



**Kapasen Esinesin ngeni Saam me
Iin ren ekkewe Tes iká Peekin
Kaúkun eán Semiriit Chóón Sukuun
Tongeni Káé repwe ekkewe repwe
angei wóón computer ekkewe iteer
Smarter Balanced Assessments
me Hawai'i State Science
(NGSS) Assessments**

Tettenin Masowan eei Taropwe

Kapasen Esinesin ngeni Saam me Iin ren ekkewe Tes iká Peekin Kaúkún eán Semiriit Chóón Sukuun Tongeni Káé repwe angei wóón computer ekkewe iteer Smarter Balanced Assessments me Hawai‘i State Science (NGSS) Assessments	3
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Kapasen Esinesin ngeni Saam me Iin ren ekkewe Tes iká Peekin Kaúkún eán Semiriit Chóón Sukuun Tongeni Káé repwe angei wóón computer ekkewe iteer Smarter Balanced Assessments me Hawai‘i State Science (NGSS) Assessments

Menni nein ekkewe tes iká peekin kaúkún eán semiriit chóón sukuun tongeni káé ewe neiwe semiriit chóón sukuun epwene tongeni angei?

Ika noumw we semiriit a fiti mwiichen 3-8 ika 11, noumw we semiriit epwene angei ewe tes a iteni Hawaii Smarter Balanced English Language Arts/Literacy me Math. Ewe tes Smarter Balanced English Language Arts/Literacy Assessment a wor ruu kinikini ew en kampiuter a pwisin finátá aúkúkún weiresin a anóngonóng wóón an ewe chóón sukuun sine ei a iteni computer adaptive test (CAT), iwe ewe ew a iteni performance task (PT) a ngeni ekkewe chóón sukuun och sokkun anapanap iwe iir repwene pwisin féeri repwene eaea met ra káéé. Ewe Smarter Balanced Mathematics Assessment (tesin aritimetik) a chék wor ewe computer adaptive (CAT) ewe en kampiuter a pwisin finátá aúkúkún weiresin a anóngonóng wóón an ewe chóón sukuun sine. Ika noumw we semiriit a fiti mwiichen 5 me 8, noumw we epwene pwan angei ewe tesin an nesenin káéé nón pekin science a iteni Hawaii State Science (NGSS) Assessment.

Inet epwe kawor iká katou ekkewe tes iká peekin kaúk fáánitan eán semiriit chóón sukuun tongeni káé?

Noumw we semiriit epwene angei ewe tes Smarter Balanced English Language Art/Literacy me Mathematics Assessment fáán eew nón eew ekkei kikikinin káéé. Pworausans fansoun ei tes Smarter Balanced Assessments a nomw wóón alohahsap.org. An noumw we semiriit we sukuun epwene esinei ngonuk ewe fansoun repwe tesini nour chóón sukuun me noumw we semiriit epwe angei ew me ew ekkewe tes seni ew me ew nesenin káéé.

Pworausans fansoun ei tes Smarter Balanced Assessments a nomw wóón alohahsap.org. An noumw we semiriit we sukuun epwene esinei ngonuk ewe fansoun repwe tesini nour chóón sukuun me ika noumw we semiriit epwe angei ewe tes itan Hawaii State Science (NGSS) Assessment fan ew ika ruu.

Neiwe semiriit chóón sukuun epwe tongeni pwan kúna sefááni, epwe napeseni fáán eew, ekkei kapas eis nón ewe tes iká peekin kaúk ren eán neiwe semiriit chóón sukuun tongeni káé wóón *computer*, ekkewe kapas eis ra masoweni ewe Hawai‘i State Science (NGSS) Assessment ekkewe ra mmak nón kapasen Ingenes?

Ewe tes Hawai‘i State Science (NGSS) Assessment ewe aa kawor eán noumw ewe semiriit chóón sukuun epwe angei wóón computer, aa apach a fengenni ekkewe kapas eis noumw ewe áát iká nengin chóón sukuun aa tongeni pénúweni, iteitan eán angei eei tes. Ewe peekin tes aa pwan tongeni amasa ekkewe masowan kapas eis epwe masengeni kaúkún eán noumw ewe áát iká nengin chóón sukuun tongeni nón eán káé. Iteitan fansoun aa pwúng eán pénúweni eew kapas eis, pénúwan eán pénúwen ngeni ewe kapas eis aa pwáráátá ewe sókkun kapas eis epwe tapwoto pwún áteuwe iká nemineuwe epwe pwan pénúweni mwúrin. Epwe wor fitu sókkun kapas eis atewe iká nemineuwe epwe pénúweni iteitan eán angei ewe tes Hawai‘i State Science (NGSS) Assessment, epwe napeseni faan eew eán epwe pénúweni, nge ewe wattenóón kaúkún nampaan pwúngún eán pwúng pénúwan ekkewe kapas eis áimwú seni nampaan kapas eis ese pwúng (score), ena chék wattenóón nampa (score) n upwen ean angei ewe tes Hawai‘i State Science (NGSS) Assessment, ina ena epwe nómw wóón néún taropwe epwe nónnómw nón eán ewe ofesin sukuun.

Ifa nangatamenfansoun eew-me-eew ekkewe tes?

Ewe tes Hawaii State Science (NGSS) Assessment epwe ruu awa ttaman. Ewe tes Smarter Balanced English Language Arts/Literacy Assessment epwe úkúúkún 2 ngeni 31/2 awa ttaman. Ewe tes Smarter Balanced Mathematics Assessment epwe úkúúkún 1 ngeni ruu awa ttaman. Sia tongeni pwan ngeni noumw we semiriit fansoun an epwe awesi ei tes (ika ese wes). Noumw ei semiriit a tongeni tooou seni ei nenien tes me pwan niwin sefaniti nón pwan eew ráán. Ewe pekin tes a nomw online a anisi ne tumwunu ekkewe kapas eis noumw we a fen pénúweni me epwe pwan pwáaraanó ngeni noumw we ekkewe kapaseis nussun ese mwo pénúweni ika a pwpowutá sefani ewe tes.

Met sókkun túfichinsinei wóón computer epwe wor ren neiwesemiriit chóón sukuun eán epwe tongeni angei ekkewe tes iká peekin kaúk ren eán tongeni káé?

