

**Connecticut Alternate Science Assessment
Student Score Worksheet
Grade 8 Performance Tasks**

Student Name:	Trained TEA Name:	
State Assigned Student Identifier (SASID):	Trained TEA EIN:	
Grade:	Start Date:	Completion Date:

Directions:

As you administer each Grade 8 Performance Task and associated activities for each Storyline, use this worksheet to record the student’s scores for each activity. Each activity aligns to a single core extension. **Scores recorded on this worksheet must be entered into the Data Entry Interface (DEI) by June 2, 2023, in order for the student’s responses to be scored.**

Ratings are determined by administering each activity developed to elicit student responses demonstrating understanding of knowledge associated with each Core Extension. Each Core Extension is scored by the trained educator using a General Rating Scale of 0, 1, or 2. Content guidance is included for each activity for clarity. The General Rating Scale is included below in addition to extra guidance to help make decisions for the selection of student ratings.

The No Response option field should not be selected. It is designated for an internal process for CSDE/Cambium Assessments when assigning an Early Stopping Rule (ESR) code for qualified students who do not show an observable mode of communication. For information about the ESR or details about eligibility, refer to the [Connecticut Alternate Assessment System Early Stopping Rule and Student Response Check](#) guidelines.

General Rating Scale:

0 points – The student does not demonstrate understanding.	1 point – The student demonstrates limited understanding typically requiring additional support through scaffolding.	2 points – The student demonstrates understanding independently without scaffolding.
Select this rating if a student requires Full Physical Guidance (physical assistance throughout an entire task) or if the student is not able to answer the question(s) in the activity correctly.	Select this rating if the student response was supported by the teacher using prompts or cues (any action that increases the probability that a student will complete a specific task). Prompts and cues are outlined in Figure 1.	Select this rating for student responses that clearly indicate the student has mastered the skill and performs independently. Original directions may be repeated or rephrased without further explanation or clarification.

Figure 1. Allowable Prompts and Cues

Prompt/Cue	Description	Example
Partial Physical Guidance	Partial physical assistance during the performance of some part of an activity.	Student requires some physical assistance in providing the correct answer without leading them to the correct choice.
Modeling	Teacher models/demonstrates a specific task or portion of an activity.	Trained TEA shows what action they want the student to perform without leading them to the correct choice.
Repetition(s) with a Cue	Original directions are repeated with the addition of a prompt/cue.	After giving direction such as “show me a plant” the teacher waits for response. If student does not respond, teacher repeats “show me a plant” and points to the array of answer options.

Student Score Worksheets:

Earth Science Storyline 1: Earth Systems Grade 8 Performance Task						
Connecticut Alternate Science Essence Statement	Core Extension	Teacher Activity/Scoring Notes Use this column to record student response(s) when administering activities. This information is for district internal purposes only and is not recorded in the online Data Entry Interface.	Score			
			Ratings: 0 points – The student does not demonstrate understanding. 1 point – The student demonstrates limited understanding typically requiring additional support through scaffolding. 2 points – The student demonstrates understanding independently without scaffolding.	0	1	2
CTAS-MS-ESS2-2 Construct an explanation based on evidence for how the movements of water, ice, and wind can change the Earth’s surface.	ACTIVITY 1 Core Extension 1: From provided visuals, identify the effect of waves on a beach over time. (CTAS-MS-ESS2-2)		NR ^x <input type="radio"/>	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>
CTAS-MS-ESS2-2 Construct an explanation based on evidence for how the movements of water, ice, and wind can change the Earth’s surface.	ACTIVITY 2 Core Extension 2: From provided visuals, describe how ice freezing and melting can change the land. (CTAS-MS-ESS2-2)		<input type="radio"/>	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>
CTAS-MS-ESS2-2 Construct an explanation based on evidence for how the movements of water, ice, and wind can change the Earth’s surface.	ACTIVITY 3 Core Extension 3: Construct an explanation based on provided evidence for how wind changes a landform on the Earth’s surface. (CTAS-MS-ESS2-2)		<input type="radio"/>	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>
CTAS-MS-ESS2-4 Use a model to explain how the sun’s energy and gravity cause water to cycle between the land and the atmosphere.	ACTIVITY 4 Core Extension 4: Provide examples showing that water can exist as a solid, a liquid, or a gas, depending on its temperature. (CTAS-MS-ESS2-4)		<input type="radio"/>	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>
CTAS-MS-ESS2-4 Use a model to explain how the sun’s energy and gravity cause water to cycle	ACTIVITY 5 Core Extension 5: From given components, complete a model of the water cycle by describing the relationships among the		<input type="radio"/>	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>

