa un ciclo de alimentación encontrado en el desierto.** Pohn lahs pah-**lah**-brahs deh ah-**bah**-hoh ehn ehl **ohr**-dehn keh reh-preh-**sehn**-tah oon **see**-kloh deh ah-lee-mehn-tah-see-**ohn** ehn-kohn-**trah**-doh ehn ehl deh-see-**ehr**-toh.

culebra ratón

cactus/nopal

2. **Pon las palabras de abajo en el orden que representa un ciclo de alimentación encontrado en el agua.** Pohn lahs pah-**lah**-brahs deh ah-**bah**-hoh ehn ehl **ohr**-dehn keh **reh**-preh-**sehn**-tah oon **see**-kloh deh ah-lee-mehn-tah-see-**ohn** ehn kohn-**trah**-doh ehn ehl **ah**-gwah.

caimán pez

alga

TASK 3

Snapshot Assessment Science: Intermediate Level (4-6)

Task Target: Understanding what plants need to live and recognizing photosynthesis.

Content Standard(s):

8. Understands the cycling of matter and flow of energy through the living environment.

Benchmark(s):

(3-5) 8a. Knows that some source of "energy" is needed for organisms to live and grow.

(6-8) 8a. Knows that almost all food energy ultimately comes from the Sun as plants convert light into stored chemical energy; energy can change from one form to another in living things; and animals get energy from oxidizing their food, releasing some of its energy as heat.

Task Description:

The teacher uses the questions and pictures on the following page for this task. The answers for part A are sun, air, water (sol, aire, agua). In part B, the answer is 2. the center box.

Materials:

The student points to pictures on the following page that represent answers to the questions.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

1 point - Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).

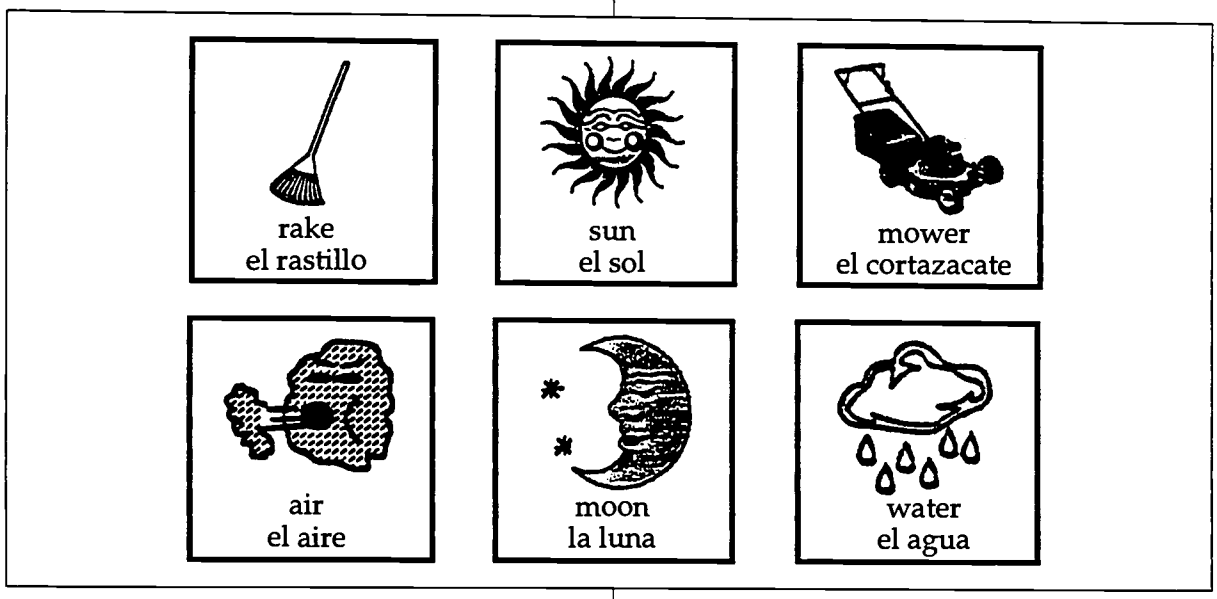
2 points - Based on performance of this task the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.

3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the task target.

Procedures, activities, visuals, diagrams, directions, etc.:

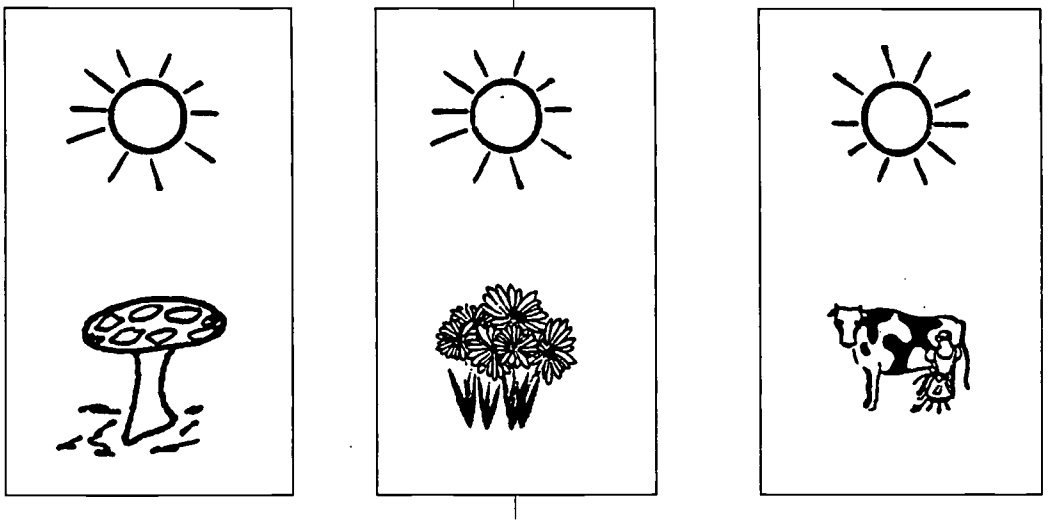
A. Point to three things below that plants need to live.

A. **Apunta a tres cosas de abajo que las plantas necesitan para vivir.**
Ah-**poon**-tah ah trehs **ko**-sahs deh ah-ba-ho keh lahs **plahn**-tahs neh-seh-**see**-tahn **pah**-rah vee-**veer**.



B. Point to the picture below that illustrates photosynthesis.

B. **Apunta al dibujo de abajo que ilustra la fotosíntesis.**
Ah-**poon**-tah ahl dee-**boo**-hoh deh ah-**bah**-hoh keh ee-**loos**-trah la foh-toh-**seen**-teh-sees.



1. 2. 3.

TASK 4

Snapshot Assessment Science: Intermediate Level (4-6)

Task Target: Understanding the transfer of matter in the environment.

Content Standard(s):

8. Understands the cycling of matter and flow of energy through the living environment.

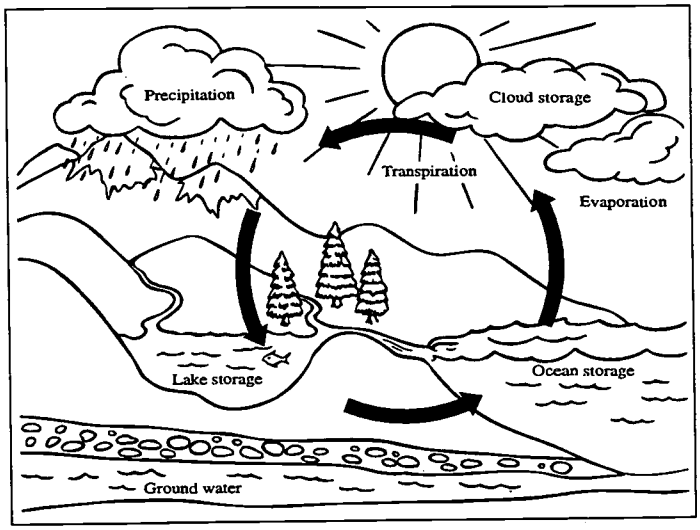
Benchmark(s):

(3-5) 8c. Knows that over the whole Earth, organisms are growing, dying, and decaying, and new organisms are being produced by the old ones.

(6-8) 8b. Knows how matter is transferred from one organism to another repeatedly and between organisms and their physical environment; as in all material systems, the total amount of matter remains constant, even though its form and location change.

Task Description:

The teacher uses the picture and the questions on the following page for this task. The student is asked to point to the process depicted in the picture. Answers are listed on the picture to the right.



Materials:

The student uses the picture and questions on the following page for this task.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

1 point - Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).

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3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the task target.

Procedures, activities, visuals, diagrams, directions, etc.:

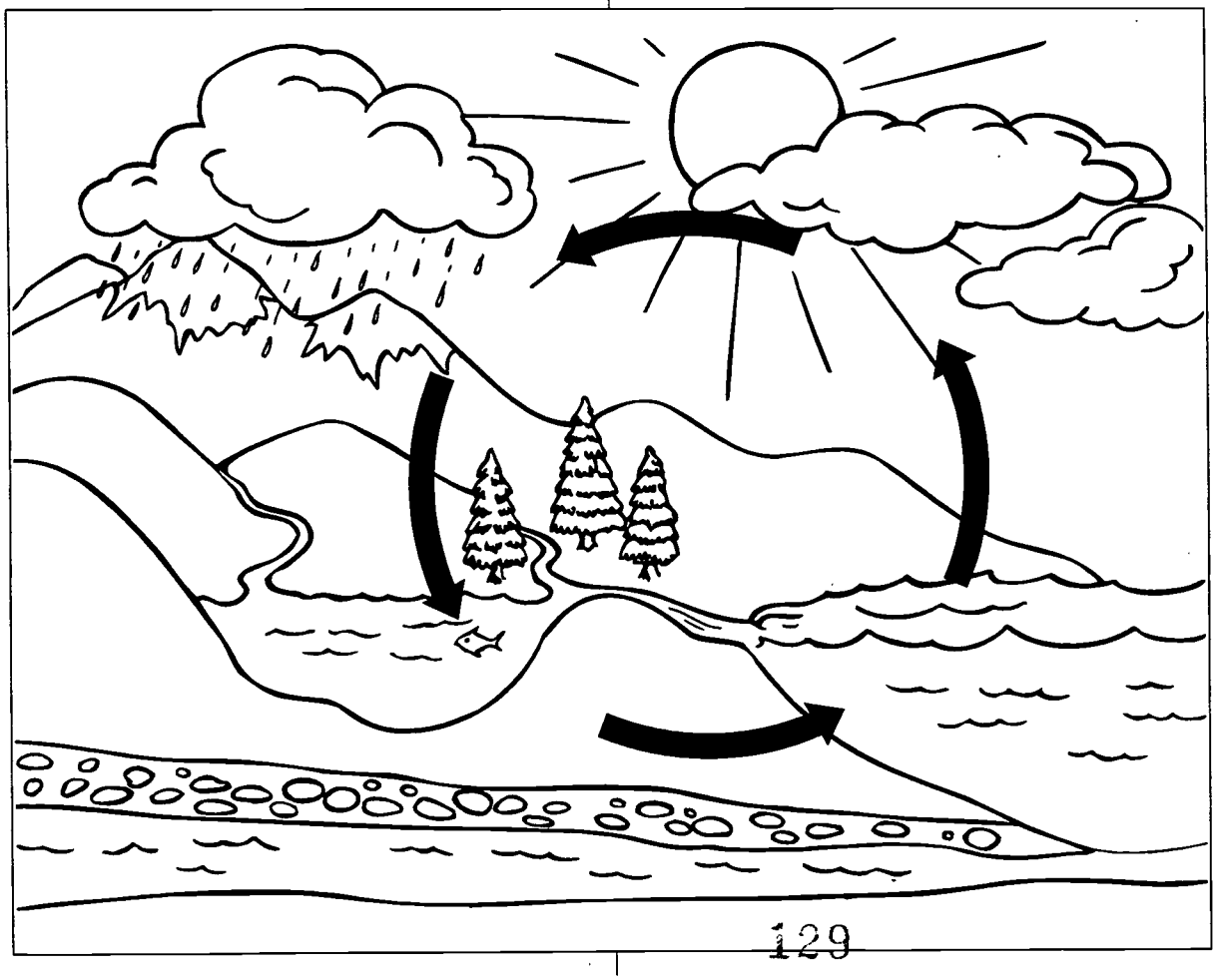
A. Point to the following processes in the picture below.