Ekkewe tes iká peekin kaúkún eán ewe semiriit chóón sukuun tongeni káé mi apachaanong ekkewe sókkun kapas eis epwe chék tongeni fini eew mein ekkewe pénúwan kapas eis seni ekkewe pénúwen kapas eis mi tettenitiw nge mi chék arapakkan weween fengen chék weweer, epwe chúngeani ekkóoch nios me amwékútúúw ekkóoch mettóoch, iwe epwe chék taippenong pénúwan ewe kapas eis áwenewenan ewe neeni mi kawor pwún epwe makketiw pénúwan ewe kapas eis wóón ewe *computer*. Nounmw ewe semiriit chóón sukuun epwe néúnéú ewe *mouse* iká ewe peiráákin ewe *computer* ikeweaa tongeni itini ewe neeni wóón *computer* usun met mi fichitá iká makketá wóón ewe computer iká pwan áeá ewe *keyboard* iká ewe peiráákin ewe *computer* epwe tongeni tikii ekkewe mesan mmak pwún epwe makketá iká makkei eán ewe pénúwan kapas eis. Ikkei ekkei ruu peiráákin ewe *computer* aa tongeni mwúút ngeni eán epwe áweesi eán ewe tes. Nge, mi eéch kopwe weweiti pwún nounmw ewe semiriit chóón sukuun ese pwan áúchea ngeni eán epwe fókkun mwokus iká sip wóón néúnéú *computer* eán epwe tongeni áwesi eán kewe tes.

Ekkewe semiriit chóón sukuun repwe pwan tongeni áeá ekkóoch tools (mettóochun ánnis wóón computer) pwe epwe ámecheresi ngeni eán epwe angei ewe Exam. Ekkewe semiriit choon sukuun ra tongeni eár repwe:

- awattenói iká akúkkúnaanói ekkewe mesan mmak iká chung/nios;
- esissina ngeni ekkóoch énúwan ekkewe auchchean pworóus;
- eriewu ekkewe pénúwan kapas eis mi mwmwáán iká ese pwúng; me pwan
- esissina ekkewe kapas eis epwe pwan nengeni sefááni mwúrin fansoun epwe witiwitinó.

Kiich mi pesei ngeni semiriit chóón sukuun eár repwe áeéréen ngeniir eár repwe káé ngeni ekkewe sókkun kapas eis mi masoweni nón ekkewe tes iká peekin kaúk ren eán semiriit chóón sukuun tongeni káé mi áwenewen ngeni eew me eew mwiichan sukuun. Ekkei sókkun kapas eis ka tongeni káé ngeni wóón *computer* núpwen ómw kopwe ánnéani wóón alohahsap.org.

Ineet fansoun epwene túfich ngeni famini/inepwiineew ami óupwe angei pwúngún eán ekkewe semiriit chóón sukuun kewe tes?

Ámi (k)ewefamini/inepwiineew (r)epwe toriir eché taropwe epwe makketiw kaúkún eán ewe semiriit tongeni káé nón féúféún nampa, epwapw nón pwopwutáán enaan eew ierin sukuun epwe weneiti nón ewe maram Septemper.

Epwe ifan napanapen áí úpwe tongeni ánsi ngeni neiwe semiriit choon sukuun eán epwe amwonnaatá me mwan eán epwe angei ekkewe tes iká peekin kaúkún eán semiriit chóón sukuun tongeni káé?

Mi fókkun mwurinné ómw kopwe ánsi nounmw ewe semiriit chóón sukuun iteitan faansoun ákkáewin nón ráánnin sukuun pwún epwe secháafi/mecheresi ngeni eán epwe sinei eán káé. Mi mwúrinne eán nounmw ewe semiriit chóón sukuun epwe naaf eán ónnut, epwe mwéngéén nesossor iteitan ráán me mwmwan eán epwe nó sukuun, nge epwe pwan óuwunusa ekkewe únúngát sókkun kinikinin mwéngé, epwe áweesi eán nesen ee uwei ngeni imw eán epwe áweesi eán angaang wóón, pwan epwénúwetá eán epwe fiti sukuun iteitan ráánnin sukuun. Ekkewe tes ren ekkewe iteer Smarter Balanced Assessments me ekkewe Hawai'i State Science (NGSS) Assessments ra katon úkúúkún eán nounmw ewe semiriit choon sukuun eán epwe tori kaúkún tongeni eán epwe weweiti masowan ekkewe nesen ren eán epwe tongeni épwénúwetá ekkewe kapasen éúrérú mi kawor fáánitan nón unusan ráánnin ewe ierin sukuun.

Ka pwan tongeni ánsi nounmw ewe semiriit chóón sukuun eán epwe weweiti ekkewe sókkopaaten kapas eis ii átewe iká nemin ewe epwe pwan tongeni eán epwe éppénúwa núpwen ámi óupwe nengen fengeni masowan eei taropwe mi kawor fáánitan ii atewe iká nemin ewe. Óua tongeni nengen fengeni masowan káé ngeni masowan ekkewe tes wóón *computer*, óupwe ánnéani wóón alohahsap.org pwún epwe tongeni káé ngeni ekkewe kapas eis mi kawor nón ewe tes.

Met sokkun aninnis mi wor ngeni nei we semiriit an epwe tongeni mecheresi an angei ewe tes?

Ewe tes mei pwan awora ekkóoch pekin aninnis ngeni **meinisin** chóón sukuun, a kapachenong ekkewe ra káéé ngeni fóosun Ingenes me ekkewe mi wor teriir, repwe pwári úkúúkún met ar sine me met ra tongeni fééri wóón ewe tes an mwúún. Aninnisin anemechersin an ewe chóón sukuun angei ewe tes chówe an eimú nenien tes, aninnisin taip me anna a iteni text-to-speech, me braille a tongeni aninnis ne awora ngeni chóón sukuun mecheresi aar pénúweni ekkewe kapas eis wóón ewe tes. Ren pwan ekkóoch pworaus pworaus aninnis mi wor, feinó ngeni alohahsap.org iwe ka katon ena kinikin a iteni Resources.

