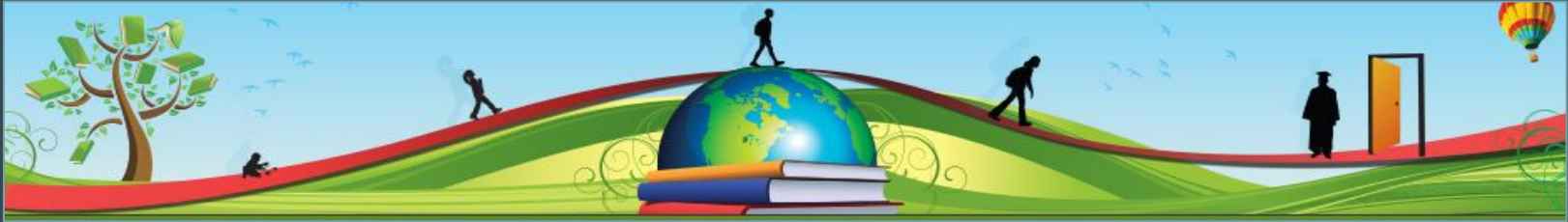


You Got This



Connect Online at
<http://gchs.greensburg.k12.in.us/>
Click on Parent Tab > ISTEP+ 10



@GCHSPirates

We can do this!

...

#piratepride

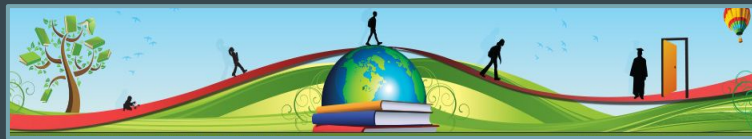
Mr. Myers, *English Language Arts*

Ms. Batta, *Mathematics*

Ms. Richmond, *Science*

Mr. Ruble, *Test Coordinator*

DATES & SCHEDULE



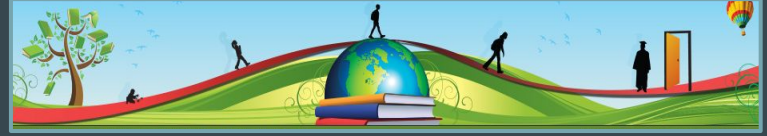
Tuesday, March 1st (White Day)

- Grade 10 English online 7:55 to 10:15
- Report to testing site with your laptop fully shut down and charged. We need everyone's computer to be fresh for testing.
- Testing with English teachers in their classrooms

Wednesday, March 2nd (Blue Day)

- Grade 10 Math paper and pencil 7:55 to 8:45
- Report to testing site with: #2 pencils, calculator, eraser
- Testing with Math teachers in their classrooms

DATES & SCHEDULE

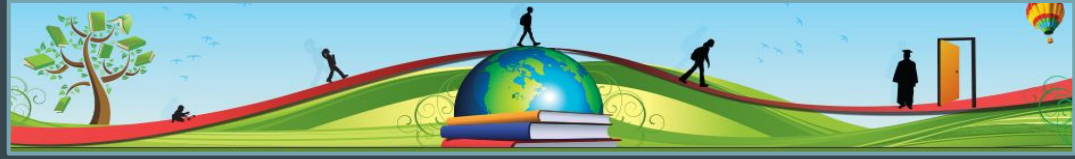


Thursday, March 3rd & Friday, March 4th

- Biology online 40 minutes
- Make sure to restart your laptop before testing and that it is fully charged.
- Biology testing will be completed during your scheduled Biology class time.

****** Room assignments will be posted on the windows outside of the main office, across from the bookstore, and next to the ping pong tables outside of the cafeteria later this week.***

