Ohio Department of Education

Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD)

Practice Test Scoring Guide

Science

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AASCD Grade 5 Science
Practice Test Scoring Guide
Content Summary and Answer Key

Question No.	Extended Standard	Item Target Level	Access Limitations	Answer Key	Reporting Category
1	Explain the role of a producer, consumer, or decomposer in a food web. (5.LS.1.1.a)	Moderate	None	C	Life Science
2	Identify patterns that result from Earth's revolution and rotation. (5.ESS.3.c)	Moderate	None	B	Earth and Space Science
3	Given a change in mass or force, explain the effect that change will have on the speed of an object. (5.PS.1.a)	High	None	B	Physical Science
4	Use a food web to explain how an organism can get a constant flow of energy. (5.LS.2.a)	High	None	B	Life Science
5	Identify a visual representation of a constellation. (5.ESS.2.2.c)	Low	None	A	Earth and Space Science
6	Given a set of organisms, match them to their roles in a food web. (5.LS.1.1.b)	Moderate	None	A	Life Science
7	Given a change in mass or force, explain the effect that change will have on the speed of an object. (5.PS.1.a)	High	None	A	Physical Science
8	Identify celestial bodies in our solar system. (5.ESS.1.1.c)	Low	None	A	Earth and Space Science
9	Identify examples of celestial objects that are being affected by a gravitational force resulting in an orbit. (5.ESS.1.2.b)	Moderate	None	A	Earth and Space Science
10	Sequence components of a simple food chain. (5.LS.1.2.c)	Moderate	None	A	Life Science
11	Given a change in mass or force, explain the effect that change will have on the speed of an object. (5.PS.1.a)	High	None	B	Physical Science
12	Use a food web to explain how an organism can get a constant flow of energy. (5.LS.2.a)	High	None	A	Life Science

Question No.	Extended Standard	Item Target Level	Access Limitations	Answer Key	Reporting Category
13	Identify that producers transform sun energy into energy it uses to grow and that consumers get their energy to grow by a transfer of energy from another organism. (5.LS.2.b)	Low-Moderate	None	C	Life Science
14	Identify objects that will change the path of light. (5.PS.2.1.b)	Moderate	None	A	Physical Science
15	Sequence components of a food web. (5.LS.1.2.b)	Moderate-High	None	C	Life Science
16	Explain the relationship of our Sun to our solar system and to our universe. (5.ESS.2.1.b)	Moderate	None	A	Earth and Space Science
17	Identify the characteristics of the Sun that make it a star. (5.ESS.2.3.c)	Low	None	C	Earth and Space Science
18	Match objects/tools/instruments to examples of sounds of various pitch. (5.PS.2.2.c)	Moderate	None	B	Physical Science
19	Demonstrate the observable characteristics of how light travels. (5.PS.2.1.c)	Low	None	A	Physical Science
20	Compare the composition and sizes of the major planets. (5.ESS.1.3.a)	High	None	C	Earth and Space Science

Complexity Levels

The Ohio Learning Standards-Extended include three levels from "most complex" to "least complex". The complexity levels are comprised of three targets of varying difficulty aligned to each standard from the OLS. The extensions are codified individually for clear designation. The last letter in the extension code indicates the complexity level: "a" denotes the highest level of complexity, "b" denotes the middle complexity level and "c" denotes the lowest complexity level. In some instances, the verb of the extension is tiered to increase or decrease the complexity level. In other cases, the concept or skill within the OLS is tiered across the three complexity levels. It is important to move from left to right when reading the extensions. To determine where instruction should begin, educators should start with the general standard and then progress down through the complexity levels until finding the optimum starting point. It's important to note that no one should categorize students according to an extension level. Instead, instruction should build skills across the extensions to the highest level possible based on individual student strengths which may vary across standards. Ideally, when educators apply these extensions within each grade level, one should see instruction occurring at all ranges of complexity. When citing standards for lesson and/or assessment design, educators should include the full complexity range, including the general standard. Citing standards in this way acknowledges a range of entry points and a range of learning progressions.

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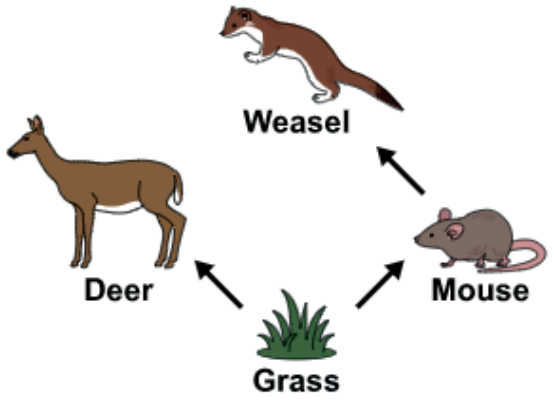
Stimulus for Question 1

Stimulus for Question 1

Here is a forest food web.



Stimulus Full Script

Here is a forest food web. An arrow points from grass to a deer. Another arrow points from the grass to a mouse. An arrow points from the mouse to a weasel.

