LAO

Hawai'i Statewide Assessment Program

ປຶ້ມຂໍ້ມູນສຳລັບພໍ່ແມ່ນັກຮຽນກ່ຽວກັບ ການປະເມີນຜົນ Smarter Balanced Assessments ແລະ Hawai‘i State Science (NGSS) Assessments ທາງອອນລາຍ

ສາລະບານ

ສິ່ງທີ່ພໍ່ແມ່ແຕ່ລະຄົນຄວນຮູ້ກ່ຽວກັບການປະເມີນຜົນ Smarter Balanced Assessments ແລະການປະເມີນຜົນ Hawai‘i State Science (NGSS) Assessments

ການປະເມີນຜົນໃດແດ່ທີ່ລູກຂອງຂ້ອຍຈະເຮັດ?

ຖ້າລູກຂອງທ່ານຈົດຊື່ເຂົ້າຮຽນໃນຊັ້ນຮຽນ 3–8 ຫຼື 11, ລູກຂອງທ່ານຈະເຮັດການປະເມີນຜົນ Hawai‘i Smarter Balanced English Language Arts/Literacy and Mathematics Assessments. ການປະເມີນຜົນ Smarter Balanced English Language Arts/Literacy Assessment ປະກອບມີການທົດສອບແ ບບດັດປັບດ້ວຍຄອມພິວເຕີ (CAT) ເຊັ່ນ ດຽວກັນກັບການທົດສອບປະສິດທິພາບ (PT). ການປະເມີນຜົນ Smarter Balanced Mathematics Assessment ປະກອບມີການທົດສອບແບບດັດປັບດ້ວຍຄອມພິວເຕີ (CAT) ເທົ່ານັ້ນ. ຖ້າລູກຂອງທ່ານຈົດຊື່ເຂົ້າຮຽນໃນຊັ້ນ ຮຽນ 5 ຫຼື 8, ລູກຂອງທ່ານຈະເຮັດການປະເມີນຜົນ Hawai‘i State Science (NGSS) Assessment.

ການປະເມີນຜົນຈະຖືກດຳເນີນເວລາໃດ?

ລູກຂອງທ່ານຈະໄດ້ເຮັດການປະເມີນຜົນ Smarter Balanced English Language Arts/Literacy and Mathematics Assessments ໜຶ່ງຄັ້ງສຳລັບແຕ່ລະຂົງເຂດເນື້ອໃນການຮຽນ. ຂໍ້ມູນໜ້າຕ່າງການສອບເສັງສຳລັບ Smarter Balanced Assessments ແມ່ນມີໃຫ້ໃນ alohahsap.org. ໂຮງຮຽນຂອງລູກຂອງທ່ານຈະແຈ້ງໃຫ້ທ່ານຮູ້ກຳນົດເວລາ ການສອບເສັງ ແລະ ແຈ້ງບອກວ່າເວລາໃດລູກຂອງທ່ານຈະເຮັດການປະເມີນຜົນໃນແຕ່ລະຂົງເຂດເນື້ອໃນ.

ຂໍ້ມູນໜ້າຕ່າງການສອບເສັງສຳລັບ Hawai‘i State Science (NGSS) Assessments ແມ່ນມີໃຫ້ໃນ alohahsap.org. ໂຮງຮຽນຂອງລູກຂອງທ່ານຈະແຈ້ງໃຫ້ທ່ານຮູ້ກຳນົດເວລາການສອບເສັງ ແລະ ແຈ້ງບອ ກວ່າລູກ ຂອງທ່ານຈະໄດ້ ເຮັດການປະເມີນຜົນ Hawai‘i State Science Assessment ໜຶ່ງຄັ້ງ ຫຼື ສອງຄັ້ງ.

ລູກຂອງຂ້ອຍຈະເຫັນຄຳຖາມແບບດຽວກັນ ຖ້າລາວເຮັດການປະເມີນຜົນ Hawai‘i State Science (NGSS) Assessment ແບບດັບປັບທາງອອນລາຍໃນພາສາອັງກິດຫຼາຍກວ່າໜຶ່ງຄັ້ງແມ່ນບໍ?

ລະບົບການສອບເສັງທາງອອນລາຍບັນທຶກວ່າຄຳຖາມໃດແດ່ທີ່ລູກຂອງທ່ານໄດ້ຕອບໃນແຕ່ລະຄັ້ງທີ່ລາວເຮັດ ການປະເມີນຜົນ Hawai‘i State Science (NGSS) Assessment. ລະບົບຍັງປັບຕາມຄວາມຮູ້ ແລະທັກສະຂອງລູກທ່ານ ໃນຂະນະທີ່ລາວຕອບຄຳຖາມຕ່າງໆ ເພື່ອສະໜອງຂໍ້ມູນທີ່ຖືກຕ້ອງທີ່ສຸດກ່ຽວກັບຜົນການຮຽນຂອງລາວ. ທຸກຄັ້ງທີ່ ລູກຂອງທ່ານຕອບຄຳຖາມ, ຄຳຕອບຂອງລາວຊ່ວຍຕັດສິນກຳນົດຄຳຖາມຕໍ່ໄປທີ່ລາວໄດ້ຮັບ. ລູກຂອງທ່ານຈະໄດ້ ຮັບຊຸດຄຳຖາມອື່ນໃນແຕ່ລະຄັ້ງທີ່ລາວເຮັດການປະເມີນຜົນ Hawai‘i State Science (NGSS) Assessment. ຖ້າລູກ ຂອງທ່ານເຮັດການປະເມີນຜົນ Hawai‘i State Science (NGSS) Assessment ຫຼາຍກວ່າໜຶ່ງຄັ້ງ, ພຽງແຕ່ຄະແນນສູ ງສຸດເທົ່ານັ້ນທີ່ຖືກຮັກສາໄວ້ສຳລັບບັນທຶກທາງການຂອງລາວ.

ການປະເມີນຜົນແຕ່ລະຄັ້ງໃຊ້ເວລາດົນປານໃດ?

ການປະເມີນຜົນ Hawai‘i State Science (NGSS) Assessment ຈະໃຊ້ເວລາປະມານສອງຊົ່ວໂມງ. ການປະເມີນຜົນ Smarter Balanced English Language Arts/Literacy Assessment ຈະໃຊ້ເວລາ 2 ຫາ 3 1/2 ຊົ່ວໂມງ. ການປະເມີນຜົນ Smarter Balanced Mathematics Assessment ຈະໃຊ້ເວລາປະມານ1 ຫາ 2 ຊົ່ວໂມງ. ລູກຂອງທ່ານອາດຈະໄດ້ຮັບເວລາ ເພີ່ມເຕີມເພື່ອເຮັດສຳເລັດແຕ່ລະການປະເມີນຜົນ. ລູກຂອງທ່ານອາດຈະອອກຈາກການປະເມີນຜົນ ແລະກັບຄືນ ມາໃໝ່ໃນວັນອື່ນເພື່ອເຮັດສຳເລັດມັນ. ລະບົບການສອບເສງອອນລາຍຈະຮັກສາຄຳຖາມທີ່ລູກຂອງທ່ານໄດ້ຕອບ ແລ້ວ ແລະ ນຳສະເໜີຄຳຖາມທີ່ຍັງເຫຼືອເມື່ອລູກຂອງທ່ານສືບຕໍ່ການປະເມີນຜົນ.