SIGNIFICANCE



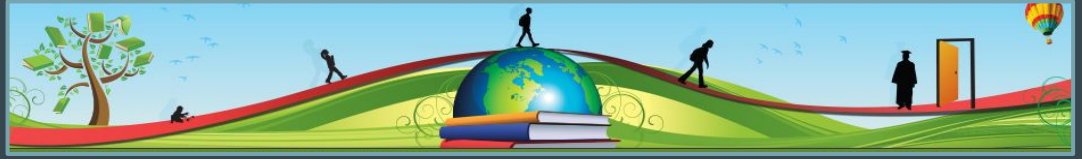
1. School Wide Letter Grade

- ★ ISTEP+
- ★ Community / State
- ★ Future Remediation

2. Graduation

- ★ ECA

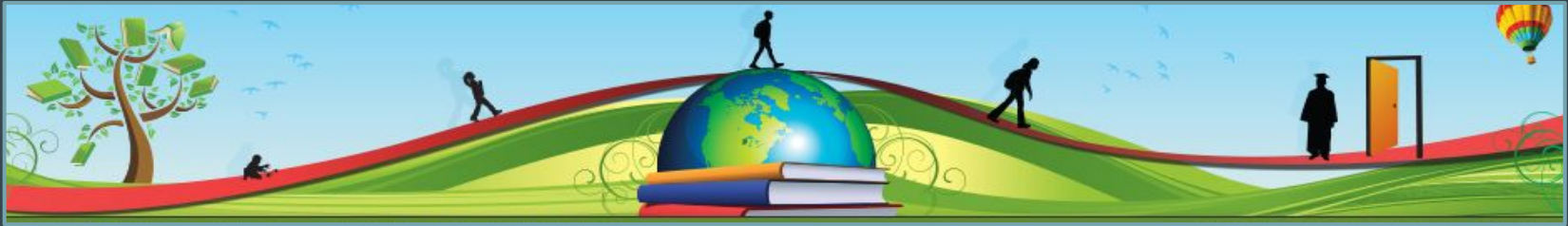
CHALLENGES



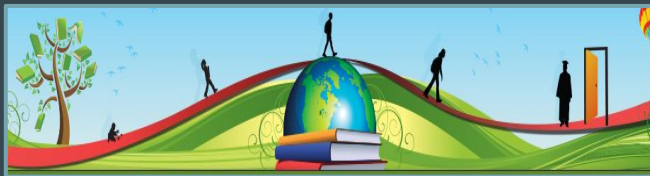
1. Technology Enhanced Items
2. Multi Level Questions
3. Increased Rigor

A closer look at Math, English, and Biology Question Items

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MATH



Non-Secure Item***Non-Secure Item***Non-Secure Item***Non-Secure Item ISTEP+ Applied Skills Sample for Classroom Use

2. Zach has a basic cell phone plan that does not include texting. He is going to add a multimedia texting package to his cell phone plan. He has two choices of multimedia texting packages, A and B. Package A charges \$0.25 per multimedia text with no monthly fees for the multimedia texting package. Package B charges \$0.20 per multimedia text, but has a \$15 monthly fee for the multimedia texting package.

Part A

Write an equation that represents the total cost for each multimedia texting package if any amount of multimedia texts are sent. Be sure to define the variables you are using for your equation.

Define the variables: _____

Package A Equation: _____

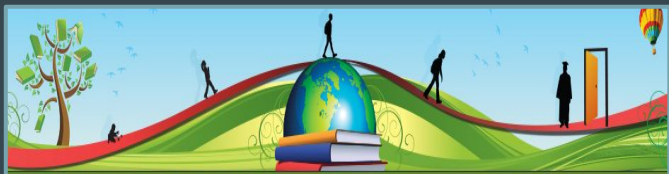
Package B Equation: _____

Part B

How many multimedia texts will Zach have to send each month for the two multimedia texting packages to be the same cost? Use words, numbers, and/or symbols to justify your answer.

Show all Work

MATH



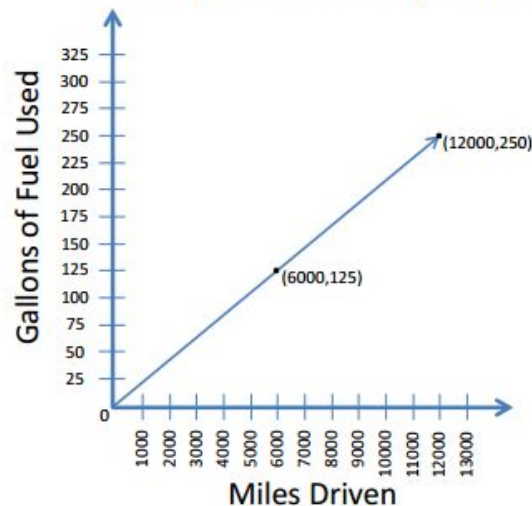
Non-Secure Item***Non-Secure Item***Non-Secure Item***Non-Secure Item ISTEP+ Applied Skills Sample for Classroom Use

3. Evan buys a new car that costs \$23,740. Anna buys the same new car, only she buys the hybrid model. Anna's hybrid car costs \$31,140.