Kapas Eis ren Peekin Eppirúúw fáánitan ekkewe Smarter Balanced Assessments me ekkewe Hawai'i State Science (NGSS) Assessments

Ekkewe semiriit chóón sukuun repwene pénúweni ekkewe sókkopaaten kapas eis mi kawor eán ekkewe semiriit chóón sukuun repwene pénúweni wóón *computer*, ikkei ekkewe kapas eis epwe ánnetaátá úkúúkún eán ewe semiriit chóón sukuun tongeni káé:

- Chómmóng tettenin pénúwen kapas eis ekkewe semiriit chóón sukuun repwe tongeni pénúweni eew chék me nein ekkewe tettenin
- Mi pwúsin féérúnópénúweni kapas eis:
 - Pénúwan kapas eis pwúsin nón eán ewe semiriit chóón sukuun áitiiti pénúwan nón itiitin eán pwúsin fós iká áweewei pénúwan nón eán kapas
 - Ekkewe sókkun kapas eis sia tongeni nón pwoomw iká féfféer nón eán ewe semiriit chóón sukuun epwe néunéu *mouse* iká *keyboard* eán epwe ámwékútúúw mettóóch iká chungaani nios nón ekkewe neeni mi kawor pwún neenian pénúwan kapas eis (pwan itan *grid*)
 - Ekkewe sókkun kapas eis mi awora neenian pénúwan kapas eis epwe tongeni nón ekkóóch itiitin kapas iká ekkóóch puruk
 - Ekkóóch kapas eis aa nómw itiitin túttúnáp iká esissin nge ewe semiriit chóón sukuun epwe ekiekináátá sópwósópwonóón pworóus nón anapanap pwún epwe iwe mettóóch epwe tongeni fis pwún mi wor esissin nón ewe pworóus pwún epwe tongeni iwe met epwe fis iká pwénúwetá mwúrin

Chóón sukuun repwene pwan pénuweni ekkei sokkun kapas eis mi tettenitiw won ewe tesin keukun sine non science an Hawai'i (Hawai'i State Science (NGSS)) a nomw online.

- Mettóóch mi chufengen, ekkewe ra fféer pwe epwe eiti ngeni chóón sukuun non ewe mwiich a weneiti pwungun, ekkewe mwokutukut ika angangen pekin science a anenne ngeni ekkewe aukukun sine non NGSS. Ew me ew ekkei kinikin epwe pwopwutá won ew osukosuken non neniach me epwe pachenong ruu fansoun chufengen ika nap seni ewe ekkewe chóón sukuun repwene pwari ar tongeni eaea ekkewe angangen pekin science me engineering, ekkewe pekin mi annukutiw an chóón sukuun repwe angei, me ekkewe mettóóch ren aukukun tongeni a wor seni ekkewe sokopaten pekin káéé.
- Ekkewe mettóóch ra tongeni imwunó, ekkewe ra eiti ngeni chóón sukuun usun ekkei napanap a affat mwirin ren napengeni fansoun, ew chok.

Ekkewe kapas eis a tapweto a pwarata ekkewe sokkun kapas eis noumw we epwe pénuweni won ewe tesin fosun Merika an Hawai'i itan Smarter Balanced me tesin Aritimetik me ewe an Hawai'i we tesin pekin Science (NGSS). Ew tesin fosun Merika a iteni Smarter Balanced ika Aritimetik a pwan awor kapas eis ngeni ekkewe mwiichen 3, 5, 6, 7, me 11. Ewe tes a iteni Hawai'i State Science (NGSS) a aowr kapas ei fan itan mwiichen 5 me 8. Ewe me ew kapas eis a apachenong ewe pénuwen we a pwung me ekkewe pworaus ar apwungu me ngeni pwoinen.

Iká kopwe mwochen ómw kopwe pwan nennengeni ekkóóch sókkun kapas eis, ka pwan tongeni ánnéani wóón computer wóón alohahsap.org.

Éúnúgátin 3 Mwiich

Nesenin Káé: Smarter Balanced nón Math

Hawai'i Common Core Standard: 3.MD.3: 1 | MD | H-3 | a/s | 3.MD.3: Kopwe chungaaani eew chunga epwe wor erieerin káúk epwe esissinan eew me eew kinikinin mettóoch/pworóus me kinikin mettóoch/pworóus wóón ewe nios. Kopwe féeri pwúngún eewin tetten- pwan féeri pwúngún oruuwan tetten nge epwe kapas eis usun “pwan fite nusun epwe kapach ngeni” me “pwan fite epwe kaimwu seni” nge epwe áwenewen ngeni ewe chunga aa chungaatiw. Aweewe, kopwe chungaani efóch erierin line nge epwe kinikinitiw eew me eew, nge masowan eew kinikin epwe masoweni nimmén 5 maan.

PWAN

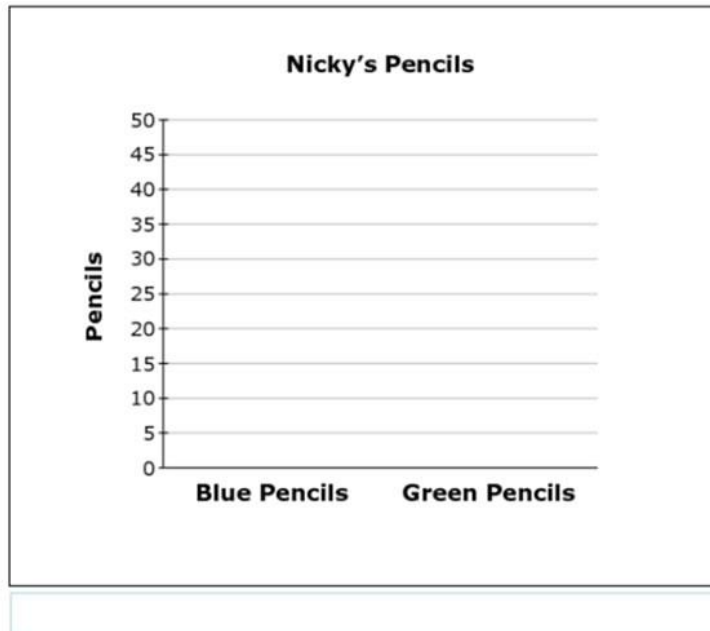
3.OA.8: 1 | OA | D-3 | m | 3.OA.8: Kopwe féeri pwúngún eew kapas eis, nge nón ewe chék eew kapas eis, epwe ruu kinikinin pénúwan, nge kopwe áeá rúwáánú sókkun kinikinin puruk pwe epwe pwáráátá pwúngún.