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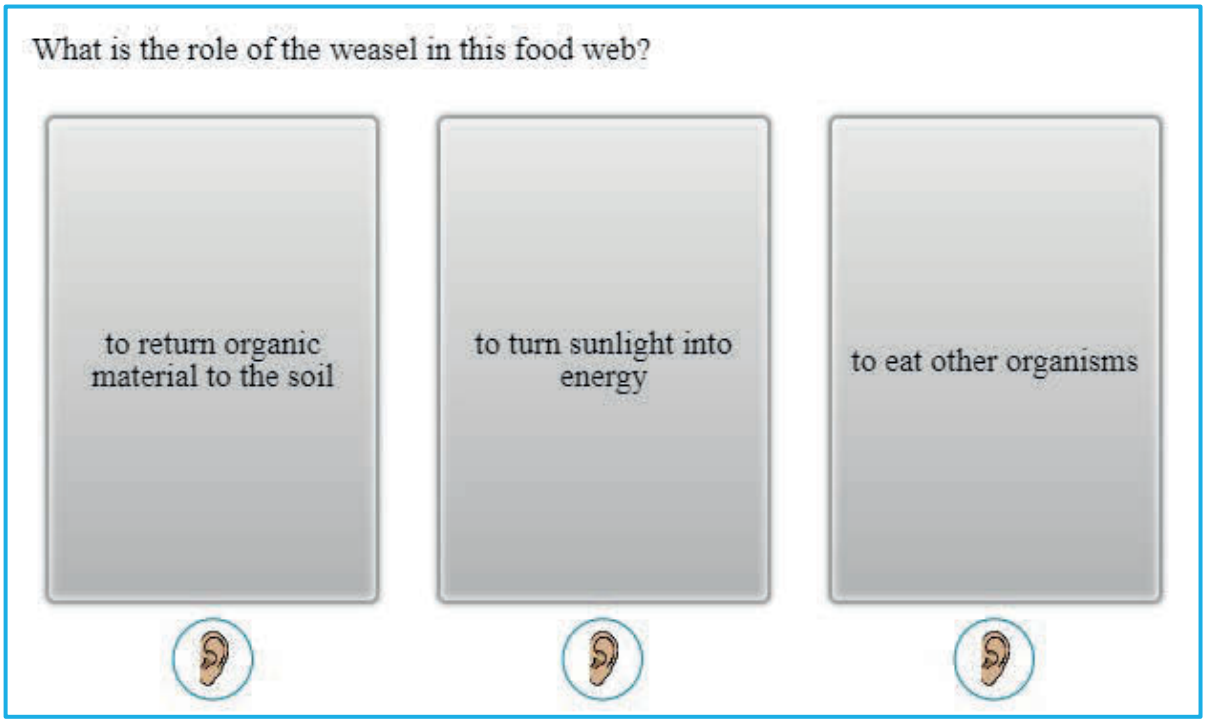
Question 1

Question 1



Answer Key: C

Extended Standard: Explain the role of a producer, consumer, or decomposer in a food web. (5.LS.1.1.a)

Item Target Level: Moderate

Access Limitation: None

Notes on Scoring

The student chooses "to eat other organisms," providing evidence of the ability to explain the role of a producer, consumer, or decomposer in a food web.

Question 1 Full Script

What is the role of the weasel in this food web?

A. to return organic material to the soil

B. to turn sunlight into energy

C. to eat other organisms

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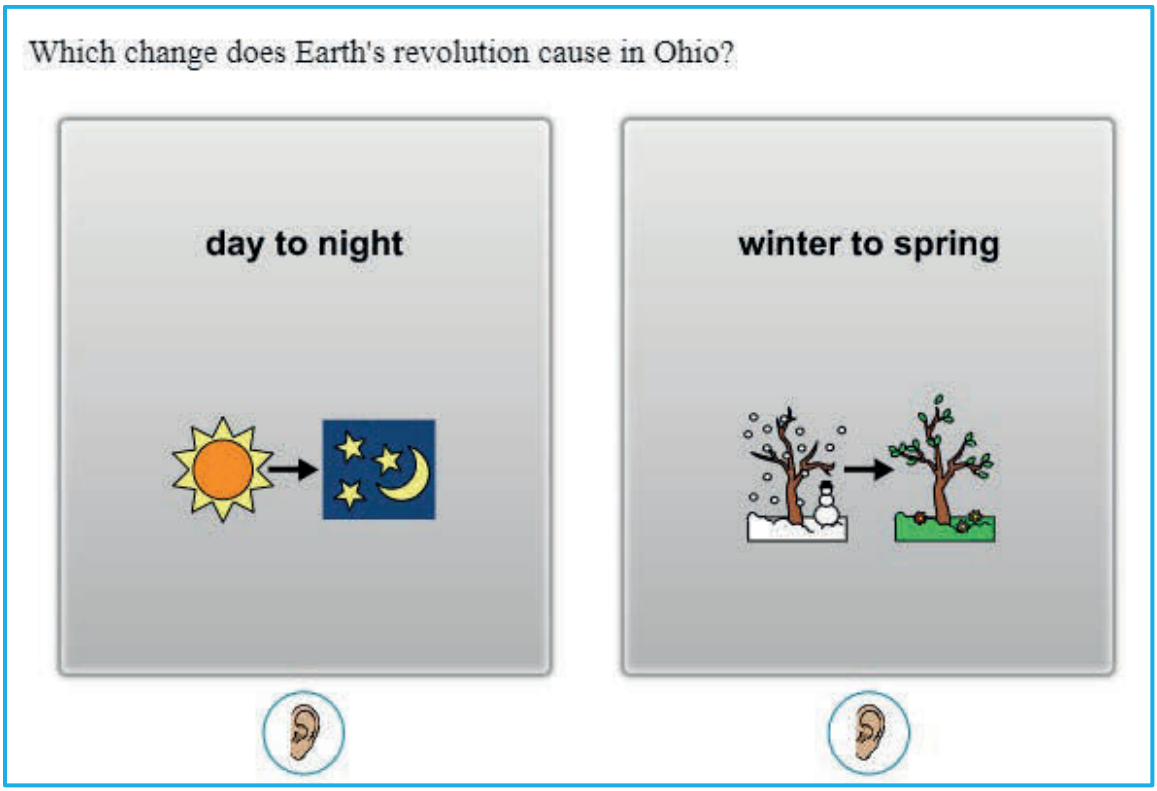
Question 2