Part A

Anna pre-pays for gasoline so that the cost for her gasoline will always be \$2.40 per gallon forever. Using the graph, which represents a combined city and highway driving annual fuel usage, write an equation that represents the exact cost for any amount of miles she drives. Be sure to define the variables you are using for your equation.

Fuel Used Per Year by Anna

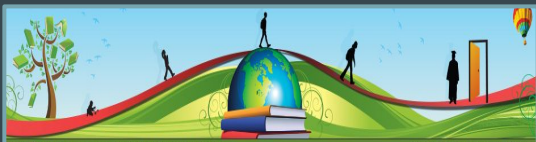


Define the variables: _____

Equation: _____

What does the slope of the line above represent? _____

MATH



Non-Secure Item***Non-Secure Item***Non-Secure Item***Non-Secure Item
ISTEP+ Applied Skills Sample for Classroom Use

Part B

Determine the cost for Anna to drive 12,000 miles using her pre-paid gasoline.

Show All Work

Answer \$ _____

Part C

Evan also pre-pays for gasoline, like Anna, so that the cost for gasoline will always be \$2.40 per gallon forever. Based on fuel costs only, how many years will it take for Anna, driving her hybrid, to recover the cost of the higher purchase price she paid for her hybrid compared to the cost of Evan driving his gasoline car, which gets a combined city and highway average of 30 miles per gallon? Both Evan and Anna will each drive an average of 12,000 miles per year.

Show All Work

Answer _____ Years

A closer look at
TECHNOLOGY
ENHANCED

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MATH ITEMS

A closer look at TECHNOLOGY ENHANCED items *MATH*

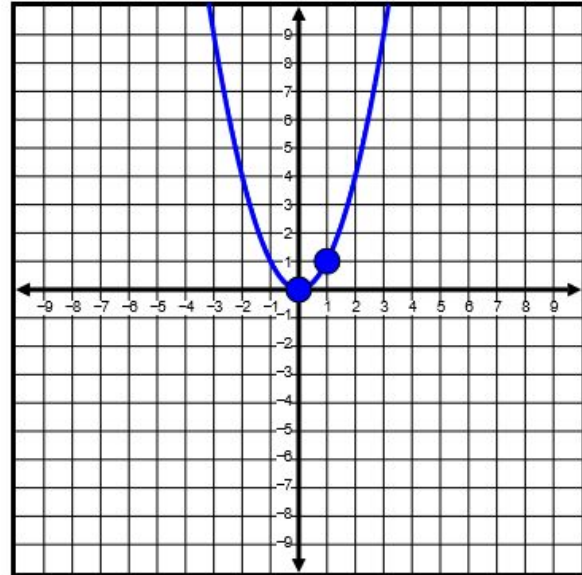
Show the graph of $y = 3x^2 - 6x + 1$ on the coordinate grid.

Select a button to choose the type of graph. Click on the grid twice to plot two points on the graph. Drag the points to adjust the position of the graph.

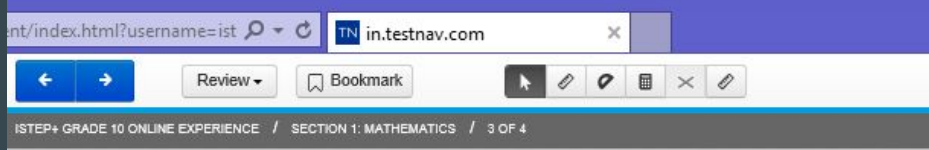
Linear

Quadratic

Exponential



A closer look at TECHNOLOGY ENHANCED items *MATH*

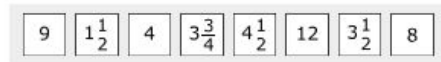


Ravi bought a liquid fertilizer for his vegetable plants.

Part A

He mixes $\frac{1}{4}$ ounce of fertilizer into each cup of water. Complete the table to show the number of ounces of fertilizer used for different numbers of cups of the mixture.

Click the numbers you want to select and drag them into the columns.