Sókkun Kapas Eis: Mi pwúsin féérúnó pénúwen kapas eis: Chungaan eew erierin line (*Grid*) (eew 1 pwoinan)

Nicky has 4 packs of pencils.
Each pack contains 15 pencils. In
each pack, 5 pencils are blue and
the rest green.

Create a bar graph to show how
many of each color pencil Nicky
has.

Click the graph to show where
the top of the bar should go.

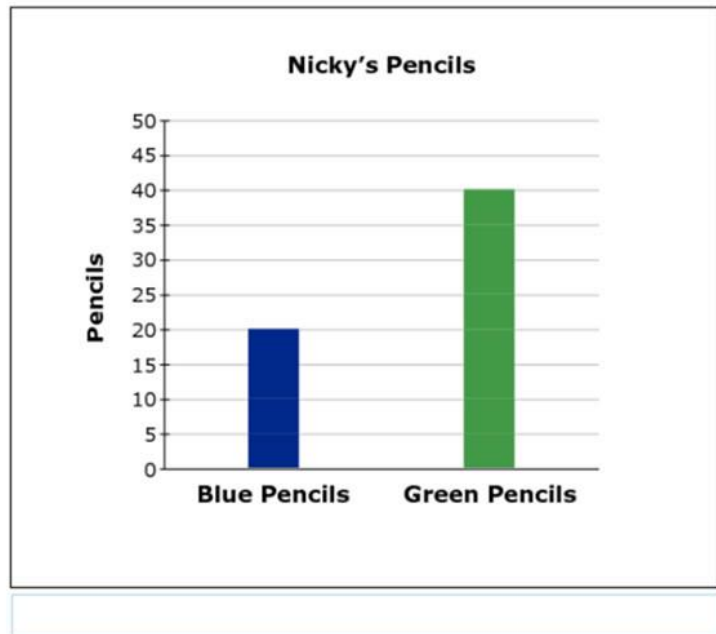


Eán emén semiriit chóón sukuun epwe tongeni angei ewe eew pwoin, ii epwe tongeni eán epwe tongeni chúngaani eew erierin line epwe pwáráátá eán Nicky wor néún rúwe 20 néún fóchun piin me fáik 40 néún fóchun piin.

Nicky has 4 packs of pencils.
Each pack contains 15 pencils. In
each pack, 5 pencils are blue and
the rest green.

Create a bar graph to show how
many of each color pencil Nicky
has.

Click the graph to show where
the top of the bar should go.



Mwiichen 5

Pekin Káéé an: Hawai'i Pekin Science (NGSS)

An Hawai'i Eukukun Sine Non Science a iteni (Next Generation Science Standard): Eaea anapanap ewe epwe anapanapa usun an apechokun (engergy) non anan maan (a eaea an epwe achikara, amari, amwokutu, me epwichi) ew apechokun ika energy seni ewe akkar akkomw. (5 PS3-1)

Sokkun Kapas Eis: Mettóoch a tongeni imwunó (3 pwoin)

An alpine marmot eats grass and seeds. In the fall, the marmot weighs more than it did in the spring.

Put the pictures in the correct order to show the flow of energy through the system.

- In Table 1, select a number for each picture to indicate the correct location in Figure 1.
- If a picture is **not** used in Figure 1, select "not used."

Figure 1. Energy Flow Model

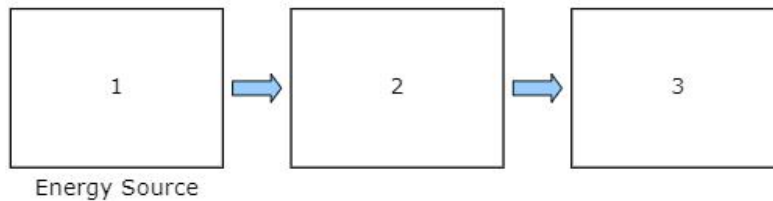


Table 1. Energy Flow Model Order

	Sun	Water	Marmot	Grass and Seeds
Picture				
Location				

Apwungu:

Ewe chóón sukuun a angei 1 pwoin ren ew me ew ekkei a tettenitiw.

- Ewe chóón sukuun a affata pwun ewe akkar a fis non ewe anapanap me mwen ewe fetin.
- Ewe chóón sukuun a affata pwun ewe fetin a fis non ewe anapanap mwen ewe maan a iteni marmot.
- Ewe chóón sukuun ese eaea konik non ewe anapanap.

Ew pénuwen mi pwung a pwá won ekkei mi tettenitiw:

An alpine marmot eats grass and seeds. In the fall, the marmot weighs more than it did in the spring.

Put the pictures in the correct order to show the flow of energy through the system.

- In Table 1, select a number for each picture to indicate the correct location in Figure 1.
- If a picture is **not** used in Figure 1, select "not used."

Figure 1. Energy Flow Model

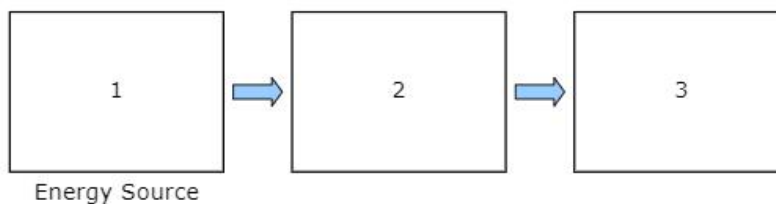


Table 1. Energy Flow Model Order

	Sun	Water	Marmot	Grass and Seeds
Picture				
Location	1 ▼	not used ▼	3 ▼	2 ▼

Mwiichen 5

Pekin Káéeé an: Hawai'i Pekin Science (NGSS)

An Hawai'i Eukukun Sine Non Science a iteni (Next Generation Science Standard): Fééri ew kleim ika met ka nuku usun auchean/namwotan ach akkóta me fééri ew anen atawei an epwe kukkununó osukosuken ekkewe osukosuk a feito seni rááningaw. (3 ESS3-1)

Sokkun Kapas Eis: Mettóóch mi kochufengen (9 pwoin)

Ew mettóóch a tongeni ekesiwini pwan óch mettóóch:

A house near the ocean in Surfside, New Jersey, is built on stilts.