Question 2



Answer Key: B

Extended Standard: Identify patterns that result from Earth's revolution and rotation. (5.ESS.3.c)

Item Target Level: Moderate

Access Limitation: None

Notes on Scoring

The student chooses "winter to spring," providing evidence of the ability to identify patterns that result from Earth's revolution.

Question 2 Full Script

Which change does Earth's revolution cause in Ohio?

A. day to night

B. winter to spring

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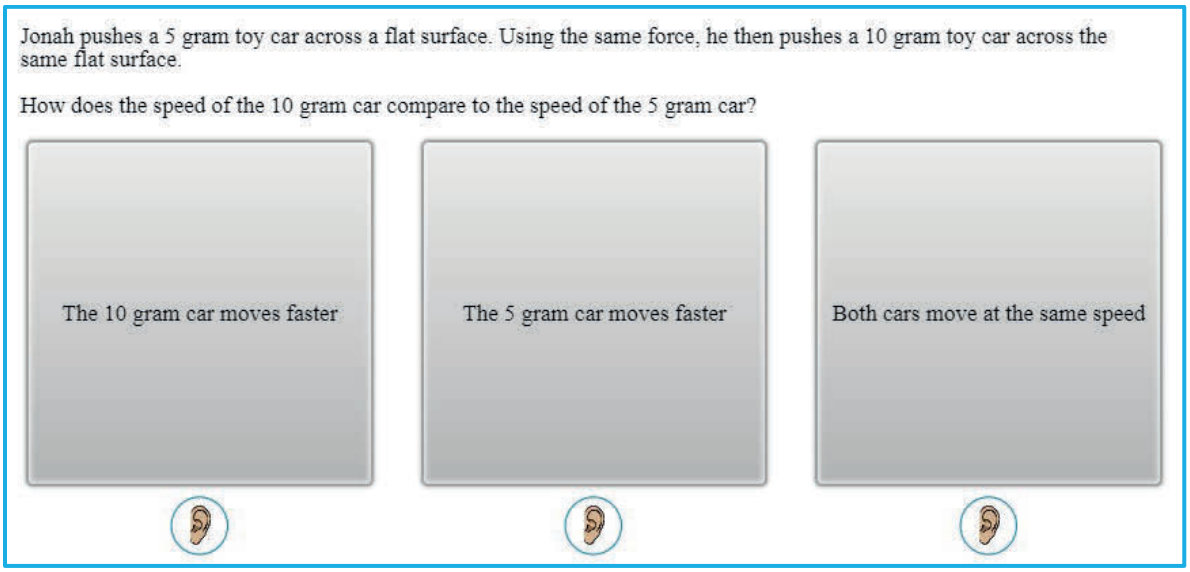
Question 3

Question 3



Answer Key: B

Extended Standard: Given a change in mass or force, explain the effect that change will have on the speed of an object. (5.PS.1.a)

Item Target Level: High

Access Limitation: None

Notes on Scoring

The student chooses "The 5 gram car moves faster," providing evidence of the ability to, given a change in mass or force, explain the effect that change will have on the speed of an object.

Question 3 Full Script

Jonah pushes a 5 gram toy car across a flat surface. Using the same force, he then pushes a 10 gram toy car across the same flat surface.

How does the speed of the 10 gram car compare to the speed of the 5 gram car?