ທັກສະຄອມພິວເຕີໃດທີ່ລູກຂ້ອຍຈຳເປັນຕ້ອງມີສຳລັບການປະເມີນຜົນ?

ການປະເມີນຜົນລວມມີຄຳຖາມຕ່າງໆທີ່ຈະຮຽກຮ້ອງໃຫ້ລູກຂອງທ່ານເລືອກເອົາຄຳຕອບຈາກຊຸດຄຳຕອບທີ່ເປັນໄປໄດ້, ແຕ້ມ ແລະເຄື່ອນຍ້າຍວັດຖຸ, ແລະພິມຄຳຕອບໂດຍກົງເຂົ້າໃສ່ລະບົບການສອບເສັງ. ລູກຂອງທ່ານສາມາດໃຊ້ເມົາສ ຫຼືແປ້ນພິມ ຫຼືທັງສອງຢ່າງເພື່ອດຳເນີນການປະເມີນຜົນທາງອອນລາຍ, ແຕ່ລູກຂອງທ່ານບໍ່ຈຳເປັນຕ້ອງເປັນຜູ້ໃຊ້ຄອມພິວເຕີ ຫຼືນັກພິມທີ່ຊ່ຽວຊານກໍ່ໄດ້.

ນັກຮຽນອາດຈະເລືອກໃຊ້ບາງເຄື່ອງມືທາງອອນລາຍເພື່ອຊ່ວຍພວກເຂົາໃນລະຫວ່າງການປະເມີນຜົນກໍ່ໄດ້. ນັກຮຽນສາມາດ:

- ຊູມເຂົ້າເບິ່ງທັງຂໍ້ຄວາມ ແລະຮູບພາບ;
- ໝາຍເອົາຂໍ້ມູນສຳຄັນ;
- ຂີດຂ້າການເລືອກຄຳຕອບທີ່ບໍ່ຖືກຕ້ອງ; ແລະ
- ໝາຍເອົາຄຳຖາມເພື່ອກວດພິຈາລະນາ.

ພວກເຮົາສົ່ງເສີມໃຫ້ນັກຮຽນຝຶກຊ້ອມການຕອບຄຳຖາມປະເພດຕ່າງໆທີ່ລວມມີຢູ່ໃນການປະເມີນຜົນ. ແບບຝຶກຫັດ ແລະການສອບເສັງຝຶກຊ້ອມສຳລັບແຕ່ລະລະດັບຊັ້ນຮຽນ ຫຼືກຸ່ມລະດັບຊັ້ນຮຽນ ແລະການປະເມີນຜົນແມ່ນມີໃຫ້ທີ່ alohahsap.org.

ຄອບຄົວຈະໄດ້ຮັບຜົນການປະເມີນເມື່ອໃດ?

ຄອບຄົວຂອງທ່ານຈະໄດ້ຮັບລາຍງານຄະແນນເປັນເຈ້ຍທີ່ມີຄະແນນສຸດທ້າຍຂອງລູກທ່ານໃນຕອນເລີ່ມຕົ້ນສົກຮຽນຕໍ່ໄປໃນລະຫວ່າງເດືອນກັນຍາ.

ຂ້ອຍສາມາດຊ່ວຍລູກຂອງຂ້ອຍກຽມຕົວສຳລັບການປະເມີນຜົນໄດ້ແນວໃດ?

ທ່ານສາມາດຊ່ວຍລູກຂອງທ່ານກຽມຕົວໄດ້ດີທີ່ສຸດໂດຍການສະໜອງການຊ່ວຍເຫຼືອທີ່ຕໍ່ເນື່ອງທີ່ຈະຊ່ວຍໃຫ້ລູກຂອງທ່ານຮຽນໄດ້ດີຢູ່ໂຮງຮຽນໃນແຕ່ລະວັນ. ຮັບປະກັນໃຫ້ລູກຂອງທ່ານມີການນອນຢ່າງພຽງພໍ, ກິນອາຫານເຊົ້າທີ່ບຳລຸງຮ່າງກາຍ, ເຮັດສຳເລັດວຽກບ້ານ ແລະມາໂຮງຮຽນໃນແຕ່ລະວັນ. ການປະເມີນຜົນ Smarter Balanced Assessments ແລະການປະເມີນຜົນ Hawai'i State Science (NGSS) Assessments ວັດແທກວ່າລູກຂອງທ່ານກຳລັງຕອບສະໜອງມາດຕະຖານດ້ານຂົງເຂດເນື້ອໃນຄົບຖ້ວນໄດ້ດີສໍ່າໃດທີ່ຊ່ວຍແນະນຳການສິດສອນປະຈຳວັນຂອງລູກທ່ານໃນຕະຫຼອດສົກຮຽນ.

ທ່ານສາມາດຊ່ວຍໃຫ້ລູກຂອງທ່ານຄຸ້ນເຄີຍກັບຄຳຖາມປະເພດຕ່າງໆທີ່ລາວອາດຈະຖືກຖາມໃຫ້ຕອບໂດຍການສຶກສາເບິ່ງປຶ້ມຂໍ້ມູນນີ້ຮ່ວມກັບລາວ ແລະເຂົ້າເບິ່ງ alohahsap.org ເພື່ອຕອບຄຳຖາມເພີ່ມເຕີມໃນແບບຝຶກຫັດ ແລະການສອບເສັງທົດລອງໃນຂົງເຂດເນື້ອໃນຕ່າງໆ.

ມີການຊ່ວຍເຫຼືອເລື່ອງການເຂົ້າເຖິງຫຍັງແດ່ໃຫ້ແກ່ລູກຂອງຂ້ອຍ?

ການປະເມີນຜົນໃຫ້ທາງເລືອກການຊ່ວຍເຂົ້າເຖິງຕ່າງໆເພື່ອຊ່ວຍ ນັກຮຽນ ທຸກຄົນ, ລວມທັງຜູ້ຮຽນພາສາອັງກິດ ແລະ ຄົນພິການ, ສະແດງໃຫ້ເຫັນສິ່ງທີ່ພວກເຂົາຮູ້ ແລະ ສາມາດເຮັດໄດ້ໃນການສອບເສັງຂັ້ນລັດ. ການຊ່ວຍເຫຼືອເລື່ອງການເຂົ້າເຖິງ ເຊັ່ນວ່າ ການຈັດສະຖານທີ່ແຍກຕ່າງຫາກ, ການປ່ຽນຂໍ້ຄວາມເປັນສຽງເວົ້າ ແລະ ຕົວໜັງໂພງສຳລັບຄົນຕາບອດ ສາມາດຊ່ວຍໃຫ້ນັກຮຽນສາມາດເຂົ້າເຖິງຄຳຖາມສອງເສັງ ແລະ ຕົວເລືອກຄຳຕອບໄດ້. ສຳລັບຂໍ້ມູນເພີ່ມເຕີມກ່ຽວກັບທາງເລືອກການຊ່ວຍເຂົ້າເຖິງ, ໃຫ້ເຂົ້າເບິ່ງ alohahsap.org ແລະ ໄປຫາຂໍ້ ເຫຼ່ງຄວາມຊ່ວຍເຫຼືອ.