1. Precipitation
2. Evaporation
3. Transpiration
4. Cloud storage
5. Lake storage
6. Ocean storage
7. Ground water

A. **Apunta en el dibujo de abajo los siguientes procesos.**

Ah-**poon**-tah ehn ehl dee-**boo**-hoh deh ah-**bah**-hoh lohs see-gee-**ehn**-tehs proh-**seh**-sohs.

1. Precipitación
   Preh-see-pee-tah-see-ohn
2. Evaporación
   Ee-vah-pohr-rah-see-ohn
3. Transpiración
   Trahn-spee-rah-see-ohn
4. Almacenamiento de nubes
   Ahl-ma-say-na-me-ehn-toh deh noo-bays
5. Almacenamiento de lago
   Ahl-ma-say-na-me-ehn-toh deh lah-go
6. Almacenamiento del océano
   Ahl-ma-say-na-me-ehn-toh dehl oh-say-ahn-no
7. Agua subterránea
   Ah-wah soob-teh-**rahn**-ee-ah



TASK 5

Snapshot Assessment Science: Intermediate Level (4-6)

Task Target: Understanding the human body systems.

Content Standard(s):

4. Knows the diversity and unity that characterize life.

Benchmark(s):

(6-8) 4f. Knows that although different species look very different the unity among organisms becomes apparent from an analysis of internal structures, observation of the similarity of their chemical processes, and the evidence of common ancestry.

Task Description:

The teacher uses the pictures of body systems on page 4 of this task in conjunction with the questions on pages 2 and 3 of this task. Part A answers (page 4): 1. (5); 2. (6); 3. (1); 4. (4); 5. (2); 6. (3). Part C answers (page 4): 1. (3); 2. (5); 3. (6); 4. (1); 5. (4); 6. (2).

Materials:

The student uses the pictures and questions on the following pages for this task.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

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2 points - Based on performance of this task the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.

3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the task target.

Procedures, activities, visuals, diagrams, directions, etc.:

A. Point to the system (on the student picture page) that

1. provides support and shape to the body.
2. carries blood, food, and oxygen to all parts of the body.
3. inhales oxygen and exhales carbon dioxide.
4. sends messages to and from all parts of the body.
5. helps the body move large and small bones in the body.
6. breaks down food into substances to be used by all parts of the body.

A. **Apunta al sistema que:**
Ah-**poon**-tah ahl sees-**teh**-mah keh

1. **provee sorporte y forma al cuerpo.**
proh-**veh**-eh soh-**pohr**-teh ee **fohr**-mah ahl **kwehr**-poh.
2. **lleva sangre, comida, y oxígeno a todas las partes del cuerpo.**
yeh-vah **sahn**-greh, koh-**mee**-dah ee ohk-**see**-hehn-oh ah **toh**-dahs lahs **pahr**-tehs dehl **kwehr**-poh.
3. **inhala oxígeno y exhala dióxido de carbono.**
een-**ah**-lah ohk-**see**-hehn-oh ee ehk-**sah**-lah dee-**ohks**-ee-doh deh kahr-**boh**-noh.
4. **envía mensajes a y de todas las partes del cuerpo.**
ehn-**vee**-ah mehn-**sah**-hehs ah ee deh **toh**-dahs lahs **pahr**-tehs dehl **kwehr**-poh.
5. **ayuda al cuerpo mover huesos grandes y pequeños en el cuerpo.**
ah-**yoo**-dah ahl **kwer**-poh moh-vehr **wheh**-sohs **grahn**-dehs y peh-**kehn**-yohs en el **kwehr**-poh.
6. **tritura comida y substancias para ser usadas por todo el cuerpo.**
tree-**too**-rah koh-**mee**-dah ee soob-stahn-**see**-ahs **pah**-rah sehr oo-**sah**-dohs pohr **toh**-doh ehl **kwehr**-poh.

Procedures, activities, visuals, diagrams, directions, etc.:

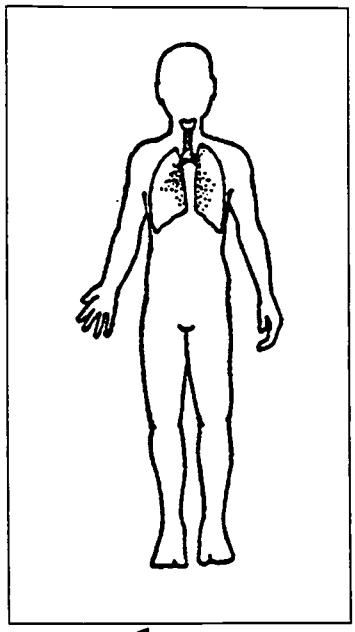
B. Point to the picture that depicts the

1. digestive system.
2. skeletal system.
3. circulatory system.
4. respiratory system.
5. nervous system.
6. muscular system.

B. **Apunta al dibujo que representa el**
Ah-**poon**-tah ahl dee-**boo**-hoh que **reh**-preh-**sen**-tah ehl

1. **sistema digestivo.**
sees-**teh**-mah dee-hehs-**tee**-voh.
2. **sistema esquelético.**
sees-**teh**-mah ehs-keh-**leh**-tee-koh.
3. **sistema circulatorio.**
sees-**teh**-mah seer-**koo**-lah-tohr-**ee**-oh.
4. **sistema respiratorio.**
sees-**teh**-mah rehs-peer-ah-tohr-**ee**-oh.
5. **sistema nervioso.**
sees-**teh**-mah nehr-vee-**oh**-soh.
6. **sistema muscular.**
sees-**teh**-mah moos-**koo**-lahr.

Procedures, activities, visuals, diagrams, directions, etc.:



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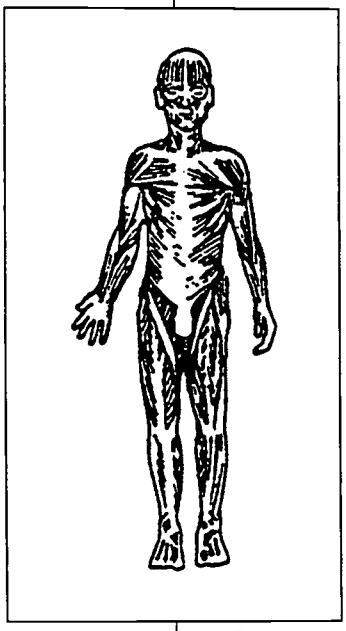

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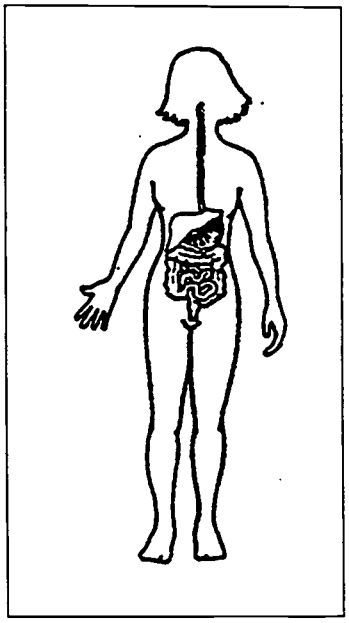

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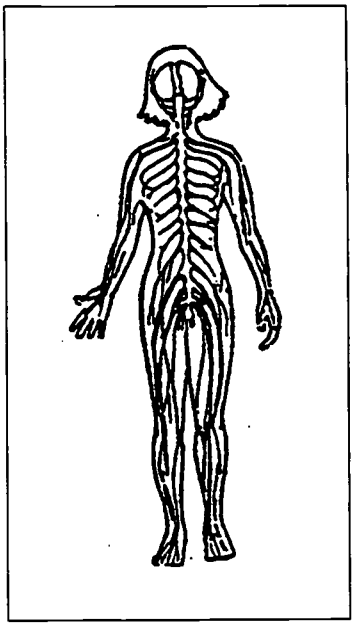

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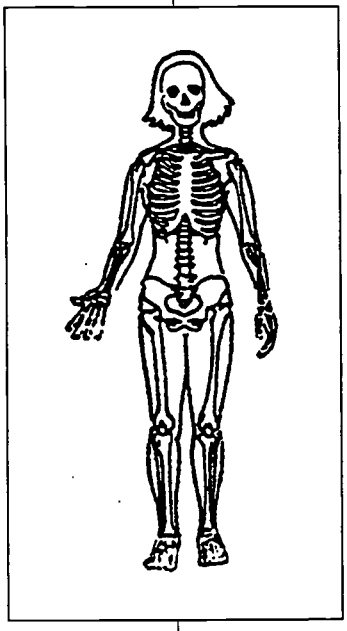

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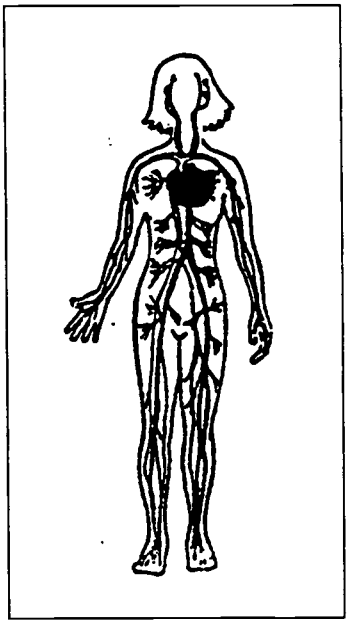

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TASK 6

Snapshot Assessment Science: Intermediate Level (4-6)

Task Target: Understanding the life cycles of organisms.

Content Standard(s):

4. Knows about the diversity and unity that characterize life.

Benchmark(s):

(3-5) 4b. Knows that plants and animals have life cycles which include birth, growth and development, reproduction, and death; the details of this life cycle are different for different organisms.

Task Description:

The teacher uses the scrambled pictures of the frog's life cycle on page 2 for this task.
Answers: 1. (C); 2. (A); 3. (E); 4. (B); 5. (D).

Materials:

The student should use a separate piece of paper and pencil/pen for this task.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

1 point - Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).

2 points - Based on performance of this task the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.

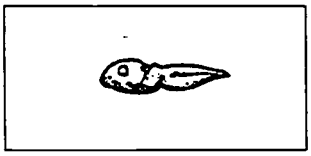
3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the task target.

STUDENT WORKSHEET

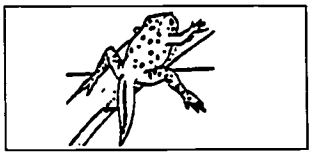
A. Put the pictures of the frog's life cycle in order (draw a line from the picture to the correct number).

A. **Pon los dibujos en orden que forman el ciclo de vida de una rana (dibuja una línea del dibujo al numéro correcto).** Pohn lohs dee-**boo**-hohs ehn ohr-dehn keh fohr-mahn ehl **see**-kloh deh **vee**-dah deh **oo**-nah **rah**-nah (dee-**boo**-hah **oo**-nah **le**-ne-ah dehl dee-**boo**-hoh al noo-**mer**-oo koh-**rek**-toh).