A. The 10 gram car moves faster

B. The 5 gram car moves faster

C. Both cars move at the same speed

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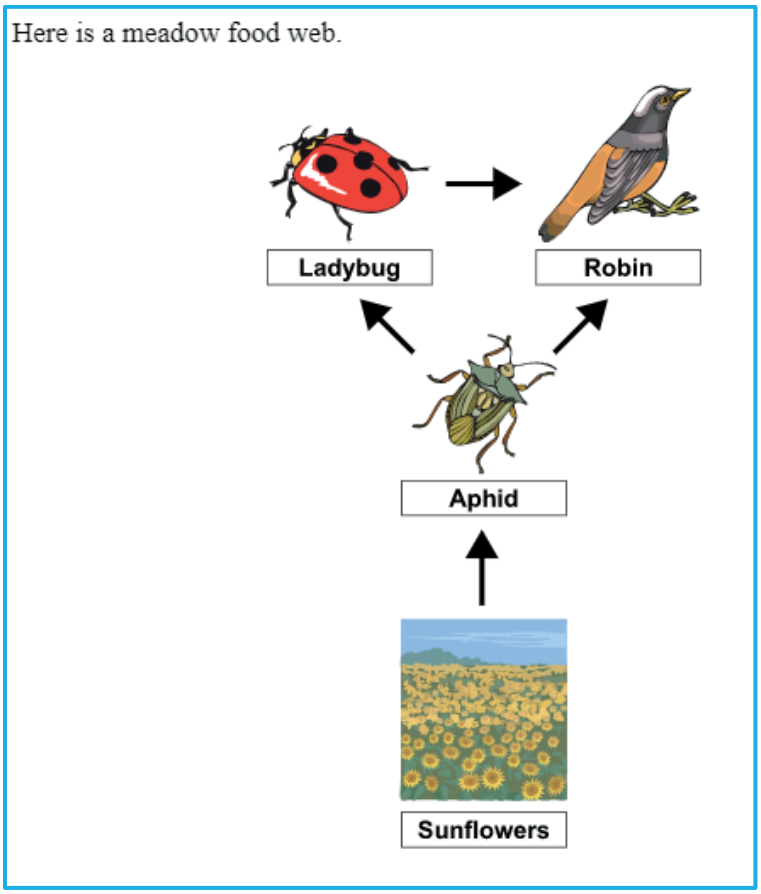
Stimulus for Question 4

Stimulus for Question 4



Stimulus Full Script

Here is a meadow food web. An arrow points from the sunflowers to an insect called an aphid. An arrow points from the aphid to a ladybug. Another arrow points from the aphid to a robin. An arrow also goes from the ladybug to the robin.

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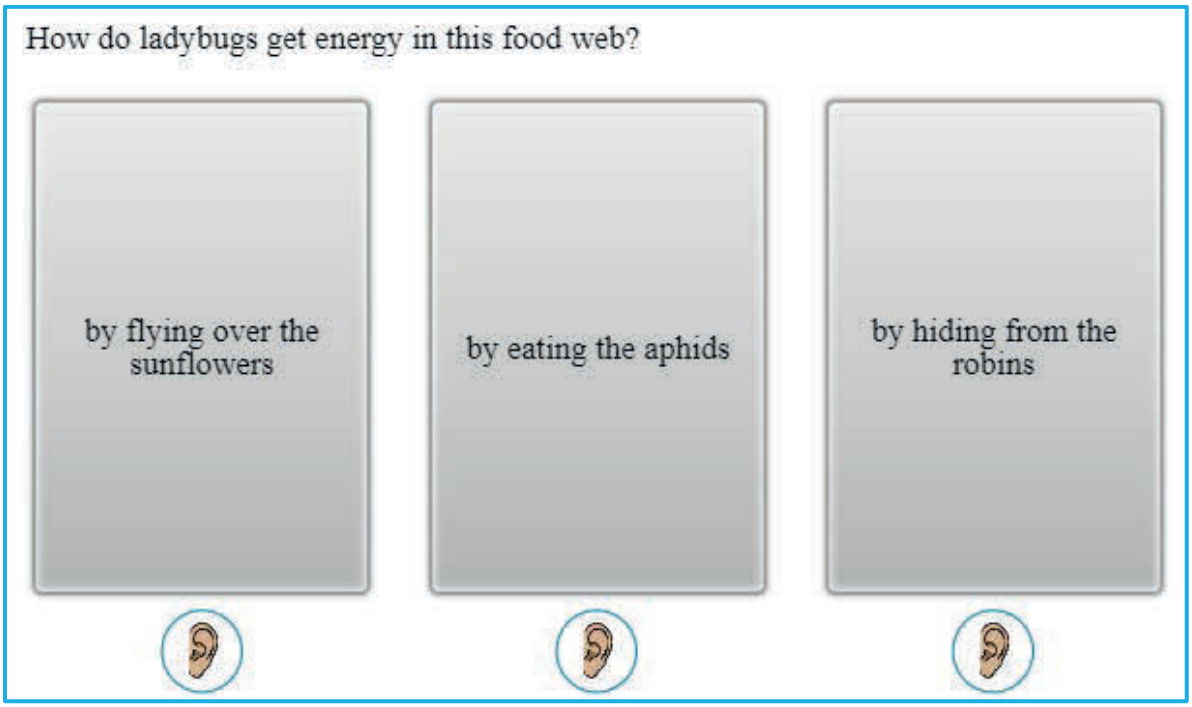
Question 4*

***Note Regarding the Early Stopping Rule for AASCD**

There may be instances where the district has not yet determined a student's mode of communication. For students that are unable to provide a discernible response to an item, the test administrator can select the "Mark as No Response" option from the context menu within the practice tests. The practice test site has a built-in early stopping rule, which will automatically stop the practice test if the "Mark as No Response" option is submitted as the response for all four of the first four items for that test subject.

Question 4



Answer Key: B

Extended Standard: Use a food web to explain how an organism can get a constant flow of energy. (5.LS.2.a)

Item Target Level: High

Access Limitation: None

Notes on Scoring

The student chooses "by eating the aphids," providing evidence of the ability to use a food web to explain how an organism can get a constant flow of energy.

Question 4 Full Script

How do ladybugs get energy in this food web?