ຄຳຖາມຕົວຢ່າງສຳລັບການປະເມີນຜົນ Smarter Balanced Assessments ແລະການປະເມີນຜົນ Hawai‘i State Science (NGSS) Assessments

ນັກຮຽນຈະຈຳເປັນຕ້ອງຕອບຄຳຖາມຫຼາກຫຼາຍປະເພດສຳລັບການປະເມີນຜົນທາງອອນລາຍ:

- ຄຳຖາມຫຼາຍຄຳຕອບ ເຊິ່ງນັກຮຽນຈະເລືອກເອົາຄຳຕອບໜຶ່ງຈາກຊຸດຄຳຕອບທີ່ເປັນໄປໄດ້
- ຄຳຖາມທີ່ສ້າງຄຳຕອບເອງ:
  - ຄຳຖາມດ້ານພາສາທົ່ວໄປ ເຊິ່ງນັກຮຽນຈະພິມຄຳຕອບສັ້ນ ແລະຍາວເຂົ້າໃສ່ບ່ອນວ່າງ
  - ຄຳຖາມເຊີງໂຕ້ຕອບ ເຊິ່ງນັກຮຽນຈະໃຊ້ເມົ້າສ ຫຼືແປ້ນພິມເພື່ອຍ້າຍລາຍການຕ່າງໆ ຫຼືແຕ້ມຄຳຕອບຢູ່ພາຍໃນພື້ນທີ່ຄຳຕອບ (ຍັງເອີ້ນວ່າ ເສັ້ນຕາໜ່າງ)
  - ຄຳຖາມຕົວແກ້ໄຂສົມຜົນ ເຊິ່ງນັກຮຽນຈະປ້ອນຄຳຕອບ ຫຼືສົມຜົນທາງຄະນິດສາດໃສ່
  - ການເຕືອນການຈຳລອງ ເຊິ່ງນັກຮຽນຈະປະຕິສຳພັນກັບຂໍ້ມູນ ແລະໃຫ້ຄຳຕອບໃນຮູບແບບທີ່ແຕກຕ່າງກັນ

ນັກຮຽນຍັງຈະຈຳເປັນຕ້ອງຕອບຄຳຖາມປະເພດຕໍ່ໄປນີ້ໃນການປະເມີນຜົນ Hawai'i State Science (NGSS) ທາງອອນລາຍ:

- ລາຍການກຸ່ມ, ເຊິ່ງອອກແບບຂຶ້ນເພື່ອໃຫ້ນັກຮຽນມີສ່ວນຮ່ວມໃນກິດຈະກຳທາງ ວິທະຍາສາ ດທີ່ມີຄວາມໝາຍໃນລະດັບທີ່ເໝາະສົມ ທີ່ສອດຄ່ອງກັບຄວາມຄາດຫວັງໃນຜົນກ ານດຳ ເນີນການ NGSS ສະເພາະ. ແຕ່ລະກຸ່ມລາຍການເລີ່ມຕົ້ນດ້ວຍປະກົດການຕົວຈິງທີ່ ຕາ ມດ້ວຍຂໍ້ມູນທີ່ກ່ຽວຂ້ອ ງ ແລະ ລວມມີການປະຕິສຳພັນສອງຄັ້ງຂຶ້ນໄປທີ່ຮຽກຮ້ອງໃຫ້ນັກ ຮຽນ ສະແດງຄວາມສາມາດໃນການໃຊ້ວິທີປະຕິບັດທາງວິທະຍາສາດ ແລະ ວິສະວະກຳ, ແນວຄິດທີ່ເປັນແກນ ຫຼັກທາງວິໄນ ແລະ ຫຼັກການທີ່ສະທ້ອນພາບຮອບດ້ານທີ່ ອະທິບາ ຍໄວ້ຕາມຄວາມຄາດຫວັງໃນຜົນການດຳເນີນການ.
- ລາຍການດ່ຽວ, ເຊິ່ງດຶງດູດນັກຮຽນດ້ວຍປະກົດການທີ່ສ່ວນໃຫຍ່ຕາມດ້ວຍການປະຕິສຳ ພັນຄັ້ງດຽວ ທີ່ກຳນົດຄວາມຕ້ອງການໜ້າວຽກໜຶ່ງຢ່າງໂດຍປະມານ.

ຄຳຖາມທີ່ຕາມດ້ວຍການອະທິບາຍປະເພດຄຳຖາມຕ່າງໆດ້ວຍພາບ ທີ່ລູກຂອງທ່ານຈະຕອບໃນ ກາ ນປະເມີນຜົນ Hawai‘i Smarter Balanced English Language Arts/Literacy ແລະ Mathematics Assessments ແລະ Hawai‘i State Science (NGSS) Assessments. ຄຳຖາມສຳລັບ Smarter Balanced English Language Arts ຫຼື Mathematics ຖືກສະໜອງໃຫ້ສຳລັບຊັ້ນຮຽນ 3, 5, 6, 7, ແລະ 11. ຄຳຖາມສຳລັບການປະເມີນຜົນ Hawai‘i State Science (NGSS) Assessment ຖືກສະໜອງໃຫ້ສຳລັບຊັ້ນຮຽນ 5 ແລະ 8. ແຕ່ລະຄຳຖາມປະກອບມີຄຳຕອບທີ່ ຖືກຕ້ອງ ແລະ ຂໍ້ມູນການໃຫ້ຄະແນນອື່ນ.

ຖ້າທ່ານຕ້ອງການເບິ່ງຄຳຖາມເພີ່ມເຕີມ, ກະລຸນາເຂົ້າເບິ່ງ alohahsap.org.

ຊັ້ນຮຽນ 3

ວິຊາ: ຄະນິດສາດ Smarter Balanced

Hawai'i Common Core Standard: 3.MD.3: 1 | MD | H-3 | a/s | 3.MD.3: ແຕ້ມເສັ້ນສະແດງຮູບທີ່ມີຂອບເຂດ ແລະເສັ້ນສະແດງເປັນທ່ອນທີ່ມີຂອບເຂດເພື່ອສະແດງເຖິງຊຸດຂໍ້ມູນທີ່ມີຫຼາຍປະເພດ. ແກ້ບັນຫາ "ມີຫຼາຍປານໃດ" ແລະ "ມີນ້ອຍປານໃດ" ທີ່ມີຫົວ ແລະສອງບາດກ້າວ ໂດຍໃຊ້ຂໍ້ມູນທີ່ສະແດງໃນເສັ້ນສະແດງເປັນທ່ອນທີ່ມີຂອບເຂດ. ຕົວຢ່າງ ແຕ້ມເສັ້ນສະແດງເປັນທ່ອນທີ່ແຕ່ລະສີ່ຫຼ່ຽມມົນທົນໃນເສັ້ນສະແດງເປັນທ່ອນນັ້ນອາດຈະສະແດງເຖິງສັດລ້ຽງ 5 ໂຕ.