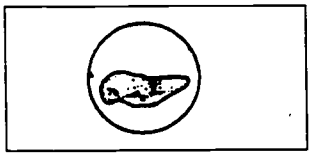
A.



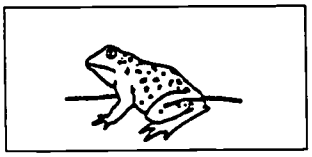
B.



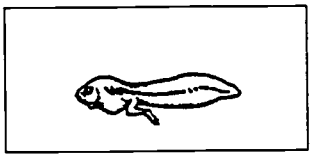
C.



D.



E.



1.

2.

3.

4.

5.

TASK 7

Snapshot Assessment Science: Intermediate Level (4-6)

Task Target: Understanding the functions and components of cells.

Content Standard(s):

6. Knows the general structure and functions of cells in organisms.

Benchmark(s):

(3-5) 6b. Knows that microscopes make it possible to see that living things are made mostly of cells; some organisms are made of a collection of similar cells that benefit from cooperating, whereas other organisms' cells vary greatly in appearance and perform very different roles in the organism.

(6-8) 6b. Knows that all organisms are composed of cells, which are the fundamental units of life; most organisms are single cells, but other organisms (including humans are multicellular).

(6-8) 6c. Knows that cells carry on the many functions needed to sustain life and that cells are able to grow and divide; this requires that cells take in nutrients, which they use to power their work and to make the materials that a cell or an organisms needs.

Task Description:

The teacher uses the diagram of the cell and the questions on the following page for this task. In Part A answers: 1. True (Cierto); 2. False (Falso); 3. True (Cierto). Part B answers: (1) protects (protege) the cell [cell membrane] and (2) controls cellular activity (controla la actividad celular) [nucleus].

Materials:

The student uses the diagram and questions on the following page for this task.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

1 point - Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).

2 points - Based on performance of this task the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.

3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the task target.

Procedures, activities, visuals, diagrams, directions, etc.:

A. Read the statements below and circle the correct answer, true or false.

1. The cell membrane is the outer cover of a cell. It protects the cell and controls what goes in and out.

   True False

2. A cell is a molecule.

   True False

3. The nucleus controls all cellular activity.

   True False

B. Point to the part of the cell that
   - protects the cell.
   - controls the cellular activity.

A. **Lee las oraciones de abajo y circula la respuesta correcta, cierto o falso.**
Leh-eh lahs oh-rah-see-ohn-ehs deh ah-bah-hoh ee seer-koo-lah lah rehs-pwehs-tah koh-rek-tah, see-ehr-toh oh fahl-soh.

1. **La membrana celular es la cubierta exterior de una célula. La cubierta protege la célula y controla lo que pasa adento y afuera de ella.**

   Cierto **Falso**

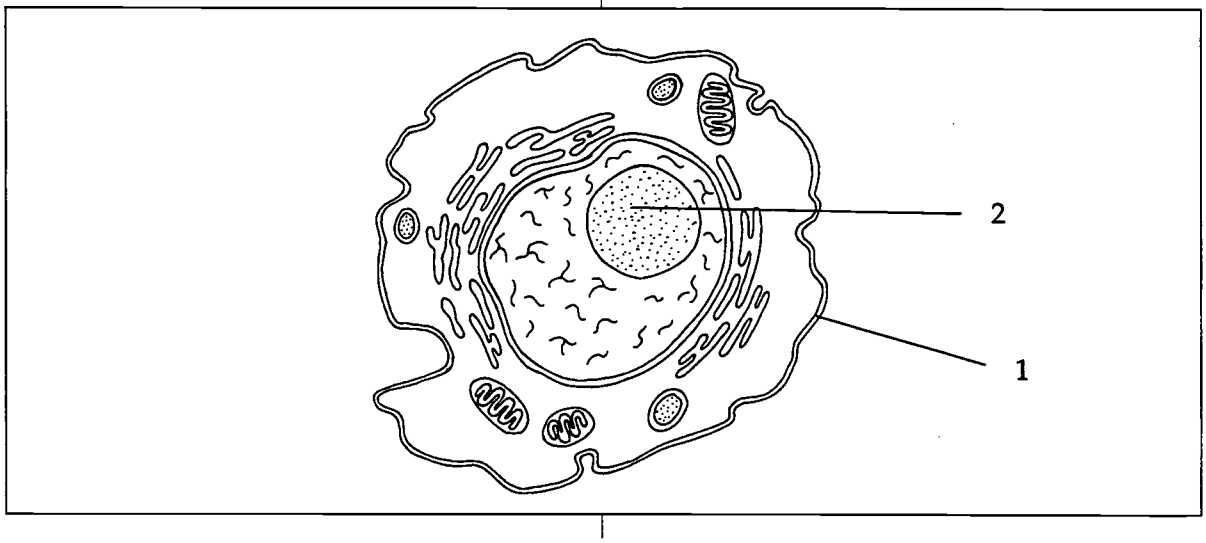
2. **Una célula es una molécula.**

   Cierto **Falso**

3. **El núcleo controla toda la actividad celular.**

   Cierto **Falso**

B. **Apunta a la parte de la célula que**
Ah-poon-tah ah lah pahr-teh deh lah seh-loo-lah keh
   - **protege** (proh-teh-heh).
   - **controla la actividad celular** (kohn-troh-lah lah ahk-tee-vee-dahd seh-loo-lahr).



TASK 8

Snapshot Assessment Science: Intermediate Level (4-6)

Task Target: Understanding the characteristics of animals and plants in the environment.

Content Standard(s):

7. Understands how species depend on one another and on the environment for survival.

Benchmark(s):

(3-5)7b. Knows that an organism's patterns of behavior are related to the nature of that organism's environment, including the kinds and numbers of other organisms present, the availability of food and resources, and the physical characteristics of the environment.

(6-8) 7a. Knows that all organisms must be able to obtain and use resources, grow, reproduce and maintain a relatively stable internal environment while living in a constantly changing external environment; regulation of an organism's internal environment involves sensing external changes and changing physiological activities to keep within the range required to survive.

Task Description:

The teacher uses the questions on the following page to assess the student's understanding of the relationship of animal and plant characteristics to environments. Part A answers: 1. sea (mar); 2. air (aire); 3. sea (mar); 4. land (tierra); 5. sea (mar); 6. air (aire); 7. land (tierra).

Materials:

The student uses the questions on the following page for this task.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

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1 point - Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).

2 points - Based on performance of this task the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.

3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the task target.

Procedures, activities, visuals, diagrams, directions, etc.:

A. Match the animal feature that best fits in one of the three environments below.

1. fins
2. wings
3. gills
4. legs
5. scales
6. feathers
7. fur

SEA	LAND	AIR

A. **Corresponde el característico del animal a su mejor medio ambiente.**
Koh-rehs-**pohn**-deh ehl kah-rahk-tehr-**ees**-tee-koo dehl ah-nee-mahl ah soo may-hor mehd-**ee**-oh ahm-bee-**ehn**-teh.

1. aletas
2. alas
3. agallas
4. piernas
5. escamas
6. plumas
7. piel

MAR	TIERRA	AIRE

TASK 9

Snapshot Assessment Science: Intermediate Level (4-6)

Task Target: Understanding the natural processes that change the Earth's surface.

Content Standard(s):

2. Understands basic Earth processes.

Benchmark(s):

(3-5) 2e. Knows that the surface of the Earth changes; some changes are due to slow processes (e.g. erosion, weathering) and some changes are due to rapid process (e.g. landslides, volcanos, and earthquakes).

(6-8) 2d. Knows how land forms are created through a combination of constructive and destructive forces.

Task Description:

The teacher uses the picture on page 3 and the questions on the following page for this task. Answers: 1. c.; 2. b.; and 3. a. The answer to question 4 is magma under extreme pressure (magma debajo de una presión extrema).

Materials:

The student uses the picture on page 3 and the questions on the following page for this task.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

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3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the task target.

Procedures, activities, visuals, diagrams, directions, etc.:

A.

1. Point to where rocks are forming in the picture.

2. Point to an example of erosion.

3. Point to an example of volcanic activity.

4. Point to a cause of volcanic activity.

   - movement of waves in the ocean
   - magma under extreme pressure
   - erosion and weathering

A.

1. **Apunta a donde se están formando las rocas en el dibujo.**
   Ah-**poon**-tah ah **dohn**-deh seh ehs-**tahn** fohr-**mahn**-doh lahs **roh**-kahs ehn ehl dee-**boo**-hoh.

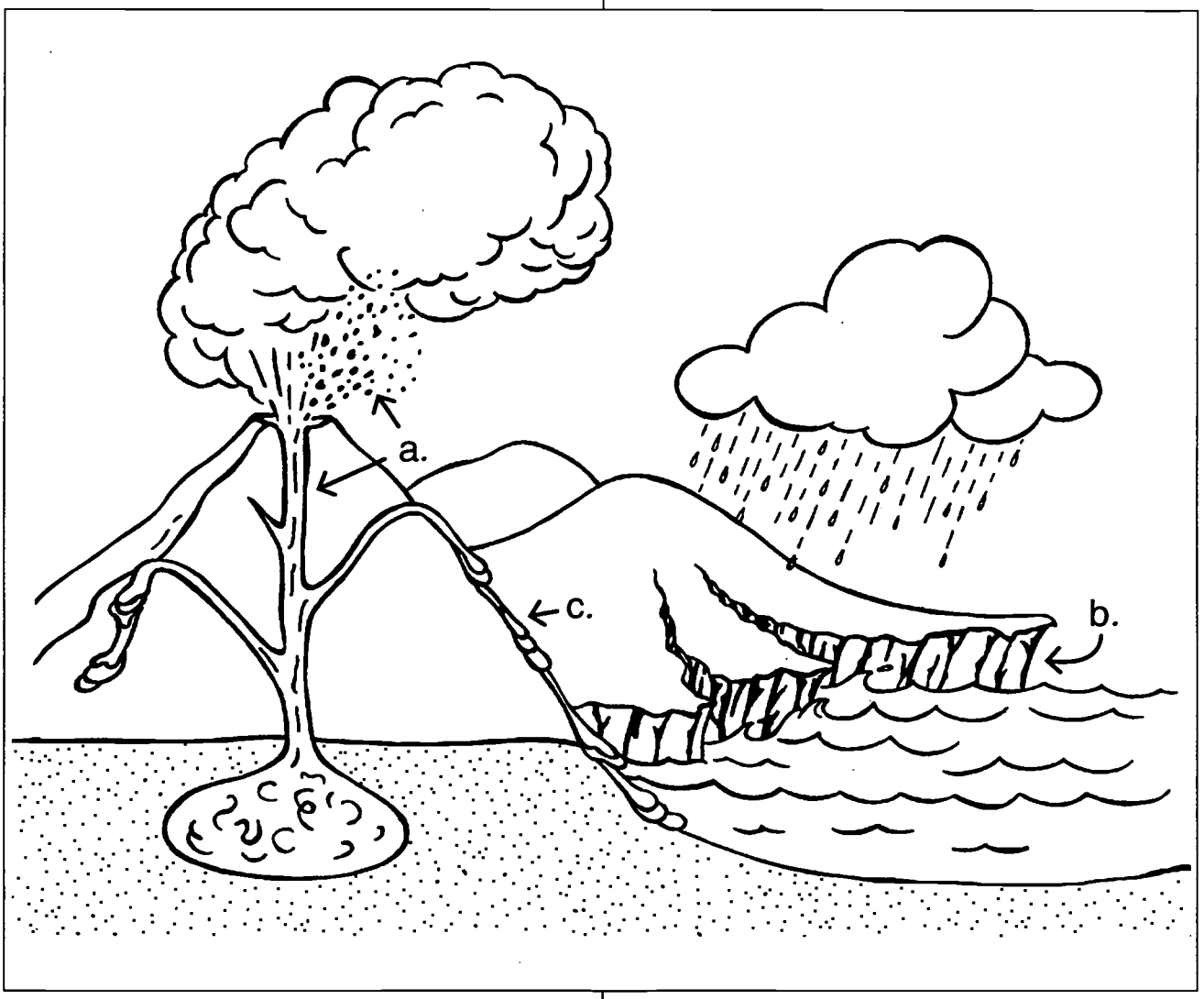
2. **Apunta a un ejemplo de erosión.**
   Ah-**poon**-tah ah oon eh-h**emp**-loh deh eh-roh-see-**ohn**.