A. by flying over the sunflowers

B. by eating the aphids

C. by hiding from the robins

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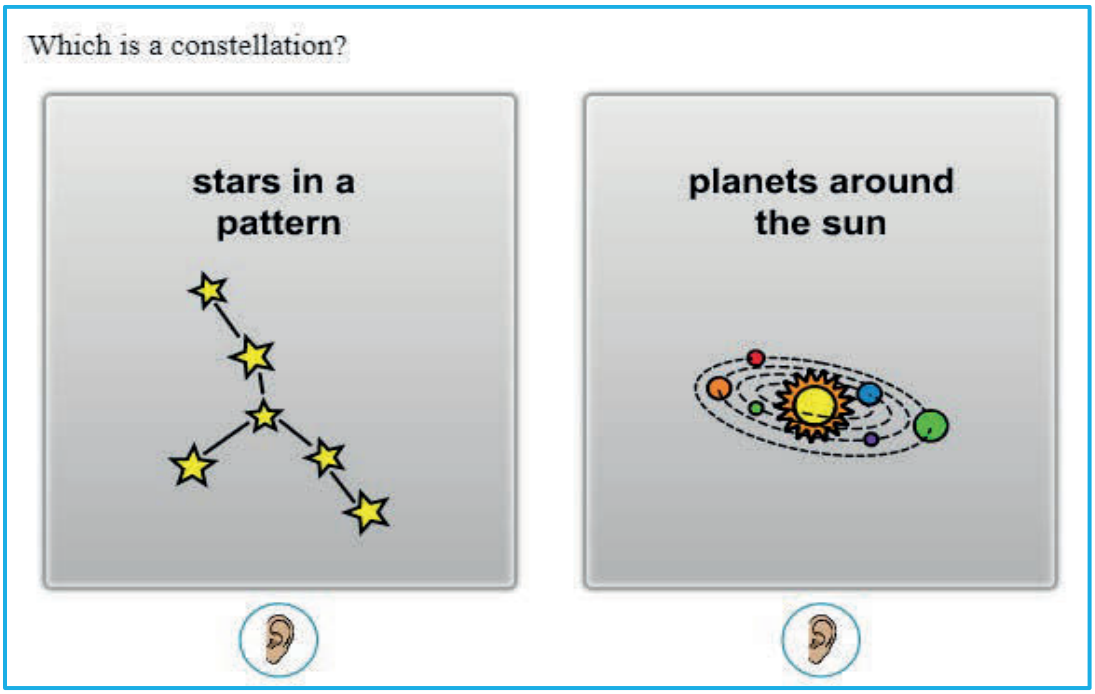
Question 5

Question 5



Answer Key: A

Extended Standard: Identify a visual representation of a constellation. (5.ESS.2.2.c)

Item Target Level: Low

Access Limitation: None

Notes on Scoring

The student chooses "stars in a pattern," providing evidence of the ability to identify a visual representation of a constellation.

Question 5 Full Script

Which is a constellation?

A. stars in a pattern

B. planets around the sun

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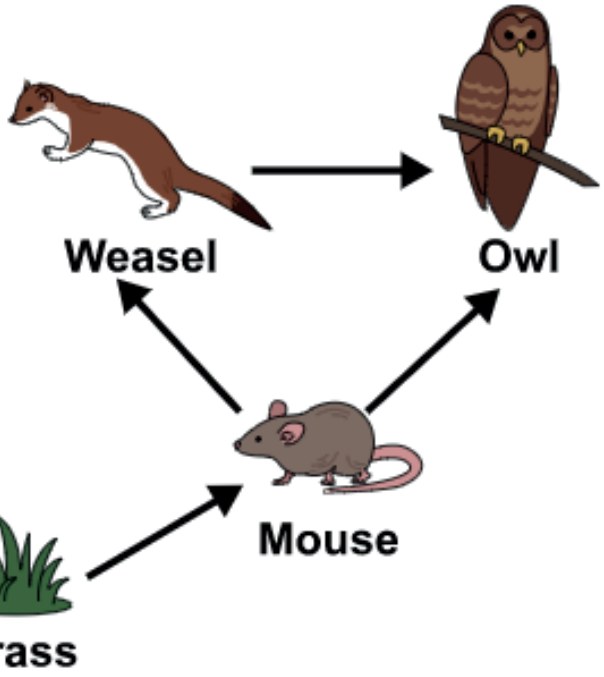
Stimulus for Question 6

Stimulus for Question 6

Here is a forest food web.



Stimulus Full Script

Here is a forest food web. An arrow points from grass to a mouse. An arrow points from the mouse to a weasel. Another arrow points from the mouse to an owl. An arrow points from the weasel to the owl.