ແລະ

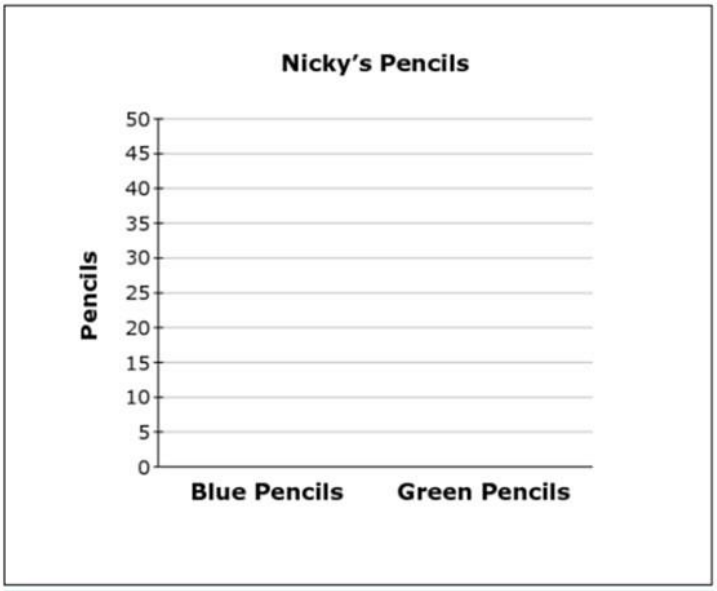
3.OA.8: 1 | OA | D-3 | m | 3.OA.8: ແກ້ບັນຫາຄຳສັບທີ່ມີສອງບາດກ້າວ ໂດຍໃຊ້ສີ່ຂັ້ນຕອນ. ສະແດງບັນຫາເຫຼົ່ານີ້ ໂດຍ ການໃຊ້ສົມຜົນທີ່ມີການຕັ້ງຕົວອັກສອນສຳລັບຈຳນວນທີ່ບໍ່ຮູ້ຈັກ. ປະເມີນຄວາມສົມເຫດສົມຜົນຂອງຄຳຕອບ ໂດຍໃຊ້ ຍຸດທະສາດການຄຳນວນ ແລະການຄາດຄະເນທາງຈິດໃຈ ລວມທັງການປັດໃຫ້ເຕັມຈຳນວນ.

ປະເພດຄຳຖາມ: ຄຳຕອບແບບສ້າງເອງ - ແບບປະຕິສຳພັນ (ເສັ້ນຕາໜ່າງ) (1 ຄະແນນ)

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.

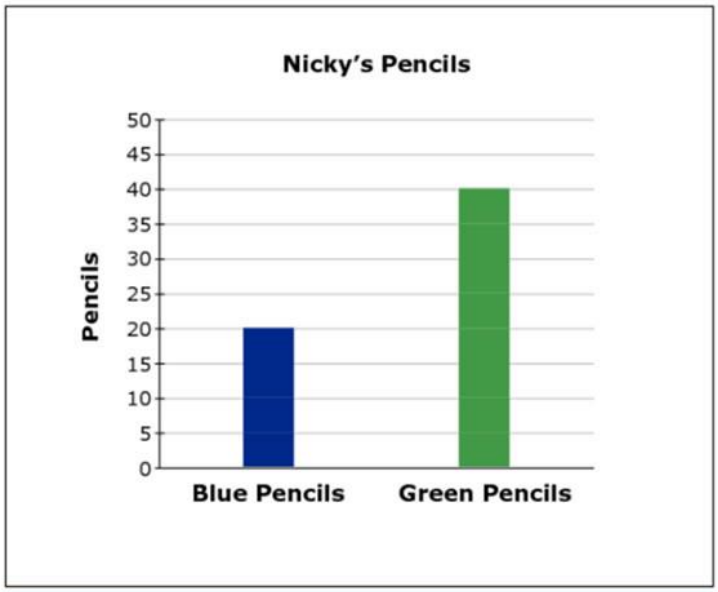


ເພື່ອໄດ້ໜຶ່ງຄະແນນ, ນັກຮຽນຕ້ອງສ້າງເສັ້ນສະແດງເປັນທ່ອນທີ່ສະແດງໃຫ້ເຫັນວ່າ Nicky ມີສໍສີຟ້າ 20 ອັນ ແລະສໍຂຽວ 40 ອັນ.

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.



ຊັ້ນຮຽນ 5

ວິຊາ: ວິທະຍາສາດ "Hawai'i State Science (NGSS) Assessments"

Hawai`i Next Generation Science Standard: ໃຊ້ແບບຈຳລອງເພື່ອອະທິບາຍວ່າພະລັງງານໃນອາຫານຂອງສັດ (ໃຊ້ສຳລັບການສ້ອມແຊມ, ການຂະຫຍາຍ, ການເຄື່ອນໄຫວຮ່າງກາຍ, ແລະ ເພື່ອຮັກສາຄວາມອົບອຸ່ນໃນຮ່າງກາຍ) ແຕ່ກ່ອນແມ່ນພະລັງງານຈາກດວງຕາເວັນ. (5 PS3-1)

ປະເພດຄຳຖາມ: ລາຍການດ່ຽວ (3 ຄະແນນ)

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

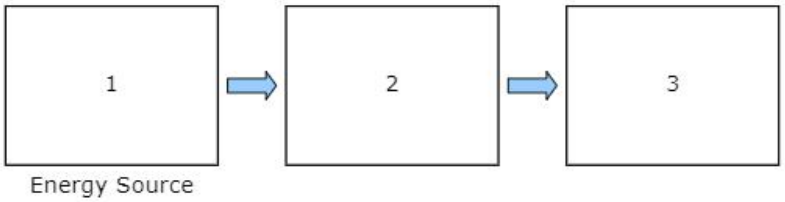


Table 1. Energy Flow Model Order

	Sun	Water	Marmot	Grass and Seeds
Picture				
Location	▾	▾	▾	▾

ກຳນົດໃຫ້ຄະແນນ:

ນັກຮຽນໄດ້ຮັບ 1 ຄະແນນສຳລັບແຕ່ລະອັນຕໍ່ໄປນີ້:

- ນັກຮຽນຊີ້ບອກວ່າດວງຕາເວັນເກີດຂຶ້ນໃນແບບຈຳລອງກ່ອນຫຍ້າ.
- ນັກຮຽນຊີ້ບອກວ່າຫຍ້າເກີດຂຶ້ນໃນແບບຈຳລອງກ່ອນໂຕມາມອທ.
- ນັກຮຽນບໍ່ໄດ້ໃຊ້ນ້ຳໃນແບບຈຳລອງ.

ຄຳຕອບທີ່ຖືກຕ້ອງປະກົດດັ່ງຕໍ່ໄປນີ້:

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

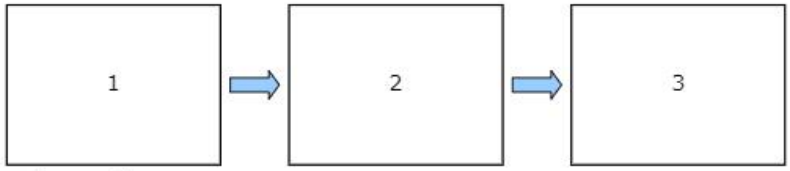


Table 1. Energy Flow Model Order

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

ຊັ້ນຮຽນ 5

ວິຊາ: ວິທະຍາສາດ "Hawai'i State Science (NGSS) Assessments"

Hawai`i Next Generation Science Standard: ເຮັດການອ້າງກ່ຽວກັບຂໍ້ດີຂອງວິທີແກ້ໄຂການອອກແບບທີ່ຫຼຸດຜ່ອນຜົນກະທົບຈາກໄພອັນຕະລາຍທີ່ກ່ຽວຂ້ອງກັບສະພາບອາກາດ. (3 ESS3-1)

