2005 PAAP Science & Technology Entry Slip for Content Standard

Student Name: _____ **Grade:** _____ **M**

STEP 1

Check the ONE Level of Assistance most used by the student to complete work for this Content Standard.
See PAAP Manual "Introduction to PAAP Levels of Assistance" for definitions and examples of types of assistance.

Task Specific ☐
The preponderance of student work for this Content Standard required assistance specific to the task, ranging from the most intense kinds of support to assistance primarily involving teacher elaboration and clarification.

Not Task Specific ☐
The preponderance of student work required little or no assistance. The teacher may have, for example, encouraged the student to stick with the task to completion.

STEP 2

Circle the ONE PAAP Rubric Level used by the student to complete work for this Content Standard.

Rubric Level 1 *Rubric Level 2* *Rubric Level 3* *Rubric Level 4*

STEP 3

- **Circle the ONE Content Standard and the ONE Performance Indicator used by the student to complete the work for this Content Standard Entry.**

SCIENCE AND TECHNOLOGY

A. Classifying Life Forms	1	2	3	4					
B. Ecology	1	2	3	4	5				
C. Cells	1	2	3	4	5				
D. Continuity & Change	1	2	3	4	5	6	7		
E. Structure of Matter	1	2	3	4	5	6	7	8	
F. The Earth	1	2	3	4	5	6	7		
G. The Universe	1	2	3	4	5				
H. Energy	1	2	3	4	5	6	7	8	9
I. Motion	1	2	3	4	5	6			
J. Inquiry & Problem Solving	1	2	3	4	5	6			
K. Scientific Reasoning	1	2	3	4	5	6	7	8	9
L. Communication	1	2	3	4	5	6	7	8	
M. Implications of Science & Technology	1	2	3	4	5	6	7	8	

CONTENT STANDARD ENTRY IS COMPLETE WHEN:

- ☐ Steps 1-3 on this Entry Slip have been completely filled out.
- ☐ Two Task Descriptions are completely filled out and accompany this Entry Slip.
- ☐ One Video/Audiotape Script is filled out and attached to Task Description for each task containing video or audio media components.
- ☐ Two pieces of student work, aligned with the appropriate PAAP Rubric, and worth 6 points each for a total of 12 points, accompany this Entry Slip.
- ☐ Accompanying student work is corrected.

2005 MEA PAAP Task Description #____

Student Name: _____ **Task Date:** _____

Content Area (Circle one): ELA Mathematics (Science & Technology)

Content Standard: M Performance Indicator: 2 Rubric Level: 1 Rubric Page# S&T 27

Assessment Format (as listed in *PAAP Framework of Assessment Formats*) Check all that apply:
Selected Response ☒ Constructed Response ☐ Performance Based ☐

Source of Task: PAAP Task Bank Points for Task: 6

Task Title: Inventions, Inventions

Media

Description of Task: (*Include specifics related to such components as targeted content knowledge and skills, specific elements of the task, materials used, and specific directions given to student, etc.)*

The **first task** for this Entry required the student to identify, from groups of four inventions, the ones that met two given purposes.

For this task, the descriptions of purpose used were:

1. an invention that keeps food cold
2. an invention that small groups of people get inside every day to travel by road from place to place.

Prior Knowledge and Skills Required:

The student needed to have knowledge of what an invention is, and the purpose of specific inventions.

Teacher Role in Task: (*ex. read to student, recorded answers, provided number cards, monitored progress, etc.*)

The teacher led the class discussion, provided the template for the responses, and read parts of the task/directions as needed. (*Answers could be dictated*).

Level of Assistance (Check one): **Task Specific** ☐ **Not Task Specific** ☐

(Provide SPECIFIC details on how assistance was given for this task (ex. questions asked student, clues given, templates provided, etc.)

Data Key: (*Define any symbols used for completion or correction of task.)*

_____ = correct

% Correct _____

1 of 6 = 17%	2 of 6 = 33%	3 of 6 = 50%
4 of 6 = 67%	5 of 6 = 83%	6 of 6 = 100%

Other Information: (ex., *Clarify how the point value of the task was determined.)*

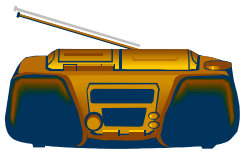
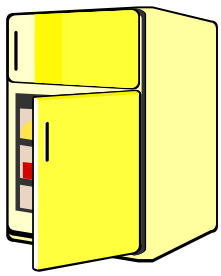
Components of this task can be aligned with Performance Levels: 3 and/or 4.

Student Name_____ Date_____

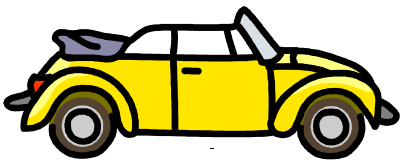
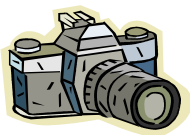
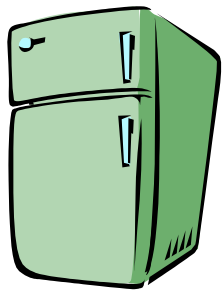
Inventions, Inventions

In the boxes below, you will find descriptions of two different purposes for inventions. In each box, identify the invention that matches the purpose given.

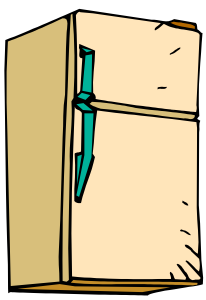
1. Identify the picture of an invention that keeps food cold.