Sometimes, when buildings are built near areas that are likely to flood, they are built on stilts. This allows the house and its contents to remain safe if the area floods. An example is shown in Figure 1.

Figure 1. Stilt House



Your Task

In the questions that follow, you will make a claim about the effectiveness of stilts as a solution to flooding.

Chufengenin:

Part A

Select the boxes to identify whether stilts on a house protect against or do **not** protect against each of the actions.

	Protects Against	Does Not Protect Against
Household objects being washed away	☐	☐
Water damage to floors	☐	☐
Water damage to household objects	☐	☐
Yard flooding	☐	☐

Part B

Select **three** conditions that the stilts must meet to allow a building and its contents to remain safe if the area floods.

- ☐ cost a lot of money
- ☐ resist strong water current
- ☐ match the building's appearance
- ☐ support the weight of the building
- ☐ be tall enough to keep the building out of water

Part C

Choose **three** problems that could be caused by using stilts under buildings.

- ☐ Buildings with stilts provide a better view.
- ☐ The stilts will get wet during a storm or flooding.
- ☐ Buildings would be damaged if stilts were to fail.
- ☐ Buildings are harder to enter because of stairs and ramps.
- ☐ Stilts can cause buildings to move side to side in high winds.

Part D

Are stilts a good solution to allow a building and its contents to remain safe if an area floods?

Click on each blank box to select the word or phrase that completes the sentences.

Stilts could be a solution to flooding because they
. This means that
.

Apwungu:

Ewe chóón sukuun epwe angei 1 pwoin non kinikin A ren ekkei mi tettenitiw:

- Ei chóón sukuun a fini “Tumwunu seni” ren “Pisekisekin non imw a maaninó”, “Taan simen ren konik”, me “taan pisekisekin non imw ren konik”.
ME
- Ewe chóón sukuun a fini “Ese tumwunu seni” ren “Pwuunón konik non en yard (nukun en imw)”.

Part A

Select the boxes to identify whether stilts on a house protect against or do **not** protect against each of the actions.

	Protects Against	Does Not Protect Against
Household objects being washed away	☒	☐
Water damage to floors	☒	☐
Water damage to household objects	☒	☐
Yard flooding	☐	☒

Ewe chóón sukuun a angei 3 pwoin ren an fini ekkei unungat pénuwan mi tettenitiw non kinikin B:

- “fiu ngeni pechokunen euten konik”
- “anisi choun en imw”
- “epwe ttam an en imw esapw nomw non konik”

Part B

Select **three** conditions that the stilts must meet to allow a building and its contents to remain safe if the area floods.

- ☐ cost a lot of money
- ☒ resist strong water current
- ☐ match the building's appearance
- ☒ support the weight of the building
- ☒ be tall enough to keep the building out of water

Ewe chóón sukuun epwe angei 3 pwoin ren an fini ekkewe pénuwan mi tettenitiw non kinikin C:

- “Imw epwe ta ika uran kewe repwe osukosuk.”
- “A weires tonong non imw ren ekkewe natté ika anetáán non.”
- “Uran imw a efisata an en imw epwe mwokut seni epek ngeni epek fan ngusun asepwán.”

Part C

Choose **three** problems that could be caused by using stilts under buildings.

- ☐ Buildings with stilts provide a better view.
- ☐ The stilts will get wet during a storm or flooding.
- ☒ Buildings would be damaged if stilts were to fail.
- ☒ Buildings are harder to enter because of stairs and ramps.
- ☒ Stilts can cause buildings to move side to side in high winds.

Ewe chóón sukuun a angei 2 non kinikin D ren an fini ekkei pénuwan non mettóóch sipwe tiki pwe sipwe kuna tetenitiwen:

- Ewe chóón sukuun epwe fini “ééch” non ewe ewin mettóóch sipwe tiki pwe sipwe kuna tetenitiwenme “mwut ngeni konik epwe pwutiw faan ekkán imw” non ewe oruuwan mettóóch sipwe tiki pwe sipwe kuna tetenitiwen, IKA ewe chóón sukuun epwe fini “ngaw” non ewe ewin mettóóch sipwe tiki pwe sipwe kuna tetenitiwen me “epwe ta ekkewe imw ika ese pwonueta” ika “méé wate” non ewe oruuwan mettóóch sipwe tiki pwe sipwe kuna tetenitiwen” (1 pwoin)
- Ewe chóón sukuun a fini ew pénuwan non ewe aunungatin mettóóch sipwe tiki pwe sipwe kuna tetenitiwen ewe a awenewen won ewe sentence a féér fengen me ekkewe ruu mettóóch sipwe tiki pwe sipwe kuna tetenitiwen. (1 pwoin)
 - Ren “méé wate”, ewe chóón sukuun a fini “ewe mwoni a kamééngeni ekkewe úr a tongeni pwan nounou ngeni ekkóóch mettóóch”
 - Ren “epwe atai ekkewe imw ika ese pwonueta”, ewe chóón sukuun a fini “ekkewe úúr a pwan féératá ekkóóch osukosuk”
 - Ren “mwut ngeni konik epwe pwutiw fan ekkewe imw”, ewe chóón sukuun a fini “úr a anapano tumwun ren an esapw pwunong konik non ekkwe imw”.

Awewen epwe unus pwoinen ekkew pénuwan non kinikin D:

Part D

Are stilts a good solution to allow a building and its contents to remain safe if an area floods?

Click on each blank box to select the word or phrase that completes the sentences.

Stilts could be a good ▼ solution to flooding because they allow water to pass underneath the buildings ▼. This means that stilts improve safety by reducing the possibility of buildings flooding ▼.

Part D

Are stilts a good solution to allow a building and its contents to remain safe if an area floods?

Click on each blank box to select the word or phrase that completes the sentences.

Stilts could be a solution to flooding because they
. This means that
.

Part D

Are stilts a good solution to allow a building and its contents to remain safe if an area floods?

Click on each blank box to select the word or phrase that completes the sentences.

Stilts could be a solution to flooding because they
. This means that
.