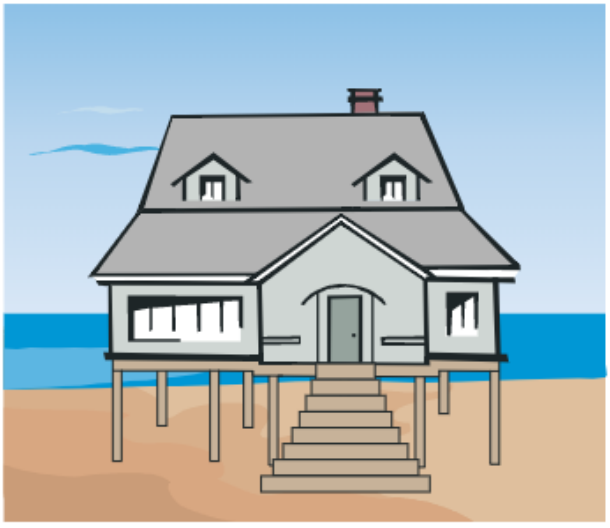
ປະເພດຄຳຖາມ: ລາຍການກຸ່ມ (9 ຄະແນນ)

ບັດໃຈສົ່ງເສີມ:

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.

ການປະຕິສຳພັນ:

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 [▾].

ການໃຫ້ຄະແນນ:
ນັກຮຽນໄດ້ຮັບ 1 ຄະແນນໃນພາກ A ສຳລັບສິ່ງຕໍ່ໄປນີ້:

- ນັກຮຽນເລືອກ “ບໍ່ກ່ຽວຂ້ອງ” ສຳລັບ “ສິ່ງຂອງໃນຄົວເຮືອນທີ່ຖືກລ້າງອອກໄປ”, “ຄວາມເສຍຫາຍຈາກນ້ຳຕໍ່ພື້ນ”, ແລະ “ຄວາມເສຍຫາຍຈາກນ້ຳຕໍ່ສິ່ງຂອງໃນຄົວເຮືອນ”.
  ແລະ
- ນັກຮຽນເລືອກ “ບໍ່ບົ່ກບ້ອງຕໍ່ກັບ” ສຳລັບ “ນ້ຳຖ້ວມເດີ່ນບ້ານ”

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	☐	☑

ນັກຮຽນໄດ້ຮັບ 3 ຄະແນນສຳລັບການເລືອກສາມຄຳຕອບຕໍ່ໄປນີ້ໃນພາກ B:

- “ຕ້ານທານກະແສນ້ຳທີ່ແຮງ”
- “ຮອງຮັບນ້ຳໜັກຂອງອາຄານ”
- “ໃຫ້ສູງພໍທີ່ຈະຮັກສາອາຄານຈາກນ້ຳ”

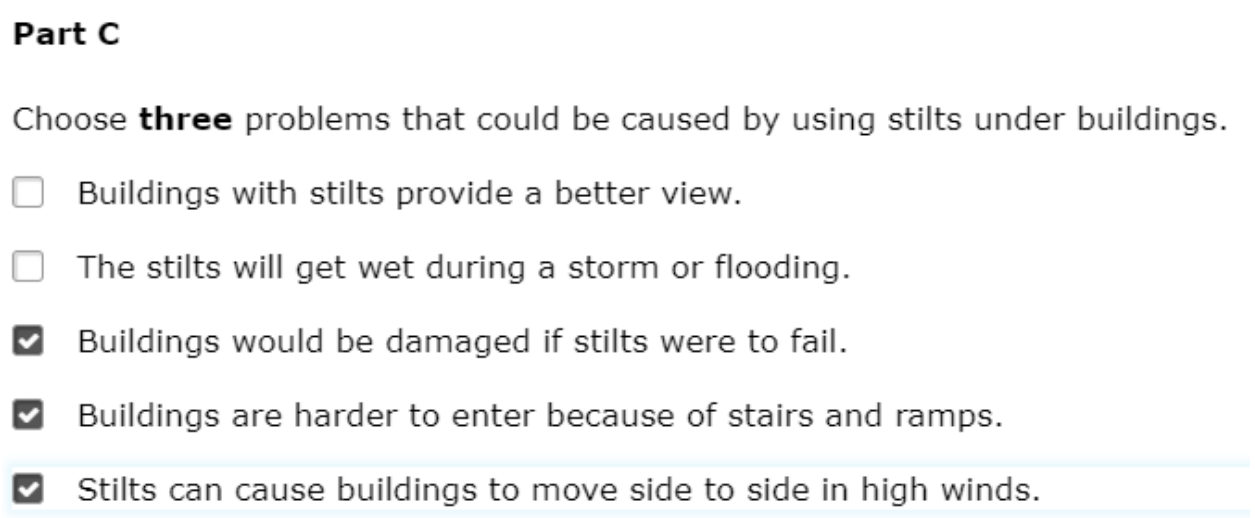
Part B

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

ນັກຮຽນໄດ້ຮັບ 3 ຄະແນນສຳລັບການເລືອກຄຳຕອບຕໍ່ໄປນີ້ໃນພາກ C:

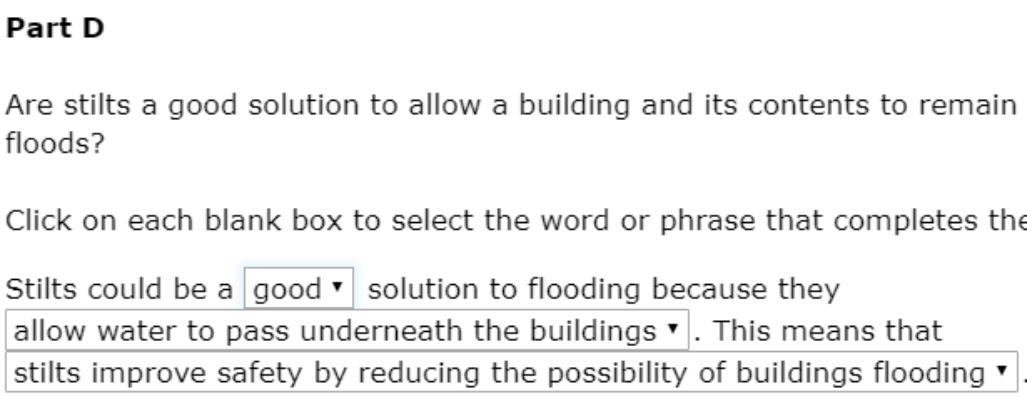
- “ອາຄານຈະໄດ້ຮັບຄວາມເສຍຫາຍ ຖ້າເສົາແພ.”
- “ອາຄານເປັນສິ່ງທີ່ເຂົ້າໄປໄດ້ຍາກກວ່າ ເນື່ອງຈາກຂັ້ນໄດ ແລະ ທາງເນີນ.”
- “ເສົາເຮັດໃຫ້ອາຄານອ່ຽງໄປອ່ຽງມາໃນເວລາລົມແຮງ.”