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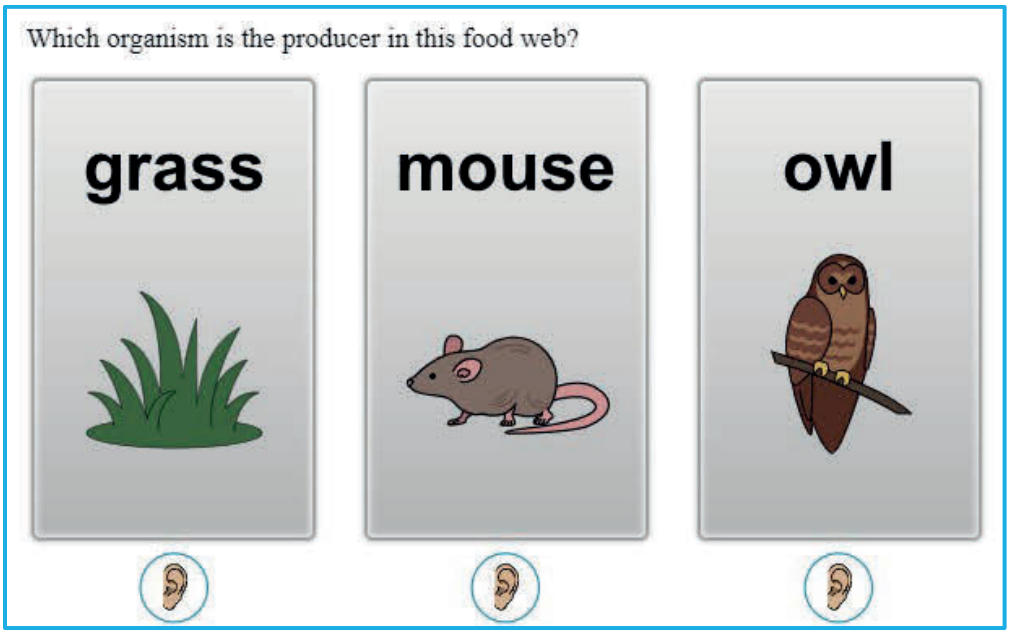
Question 6

Question 6



Answer Key: A

Extended Standard: Given a set of organisms, match them to their roles in a food web. (5.LS.1.1.b)

Item Target Level: Moderate

Access Limitation: None

Notes on Scoring

The student chooses "grass," providing evidence of the ability to match organisms to their roles in a food web.

Question 6 Full Script

Which organism is the producer in this food web?

A. grass

B. mouse

C. owl

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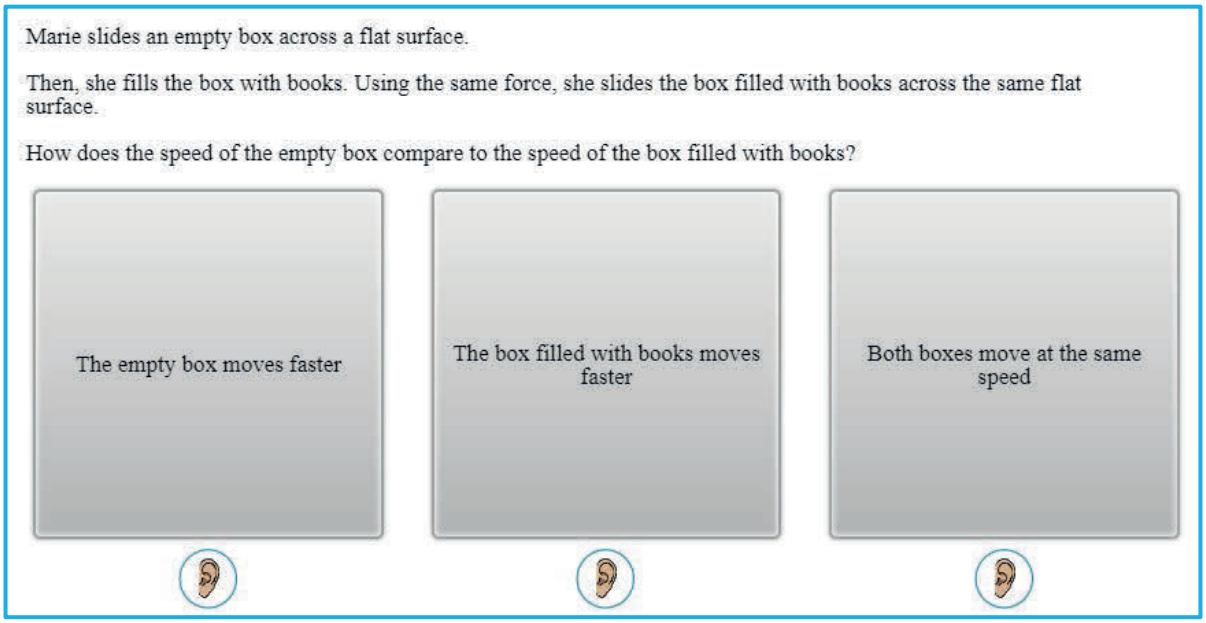
Question 7

Question 7



Answer Key: A

Extended Standard: Given a change in mass or force, explain the effect that change will have on the speed of an object. (5.PS.1.a)

Item Target Level: High

Access Limitation: None

Notes on Scoring

The student chooses "The empty box moves faster," providing evidence of the ability to, given a change in mass or force, explain the effect that change will have on the speed of an object.

Question 7 Full Script

Marie slides an empty box across a flat surface.

Then, she fills the box with books. Using the same force, she slides the box filled with books across the same flat surface.

How does the speed of the empty box compare to the speed of the box filled with books?