Fertilizer Mixture

Number of Cups of the Mixture	Number of Ounces of Fertilizer
3	$\frac{3}{4}$
6	<input type="text"/>
<input type="text"/>	$2\frac{1}{4}$
<input type="text"/>	3
15	<input type="text"/>
20	5

Part B

The instructions on the bottle of fertilizer indicate that each plant should be fertilized with $\frac{1}{2}$ cup of the fertilizer mixture every week. Ravi wrote the equation $y = \frac{1}{2}x$. Create a graph that models the total

A closer look at TECHNOLOGY ENHANCED items *MATH*

←

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Review

Bookmark

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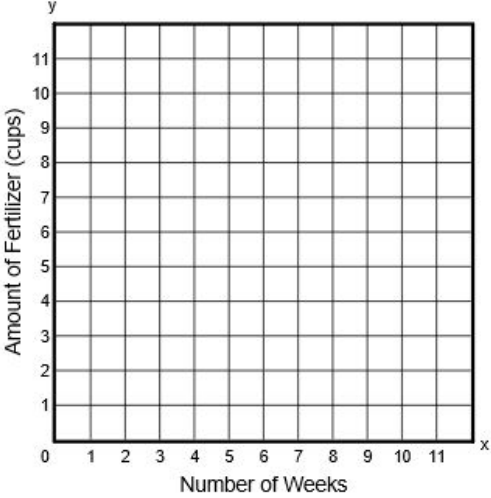
ISTEP+ GRADE 10 ONLINE EXPERIENCE / SECTION 1: MATHEMATICS / 3 OF 4

Part B

The instructions on the bottle of fertilizer indicate that each plant should be fertilized with $\frac{1}{2}$ cup of the fertilizer mixture every week. Ravi wrote the equation $y = \frac{1}{2}x$. Create a graph that models the total number of cups of fertilizer mixture used for several weeks.

Select two points on the coordinate grid. A line will connect the two points.

Fertilizer for One Plant



Part C

Ravi has 13 plants. Based on the equation $y = \frac{1}{2}x$, what is the total number of cups of fertilizer mixture that he will have used at the end of week 16?

Type your answer in the box.

Answer cups

A closer look at
TECHNOLOGY
ENHANCED

...

ENGLISH **ITEMS**

A closer look at TECHNOLOGY ENHANCED items *ENGLISH*

Non-Secure Item***Non-Secure Item***Non-Secure Item***Non-Secure Item
ISTEP+ Applied Skills Sample for Classroom Use

Excerpt from *Frankenstein*

by Mary Shelley

from Chapter 12

The narrator in this excerpt is the creature created by Victor Frankenstein. He has been abandoned by his creator, and anyone who sees him, fears him. The creature has moved into a hovel to hide. The hovel is next to a cottage where he can observe his neighbors while remaining hidden.

1 "I lay on my straw, but I could not sleep. I thought of the occurrences of the day. What chiefly struck me was the gentle manners of these people, and I longed to join them, but dared not. I remembered too well the treatment I had suffered the night before from the barbarous villagers, and resolved, whatever course of conduct I might hereafter think it right to pursue, that for the present I would remain quietly in my hovel, watching and endeavouring to discover the motives which influenced their actions.

2 "The cottagers arose the next morning before the sun. The young woman arranged the cottage and prepared the food, and the youth departed after the first meal.

3 "This day was passed in the same routine as that which preceded it. The young man was constantly employed out of doors, and the girl in various laborious occupations within. The old man, whom I soon perceived to be blind, employed his leisure hours on his instrument or in contemplation. Nothing could exceed the love and respect which the younger cottagers exhibited towards their venerable companion. They performed towards him every little office of affection and duty with gentleness, and he rewarded them by his benevolent smiles.

4 "They were not entirely happy. The young man and his companion often went apart and appeared to weep. I saw no cause for their unhappiness, but I was deeply affected by it. If such lovely creatures were miserable, it was less strange that I, an imperfect and solitary being, should be wretched. Yet why were these gentle beings unhappy? They possessed a delightful house (for such it was in my eyes) and every luxury; they had a fire to warm them when chill and delicious viands when hungry; they were dressed in excellent clothes; and, still more, they enjoyed one another's company and speech, interchanging each day looks of affection and kindness. What did their tears imply? Did they really express pain? I was at first unable to solve these questions, but perpetual attention and time explained to me many appearances which were at first enigmatic.

5 "A considerable period elapsed before I discovered one of the causes of the uneasiness of this amiable family: it was poverty, and they suffered that evil in a very distressing degree. Their nourishment consisted entirely of the vegetables of their garden and the milk of one cow, which gave very little during the winter, when its masters could scarcely procure food to support it. They often, I believe, suffered the pangs of hunger very poignantly, especially the two younger cottagers, for several times they placed food before the old man when they reserved none for themselves.

A closer look at TECHNOLOGY ENHANCED items *ENGLISH*

6 "This trait of kindness moved me sensibly. I had been accustomed, during the night, to steal a part of their store for my own consumption, but when I found that in doing this I inflicted pain on the cottagers, I abstained and satisfied myself with berries, nuts, and roots which I gathered from a neighbouring wood.