ນັກຮຽນໄດ້ຮັບ 2 ຄະແນນໃນພາກ D ສຳລັບການເລືອກຄຳຕອບຕໍ່ໄປນີ້ໃນລາຍການຕົກລົງ:

- ນັກຮຽນເລືອກ “ດີ” ໃນລາຍການຕົກລົງທຳອິດ “ປ່ອຍໃຫ້ນ້ຳໄຫຼຜ່ານກ້ອງອາຄານ” ໃນລາຍການຕົກລົງທີສອງ, ຫຼື ນັກຮຽນໄດ້ເລືອກ “ບໍ່ດີ” ໃນລາຍການຕົກລົງທຳອິດ ແລະ “ຈະເຮັດໃຫ້ອາຄານເສຍຫາຍ ຖ້າພວກມັນເຜ” ຫຼື “ມີຄ່າໃຊ້ຈ່າຍຫຼາຍ” ໃນລາຍການຕົກລົງທີສອງ” (1 ຄະແນນ)
- ນັກຮຽນເລືອກຄຳຕອບໃນລາຍການຕົກລົງທີສາມ ທີ່ສອດຄ່ອງກັບປະໂຫຍກທີ່ສ້າງຂຶ້ນດ້ວຍສອງລາຍການຕົກລົງທຳອິດ. (1 ຄະແນນ)
    - ສຳລັບ “ມີຄ່າໃຊ້ຈ່າຍຫຼາຍ”, ນັກຮຽນເລືອກ “ເງິນທີ່ໃຊ້ຈ່າຍກ່ຽວກັບເສົາອາດຈະດີກວ່າໃຊ້ຈ່າຍບ່ອນອື່ນ”
    - ສຳລັບ “ຈະເຮັດໃຫ້ອາຄານເສຍຫາຍ ຖ້າພວກມັນເຜ”, ນັກຮຽນເລືອກ “ເສົາສ້າງໄພອັນຕະລາຍໃໝ່”
    - ສຳລັບ “ປ່ອຍໃຫ້ນ້ຳໄຫຼຜ່ານກ້ອງອາຄານ”, ນັກຮຽນເລືອກ “ເສົາປັບປຸງຄວາມປອດໄພໃຫ້ດີຂຶ້ນ ໂດຍການຫຼຸດຄວາມເປັນໄປໄດ້ທີ່ຈະເກີດນ້ຳຖ້ວມອາຄານ”.

ຕົວຢ່າງຂອງຄຳຕອບທີ່ມີເຄຣດິດເຕັມໃນພາກ 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 bad ▾ solution to flooding because they will damage the buildings if they fail ▾. This means that stilts create new hazards ▾.

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 bad ▾ solution to flooding because they cost a lot ▾. This means that the money spent on stilts could be better spent elsewhere ▾.

ຊັ້ນຮຽນ 5

ວິຊາ: Smarter Balanced English Language Arts

Hawai'i Common Core Standard: 2-3: 4-CR | 2-3: ຕີຄວາມໝາຍ ແລະ ລວບລວມຂໍ້ມູນ: ຊອກຫາຂໍ້ມູນເພື່ອຊ່ວຍແນວຄວາມຄິດໃຈກາງ ແລະຫົວຂໍ້ຍ່ອຍ; ເລືອກ ແລະປະສົມປະສານຂໍ້ມູນຈາກຖານຂໍ້ມູນ ຫຼື ແຫຼ່ງຂໍ້ຄວາມທີ່ພິມອອກ ແລະບໍ່ໄດ້ພິມອອກ.

ປະເພດຄຳຖາມ: ຄຳຕອບທີ່ເລືອກ – ລາຍການກົງກັນໃນຕາຕະລາງ (1 ຄະແນນ)

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.	☐	☐	☐

ເພື່ອໄດ້ຮັບໜຶ່ງຄະແນນ, ນັກຮຽນຕ້ອງຄລິກກ່ອງທີ່ລະບຸໝາຍເຫດ 1 ທີ່ສະໜັບສະໜູນແນວຄວາມຄິດຫຼັກ B, ໝາຍເຫດ 2 ທີ່ສະໜັບສະໜູນແນວຄວາມຄິດຫຼັກ C, ໝາຍເຫດ 3 ທີ່ສະໜັບສະໜູນແນວຄວາມຄິດຫຼັກ B, ແລະ ໝາຍເຫດ 4 ທີ່ສະໜັບສະໜູນແນວຄວາມຄິດຫຼັກ 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.	☑	☐	☐

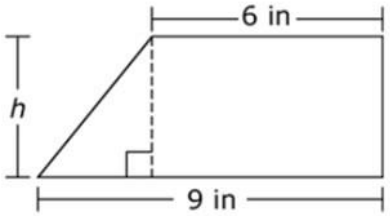
ຊັ້ນຮຽນ 6

ວິຊາ: ຄະນິດສາດ Smarter Balanced

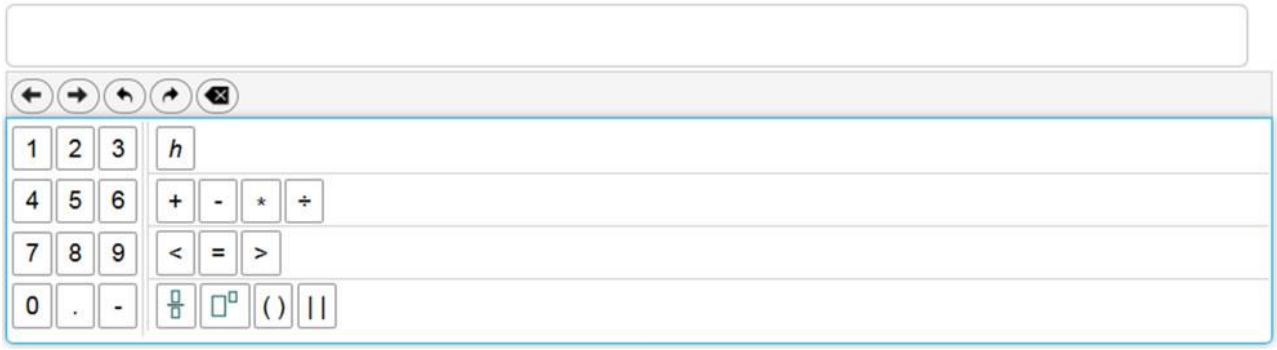
Hawai'i Common Core Standard: H-6: 1 | G | H-6: ແກ້ບັນຫາໃນໂລກຕົວຈິງ ແລະທາງຄະນິດສາດທີ່ກ່ຽວຂ້ອງກັບ ເນື້ອທີ່, ພື້ນທີ່ຜິວ ແລະບໍລິມາດ.

ປະເພດຄຳຖາມ: ຄຳຕອບແບບສ້າງເອງ - ຕົວແກ້ສົມຜົນ (1 ຄະແນນ)

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

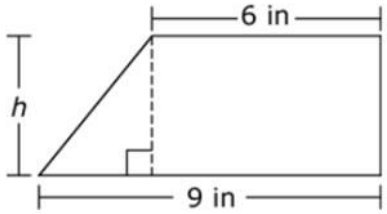


Use the Equation Tool to create an expression that could be used to determine the area of the trapezoid.



ເພື່ອໄດ້ຫົ້ງຄະແນນ, ນັກຮຽນຕ້ອງໃສ່ສົມຜົນ (ຫຼືຈຳນວນທຽບເທົ່າ) $\frac{1}{2}$ (3 x h) + (h x 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.

