

## ISASP Science Grade 8 Practice Test Constructed Response Rubrics

### Circuits – Question 5

2 Points	<p>The student's response is correct and complete. The student provides valid inferences, claims, and/or evidence when prompted. The student provides the relevant information and supportive details required in the item.</p> <p><i>Sample Response:</i> The positive and negative ends of the battery in the second circuit are in direct contact. This configuration completes the circuit and supplies more voltage to light the bulb.</p>
1 Point	<p>The student's response is partially correct or complete. The student provides partial inferences, claims, and/or evidence when prompted. The student provides some information and supportive details required in the item.</p> <p><i>Sample Response:</i> The two batteries in series are stronger than the two parallel batteries. <u>OR</u> The bulbs are brighter in the second circuit because the configuration of the batteries is stronger.</p>
0 Points	<p>The student's response is incorrect. The student does not address the requirements asked in the question.</p> <p><i>Sample Response:</i> The wire is not connected to both ends of each battery.</p>

Milkweed Bug – Question 10

<p>2 Points</p>	<p>The student’s response is correct and complete. The student provides valid inferences, claims, and/or evidence when prompted. The student provides the relevant information and supportive details required in the item.</p> <p><i>Sample Response:</i> The number of hours of light per day had less of an effect on the eggs than the temperature did. The number of eggs hatched in the second experiment was close to the number of eggs that would have hatched at 25°C in the first experiment when the amount of light was kept constant.</p>
<p>1 Point</p>	<p>The student’s response is partially correct or complete. The student provides partial inferences, claims, and/or evidence when prompted. The student provides some information and supportive details required in the item.</p> <p><i>Sample Response:</i> The number of hours of light per day had little to no effect on the eggs. <u>OR</u> Most of the eggs hatched on Day 10 or after in the second experiment regardless of how many hours of light they were exposed to.</p>
<p>0 Points</p>	<p>The student’s response is incorrect. The student does not address the requirements asked in the question.</p> <p><i>Sample Response:</i> More eggs hatched when they were exposed to light than when they were not exposed to light.</p>

Earthquakes – Question 13

<p>2 Points</p>	<p>The student’s response is correct and complete. The student provides valid inferences, claims, and/or evidence when prompted. The student provides the relevant information and supportive details required in the item.</p> <p><i>Sample Response:</i> Layers of rock can help scientists identify the direction and distance the rocks have moved. The type of rock on each side of the fault can be identified to help scientists learn about the fault in that area. The stacked layers can also help scientists identify the age of the rock and how long ago the fault occurred.</p>
<p>1 Point</p>	<p>The student’s response is partially correct or complete. The student provides partial inferences, claims, and/or evidence when prompted. The student provides some information and supportive details required in the item.</p> <p><i>Sample Response:</i> Layers of rock can help scientists identify the direction and distance the rocks have moved. <u>OR</u> The type of rock on each side of the fault can be identified to help scientists learn about the fault in that area. <u>OR</u> The stacked layers can also help scientists identify the age of the rock and how long ago the fault occurred.</p>
<p>0 Points</p>	<p>The student’s response is incorrect. The student does not address the requirements asked in the question.</p> <p><i>Sample Response:</i> The scientists identify the type of fault by counting the number of layers in the rock. <u>OR</u> The thickness of the rock layers determine the type of fault in the area.</p>