7 "I discovered also another means through which I was enabled to assist their labours. I found that the youth spent a great part of each day in collecting wood for the family fire, and during the night I often took his tools, the use of which I quickly discovered, and brought home firing sufficient for the consumption of several days.

8 "I remember, the first time that I did this, the young woman, when she opened the door in the morning, appeared greatly astonished on seeing a great pile of wood on the outside. She uttered some words in a loud voice, and the youth joined her, who also expressed surprise. I observed, with pleasure, that he did not go to the forest that day, but spent it in repairing the cottage and cultivating the garden.

9 "By degrees I made a discovery of still greater moment. I found that these people possessed a method of communicating their experience and feelings to one another by articulate sounds. I perceived that the words they spoke sometimes produced pleasure or pain, smiles or sadness, in the minds and countenances of the hearers. This was indeed a godlike science, and I ardently desired to become acquainted with it. But I was baffled in every attempt I made for this purpose. Their pronunciation was quick, and the words they uttered, not having any apparent connection with visible objects, I was unable to discover any clue by which I could unravel the mystery of their reference. By great application, however, and after having remained during the space of several revolutions of the moon in my hovel, I discovered the names that were given to some of the most familiar objects of discourse; I learned and applied the words, 'fire,' 'milk,' 'bread,' and 'wood.' I learned also the names of the cottagers themselves. The youth and his companion had each of them several names, but the old man had only one, which was 'father.' The girl was called 'sister' or 'Agatha,' and the youth 'Felix,' 'brother,' or 'son.' I cannot describe the delight I felt when I learned the ideas appropriated to each of these sounds and was able to pronounce them. I distinguished several other words without being able as yet to understand or apply them, such as 'good,' 'dearest,' 'unhappy.'

10 "I spent the winter in this manner. The gentle manners and beauty of the cottagers greatly endeared them to me; when they were unhappy, I felt depressed; when they rejoiced, I sympathized in their joys. I saw few human beings besides them, and if any other happened to enter the cottage, their harsh manners and rude gait only enhanced to me the superior accomplishments of my friends. The old man, I could perceive, often endeavoured to encourage his children, as sometimes I found that he called them, to cast off their melancholy. He would talk in a cheerful accent, with an expression of goodness that bestowed pleasure even upon me. Agatha listened with respect, her eyes sometimes filled with tears, which she endeavoured to wipe away unperceived; but I generally found that her countenance and tone were more cheerful after having listened to the exhortations of her father. It was not thus with Felix. He was always the saddest of the group, and even to my unpractised senses, he appeared to have suffered more deeply than his friends. But

A closer look at TECHNOLOGY ENHANCED items *ENGLISH*

Non-Secure Item***Non-Secure Item***Non-Secure Item***Non-Secure Item
ISTEP+ Applied Skills Sample for Classroom Use

if his countenance was more sorrowful, his voice was more cheerful than that of his sister, especially when he addressed the old man.

11 "I could mention innumerable instances which, although slight, marked the dispositions of these amiable cottagers. In the midst of poverty and want, Felix carried with pleasure to his sister the first little white flower that peeped out from beneath the snowy ground. Early in the morning, before she had risen, he cleared away the snow that obstructed her path to the milk-house, drew water from the well, and brought the wood from the outhouse, where, to his perpetual astonishment, he found his store always replenished by an invisible hand. In the day, I believe, he worked sometimes for a neighbouring farmer, because he often went forth and did not return until dinner, yet brought no wood with him. At other times he worked in the garden, but as there was little to do in the frosty season, he read to the old man and Agatha.

Source: Project Gutenberg, *Frankenstein* by Mary Shelley. Public Domain.

A closer look at TECHNOLOGY ENHANCED items *ENGLISH*

Sample Item Information for Teachers	
Item Type: Writing Prompt	Grade: 10
Scoring: 6-point Writing Rubric, 4-point Grammar and Usage Rubric Link to ISTEP+ Rubrics	
<p>Indiana Academic Standard 9-10.W.3.2: Write informative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (<i>e.g., headings</i>), graphics (<i>e.g., figures, tables</i>), and multimedia when useful to aiding comprehension. • Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy. • Establish and maintain a style appropriate to the purpose and audience. • Provide a concluding statement or section that follows from and supports the information or explanation presented (<i>e.g., articulating implications or the significance of the topic</i>). 	
Depth of Knowledge: 3 Link to DOK Wheel	

You have read an excerpt from *Frankenstein*, in which the reader learns about the creature through his own words. Using details from the excerpt, write an essay explaining how the creature's point of view impacts how the reader understands and relates to him as a character.