A. The empty box moves faster

B. The box filled with books moves faster

C. Both boxes move at the same speed

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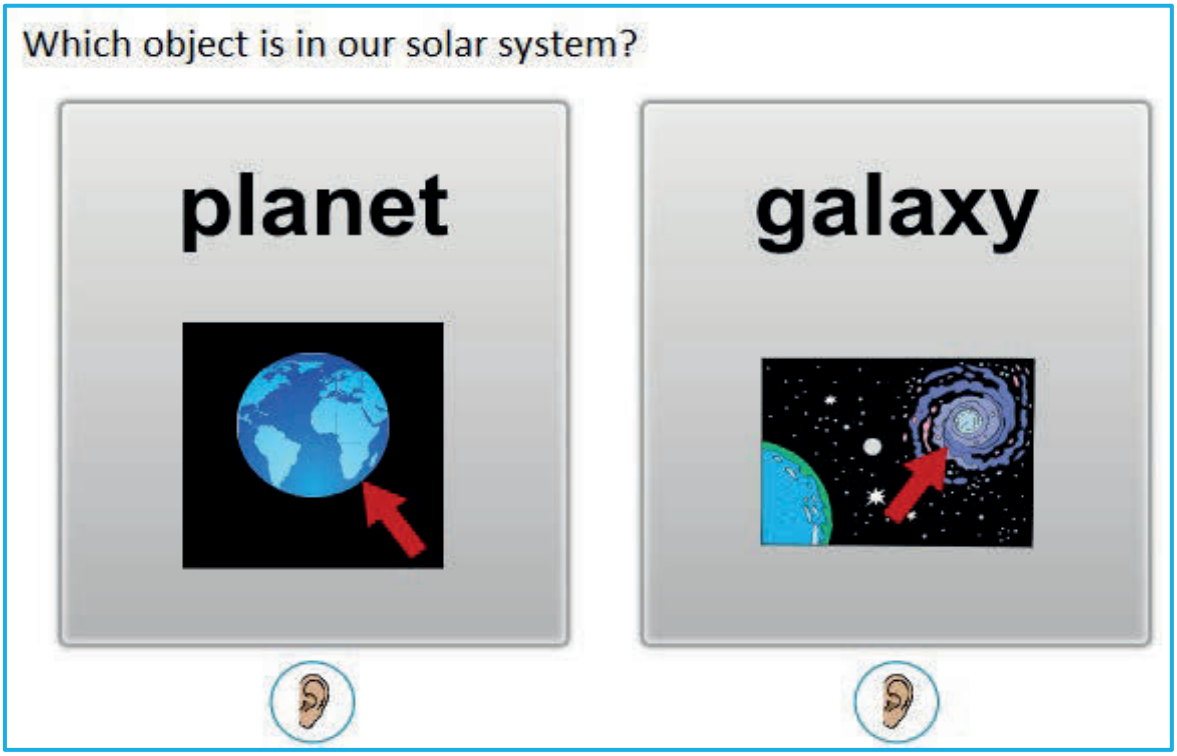
Question 8

Question 8



Answer Key: A

Extended Standard: Identify celestial bodies in our solar system. (5.ESS.1.1.c)

Item Target Level: Low

Access Limitation: None

Notes on Scoring

The student chooses "planet," providing evidence of the ability to identify celestial bodies in our solar system.

Question 8 Full Script

Which object is in our solar system?

A. a planet

B. a galaxy

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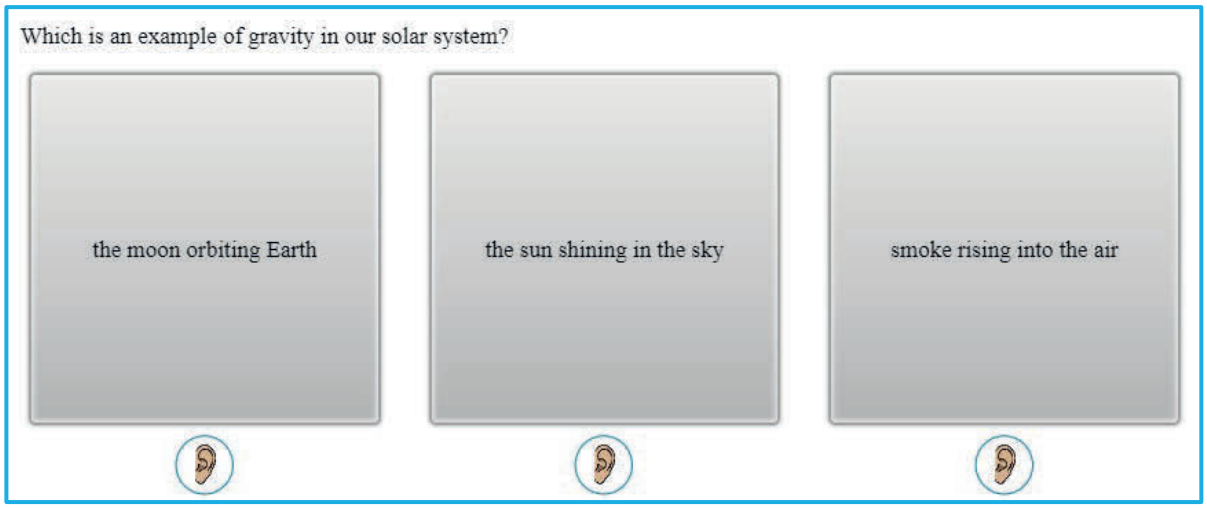
Question 9

Question 9



Answer Key: A

Extended Standard: Identify examples of celestial objects that are being affected by a gravitational force resulting in an orbit. (5.ESS.1.2.b)

Item Target Level: Moderate

Access Limitation: None

Notes on Scoring

The student chooses "the moon orbiting Earth," providing evidence of the ability to identify examples of celestial objects that are being affected by a gravitational force resulting in an orbit.