^x **The NR response option is for internal department use only.** Please do not mark this answer option on this worksheet or when entering scores into the DEI. Under no circumstance should NR be marked.

Earth Science
 Storyline 1: Earth Systems
 Grade 8 Performance Task

Connecticut Alternate Science Essence Statement	Core Extension	Teacher Activity/Scoring Notes Use this column to record student response(s) when administering activities. This information is for district internal purposes only and is not recorded in the online Data Entry Interface.	Score Ratings: 0 points – The student does not demonstrate understanding. 1 point – The student demonstrates limited understanding typically requiring additional support through scaffolding. 2 points – The student demonstrates understanding independently without scaffolding.			
between the land and the atmosphere.	components (i.e., evaporation of water on land → condensation/cloud formation → precipitation of rain or snow → falls back to the land). (CTAS-MS-ESS2-4)		X			
CTAS-MS-ESS2-4 Use a model to explain how the sun’s energy and gravity cause water to cycle between the land and the atmosphere.	ACTIVITY 6 Core Extension 6: Given a model of the water cycle, describe the effect that the sun’s energy (heat) and the Earth’s gravity have on water. (CTAS-MS-ESS2-4)		X	0 ○	1 ○	2 ○
CTAS-MS-ESS2-5 Use data to provide evidence of atmospheric conditions that result in precipitation.	ACTIVITY 7 Core Extension 7: Based on the provided evidence, relate cloud types to associated weather. (CTAS-MS-ESS2-5)		X	0 ○	1 ○	2 ○
CTAS-MS-ESS2-5 Use data to provide evidence of atmospheric conditions that result in precipitation.	ACTIVITY 8 Core Extension 8: When given a set of temperature data, make a connection between the temperature change and precipitation. (CTAS-MS-ESS2-5)		X	0 ○	1 ○	2 ○

Earth Science
 Storyline 2: Natural Resources
 Grade 8 Performance Task

Connecticut Alternate Science Essence Statement	Core Extension	Teacher Activity/Scoring Notes	Score			
		Use this column to record student response(s) when administering activities. This information is for district internal purposes only and is not recorded in the online Data Entry Interface.	Ratings: 0 points – The student does not demonstrate understanding. 1 point – The student demonstrates limited understanding typically requiring additional support through scaffolding. 2 points – The student demonstrates understanding independently without scaffolding.			
CTAS-MS-ESS3-1 Use evidence to explain that natural resources (fresh water, soil, fossil fuels) used by humans are often limited and not easily replaced by natural processes.	ACTIVITY 1 Core Extension 1: Distinguish between renewable resources (e.g., sun, water, wind) and non-renewable resources (e.g., soil, fossil fuels). (CTAS-MS-ESS3-1)		NR* <input type="radio"/>	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>
CTAS-MS-ESS3-4 Analyze data to provide evidence of the amount of water used by humans for everyday purposes.	ACTIVITY 2 Core Extension 2: Identify two ways that people use water in everyday life (e.g., brushing teeth, taking a bath, cooking). (CTAS-MS-ESS3-4)		<input type="radio"/>	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>
CTAS-MS-ESS3-1 Use evidence to explain that natural resources (fresh water, soil, fossil fuels) used by humans are often limited and not easily replaced by natural processes.	ACTIVITY 3 Core Extension 3: Complete a causal chain (e.g., flow chart) to describe the formation of a non-renewable resource over time. (CTAS-MS-ESS3-1)		<input type="radio"/>	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>
CTAS-MS-ESS3-3 Evaluate a method for minimizing human impact (waste production) on the environment.*	ACTIVITY 4 Core Extension 4: Identify two ways that people can reduce the amount of waste they produce. (CTAS-MS-ESS3-3)		<input type="radio"/>	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>
CTAS-MS-ESS3-3 Evaluate a method for minimizing human impact (waste production) on the environment.*	ACTIVITY 5 Core Extension 5: Recognize that some materials can be recycled. (CTAS-MS-ESS3-3)		<input type="radio"/>	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>
CTAS-MS-ESS3-3 Evaluate a method for minimizing human	ACTIVITY 6		<input type="radio"/>	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>