3. **Apunta a un ejemplo de un volcán en erupcíon.**
   Ah-**poon**-tah ah oon eh-h**emp**-loh deh oon vohl-**kahn** ehn eh-rup-**see**-ohn.

4. **Apunta a una causa de una actividad volcánica.**
   Ah-**poon**-tah ah oo-nah **kow**-sah deh **oo**-nah ahk-tee-vee-dahd vohl-**kahn**-ee-kah.

   - **movimiento de olas en el océano**
     moh-vee-mee-**ehn**-toh deh oh-lahs ehn ehl oh-**seh**-ahn-oh
   - **magma debajo de una presión extrema**
     mahg-mah deh-**bah**-hoh deh **oo**-nah preh-see-**ohn** ehks-**treh**-mah
   - **erosión y desgastamiento**
     eh-roh-see-**ohn** ee dehs-gahs-tah-mee-**ehn**-toh

Procedures, activities, visuals, diagrams, directions, etc.:



TASK 10

Snapshot Assessment Science: Intermediate Level (4-6)

Task Target: Understanding fossils.

Content Standard(s):

9. Understands the basic concepts of evolution of species.

Benchmark(s):

(3-5) 9b. Knows that fossils provide evidence that some organisms living long ago are now extinct, and that fossils can be compared to one another and to living organisms to observe their similarities and differences.

Task Description:

The teacher uses the pictures and questions on the following page for this task. Part A answers: 1. (c, d, f); 2. (a, b, e); 3. (a, f), (c, b), (e, d); 4. (b).

Materials:

The student uses the pictures and questions on the following page for this task.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

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3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the task target.

Procedures, activities, visuals, diagrams, directions, etc.:

A.

1. Point to the fossils.

2. Point to the pictures or drawings below that represent animals or plants that are alive.

3. Match the fossil with the picture or drawing of the animal or plant.

4. What are fossils?
   a. Dead plants or animals
   b. Evidence of ancient life
   c. Footprints in fresh mud

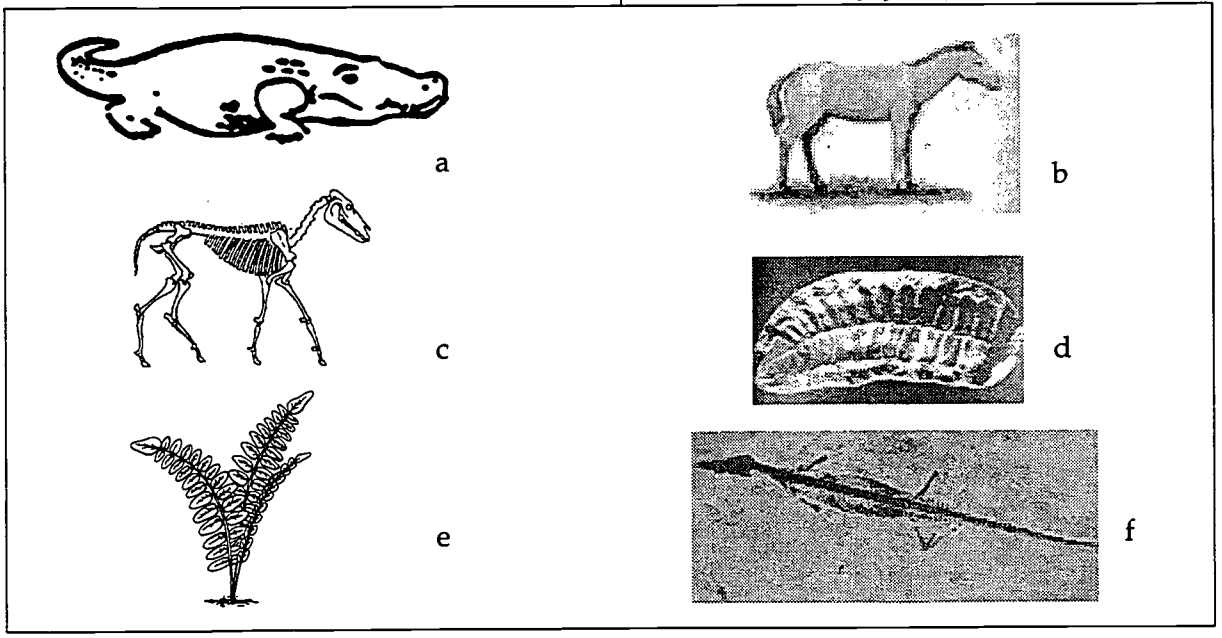
A.

1. **Apunta a los fósiles.**
   Ah-**poon**-tah ah lohs **fo**-see-lehs.

2. **Apunta a las fotos o dibujos de abajo que representan animales o plantas que son vivientes.**
   Ah-**poon**-tah ah lahs **foh**-tohs oh dee-**boo**-hohs deh ah-**bah**-hoh keh reh-preh-**sehn**-tahn ah-nee-**mahl**-ehs oh **plahn**-tahs keh sohn ve-**vien**-tehs.

3. **Corresponde los fósiles con la foto o dibujo de un animal o una planta.**
   Koh-rehs-**pohn**-deh lohs **fo**-see-lehs kohn lah **foh**-toh oh dee-**boo**-hoh deh **oon** ah-nee-**mahl** oh oo-**nah** **plahn**-tah.

4. **¿Qué son fósiles?**
   ¿Keh sohn fo-see-lehs?
   a. **Plantas o animales muertos**
      Plahn-tahs oh ah-nee-**mahl**-lehs moo-**ehr**-tohs
   b. **Evidencia de vida antigua**
      Eh-ve-dehn-**see**-ah deh **ve**-dah on-**tee**-gwah
   c. **Huellas en lodo fresco**
      Way-yahs ehn **lo**-doh **fres**-koh



TASK 11

Snapshot Assessment Science: Intermediate Level (4-6)

Task Target: Observing, measuring, and recording changes in weather conditions.

Content Standard(s):

1. Understands the basic features of the Earth.

Benchmark(s):

(3-5) 1c. Knows that clouds, like fog or steam from a kettle, are made of tiny droplets of water.

(6-8) 1d. Knows that clouds, which are formed by the condensation of water vapor, affect weather and climate.

(6-8) 1h. Knows that the cycling of water in and out of the atmosphere plays an important role in determining climatic patterns.

Task Description:

The teacher uses the pictures and questions on the following pages for this task. Part A answers: 1a. (C) and (D); 1b. (B); 1c. (A) Part B answers: 1. (b); 2. (b); 3. (a); 4. (b); 5. (a). Part C answers: (1) d.; (2) b. ; (3) a.; and (4) c.

Materials:

The student uses the pictures and questions on the following pages for this task.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

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3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the task target.

Procedures, activities, visuals, diagrams, directions, etc.:

A.

1. Point to the cloud that is

   a. cumulus.
   b. stratus.
   c. cirrus.

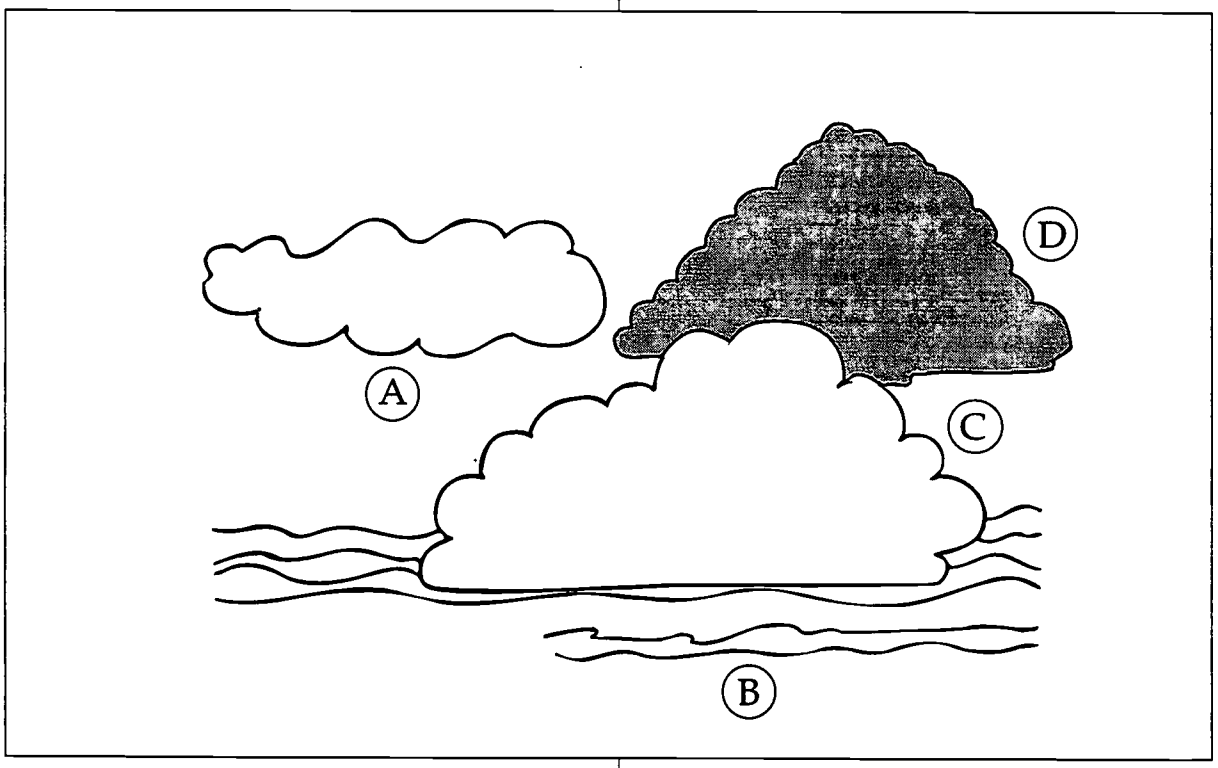
2. Point to the kind of cloud found in summer storms.

A.

1. **Apunta a la nube que es**
   Ah-**poon**-tah ah lah **nu**-bay kay ehs

   a. cúmulo (**ku**-moo-lo).
   b. estrato (ehs-**trah**-toh).
   c. cirro (**see**-roh).

2. **Apunta al tipo de nube encontrada en una tormenta del verano.**
   Ah-**poon**-tah ahl **tee**-poh deh **nu**-beh ehn-kohn-trah-dah ehn **oo**-nah tor-**men**-tah dehl ve-**rah**-noh.



Procedures, activities, visuals, diagrams, directions, etc.:

B.

1. Predict what will happen next.
   a. Snow
   b. Rain
   c. Sunshine

2. What will happen to the humidity?
   a. Decrease
   b. Increase
   c. Stay the same

3. What will happen to the temperature?
   a. Decrease
   b. Increase
   c. Stay the same

4. What will happen to the precipitation?
   a. Decrease
   b. Increase
   c. Stay the same

5. What would you expect to happen to wind speed?
   a. Increase
   b. Decrease
   c. Stay the same

B.