Enimwuuwan 5 Mwiich

Nesenin Káé: Fáánitan Ewe Tes Smarter Balanced ren Káé Ngeni Kapasen Ingenes

Hawai'i Common Core Standard: 2-3: 4-CR | 2-3: ÁWEEWEI & AMASAANONG EKKEWE KAPASEN

ÁWEEWE/ESINESIN: Kúttá ekkewe pworús epwe epwe pesei ekkewe kapasen nóngónógun ewe pworús; finii pwan apachaanong ian ka angei ewe pworús seni iká pwún aa makketiw nón taropwe iká afóósaian emén aramas iká pwún apworúsaian emén aramas.

Sókkun Kapas Eis: Epwe Efini Pénúwan me Nein Ekkewe Memmeef mi Kawor – Seni Ewe Chepen (1 pwoinan)

A student is writing a research report about tree frogs. The student took notes and thought of three main ideas for her report. Click on the box to show the **best** main idea that each note supports.

	Main Idea A: How Tree Frogs Grow	Main Idea B: Where Tree Frogs Live	Main Idea C: What Tree Frogs Look Like
Note 1: Tree frogs can be found on the ground, in small plants, or in trees.	☐	☐	☐
Note 2: Some tree frogs change color to hide in what is around them.	☐	☐	☐
Note 3: Tree frogs dig a hole in the ground to stay warm when it is cold outside.	☐	☐	☐
Note 4: It takes weeks for baby tree frogs to jump because, at first, they have no legs.	☐	☐	☐

Eán epwe ówunusa eán epwe angei eew pwoin, ewe semiriit chóón sukuun epwe cheki eew me nein ekkewe memmeef nón pwóór ewe aa wewe ngeni Note 1 kapasen pesepes ngeni Main Idea B, Note 2 kapasen pesepes ngeni Main Idea C, Note 3 kapasen pesepes ngeni Main Idea B, me Note 4 kapasen pesepes ngeni Main Idea A.

A student is writing a research report about tree frogs. The student took notes and thought of three main ideas for her report. Click on the box to show the **best** main idea that each note supports.

	Main Idea A: How Tree Frogs Grow	Main Idea B: Where Tree Frogs Live	Main Idea C: What Tree Frogs Look Like
Note 1: Tree frogs can be found on the ground, in small plants, or in trees.	☐	☒	☐
Note 2: Some tree frogs change color to hide in what is around them.	☐	☐	☒
Note 3: Tree frogs dig a hole in the ground to stay warm when it is cold outside.	☐	☒	☐
Note 4: It takes weeks for baby tree frogs to jump because, at first, they have no legs.	☒	☐	☐

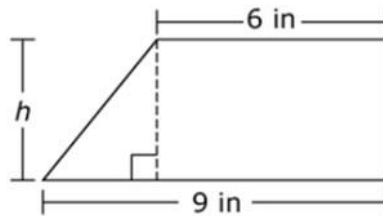
Awonuuwan 6 Mwiich

Nesenin Káé: Ewe Tes Smarter Balanced nón Math

Hawai'i Common Core Standard: H-6: 1 | G | H-6: Angaanga pwúngún math mi áwewe ngeni angaangen iteitan ráán awewe ren eán emén epwe kúttá úkúúkún watten ewe neeni, úkúúkún watten me meet aa masoweni ewe úkúúkún watten neeni, pwan fite aa chouni ewe mettóoch.

Sókkun Kapas Eis: Mi pwúsin féérúnó pénúwen kapas eis – pwúngún féféérún ewe puruk (eew 1 pwoinan)

The trapezoid shown is divided into a right triangle and a rectangle.



Use the Equation Tool to create an expression that could be used to determine the area of the trapezoid.

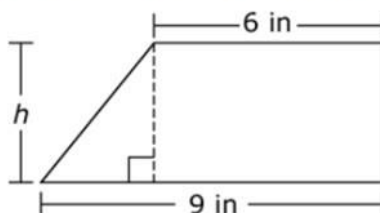
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Eán emén semiriit chóón sukuun epwe tongeni angei ewe eew pwoin, ii epwe tongeni eán epwe makkenong ewe puruk (iká epwe pwan tongeni eán epwe makkei eóch napanapen puruk epwe arapakkan iká saro weewe ngeni eei)

$$\frac{1}{2}(3 \times h) + (h \times 6).$$

The trapezoid shown is divided into a right triangle and a rectangle.



Use the Equation Tool to create an expression that could be used to determine the area of the trapezoid.

$$\frac{1}{2}(3*h)+(h*6)$$

← → ↶ ↷ ✖									
1	2	3	h						
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Efisuuwan 7 Mwiich

Nesenin Káé: Fáánitan ewe tes Smarter Balanced ren Káé Ngeni Kapasen Ingenes

Hawai'i Common Core Standard: 3-6: 2-W | 3-6: MAKKEI/EKKESIWININ MAKKAN EKKÓÓCH KAPAS

MWOCHOMWOCH: Áeá sókkopaaten ánnúkún makkan pworóus: atetteni ééchchúw tettenin kapas nón eew chék ngiingin kapas, awora itenapan ewe pworóus epwe makkei, epwe pwan apachaanong neeni aa makketiw ekkewe pworóus aa apachaanong nón eán ewe taropwe pwokiten epwe pesei ewe itenap aa mak fáánitan/epwe néúnéú kapas anonnoón, epwe pwan tongeni asopwaanó ewe pworóus nón itiitééchchún kapas pwún epwe wewe ééch ngeni ekkewe chóón ánnéani me pwan ekkewe minne ewe pworóus aa mak fáánitan.

Sókkun Kapas Eis: Makkei Pénúwan – Sópwosópwonóón Pénúwan (2 pwoin)

A student is writing a report for English class about folk heroes. Read the draft of his introduction and conclusion and complete the task that follows.

You may never have heard of John Chapman, but you probably have heard of Johnny Appleseed. He was an American folk hero and pioneer who was born in Massachusetts in 1774. When he was eighteen years old, he decided to help the pioneers who were moving west. He had a dream of growing apple trees and giving apple seeds to them. That way, they would never go hungry.

Many people said that Johnny was a cheerful and generous man who loved the wilderness and was gentle with animals. What he is most known for today, though, is walking the countryside and planting apples. He did this for almost fifty years. To this day, many festivals are held every year to honor him. Next time you bite into a crispy, juicy apple, thank Johnny Appleseed.