* **The NR response option is for internal department use only.** Please do not mark this answer option on this worksheet or when entering scores into the DEI. Under no circumstance should NR be marked.

Earth Science
 Storyline 2: Natural Resources
 Grade 8 Performance Task

Connecticut Alternate Science Essence Statement	Core Extension	Teacher Activity/Scoring Notes Use this column to record student response(s) when administering activities. This information is for district internal purposes only and is not recorded in the online Data Entry Interface.	Score Ratings: 0 points – The student does not demonstrate understanding. 1 point – The student demonstrates limited understanding typically requiring additional support through scaffolding. 2 points – The student demonstrates understanding independently without scaffolding.			
impact (waste production) on the environment.*	Core Extension 6: Describe one positive aspect or one limitation of recycling. (CTAS-MS-ESS3-3)		X			
CTAS-MS-ESS3-3 Evaluate a method for minimizing human impact (waste production) on the environment. *	ACTIVITY 7 Core Extension 7: Given a scenario, compare two methods that may be used to reduce humans' waste impact on the environment. (CTAS-MS-ESS3-3)		X	0 ○	1 ○	2 ○
CTAS-MS-ESS3-1 Use evidence to explain that natural resources (fresh water, soil, fossil fuels) used by humans are often limited and not easily replaced by natural processes.	ACTIVITY 8 Core Extension 8: From provided evidence, compare the distribution of a renewable and a non-renewable resource. (CTAS-MS-ESS3-1)		X	0 ○	1 ○	2 ○
CTAS-MS-ESS3-4 Analyze data to provide evidence of the amount of water used by humans for everyday purposes.	ACTIVITY 9 Core Extension 9: Based on provided data, compare the amount of water used in different activities. (CTAS-MS-ESS3-4)		X	0 ○	1 ○	2 ○
CTAS-MS-ESS3-4 Analyze data to provide evidence of the amount of water used by humans for everyday purposes.	ACTIVITY 10 Core Extension 10: Analyze water-use data to support a claim about the amount of water used by a growing population over time. (CTAS-MS-ESS3-4)		X	0 ○	1 ○	2 ○

***Indicates a NGSS Standard Performance Expectation or Connecticut Alternate Science Essence Statement that incorporates engineering design.**