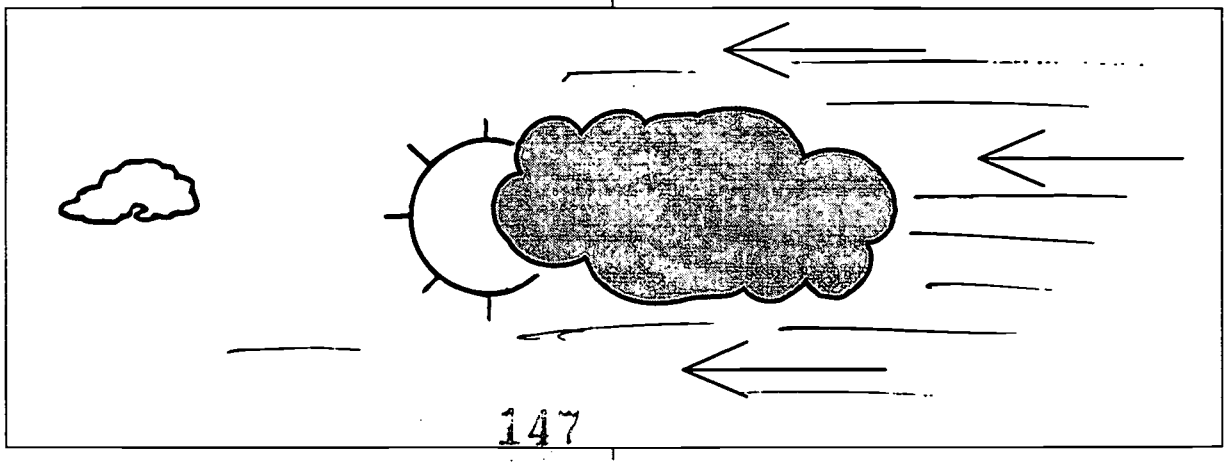
1. **Predice que pasará después.**
   Preh-dee-ceh keh pah-sa-rah dehs-pwehs.
   a. **Nevar**
   b. **Llover**
   c. **Brillar el sol**

2. **¿Qué le pasará a la humedad?**
   ¿Keh leh pah-sa-rah ah lah hu-meh-dad?
   a. **Reduce**
   b. **Aumenta**
   c. **Se queda lo mismo**

3. **¿Qué le pasará a la temperatura?**
   ¿Keh leh pah-sa-rah ah lah tem-pe-rah-too-rah ?
   a. **Reduce**
   b. **Aumenta**
   c. **Se queda lo mismo**

4. **¿Qué le pasará a la precipitación?**
   ¿Keh leh pah-sa-rah ah lah preh-see-pee-tah-ción?
   a. **Reduce**
   b. **Aumenta**
   c. **Se queda lo mismo**

5. **¿Qué le pasará a la velocidad del viento?**
   ¿Keh leh pah-sa-rah ah lah veh-loh-cee-dahd del ve-en-toh?
   a. **Aumentar**
   b. **Reducir**
   c. **Se queda lo mismo**



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Procedures, activities, visuals, diagrams, directions, etc.:

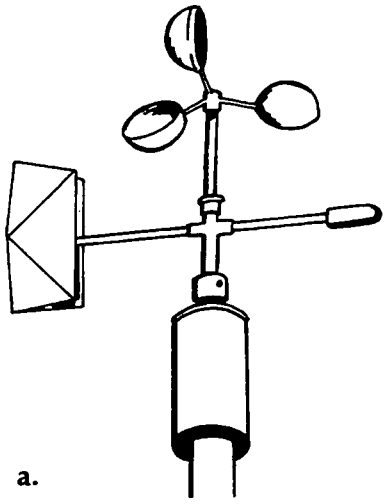
C. What do you use to measure

1. precipitation?
2. temperature?
3. wind speed?
4. wind direction?

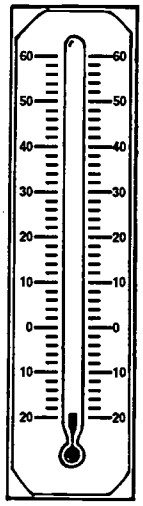
C. **¿Qué usas para medir?**
¿Keh **oo**-sahs **pa**-rah meh-dir?

1. **¿ la precipitación?**
2. **¿ la temperatura?**
3. **¿ la velocidad del viento?**
4. **¿ la dirección del viento?**

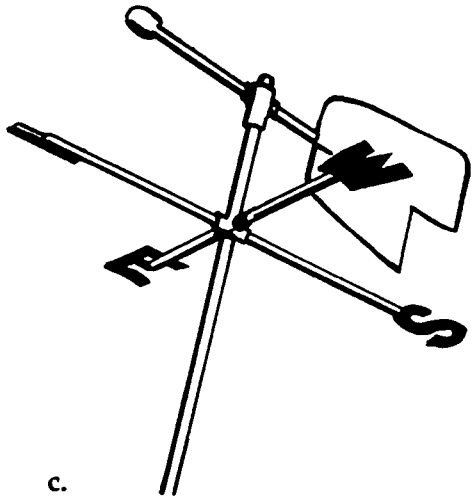
a.



b.



c.



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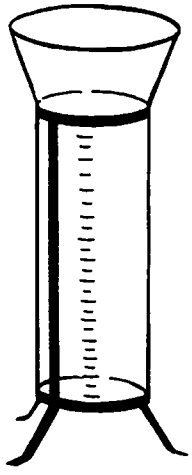

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TASK 12

Snapshot Assessment Science: Intermediate Level (4-6)

Task Target: Understanding the sources and states of water.

Content Standard(s):

1. Understands the basic features of the Earth.

Benchmark(s):

(3-5) 1a. Knows that when liquid disappears, it turns into gas (vapor) in the air and can reappear as a liquid when cooled.

Task Description:

The teacher uses the picture and questions on the following page for this task. Part A answers: 1. clouds (nubes), geyser (geiser), snow (nieve), glacier (glaciar), river (rio), lake (lago), ocean (mar) and; 2. solid form (glacier, snow), liquid form (lake, stream, ocean), gas form (clouds, geyser).

Materials:

The student uses the picture and questions on the following page for this task.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

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3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the task target.

Procedures, activities, visuals, diagrams, directions, etc.:

A. Using the picture below:

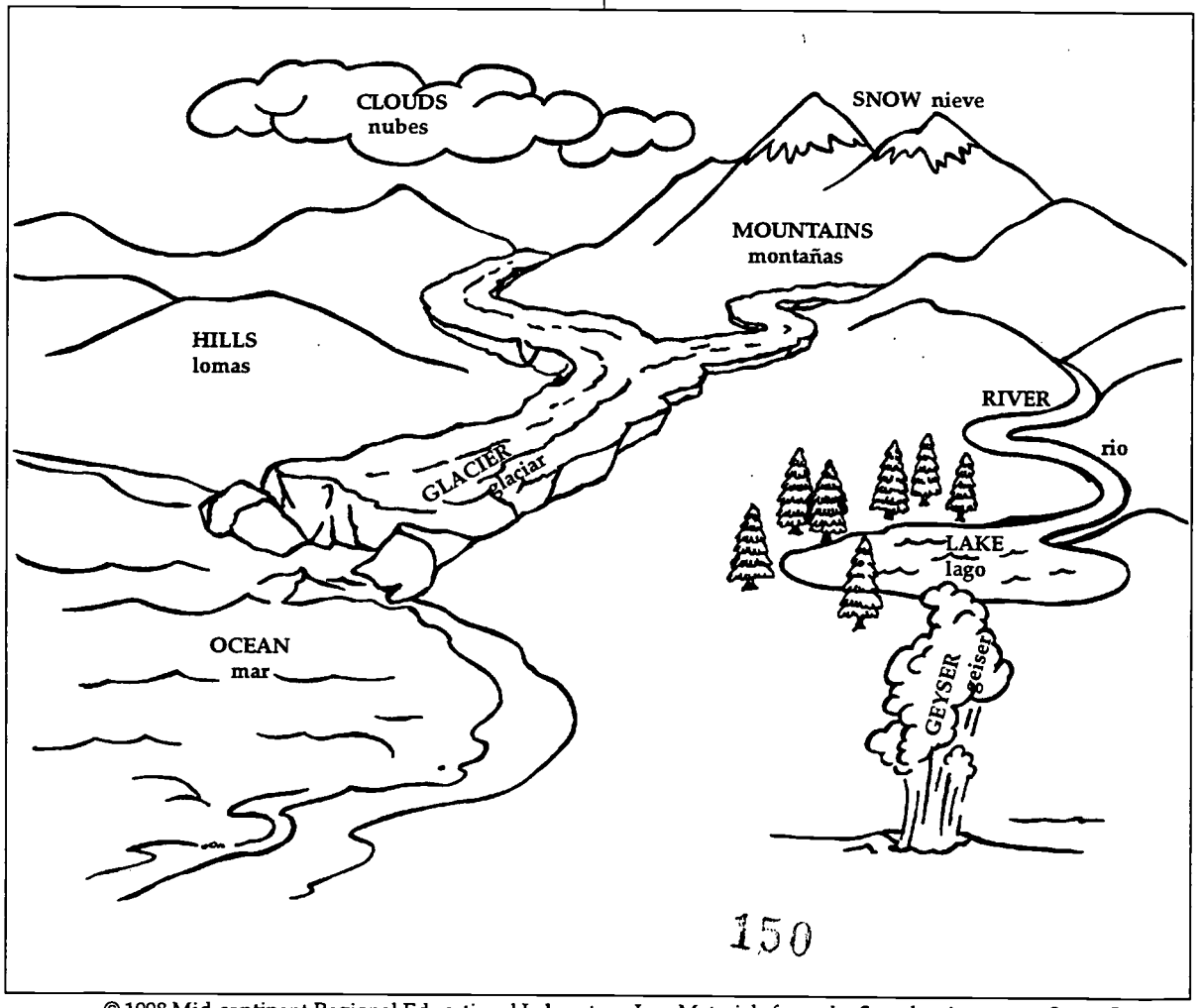
1. Point to all major sources of water in the picture.

2. Point to water in its
   - solid form.
   - liquid form.
   - gas form.

A. **Usando el dibujo de abajo:**
Oo-sahn-doh ehl dee-boo-hoh deh ah-bah-hoh:

1. **Apunta a las fuentes principales de agua.** Ah-poon-tah ah lahs fwen-tehs prin-cee-pahl-ehs deh ah-gwa.

2. **Apunta al agua en su**
Ah-poon-tah ahl ah-gwa ehn soo
   - **forma sólida** (for-mah so-lee-dah).
   - **forma líquida** (for-mah lee-kee-dah).
   - **forma gaseosa** (for-mah gah-say-oh-sah).



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TASK 13

Snapshot Assessment Science: Intermediate Level (4-6)

Task Target: Understanding the motion of the Earth and basic components of the solar system.

Content Standard(s):

3. Understands essential ideas about the composition and structure of the universe and the Earth's place in it.

Benchmark(s):

(3-5) 3a. Knows that the Earth is one of several planets that orbit the Sun, and the Moon orbits around the Earth.

(3-5) 3d. Understands that although telescopes magnify distant objects in the sky (such as the Moon and planets) and dramatically increase the number of stars we can see, some objects are so distant, small or dim that they do not appear in a telescope.

(6-8) 3b. Knows that nine planets of differing sizes and surface features and with different compositions move around the Sun in nearly circular orbits; some planets have a variety of moons and ring of particles orbiting around them (e.g., the Earth is orbited by one moon, and many artificial satellites, and debris).

Task Description:

The teacher uses the picture and questions on the following page for this task. Part A answers: 1. left side of Earth; 2. right side of Earth; 3. 365. Part B answers: 1. Moon (and Earth); 2. (c); 3. Jupiter (Júpiter, Hoo-peh-tehr); 4. Mercury (Mercurio, Mehr-coo-reh-oh); 5. Mars (Marte, mahr-teh) ; 6. Pluto (Pluto, ploo-toh). The answer for part C is telescope. The answer for part D is bottom box.

