

# SCIENCE

# Grade 5

2015 Released Test Questions

## TEST ADMINISTRATOR INSTRUCTIONS

### Question 1

Grade	5	Subject	Science	Question	1
<b>Reporting Category 4</b>	Organisms and Environments: The student will demonstrate an understanding of the structures and functions of living organisms and their interdependence on each other and on their environment.				
<b>Knowledge and Skill Statement 5.9</b>	The student knows that there are relationships, systems, and cycles within environments.				
<b>Essence Statement</b>	Knows that there are relationships and characteristics within environments that support organisms.				
<b>Prerequisite Skill</b>	identify and describe the characteristics of organisms (P-K)				

### Question 2

Grade	5	Subject	Science	Question	2
<b>Reporting Category 4</b>	Organisms and Environments: The student will demonstrate an understanding of the structures and functions of living organisms and their interdependence on each other and on their environment.				
<b>Knowledge and Skill Statement 5.9</b>	The student knows that there are relationships, systems, and cycles within environments.				
<b>Essence Statement</b>	Knows that there are relationships and characteristics within environments that support organisms.				
<b>Prerequisite Skill</b>	differentiate between living and nonliving things based upon whether they have basic needs and produce offspring (K)				

### Question 3

Grade	5	Subject	Science	Question	3
<b>Reporting Category 4</b>	Organisms and Environments: The student will demonstrate an understanding of the structures and functions of living organisms and their interdependence on each other and on their environment.				
<b>Knowledge and Skill Statement 5.9</b>	The student knows that there are relationships, systems, and cycles within environments.				
<b>Essence Statement</b>	Knows that there are relationships and characteristics within environments that support organisms.				
<b>Prerequisite Skill</b>	sort and classify living and nonliving things based upon whether or not they have basic needs and produce offspring (1)				

## Question 4

<b>Grade</b>	5	<b>Subject</b>	Science	<b>Question</b>	4
<b>Reporting Category 4</b>		Organisms and Environments: The student will demonstrate an understanding of the structures and functions of living organisms and their interdependence on each other and on their environment.			
<b>Knowledge and Skill Statement 5.9</b>		The student knows that there are relationships, systems, and cycles within environments.			
<b>Essence Statement</b>		Knows that there are relationships and characteristics within environments that support organisms.			
<b>Prerequisite Skill</b>		identify the basic needs of plants and animals (2)			

## Presentation Instructions for Question 1

- Present Stimulus 1.
- Direct the student to Stimulus 1. *Communicate:* **This rabbit is an animal. It can run and move on its own. It needs food and water to live. This rabbit is a living organism.**
- *Communicate:* **Find the living organism.**

### Stimulus 1



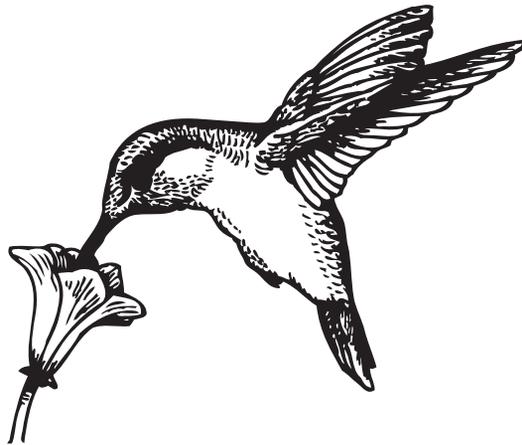
### Scoring Instructions

Student Action		Test Administrator Action
If the student finds the rabbit,	➡	mark <b>A</b> for question 1 and move to question 2.
If the student does not find the rabbit,	➡	<ul style="list-style-type: none"><li>• remove the stimulus;</li><li>• wait at least five seconds; and</li><li>• replicate the initial presentation instructions.</li></ul>
After the five-second wait time, if the student finds the rabbit,	➡	mark <b>B</b> for question 1 and move to question 2.
After the five-second wait time, if the student does not find the rabbit,	➡	mark <b>C</b> for question 1 and move to question 2.

## Presentation Instructions for Question 2

- Present Stimulus 2a and 2b.
- Direct the student to Stimulus 2a. *Communicate:* **The hummingbird is a living organism that drinks nectar from inside a flower.**
- Direct the student to the first answer choice in Stimulus 2b. *Communicate:* **This is a statue of a man on a horse. The statue is made of stone.**
- Direct the student to the second answer choice in Stimulus 2b. *Communicate:* **This is a girl playing on a slide and a boy drinking water.**
- *Communicate:* **Find the living organisms.**

### Stimulus 2a



### Stimulus 2b



## Scoring Instructions

Student Action	→	Test Administrator Action
If the student finds the girl sliding and the boy drinking water,	→	mark <b>A</b> for question 2 and move to question 3.
If the student does not find the girl sliding and the boy drinking water,	→	<ul style="list-style-type: none"> <li>• model the desired student action by finding the girl sliding and the boy drinking water and <i>communicate</i> “<b>The boy and the girl are living organisms</b>”; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds the girl sliding and the boy drinking water,	→	mark <b>B</b> for question 2 and move to question 3.
After teacher modeling, if the student does not find the girl sliding and the boy drinking water,	→	mark <b>C</b> for question 2 and move to question 3.

### Presentation Instructions for Question 3

- Present Stimulus 3a and 3b.
- Direct the student to Stimulus 3a. *Communicate*: **These are living organisms.**
- Direct the student to each answer choice in Stimulus 3b. *Communicate* the text in each answer choice.
- *Communicate*: **Find a characteristic that is true for all living organisms.**

#### Stimulus 3a



#### Stimulus 3b

\*  
All living organisms grow and develop.

All living organisms run and fly.

All living organisms need shelter from the sun.

## Scoring Instructions

Student Action	→	Test Administrator Action
If the student finds the sentence “All living organisms grow and develop,”	→	mark <b>A</b> for question 3 and move to question 4.
If the student does not find the sentence “All living organisms grow and develop,”	→	provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"> <li>• Have the student describe a living thing he or she knows. <b>OR</b></li> <li>• Have the student give examples of some living things. <b>OR</b></li> <li>• Highlight the verbs in the answer choices.</li> </ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the sentence “All living organisms grow and develop,”	→	mark <b>B</b> for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find the sentence “All living organisms grow and develop,”	→	mark <b>C</b> for question 3 and move to question 4.

## Presentation Instructions for Question 4

- Present Stimulus 4a and 4b.
- Direct the student to Stimulus 4a. Communicate the text.
- Direct the student to the empty box in Stimulus 4a. Communicate: **One word is missing from the sentence.**
- Direct the student to each answer choice in Stimulus 4b. Communicate the text in each answer choice.
- Communicate: **Find the word that is missing from the sentence.**

### Stimulus 4a



Both plants and animals need nutrients, water, and  to survive.

### Stimulus 4b

shelter

soil

\* air

## Scoring Instructions

Student Action		Test Administrator Action
If the student finds "air,"	➡	mark <b>A</b> for question 4.
If the student does not find "air,"	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "air,"	➡	mark <b>B</b> for question 4.
After the teacher repeats the instructions, if the student does not find "air,"	➡	mark <b>C</b> for question 4.