Life Science
Storyline 3: Living Organisms
Grade 8 Performance Task

Connecticut Alternate Science Essence Statement	Core Extension	Teacher Activity/Scoring Notes	Score			
		Use this column to record student response(s) when administering activities. This information is for district internal purposes only and is not recorded in the online Data Entry Interface.	Ratings: 0 points – The student does not demonstrate understanding. 1 point – The student demonstrates limited understanding typically requiring additional support through scaffolding. 2 points – The student demonstrates understanding independently without scaffolding.			
CTAS-MS-LS1-4 Make and support a claim based on evidence for how animal behaviors and plant structures affect their ability to survive and reproduce.	ACTIVITY 1 Core Extension 1: Identify a structure in a plant that the plant uses to survive or reproduce (e.g., a cone falls from a tree to distribute seeds and allows another tree to grow). (CTAS-MS-LS1-4)		NR [*] <input type="radio"/>	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>
CTAS-MS-LS1-4 Make and support a claim based on evidence for how animal behaviors and plant structures affect their ability to survive and reproduce.	ACTIVITY 2 Core Extension 2: Determine how an animal’s behavior helps the animal to survive (e.g., bears hibernate to survive in the winter). (CTAS-MS-LS1-4)		<input type="radio"/>	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>
CTAS-MS-LS1-4 Make and support a claim based on evidence for how animal behaviors and plant structures affect their ability to survive and reproduce.	ACTIVITY 3 Core Extension 3: Use provided evidence to make and support a claim for how a behavior of an animal or a structure of a plant helps them survive and reproduce. (CTAS-MS-LS1-4)		<input type="radio"/>	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>
CTAS-MS-LS1-1 Use the results of an investigation as evidence that living things are made of different types of cells.	ACTIVITY 4 Core Extension 4: Identify that all living things are made of cells, which is the smallest unit of life. (CTAS-MS-LS1-1)		<input type="radio"/>	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>
CTAS-MS-LS1-3 Make and support a claim based on evidence that the human body	ACTIVITY 5 Core Extension 5: Given a human body system, recognize that each system is made of specific types of cells. (CTAS-MS-LS1-3)		<input type="radio"/>	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>

* **The NR response option is for internal department use only.** Please do not mark this answer option on this worksheet or when entering scores into the DEI. Under no circumstance should NR be marked.

Life Science
 Storyline 3: Living Organisms
 Grade 8 Performance Task

Connecticut Alternate Science Essence Statement	Core Extension	Teacher Activity/Scoring Notes Use this column to record student response(s) when administering activities. This information is for district internal purposes only and is not recorded in the online Data Entry Interface.	Score Ratings: 0 points – The student does not demonstrate understanding. 1 point – The student demonstrates limited understanding typically requiring additional support through scaffolding. 2 points – The student demonstrates understanding independently without scaffolding.			
is made up of cells and tissues that form body systems.			X			

Life Science
Storyline 4: Healthy Ecosystems
Grade 8 Performance Task

Connecticut Alternate Science Essence Statement	Core Extension	Teacher Activity/Scoring Notes	Score			
		Use this column to record student response(s) when administering activities. This information is for district internal purposes only and is not recorded in the online Data Entry Interface.	Ratings: 0 points – The student does not demonstrate understanding. 1 point – The student demonstrates limited understanding typically requiring additional support through scaffolding. 2 points – The student demonstrates understanding independently without scaffolding.			
CTAS-MS-LS2-1 Interpret data to provide evidence for the effects of resource availability on populations of organisms in an ecosystem.	ACTIVITY 1 Core Extension 1: Recognize the difference between physical (non-living) and living features in a given ecosystem. (CTAS-MS-LS2-1)		NR [*] <input type="radio"/>	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>
CTAS-MS-LS2-1 Interpret data to provide evidence for the effects of resource availability on populations of organisms in an ecosystem.	ACTIVITY 2 Core Extension 2: Identify two resources (e.g., food, water, shelter) that affect the size of a population in a given ecosystem. (CTAS-MS-LS2-1)		X	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>
CTAS-MS-LS4-6 Use data to support an explanation for a change in the traits of animals and plants in a population over time.	ACTIVITY 3 Core Extension 3: In a given ecosystem, describe how one trait in a plant or an animal may affect the population over time. (CTAS-MS-LS4-6)		X	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>
CTAS-MS-LS2-5 Evaluate a solution to maintaining a healthy ecosystem, including the physical environment and the plants and animals that live there.	ACTIVITY 4 Core Extension 4: Identify how two factors (one non-living and one living) may affect the plants and animals living in an ecosystem. (CTAS-MS-LS2-5)		X	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>
CTAS-MS-LS2-1 Interpret data to provide evidence for the effects of resource availability on populations of organisms in an ecosystem.	ACTIVITY 5 Core Extension 5: Use data from a table or a graph to provide evidence of how the availability of a resource affects the size of a population. (CTAS-MS-LS2-1)		X	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>

* **The NR response option is for internal department use only.** Please do not mark this answer option on this worksheet or when entering scores into the DEI. Under no circumstance should NR be marked.