Materials:

The student uses the pictures and questions on the following pages for this task.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

1 point - Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).

2 points - Based on performance of this task the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.

3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the task target.

Procedures, activities, visuals, diagrams, directions, etc.:

A.

1. Point to nighttime on Earth.

2. Point to daytime on Earth.

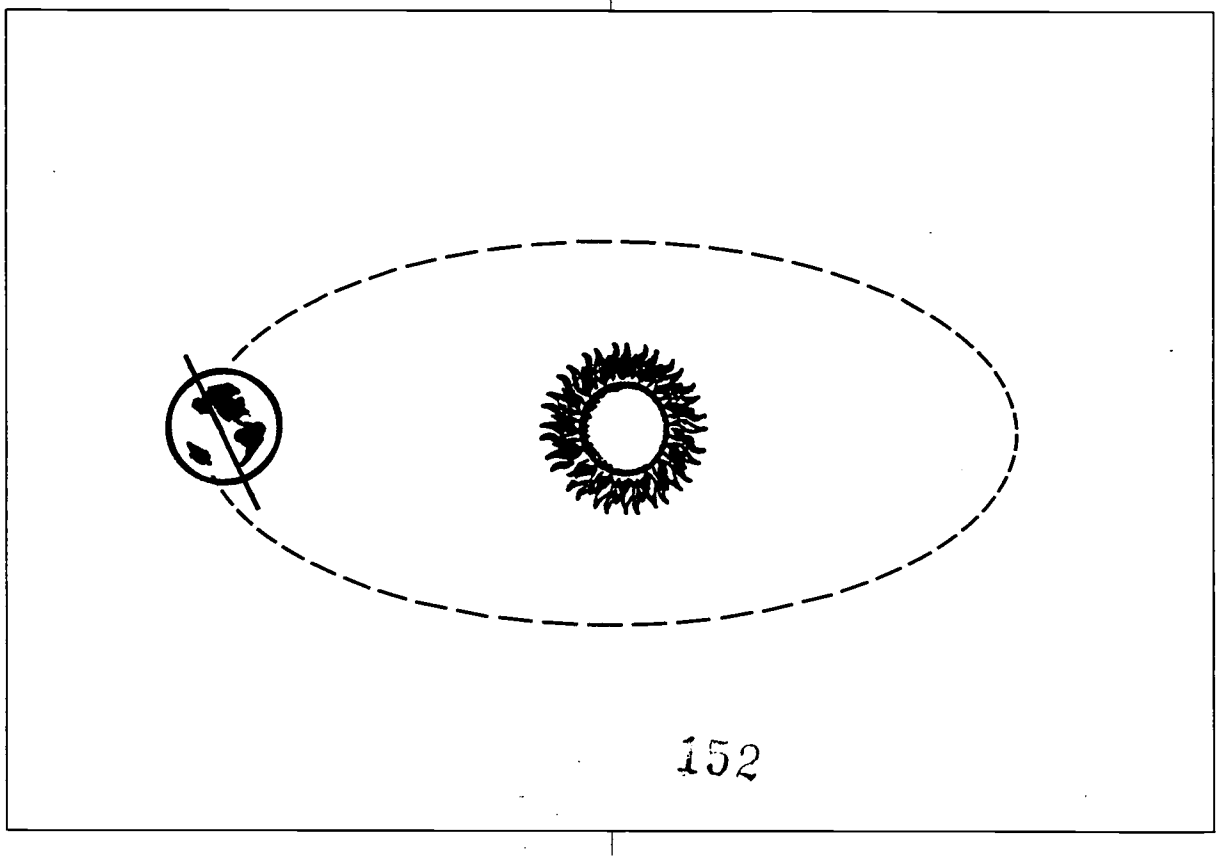
3. How many days does it take for the Earth to go around the sun? (Write your answer.)

A.

1. **Apunta al tiempo de noche en la tierra.**
   Ah-**poon**-tah ahl tee-**em**-poh deh no-cheh ehn lah tee-**erh**-rah.

2. **Apunta al tiempo de día en la tierra.**
   Ah-**poon**-tah ahl tee-**em**-poh deh dé-ah en lah tee-**erh**-rah.

3. **¿Cuánto tiempo se lleva a la tierra girar alrededor del sol? (Escribe la respuesta.)**
   ¿**Kwan**-toh tee-**em**-poh seh yeah vah ah lah tee-**erh**-rah he-rahr ahl-reh-deh-dohr dehl sol? (Eh-**skre**-beh lah rehs-**pwes**-tah.)



Procedures, activities, visuals, diagrams, directions, etc.:

B. 1. Other than the Earth, which of these below did a man walk on?

2. How did the astronauts get there?
   a. Car
   b. Plane
   c. Space craft

3. What is the name of the largest planet?

4. What is the name of the planet closest to the Sun?

5. What is the name of the planet closest to Earth?

6. What is the name of the coldest planet?

B. 1. **¿Además que la tierra en cuál de estos de abajo caminó un hombre?** ¿Ah-deh-**mahs** keh lah tee-eh-rah ehn kwahl deh ehs-tohs deh ah-bah-hoe kah-me-**noh** oon hom-breh?

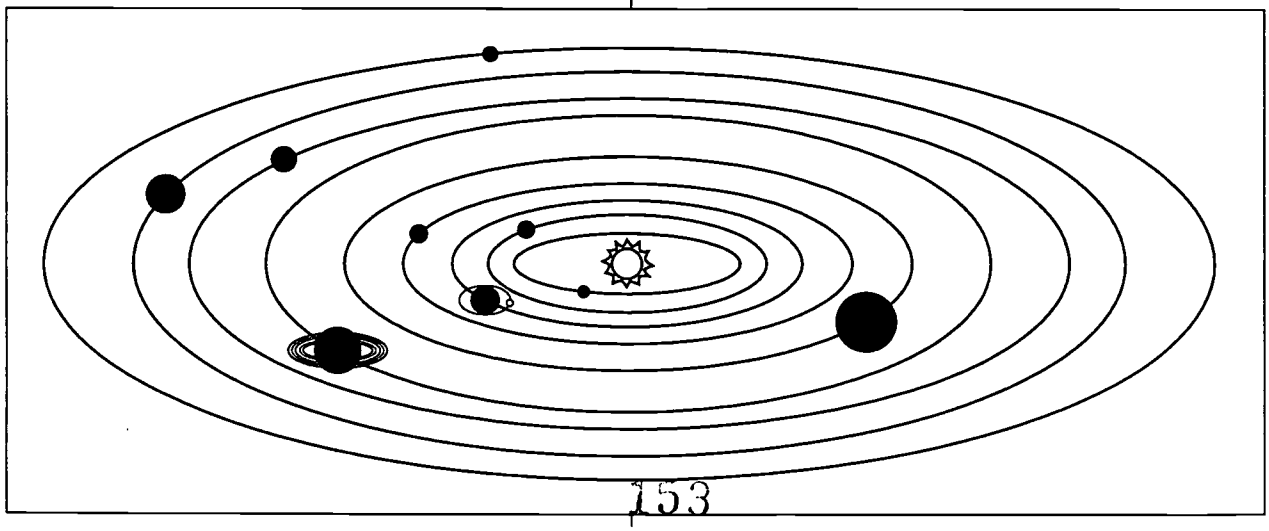
2. **¿Cómo llegaron allá los astronautas?** ¿**Ko**-moh yeah-**gah**-rohn a-**yah** lohs ahs-troh-**nauh**-tahs?
   a. Carro
   b. Avión
   c. Nave espacial

3. **¿Cómo se llama el planeta más grande?** ¿**Ko**-moh seh yah-mah ehl plah-**neh**-tah mahs **grahn**-deh?

4. **¿Cómo se llama el planeta más cerca al sol?** ¿**Ko**-moh seh yah-mah ehl plah-**neh**-tah mahs sehr-ca ahl sohl?

5. **¿Cómo se llama el planeta más cerca a la tierra?** ¿**Ko**-moh seh yah-mah ehl plah-**neh**-tah mahs sehr-ca ah lah tee-eh-rah?

6. **¿Cómo se llama el planeta que es el más frío?** ¿**Ko**-moh seh yah-mah ehl plah-**neh**-tah keh ehs ehl mahs **free**-oh?



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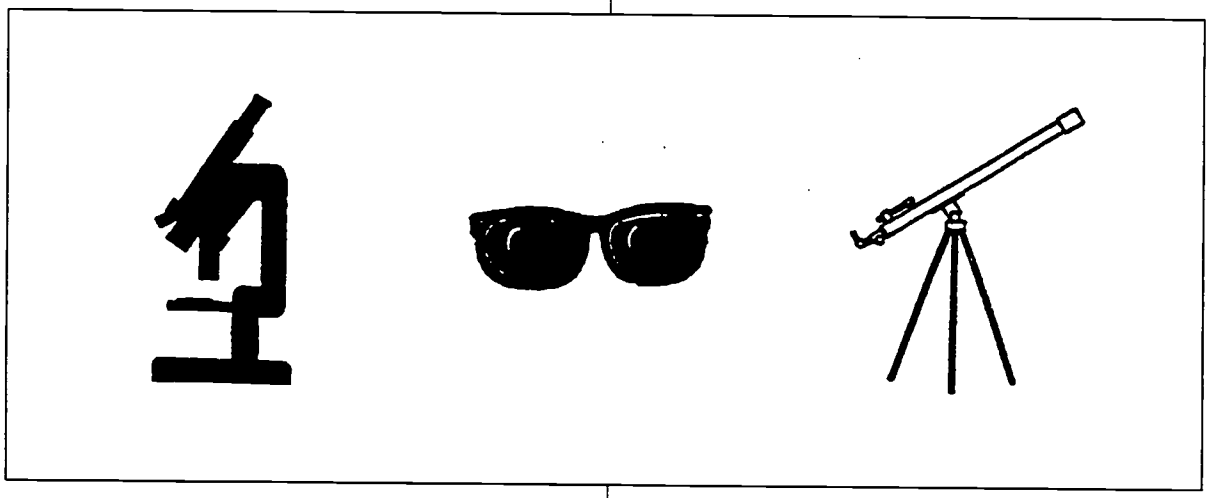
Procedures, activities, visuals, diagrams, directions, etc.:

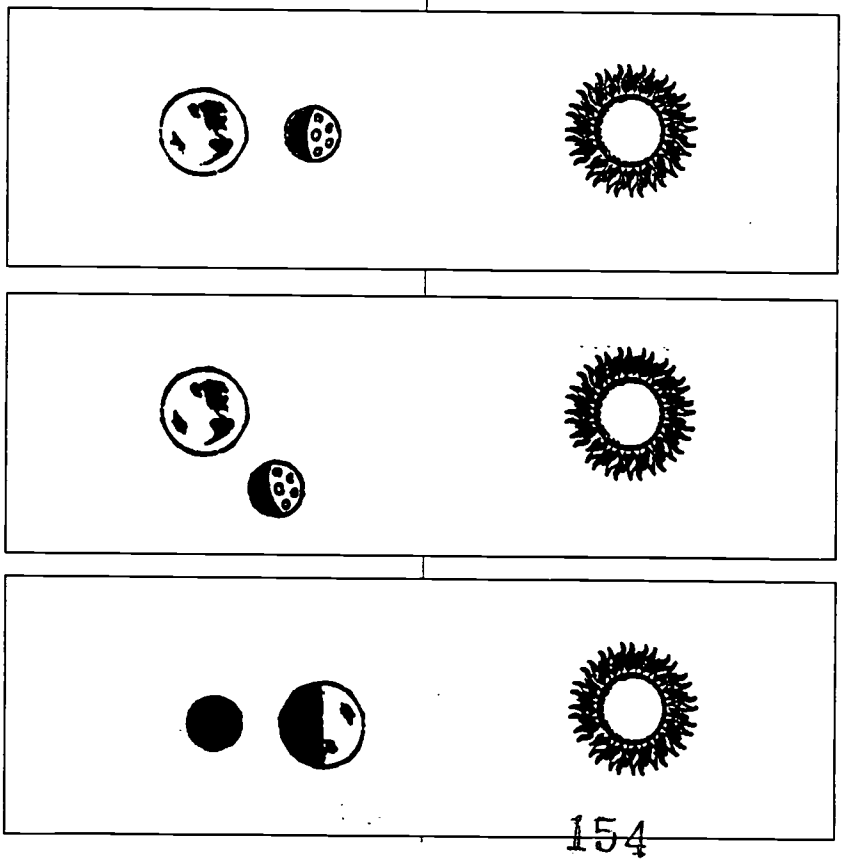
C. Which one of these would you use to view the planets and the stars?