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

ຊັ້ນຮຽນ 7

ວິຊາ: Smarter Balanced English Language Arts

Hawai'i Common Core Standard: 3-6: 2-W | 3-6: ຂຽນ/ປັບປຸງຂໍ້ຄວາມຫຍໍ້: ນຳໃຊ້ຍຸດທະສາດທີ່ຫຼາກຫຼາຍ ໃນ ເວລາຂຽນ ຫຼືປັບປຸງຫົ່ງ ຫຼືຫຼາຍວັກຂໍ້ຄວາມທີ່ໃຫ້ຂໍ້ມູນ: ຈັດວາງແນວຄວາມຄິດໂດຍການລະບຸ ແລະຮັກສາຈຸດໝັ້ນ ໜັກ/ສຳນຽງສຽງ, ພັດທະນາຫົວຂໍ້ທີ່ລວມເອົາຫຼັກຖານສະໜັບສະໜູນ/ປະມວນຄຳສັບ ແລະຄຳອະທິບາຍທີ່ກ່ຽວຂ້ອງ, ຫຼືສະໜອງຂໍ້ສະຫຼຸບທີ່ເໝາະສົມກັບຈຸດປະສົງ ແລະຜູ້ຊົມ.

ປະເພດຄຳຖາມ: ຄຳຕອບທີ່ມີໂຄງສ້າງ – ຄຳຕອບຂະຫຍາຍ (2 ຄະແນນ)

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.

ເພື່ອໄດ້ຮັບສອງຄະແນນ, ນັກຮຽນຕ້ອງໃຫ້ຈຸດ/ເຫດຜົນ/ລາຍລະອຽດທີ່ສົມເຫດສົມຜົນ ແລະກ່ຽວຂ້ອງ ແລະ/ຫຼືຫຼັກຖານທີ່ສະໜັບສະໜູນແນວຄວາມຄິດຫຼັກ/ຂໍ້ສະເໜີ/ແນວຄວາມຄິດຄວບຄຸມກ່ຽວກັບບຸກຄົນຕົວຈິງທີ່ຢູ່ເບື້ອງຫຼັງເລື່ອງເລົ່າ Johnny Appleseed ເພື່ອສົມທະວິທີນ້ອໃນຢ່າງຈະແຈ້ງ ແລະອະທິບາຍແນວຄວາມຄິດຢ່າງມີປະສິດທິຜົນໂດຍໃຊ້ຄຳເວົ້າ/ພາສາທີ່ຖືກຕ້ອງຈະແຈ້ງ.

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.

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

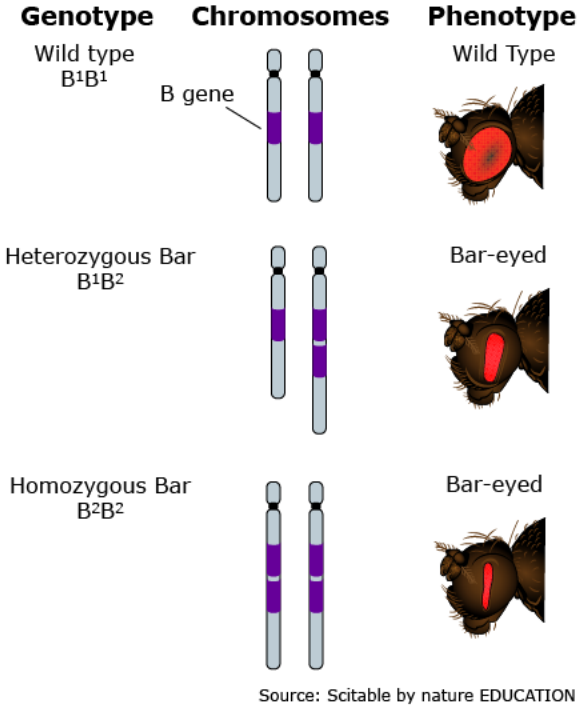
ຊັ້ນຮຽນ 8

ວິຊາ: ວິທະຍາສາດ Hawai`i (NGSS) ວິທະຍາສາດ "Hawai'i State Science (NGSS) Assessments"
Hawai`i Next Generation Science Standard: ພັດທະນາ ແລະ ໃຊ້ແບບຈຳລອງເພື່ອອະທິບາຍ ວ່າເປັນຫຍັງການປ່ຽນແປງໂຄງສ້າງຕໍ່ກັບຍີນສືບພັນ (ການປ່ຽນຮູບ) ທີ່ຢູ່ໃນໂຄຣໂມໂຊມສືບພັນຈຶ່ງອາດສົ່ງຜົນກະທົບຕໍ່ໂປຕີນ ແລະ ອາດສົ່ງຜົນໃຫ້ເກີດຜົນກະທົບທີ່ເປັນອັນຕະລາຍ, ເປັນຜົນປະໂຫຍດ ຫຼື ບໍ່ເກີດຫຍັງຂຶ້ນຕໍ່ກັບໂຄງສ້າງ ແລະ ໜ້າທີ່ຂອງສິ່ງມີຊີວິດ. (MS-LS3-1)
ປະເພດຄຳຖາມ: ລາຍການດ່ຽວ (2 ຄະແນນ)

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.

Figure 1. Genotypes and Phenotypes of Three Flies



Source: Scitable by nature EDUCATION

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.

ນັກຮຽນໄດ້ຮັບ 1 ຄະແນນສຳລັບແຕ່ລະອັນຕໍ່ໄປນີ້:

- ນັກຮຽນເລືອກ “ໂຄຣໂມໂຊມມີຍີນສືບພັນ B ຫຼາຍກວ່າໜຶ່ງຊຸດ” ໃນໜຶ່ງຂັ້ນຕອນໂດຍກົງກ່ອນ “ມີການປ່ຽນແປງໃນການຜະລິດໂປຼຕີນ”. (1 ຄະແນນ)
- ນັກຮຽນເລືອກ “ມີການປ່ຽນແປງໃນການຜະລິດໂປຼຕີນ” ໃນໜຶ່ງຂັ້ນຕອນໂດຍກົງກ່ອນ “ໂຄງສ້າງຕາຂອງແມງວັນແຄບລົງ”. (1 ຄະແນນ)

ນັກຮຽນໄດ້ຮັບ 1 ຄະແນນສຳລັບແຕ່ລະອັນຕໍ່ໄປນີ້:

ຄຳຕອບທີ່ຖືກຕ້ອງປະກົດດັ່ງຕໍ່ໄປນີ້:

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.

ຊັ້ນຮຽນ 8
ວິຊາ: ວິທະຍາສາດ "Hawai'i State Science (NGSS) Assessments"
Hawai`i Next Generation Science Standard: ສ້າງ, ໃຊ້ ແລະ ນຳສະເໜີເຫດຜົນ ເພື່ອສະໜັບສະໜຸນການອ້າງວ່າ ໃນເວລາທີ່ພະລັງງານຈາກການເຄື່ອນໄຫວຂອງວັດຖຸປ່ຽນແປງ, ພະລັງງານຖືກໂອນໄປຫາ ຫຼື ຈາກວັດຖຸ. (MS-PS3-5)
ປະເພດຄຳຖາມ: ລາຍການກຸ່ມ (9 ຄະແນນ)

ບັດໃຈສົ່ງເສີມ:

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

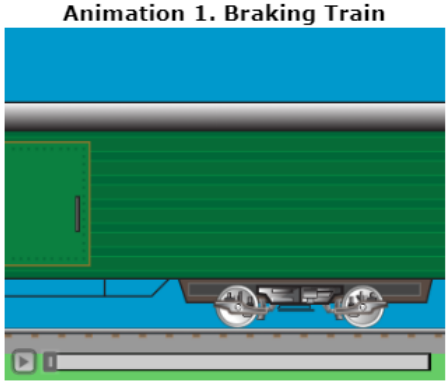


Table 1 explains some properties of the train and its surroundings as energy flows throughout the system.