The student took these notes from credible sources:

- Planted seeds along roadways, forests, and near rivers
- Traveled from Massachusetts to Pennsylvania
- Spent 50 years walking the countryside
- Stayed ahead of settlers
- Planted apple seeds along roadways and in forests as he moved west
- Planted seeds anywhere pioneers would settle
- Got seeds for free from cider mills and kept them in leather bags
- First nickname was the "apple seed man"
- Later called "Johnny Appleseed"
- Made friends with Indian tribes
- Learned some Indian languages
- Lots of festivals named after him
- Children loved him and listened to his stories
- Was generous and kind
- When invited for a meal, would not eat until the whole family had had enough food
- Was kind to animals
- Bought a horse that was going to be put to sleep and gave the horse to someone needy to keep his promise to treat the horse kindly
- Wore apple sacks for clothing and gave nice clothes to settlers

Write one or two body paragraphs using appropriate details from the student's notes to explain the "man behind the legend" without repeating the ideas presented in the first and last paragraphs.

Eán epwe tongeni angei unusan ewe ruu pwoin, ewe semiriit chón sukuun epwe tongeni eán epwe wewe ééchchún kapas/pwopwun/tichchikin pworús pwan/iká kapasen pwáráátá epwe pesei ewe main idea/thesis/controlling idea fáánitan ewe aramas minne pworúsán ewe túttúnáp Johnny Appleseed eán epwe áweewe ééchchúw masowan ewe pworús.

American folk hero and pioneer who was born in Massachusetts in 1774. When he was eighteen years old, he decided to help the pioneers who were moving west. He had a dream of growing apple trees and giving apple seeds to them. That way, they would never go hungry.

Many people said that Johnny was a cheerful and generous man who loved the wilderness and was gentle with animals. What he is most known for today, though, is walking the countryside and planting apples. He did this for almost fifty years. To this day, many festivals are held every year to honor him. Next time you bite into a crispy, juicy apple, thank Johnny Appleseed.

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- Wore apple sacks for clothing and gave nice clothes to settlers

Write one or two body paragraphs using appropriate details from the student's notes to explain the "man behind the legend" without repeating the ideas presented in the first and last paragraphs.

John Chapman traveled from Massachusetts to Pennsylvania, keeping ahead of the settlements. Every year, he planted apple seeds farther west. He carried a leather bag filled with apple seeds that he collected from cider mills. He would take the seeds from the bag and plant them along roadways, in forests, and in other places where pioneers settled. He was soon known as the "apple seed man" and later as "Johnny Appleseed." Sometimes on his travels, he would be invited to have a meal with a pioneer family. He would not start eating, though, until he knew the whole family would have enough food. The children loved his stories, and their

Mwiich 8

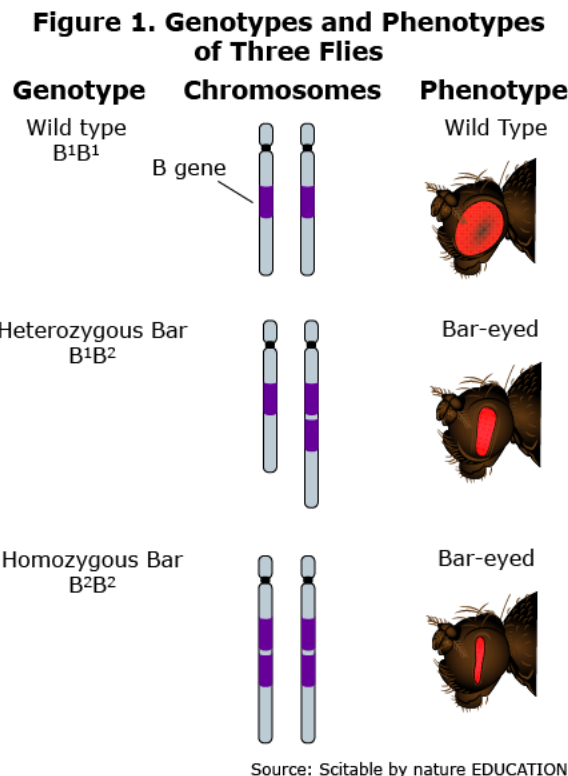
Pekin Káéé: Hawai'i Pekin Science (NGSS)

An Hawai'i Eukukun Sine Non Science a iteni (Next Generation Science Standard): Fééri me eaea ew anapanap omw kopwe anapanapa pwata ekkesiwinin ekkewe genes (ekkewe mettóóch sia angei seni saam/iinn) (imwufesen) a nomw non ekkewe chromosomes ika monun non inisich a féératáa aramas epwe wor mwirimwirin won ekkewe protein ika mettóóchun non inisin me epwe tongei afeingaw, wor namwotan, ika esapw wor mwirimwirin won mwokutukutun ekkewe maan/ira mi manaw. (MS-LS3-1)

Sokkun Kapas Eis: Mettóóch a tongeni imwunó (2 pwoin)

Flies with bar-eyed phenotypes cannot see as well as those with wild type phenotypes.

The genotypes and phenotypes of three flies are shown in Figure 1.



Click on each blank box to select the statements that complete the chain of events explaining how the bar-eyed mutation reduces a fly's eyesight.

Chain of Events

Step	Event
1	
2	
3	
4	The eyesight of a fly is reduced.

Ewe chóón sukuun a angei 1 pwoin ren ew me ewe ekkei a tettenitiw:

- Ewe chóón sukuun a fini “Ew chromosome a wor napeseni ew kapiin ewe B gene non” non ewe ew kinikin mwirin chok “Mi wor ekkesiwinin a protein fféér” (1 pwoin)
- Ewe chóón sukuun a fini “Mi wor ekkesiwinin féérún protein” non ew kinikin mwirin chok “Mesan en nóóng epweni kichuchunó”. (1 pwoin)

Ewe chóón sukuun a angei 1 pwoin ren ew me ewe ekkei a tettenitiw:

Ewe pénuwen a pwung a pwá ren ekkei a tettenitiw:

Chain of Events

Step	Event
1	A chromosome has more than one copy of the B gene. ▼
2	There is a change in the protein production. ▼
3	The fly’s eye structures become narrower. ▼
4	The eyesight of a fly is reduced.