C. **¿Cúal de estas cosas usarías para ver los planetas y las estrellas?**
¿Kwahl deh ehs-tahs ko-sahs oo-sahr-ee-ahs pah-rah vehr lohs plah-neh-tahs ee lahs ehs-treh-yahs?



D. Point to the lunar eclipse.

D. **Apunta al eclipse lunar.**
Ah-poon-tah ahl eh-cleep-seh lu-nahr.



TASK 14

Snapshot Assessment Science: Intermediate Level (4-6)

Task Target: Understanding resources and science and technology careers.

Content Standard(s):

8. Understand the cycling of matter and flow of energy through the living environment.
16. Understands the scientific enterprise.

Benchmark(s):

(6-8) 8a. Knows that almost all food energy ultimately comes from the Sun as plants convert light into stored chemical energy; energy can change from one form to another in living things; and animals get energy from oxidizing their food, releasing some of its energy as heat.

(3-5) 16a. Knows that women and men of all ages, backgrounds, and groups participate in the various areas of science and technology as they have for many centuries.

(6-8) 16a. Knows that women and men of diverse interests, talents, qualities and motivations, and of various social and ethnic backgrounds, engage in the activities of science, engineering, and related fields; some scientists work in teams, some work alone, but all communicate with others.

Task Description:

The teacher uses the picture and questions on the following page for this task. The answer for part A is all the careers use science and technology. The answers for part B are corn (maiz, mayz) and rain/water (lluvia/agua, yoo-veh-ah/ah-gwah).

Materials:

The student uses the pictures and questions on the following page for this task.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

1 point - Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).

2 points - Based on performance of this task the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.

3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the task target.

Procedures, activities, visuals, diagrams, directions, etc.:

A. Point to each career that uses science or technology.

a. doctor

b. mailman

c. computer technician

d. astronaut

e. lab technician

B. Which of these are renewable for human use?

A. **Apunta a la carrera que usa la ciencia o la technología.**
Ah-**poon**-tah ah lah cah-**reh**-rah keh oo-sah lah see-ehn-**see**-ah oh lah tehc-noh-loh-**he**-yah.

a. doctor

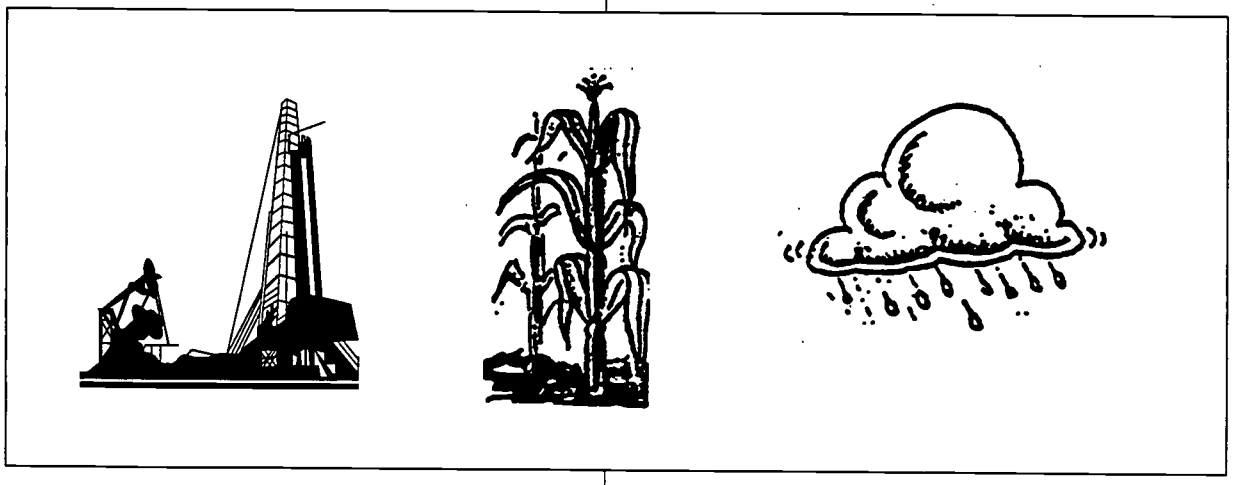
b. cartero

c. técnico de computación

d. astronauta

e. técnico de laboratorio

B. **¿Cuáles de estas cosas son reusables para el uso humano?**
¿**Kwal**-ehs deh **ehs**-tahs **ko**-sahs sohn reh-oo-sah-blehs **pah**-rah ehl **oo**-soh oo-**mah**-noh?



TASK 15

Snapshot Assessment Science: Intermediate Level (4-6)

Task Target: Recognizing that energy can affect objects.

Content Standard(s):

11. Understands energy types, sources, and conversions, and their relationship to heat and temperature.

Benchmark(s):

(3-5) 11a. Knows that things that give off light often give off heat.

(3-5) 11d. Know that mechanical and electrical machines give off heat.

(6-8) 11b. Understands that energy cannot be created or destroyed but only changed from one form to another.

Task Description:

The teacher uses the pictures and the questions for this task. The student should point to correct answers. Answers: 1. (c); 2. (a); 3. (b); and 4. (b).

Materials:

The student may answer the questions by pointing to the answer or may use a separate piece of paper and pencil/pen to respond.

Scoring: (Use teacher judgment with the following point system to score performance unless the Task Description above indicates grade-level estimates for specific subtasks, then use directions in the Task Description for scoring):

0 points - Based on performance of this task the student is not proficient in the task target (i.e., student does not understand the task, makes no attempt to complete the task, or is not proficient).

1 point - Based on performance of this task the student displays incomplete understanding of concepts and has notable misconceptions in relation to the task target (attempts made but there are serious errors).

2 points - Based on performance of this task the student's understanding/skill is developing or emerging, but he/she is not completely proficient in the task target.

3 points - Based on performance of this task the student demonstrates proficiency in skills and concepts necessary to meet the task target.

Procedures, activities, visuals, diagrams, directions, etc.:

A.

1. What effect would light have on a plant? (Point to the correct answer.)

   a. make it smaller
   b. make it colder
   c. make it grow

2. What effect would electricity have on a light bulb? (Point to the correct answer.)

   a. raise the temperature of the light bulb
   b. lower the temperature of the light bulb
   c. make it smaller

3. What effect would heat have on water? (Point to the correct answer.)

   a. make it hard
   b. make it evaporate
   c. cause more water to form

4. What effect would the wind have on a rock? (Point to the correct answer.)

   a. make it expand
   b. it would cause erosion
   c. raise the temperature of the rock

A.

1. **¿Qué efecto tendría la luz en una planta? (Apunta a la respuesta correcta). ¿Keh eh-fehk-toh tehn-dree-ah lah loose ehn ooh-nah plahn-tah? (Ah-poon-tah ah lah rehs-poo-ehs-tah koh-rek-tah.)**

   a. hacerla más pequeña
   b. hacerla más fría
   c. hacerla crecer

2. **¿Qué efecto tendría la eletricidad en una bombilla? (Apunta a la respuesta correcta). ¿Keh eh-fehk-toh tehn-dree-ah lah eh-lek-tree-see-dahd ehn ooh-nah bohm-bee-ah? (Ah-poon tah ah lah rehs-poo-ehs-tah koh-rek-tah.)**

   a. levantar la temperatura de la bombilla
   b. bajar la temperatura de la bombilla
   c. hacer la bombilla más pequeña

3. **¿Qué efecto tendría el calor en el agua? (Apunta a la respuesta correcta). ¿Keh eh-fehk-toh tehn-dree-ah ehl kah-lor ehn ehl ah-gwah? (Ah-poon-tah ah lah rehs-poo-ehs-tah koh-rek-tah.)**

   a. hacerlo duro
   b. hacerlo evaporar
   c. causar más agua a formar

4. **¿Qué efecto tendría el viento en una piedra? (Apunta a la respuesta correcta). ¿Keh eh-fehk-toh tehn-dree-ah ehl vee-ehn-toh ehn ooh-nah pee-eh-drah? (Ah-poon-tah ah lah rehs-poo-ehs-tah koh-rek-tah.)**

   a. hacerla expendir
   b. causar erosión
   c. lavantar la temperatura de la piedra

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Student Proficiency Checklist

Snapshot Assessment ™ Language Arts: Intermediate Level

STUDENT PROFICIENCY CHECKLIST

Student Name: _____ Grade Level: _____ Teacher: _____

TASK	ASSESSMENT TARGET	PROFICIENCY√	COMMENTS
Task 1	A. Understanding fiction/nonfiction	0 1 2 3	
	B. Understanding main idea	0 1 2 3	
Task 2	A. Understanding and following directions	0 1 2 3	
Task 3	A. Understanding opinion	0 1 2 3	
Task 4	A. Story comprehension	0 1 2 3	
	B. Reading strategies	0 1 2 3	
Task 5	A. Writing first/last name	0 1 2 3	
	B. Composition (story writing)	0 1 2 3	
Task 6	A. Writing, grammar, and punctuation	0 1 2 3	
	B. Using resources	0 1 2 3	
Task 7	A. Spelling (sound recognition)	0 1 2 3	
	B. Spelling (sight recognition)	0 1 2 3	
	C. Spelling (correcting misspellings)	0 1 2 3	

Task 8	**A. Following directions**	0 1 2 3	
	B. Predicting and problem solving	0 1 2 3	
Task 9	**A. Locating, selecting, and using relevant information from reading**	0 1 2 3	
Task 10	**A. Identifying differences in literature**	0 1 2 3	

Instructional recommendations:

Snapshot Assessment ™ Mathematics: Intermediate Level

STUDENT PROFICIENCY CHECKLIST

Student Name: _____ Grade Level: _____ Teacher: _____

TASK	ASSESSMENT TARGET	PROFICIENCY√	COMMENTS
Task 1	A. Understanding the concept of fractions	0 1 2 3	
	B. Understanding the concept of decimals	0 1 2 3	
	C. Understanding the concept of percents	0 1 2 3	
Task 2	A. Ordering numbers	0 1 2 3	
	B. Understanding place value concepts	0 1 2 3	
Task 3	A. Understanding patterns	0 1 2 3	
	B. Understanding open number sentences	0 1 2 3	
Task 4	A. Understanding factors	0 1 2 3	
Task 5	A. Understanding graphs and interpreting data	0 1 2 3	
Task 6	A. Understanding temperature	0 1 2 3	
	B. Understanding positive/negative numbers	0 1 2 3	
	C. Graphing with positive/negative numbers and ratios	0 1 2 3	
Task 7	A. Using geometry in the real world	0 1 2 3	
	B. Identifying 3-dimensional shapes from patterns	0 1 2 3	
Task 8	A. Using spatial reasoning	0 1 2 3	