Life Science
Storyline 4: Healthy Ecosystems
Grade 8 Performance Task

Connecticut Alternate Science Essence Statement	Core Extension	Teacher Activity/Scoring Notes Use this column to record student response(s) when administering activities. This information is for district internal purposes only and is not recorded in the online Data Entry Interface.	Score			
			Ratings: 0 points – The student does not demonstrate understanding. 1 point – The student demonstrates limited understanding typically requiring additional support through scaffolding. 2 points – The student demonstrates understanding independently without scaffolding.			
			X			
CTAS-MS-LS2-5 Evaluate a solution to maintaining a healthy ecosystem, including the physical environment and the plants and animals that live there.	ACTIVITY 6 Core Extension 6: Evaluate a solution (by identifying one benefit and one drawback) to a problem in an ecosystem (e.g., lack of water, pollution, or invasive species). (CTAS-MS-LS2-5)		X	0 ○	1 ○	2 ○
CTAS-MS-LS4-6 Use data to support an explanation for a change in the traits of animals and plants in a population over time.	ACTIVITY 7 Core Extension 7: Describe how a trait in a plant or animal population has changed over time from provided visual representations. (CTAS-MS-LS4-6)		X	0 ○	1 ○	2 ○
CTAS-MS-LS4-6 Use data to support an explanation for a change in the traits of animals and plants in a population over time.	ACTIVITY 8 Core Extension 8: Use data from a table or graph to support an explanation of how a trait in a plant or animal population has changed over time. (CTAS-MS-LS4-6)		X	0 ○	1 ○	2 ○

Physical Science
 Storyline 5: Forces and Motion
 Grade 8 Performance Task

Connecticut Alternate Science Essence Statement	Core Extension	Teacher Activity/Scoring Notes Use this column to record student response(s) when administering activities. This information is for district internal purposes only and is not recorded in the online Data Entry Interface.	Score Ratings: 0 points – The student does not demonstrate understanding. 1 point – The student demonstrates limited understanding typically requiring additional support through scaffolding. 2 points – The student demonstrates understanding independently without scaffolding.			
CTAS-MS-PS2-2 Use and evaluate the results of an investigation to provide evidence that the change in an object’s motion depends on the forces acting on the object and the mass of the object.	ACTIVITY 1 Core Extension 1: Recognize the relative strength (e.g., stronger or weaker) of two different forces on an object. (CTAS-MS-PS2-2)		NR [*] <input type="radio"/>	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>
CTAS-MS-PS2-2 Use and evaluate the results of an investigation to provide evidence that the change in an object’s motion depends on the forces acting on the object and the mass of the object.	ACTIVITY 2 Core Extension 2: Use the results of an investigation to support a claim about the effect of two (balanced or unbalanced) forces on the motion of an object. (CTAS-MS-PS2-2)		<input type="radio"/>	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>
CTAS-MS-PS2-2 Use and evaluate the results of an investigation to provide evidence that the change in an object’s motion depends on the forces acting on the object and the mass of the object.	ACTIVITY 3 Core Extension 3: Using equipment (e.g., a balance or scale), measure the mass of an object in grams. (CTAS-MS-PS2-2)		<input type="radio"/>	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>
CTAS-MS-PS2-2 Use and evaluate the results of an investigation to provide evidence that the change in an object’s motion depends on the	ACTIVITY 4 Core Extension 4: Use the results of an investigation to support a claim about the effect of an object’s mass on its motion when force is applied (e.g., an object with more mass will take more force to move). (CTAS-MS-PS2-2)		<input type="radio"/>	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>

* **The NR response option is for internal department use only.** Please do not mark this answer option on this worksheet or when entering scores into the DEI. Under no circumstance should NR be marked.