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.

ການປະຕິສຳພັນ:

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.

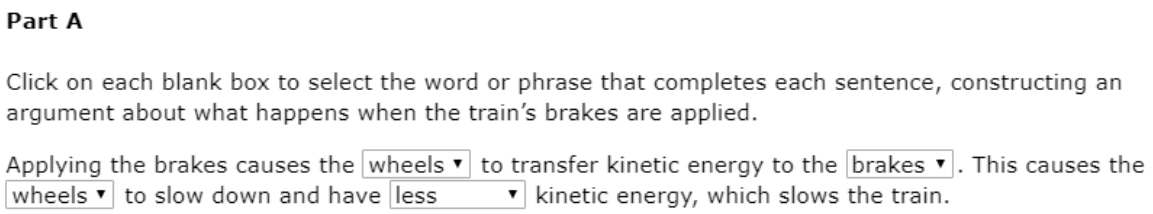
☐ The brakes undergo a chemical reaction.

☐ The sparks that fly off the wheels give off light.

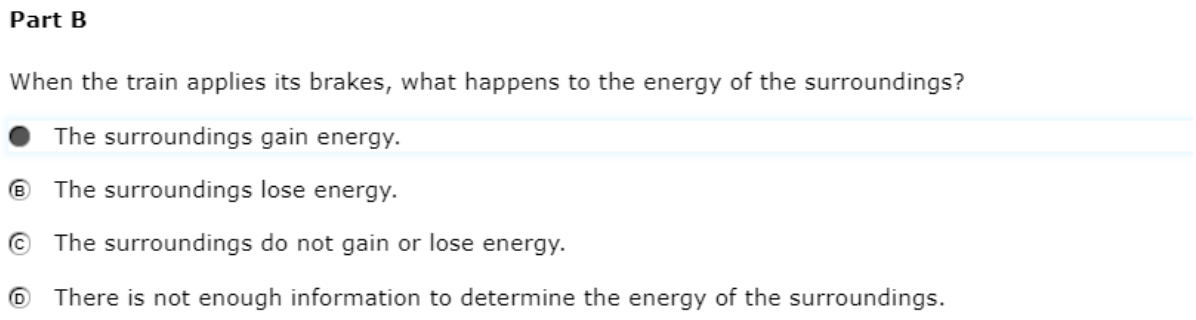
☐ The potential energy of the train increases as it slows.

ການໃຫ້ຄະແນນ:
ນັກຮຽນໄດ້ຮັບ 2 ຄະແນນໃນພາກ A ສຳລັບສິ່ງຕໍ່ໄປນີ້:

- ນັກຮຽນເລືອກ "ລໍ້" ໃນບ່ອນຫວ່າງທຳອິດ "ເບກ" ຫຼື "ລາງ" ໃນບ່ອນຫວ່າງທີສອງ. (1 ຄະແນນ)
- ນັກຮຽນເລືອກ "ລໍ້" ໃນບ່ອນຫວ່າງທີສາມ ແລະ "ໜ້ອຍລົງ" ໃນບ່ອນຫວ່າງທີສີ່. (1 ຄະແນນ)

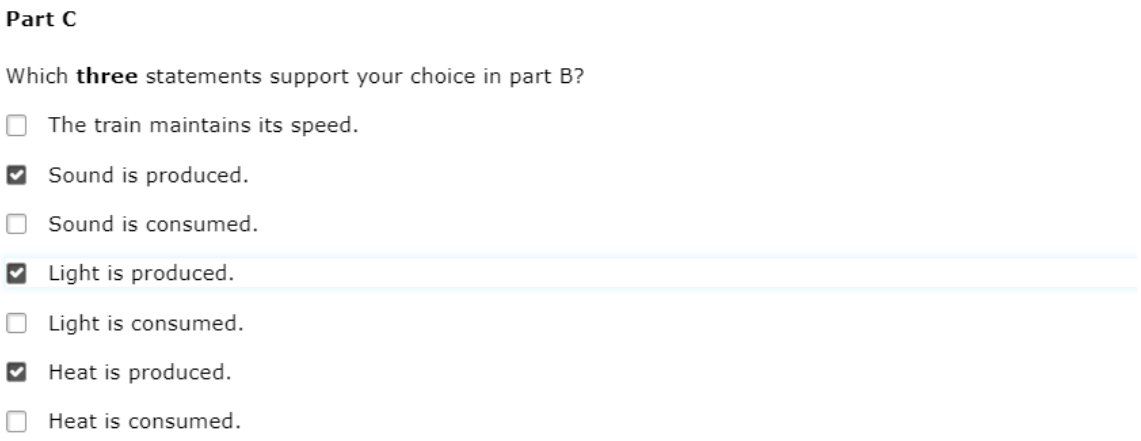


ນັກຮຽນໄດ້ຮັບ 1 ຄະແນນໃນພາກ B ສຳລັບການເລືອກ "ສິ່ງແວດລ້ອມໄດ້ຮັບພະລັງງານ"



ນັກຮຽນໄດ້ຮັບ 3 ຄະແນນໃນພາກ C ສຳລັບການເລືອກສິ່ງຕໍ່ໄປນີ້:

- "ຜະລິດສຽງ."
- "ຜະລິດແສງ."
- "ຜະລິດຄວາມຮ້ອນ."



ນັກຮຽນໄດ້ຮັບ 3 ຄະແນນໃນພາກ D ສຳລັບການເລືອກສິ່ງຕ່ໄປນີ້:

- "ເບກປ່ອຍພະລັງງານອອກມາເປັນຄວາມຮ້ອນ."
- "ເບກຮັດໃຫ້ເກີດສຽງກີກ."
- "ປະກາຍໄຟທີ່ອອກມາຈາກລໍ້ປ່ອຍແສງອອກມາ."

Part D

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

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

ຊັ້ນຮຽນ 11

ວິຊາ: ຄະນິດສາດ Smarter Balanced

Hawai‘i Common Core Standard: A-REI.C: ແກ້ລະບົບສົມຜົນ.

ປະເພດຄຳຖາມ: ການສ້າງຄຳຕອບດ້ວຍຕົນເອງ - ການຕອບສົມຜົນ (1 ຄະແນນ)

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.

ເພື່ອຈະໄດ້ຮັບຄະແນນໜຶ່ງຄະແນນ, ນັກຮຽນຕ້ອງປ້ອນເຂົ້າ 15 ສຳລັບຈຳນວນເສື້ອທີເສີດທີ່ໄດ້ຂາຍ ໃນກ່ອງຄຳຕອບທຳອິດ ແລະ ປ້ອນ 8 ສຳລັບຈຳນວນໝວກໃນກ່ອງຄຳຕອບທີສອງ.

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.

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