Mwiich 8

Pekin Káéé: Hawai'i Pekin Science (NGSS)

An Hawai'i Eukukun Sine Non Science a iteni (Next Generation Science Standard): Fééri, eaea, me atou anini ne anisi en kleim pwun fansoun ewe apechokun a iteni kinetic enery seni och mettóóch a ekesiwin, en pechokun a mweteri ika seni en mettóóch. (MS-PS 3-5)

Sokkun Kapas Eis: Mettóóch mi kochufengen (9 pwoin)

Ew mettóóch a tongeni ekesiwini pwan óch mettóóch:

Sparks fly off the wheels of a train when the brakes are applied.

Click the small gray arrow to see a demonstration of this happening in Animation 1.

Animation 1. Braking Train

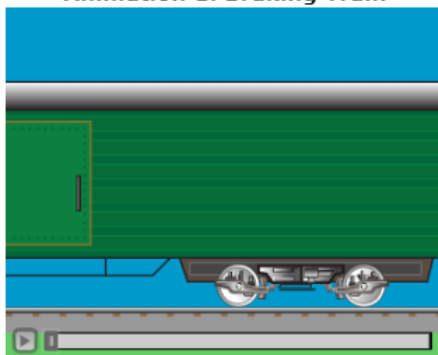


Table 1 explains some properties of the train and its surroundings as energy flows throughout the system.

Table 1. Properties of the Train System

Before Brakes Are Applied	After Brakes Applied
No sparks	Sparks fly off the wheels and brake pads
Brake pads make no sound	Brake pads make sound
Brake pads are cold	Brake pads are hot
Wheels are warm	Wheels are hot
Rails are warm	Rails are warmer
Train is moving fast	Train is moving slow

Your Task

In the questions that follow, you will analyze what happens to the train when the brakes are applied.

Chufengenin:

Part A

Click on each blank box to select the word or phrase that completes each sentence, constructing an argument about what happens when the train's brakes are applied.

Applying the brakes causes the to transfer kinetic energy to the . This causes the to slow down and have kinetic energy, which slows the train.

Part B

When the train applies its brakes, what happens to the energy of the surroundings?

- ☐ Ⓐ The surroundings gain energy.
- ☐ Ⓑ The surroundings lose energy.
- ☐ Ⓒ The surroundings do not gain or lose energy.
- ☐ Ⓓ There is not enough information to determine the energy of the surroundings.

Part C

Which **three** statements support your choice in part B?

- ☐ The train maintains its speed.
- ☐ Sound is produced.
- ☐ Sound is consumed.
- ☐ Light is produced.
- ☐ Light is consumed.
- ☐ Heat is produced.
- ☐ Heat is consumed.

Part D

Select **three** pieces of evidence that would support the claim that the kinetic energy of the wheels changed form.

- ☐ The brakes give off energy as heat.
 - ☐ The brakes make a screeching sound.
 - ☐ The brakes undergo a chemical reaction.
 - ☐ The sparks that fly off the wheels give off light.
 - ☐ The potential energy of the train increases as it slows.
-

Apwungu:

Ewe chóón sukuun a angei 2 pwoin non kinikin A ren ekkei a tettenitiw:

- Ewe chóón sukuun a fini “wil” non ewe ewin blank (nain ese amasow) me “preikin” ika “rail (mechan nenien anen waa ren train)” non ewe oruwan blank. (1 pwoin)
- Ewe chóón sukuun a fini “wil” non ewe aunungatin nain ese amasow me “kukun seni” non ewe aruwanun nain ese amasow. (1 pwoin)

Part A

Click on each blank box to select the word or phrase that completes each sentence, constructing an argument about what happens when the train's brakes are applied.

Applying the brakes causes the to transfer kinetic energy to the . This causes the to slow down and have kinetic energy, which slows the train.

Ewe chóón sukuun a angei 1 pwoin non kinikin B ren an fini “Ewe neni a wor energy (apechokun)”

Part B

When the train applies its brakes, what happens to the energy of the surroundings?

- ☒ A The surroundings gain energy.
- ☐ B The surroundings lose energy.
- ☐ C The surroundings do not gain or lose energy.
- ☐ D There is not enough information to determine the energy of the surroundings.

Ewe chóón sukuun a angei 3 pwoin non kinikin C ren an fini ekkei mi tettenitiw:

- “A wor tikkin sia rong (sound).”
- “A wor saram.”
- “A wor pwichikkar.”

Part C

Which **three** statements support your choice in part B?

- ☐ The train maintains its speed.
- ☒ Sound is produced.
- ☐ Sound is consumed.
- ☒ Light is produced.
- ☐ Light is consumed.
- ☒ Heat is produced.
- ☐ Heat is consumed.

Ewe chóón sukuun a angei 3 pwoin non kinikin D ren an fini ekkei a tettenitiw:

- “Ewe preiki a okusau energy non napanapan pwichikar.”
- “Ekkewe preiki epwe kiik sia rong.”
- “Ekkewe mwalian sipaak a saa seni en wil a awora saram.”

Part D

Select **three** pieces of evidence that would support the claim that the kinetic energy of the wheels changed form.

- ☒ The brakes give off energy as heat.
- ☒ The brakes make a screeching sound.
- ☐ The brakes undergo a chemical reaction.
- ☒ The sparks that fly off the wheels give off light.
- ☐ The potential energy of the train increases as it slows.

Engon-me-Eewin 11 Mwiich

Nesenin Káé: Ewe tes Smarter Balanced nón Math

Hawai'i Common Core Standard: A-REI.C: Angaanga pwúngún ei math ika pwunung ei puruk

Sókkun Kapas Eis: Mi pwúsin féérúnó pénúwen kapas eis – Pwúngún ewe puruk (1 pwoin)

The basketball team sold t-shirts and hats as a fund-raiser. They sold a total of 23 items and made a profit of \$246. They made a profit of \$10 for every t-shirt they sold and \$12 for every hat they sold.

Determine the number of t-shirts and the number of hats the basketball team sold.

Enter the number of t-shirts in the first response box.

Enter the number of hats in the second response box.

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Omw kopwe angei poin, emon choon sukuun epwe amasowanong 15 ren fitaché ekkewe sipiringu a kaméno non ewe ewin pwor me 8 ren fitu ekkewe akkaw non ewe oruuen pwor.

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