Physical Science
 Storyline 5: Forces and Motion
 Grade 8 Performance Task

Connecticut Alternate Science Essence Statement	Core Extension	Teacher Activity/Scoring Notes Use this column to record student response(s) when administering activities. This information is for district internal purposes only and is not recorded in the online Data Entry Interface.	Score			
			Ratings: 0 points – The student does not demonstrate understanding. 1 point – The student demonstrates limited understanding typically requiring additional support through scaffolding. 2 points – The student demonstrates understanding independently without scaffolding.			
forces acting on the object and the mass of the object.			X			
CTAS-MS-PS2-2 Use and evaluate the results of an investigation to provide evidence that the change in an object’s motion depends on the forces acting on the object and the mass of the object.	ACTIVITY 5 Core Extension 5: Identify the changing (independent) variable and one constant variable in the provided investigation. (CTAS-MS-PS2-2)		X	0 ○	1 ○	2 ○

Physical Science
 Storyline 6: Using Energy Every Day
 Grade 8 Performance Task

Connecticut Alternate Science Essence Statement	Core Extension	Teacher Activity/Scoring Notes Use this column to record student response(s) when administering activities. This information is for district internal purposes only and is not recorded in the online Data Entry Interface.	Score			
			Ratings: 0 points – The student does not demonstrate understanding. 1 point – The student demonstrates limited understanding typically requiring additional support through scaffolding. 2 points – The student demonstrates understanding independently without scaffolding.	0	1	2
CTAS-MS-PS3-3 Test a device that either minimizes or maximizes heat energy transfer.*	ACTIVITY 1 Core Extension 1: Recognize that the appropriate tool to measure temperature is a thermometer in units called degrees. (CTAS-MS-PS3-3)		NR ^x <input type="radio"/>	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>
CTAS-MS-PS3-3 Test a device that either minimizes or maximizes heat energy transfer.*	ACTIVITY 2 Core Extension 2: Identify objects that minimize or maximize heat energy transfer. (CTAS-MS-PS3-3)		<input type="radio"/>	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>
CTAS-MS-PS3-3 Test a device that either minimizes or maximizes heat energy transfer.*	ACTIVITY 3 Core Extension 3: When shown a visual representation of a fair test, select the item that shows the loss of heat energy minimized. (CTAS-MS-PS3-3)		<input type="radio"/>	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>
CTAS-MS-PS3-3 Test a device that either minimizes or maximizes heat energy transfer.*	ACTIVITY 4 Core Extension 4: Suggest an improvement to a device to further minimize heat energy transfer. (CTAS-MS-PS3-3)		<input type="radio"/>	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>
CTAS-MS-PS3-5 Make and support a claim about the transfer of energy (kinetic energy) between two objects.	ACTIVITY 5 Core Extension 5: When provided examples of energy being used, identify kinetic energy as energy of motion. (CTAS-MS-PS3-5)		<input type="radio"/>	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>
CTAS-MS-PS3-5 Make and support a claim about the transfer of energy (kinetic energy) between two objects.	ACTIVITY 6 Core Extension 6: Support a claim using provided materials that kinetic energy (energy of motion) can be changed into other forms of energy (e.g., heat, sound). (CTAS-MS-PS3-5)		<input type="radio"/>	0 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>

***Indicates a NGSS Standard Performance Expectation or Connecticut Alternate Science Essence Statement that incorporates engineering design.**

^x **The NR response option is for internal department use only.** Please do not mark this answer option on this worksheet or when entering scores into the DEI. Under no circumstance should NR be marked.