2. Identify the picture of an invention that small groups of people get inside every day to travel by road from place to place.

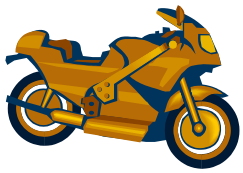
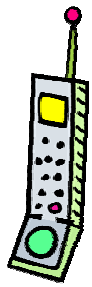
3. Identify the picture of an invention that small groups of people get inside every day to travel by road from place to place.



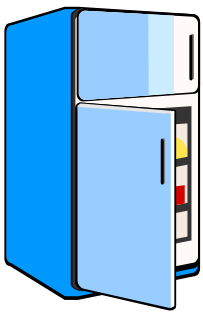
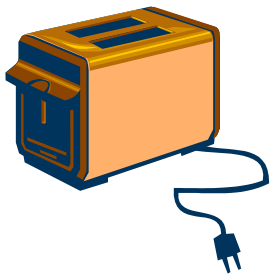
Student Name_____ Date_____

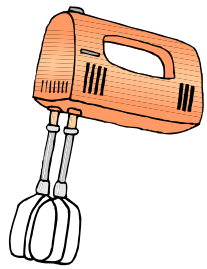
Inventions, Inventions, *continued*

4. Identify the picture of an invention that small groups of people get inside every day to travel by road from place to place.

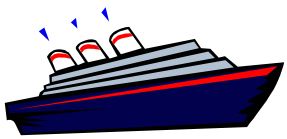



5. Identify the picture of an invention that keeps food cold.



6. Identify the picture of an invention that small groups of people get inside every day to travel by road from place to place.



% Correct_____

2005 MEA PAAP Task Description #____

Student Name: _____ **Task Date:** _____

Content Area (Circle one): ELA Mathematics (Science & Technology)

Content Standard: M Performance Indicator: 2 Rubric Level: 1 Rubric Page# S&T 27

Assessment Format (as listed in *PAAP Framework of Assessment Formats*) Check all that apply:
Selected Response ☒ Constructed Response ☐ Performance Based ☐

Source of Task: PAAP Task Bank Points for Task: 6

Task Title: Inventions, Inventions

Media

Description of Task: (*Include specifics related to such components as targeted content knowledge and skills, specific elements of the task, materials used, and specific directions given to student, etc.)*

The **second task** for this Entry required the student to identify, from groups of four inventions, the ones that met two given purposes.

For this task, the descriptions of purpose used were:

1. an invention that is a piece of furniture in which people sit.
2. an invention that people use to write, play games, collect information, and communicate with other people.

Prior Knowledge and Skills Required:

The student needed to have knowledge of what an invention is, and the purpose of specific inventions.

Teacher Role in Task: (*ex. read to student, recorded answers, provided number cards, monitored progress, etc.*)

The teacher led the class discussion, provided the template for the responses, and read parts of the task/directions as needed. (*Answers could be dictated*).

Level of Assistance (Check one): **Task Specific** ☐ **Not Task Specific** ☐

(Provide SPECIFIC details on how assistance was given for this task (ex. questions asked student, clues given, templates provided, etc.)

Data Key: (*Define any symbols used for completion or correction of task.)*

_____ = correct

% Correct _____

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4 of 6 = 67%	5 of 6 = 83%	6 of 6 = 100%

Other Information: (ex., *Clarify how the point value of the task was determined.)*

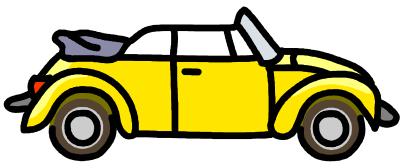
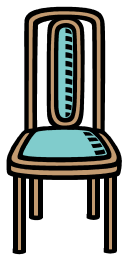
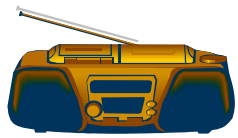
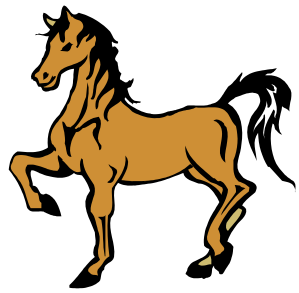
Components of this task can be aligned with Performance Levels: 3 and/or 4.

Student Name_____ **Date**_____

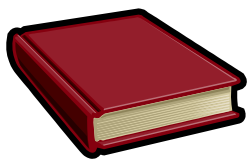
Inventions, Inventions

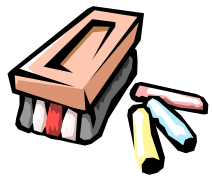
In the boxes below, you will find descriptions of two different purposes for inventions. In each box, identify the invention that matches the purpose given.

1. Identify the picture of an invention that is a piece of furniture in which people sit.

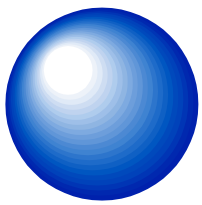





2. Identify the picture of an invention that people use to write, play games, collect information, and communicate with other people.





3. Identify the picture of an invention that is a piece of furniture in which people sit.



Student Name_____ Date_____

Inventions, Inventions, *continued*

4. Identify the picture of an invention that people use to write, play games, collect information, and communicate with other people.

5. Identify the picture of an invention that is a piece of furniture in which people sit..

6. Identify the picture of an invention that people use to write, play games, collect information, and communicate with other people.

% Correct _____