Be sure to include

- an explanation of the importance of point of view in this excerpt
- a description of what the reader learns about the creature through his own words, observations, and actions
- an introduction, a body and a conclusion to your essay

A closer look at TECHNOLOGY ENHANCED items *ENGLISH*

Non-Secure Item***Non-Secure Item***Non-Secure Item***Non-Secure Item***
ISTEP+ Applied Skills Sample for Classroom Use

Sample Item Information for Teachers	
Item Type: Multiple-Choice	Grade: 10
Correct Response: A	
Indiana Academic Standard 9-10.RL.2.3: Analyze how dynamic characters (<i>e.g., those with multiple conflicting motivations</i>) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	
Depth of Knowledge: 2 Link to DOK Wheel	

How does the way the cottagers treat their father influence the creature's view of humanity?

- A. The compassion he witnesses helps him understand the humans.
- B. The relationship causes him to realize the contentment of the humans.
- C. He believes that humans choose not to work hard to improve their lives.
- D. He does not believe that humans deserve kindness because of their cruelty to him.

A closer look at
TECHNOLOGY ENHANCED

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BIOLOGY ITEMS

A closer look at TECHNOLOGY ENHANCED items *BIOLOGY*

2. A student is researching the effects of electronic waste (e-waste) on the environment. E-waste is disposing of electronics, such as cell phones, laptop computers, and other electronic products, in landfills or by burning. E-waste often contains substances, such as metals and glass, that could be used to make other products. However, e-waste also contains toxic substances that when burned or placed in a landfill can seep out into the surrounding environment and sometimes into groundwater. The amount of e-waste is expected to grow from 48.9 million metric tons in 2012 to 65.4 million metric tons in 2017.

Describe ONE way to fix the e-waste problem that will help the environment and still allow people to use electronics as much as they would like to do so.

Explain TWO ways the method you described will benefit the environment.

Describe ONE way companies that sell electronics could make reducing e-waste attractive to their customers.

A closer look at TECHNOLOGY ENHANCED items *BIOLOGY*

Standard B.9.11 Explain how scientific knowledge can be used to guide decisions on environmental and social issues.

DOK: 3

4-point Constructed-Response (CR) Rubric

Key elements:

First part of the question

- * Any response indicating that out-of-date electronics should be recycled.

Second part of the question

- * Any response indicating that this will reduce the amount of e-waste created.

AND

- * Any response indicating that this will reduce the cost of mining/producing the materials needed for electronics by allowing the metals and glass to be re-used instead of being mined or created.

Third part of the question

- * Any response indicating that electronics companies could offer a discount to customers who bring in old electronics to turn in when purchasing new electronics.

4 points: Response contains all four key elements

3 points: Response contains three of four key elements

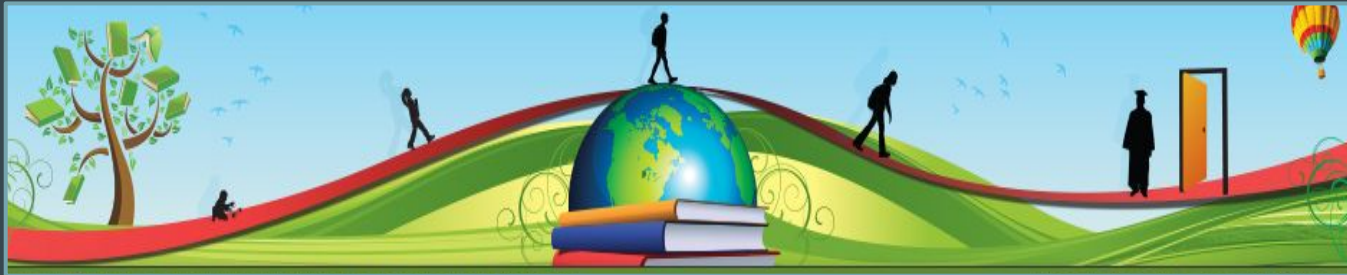
2 points: Response contains two of four key elements

1 point: Response contains one of four key elements

0 point: Response contains no key elements

TESTING REMINDERS

1. Get a good night's sleep.
2. Eat a healthy dinner and breakfast.
3. Try your absolute best.





THANK YOU for ATTENDING

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