Task 9	**A. Recognizing shapes**	0 1 2 3	
	B. Understanding congruency and symmetry	0 1 2 3	
Task 10	**A. Estimating distance, time, weight, perimeter, and area**	0 1 2 3	
Task 11	**A. Adding fractions**	0 1 2 3	
	B. Subtracting fractions	0 1 2 3	
	C. Adding decimals	0 1 2 3	
	D. Subtracting decimals	0 1 2 3	
Task 12	**A. Multiplying decimals**	0 1 2 3	
	B. Dividing decimals	0 1 2 3	
	C. Multiplying fractions	0 1 2 3	
	D. Dividing fractions	0 1 2 3	
Task 13	**A. Understanding conceptual meaning of basic operations**	0 1 2 3	
Task 14	**A. Rounding**	0 1 2 3	
	A. Estimating	0 1 2 3	

Instructional recommendations:

Snapshot Assessment ™ Science: Intermediate Level

STUDENT PROFICIENCY CHECKLIST

Student Name: _____ **Grade Level:** _____ **Teacher:** _____

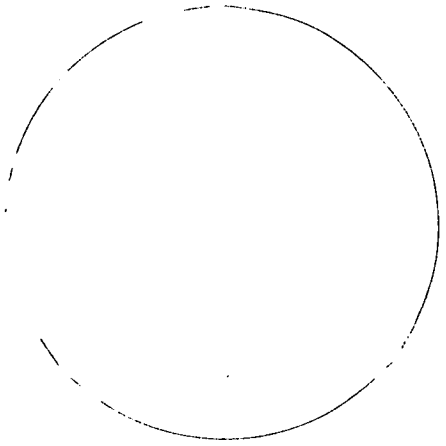
TASK	ASSESSMENT TARGET	PROFICIENCY√	COMMENTS
Task 1	A. Understanding the scientific method	0 1 2 3	
	B. Understanding basic science concepts	0 1 2 3	
Task 2	A. Distinguishing living and nonliving things	0 1 2 3	
	B. Knowing the basic needs of organisms	0 1 2 3	
	C. Understanding food chains	0 1 2 3	
Task 3	A. Understanding what plants need to live	0 1 2 3	
	B. Recognizing photosynthesis	0 1 2 3	
Task 4	A. Understanding the transfer of matter	0 1 2 3	
Task 5	A. Knowing functions of human body systems	0 1 2 3	
	B. Knowing names of human body systems	0 1 2 3	
Task 6	A. Understanding the life cycles of organisms	0 1 2 3	
Task 7	A. Understanding the functions and components of cells	0 1 2 3	

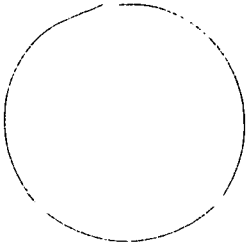
Task 8	**A. Understanding the characteristics of plant and animals in the environment**	0 1 2 3	
Task 9	**A. Understanding natural processes that change the Earth's surface**	0 1 2 3	
Task 10	**A. Understanding fossils**	0 1 2 3	
Task 11	**A. Identifying types of clouds**	0 1 2 3	
	B. Observing changes in weather conditions	0 1 2 3	
	C. Knowing types of weather instrumentation	0 1 2 3	
Task 12	**A. Understanding the sources and states of water**	0 1 2 3	
Task 13	**A. Understanding daytime/nighttime on Earth**	0 1 2 3	
	B. Understanding components of the solar system	0 1 2 3	
	C. Knowing about basic astronomical instrumentation	0 1 2 3	
	D. Understanding the lunar eclipse	0 1 2 3	
Task 14	**A. Knowing about science/technology careers**	0 1 2 3	
	B. Knowing about renewable resources	0 1 2 3	
Task 15	**A. Recognizing that energy can affect objects**	0 1 2 3	

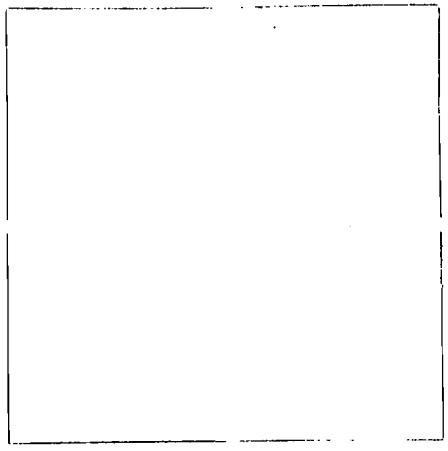
Instructional recommendations:

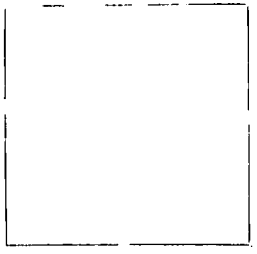
A-BLOCKS

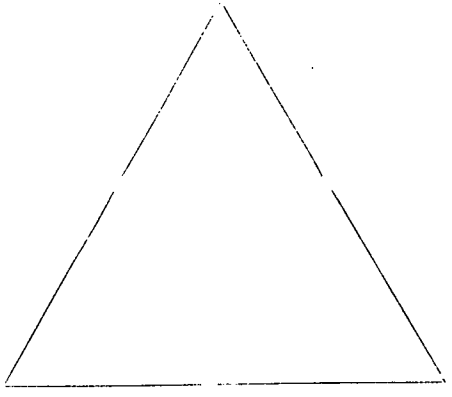
Snapshot Assessment System

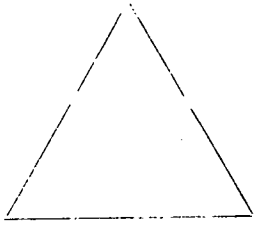


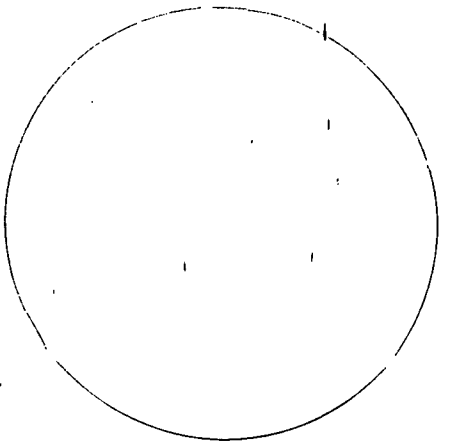


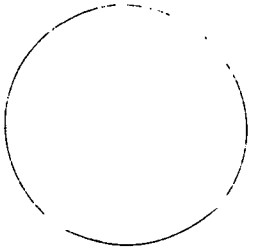


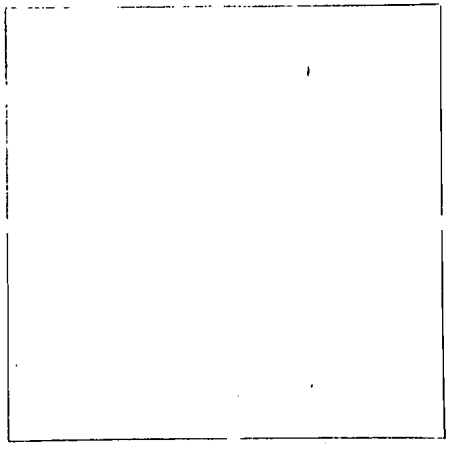


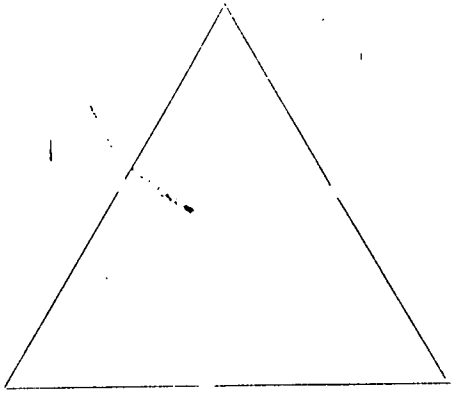












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Snapshot Assessment System

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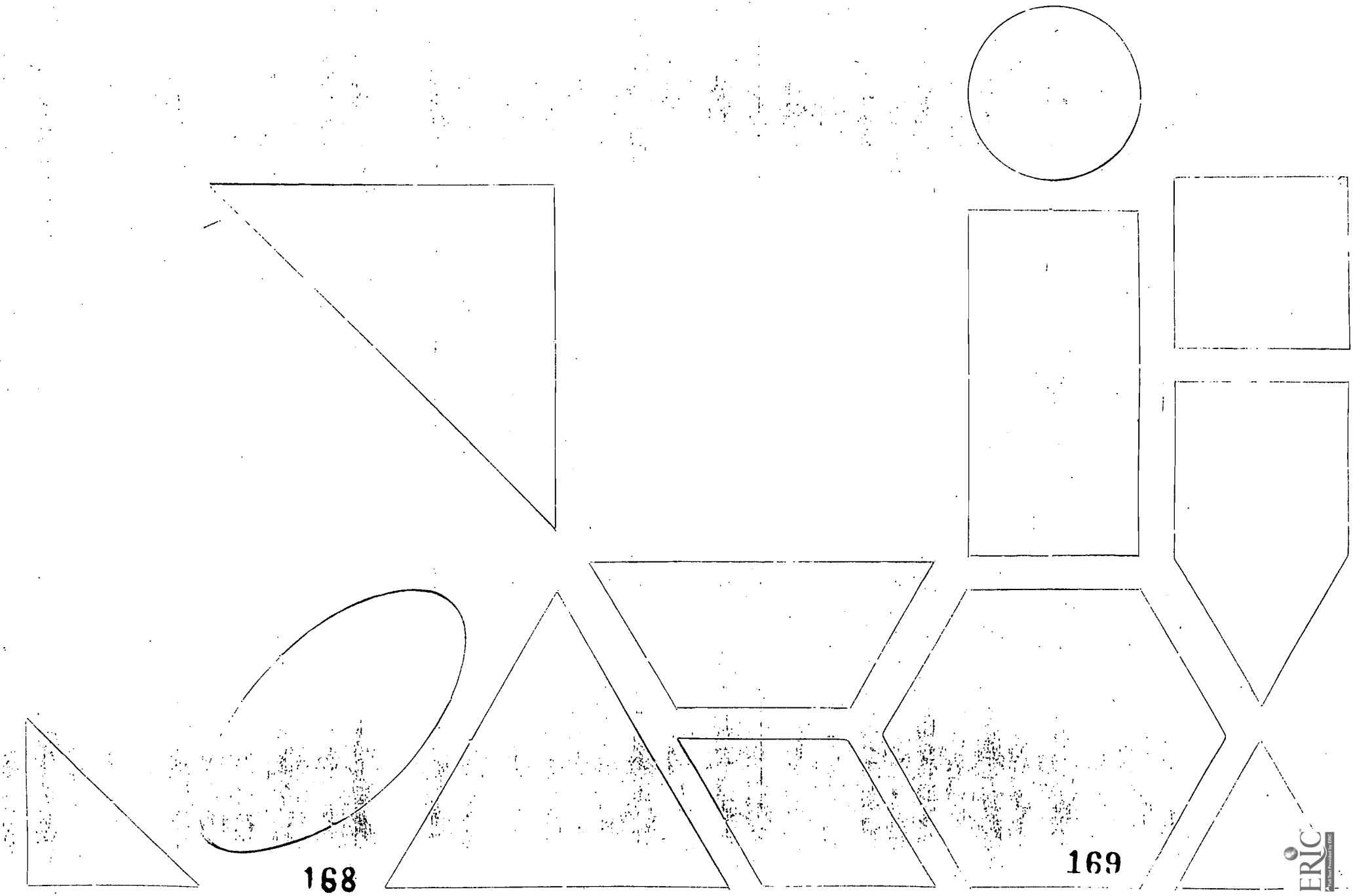

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