

The tables that follow are designed to provide information about the SEEd benchmark cluster assessments by grade. Each SEEd benchmark includes one cluster. In the table you will find the name of the benchmark cluster, a brief description of the skills the cluster assesses, and the number of scoring assertions for the cluster.

Braille Benchmark Modules: Science Grade 6

| Test Name | Standard Description | Number of Assertions |
|--|--|-----------------------------|
| Benchmark Cluster: Science Standard 6.1.1 | Develop and use a model of the Sun-Earth-Moon system to describe the cyclic <u>patterns</u> of lunar phases, eclipses of the Sun and Moon, and seasons. Examples of models could be physical, graphical, or conceptual. | 10 |

Braille Benchmark Modules: Science Grade 7

| Test Name | What This Test Measures | Number of Assertions |
|--|--|----------------------|
| Benchmark Cluster: Science Standard 7.1.1 | Carry out an investigation which provides evidence that a <u>change</u> in an object's motion is dependent on the mass of the object and the sum of the forces acting on it. <i>Various experimental designs should be evaluated to determine how well the investigation measures an object's motion.</i> Emphasize conceptual understanding of Newton's First and Second Laws. Calculations will focus on one dimension; the use of vectors will be introduced in high school. | 8 |
| Benchmark Cluster: Science Standard 7.2.1 | Develop and use a model of the rock cycle to describe the relationship between <u>energy</u> flow and <u>matter</u> cycling that create igneous, sedimentary, and metamorphic rocks. Emphasize the processes of melting, crystallization, weathering, deposition, sedimentation, and deformation, which act together to form minerals and rocks. | 11 |
| Benchmark Cluster: Science Standard 7.3.3 | Construct an explanation using evidence to explain how body systems have various levels of organization. Emphasize understanding that cells form tissues, tissues form organs, and organs form systems specialized for particular body <u>functions</u> . Examples could include relationships between the circulatory, excretory, digestive, respiratory, muscular, skeletal, and nervous systems. Specific organ functions will be taught at the high school level. | 12 |
| Benchmark Cluster: Science Standard 7.4.3 | Develop and use a model to describe why genetic mutations may result in harmful, beneficial, or neutral effects to the <u>structure and function</u> of the organism. Emphasize the conceptual idea that changes to traits can happen. Specific changes of genes at the molecular level, mechanisms for protein synthesis or specific types of mutations will be introduced at the high school level. | 8 |

Braille Benchmark Modules: Science Grade 8

| Test Name | What This Test Measures | Number of Assertions |
|--|--|----------------------|
| Benchmark Cluster: Science Standard 8.2.4 | Use computational thinking to describe a simple <u>model</u> for waves that shows the <u>pattern</u> of wave amplitude being related to wave energy. Emphasize describing waves with both quantitative and qualitative thinking. Examples could include using graphs, charts, computer simulations, or physical models to demonstrate amplitude and energy correlation. | 9 |