Question 9 Full Script

Which is an example of gravity in our solar system?

A. the moon orbiting Earth

B. the sun shining in the sky

C. smoke rising into the air

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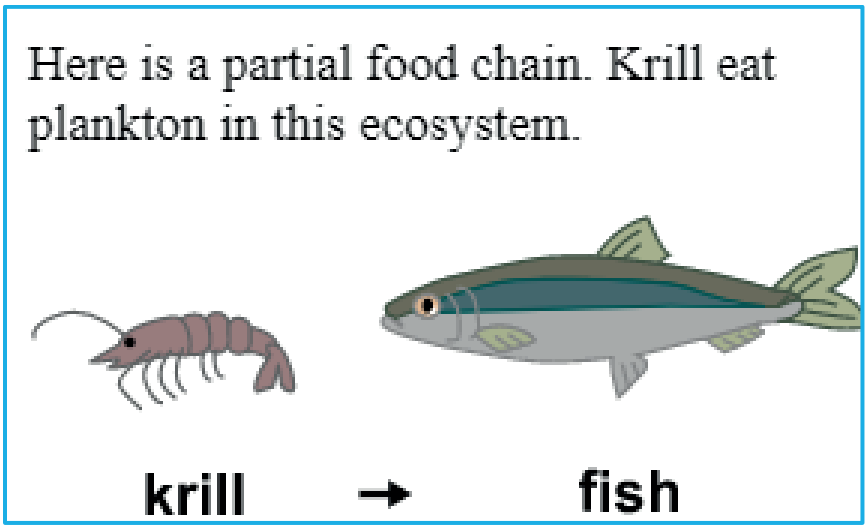
Stimulus for Question 10

Stimulus for Question 10



Stimulus Full Script

Here is a partial food chain. Krill eat plankton in this ecosystem. The partial food chain shows an arrow that points from krill to a fish.

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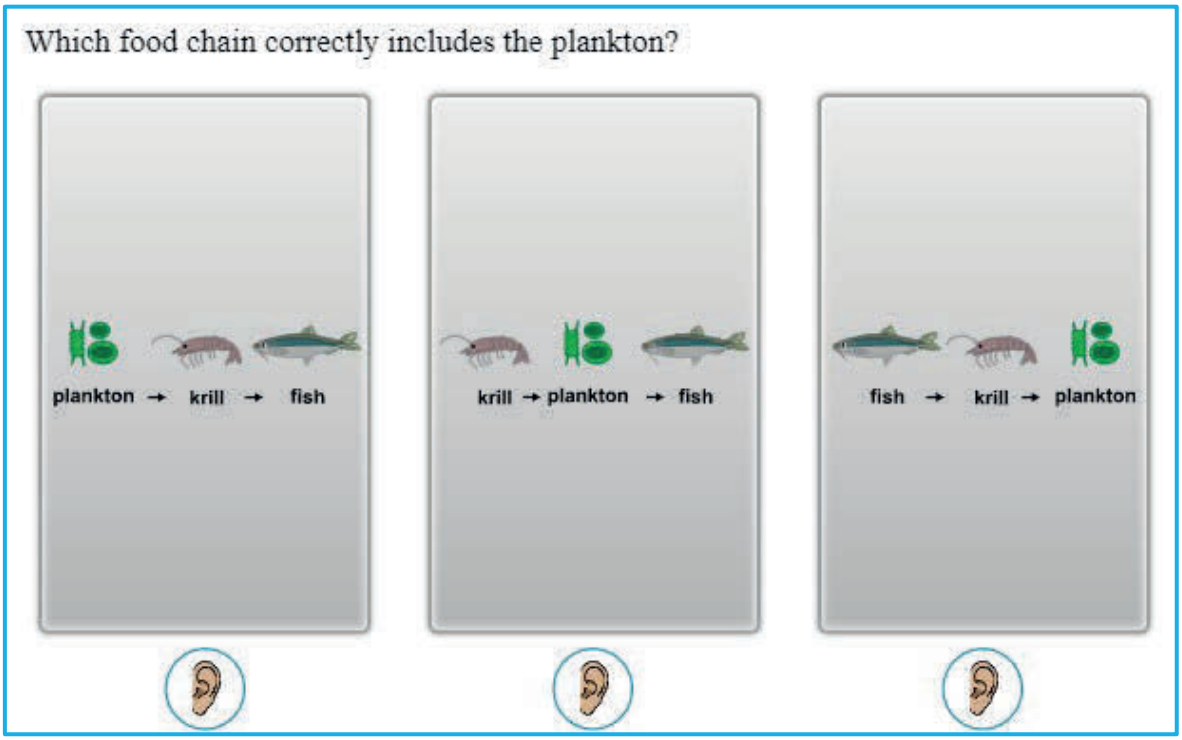
Question 10

Question 10



Answer Key: A

Extended Standard: Sequence components of a simple food chain. (5.LS.1.2.c)

Item Target Level: Moderate

Access Limitation: None

Notes on Scoring

The student chooses "plankton to krill to fish," providing evidence of the ability to sequence components of a simple food chain.

Question 10 Full Script

Which food chain correctly includes the plankton?

A. An arrow points from plankton to krill to fish.

B. An arrow points from krill to plankton to fish.

C. An arrow points from fish to krill to plankton.

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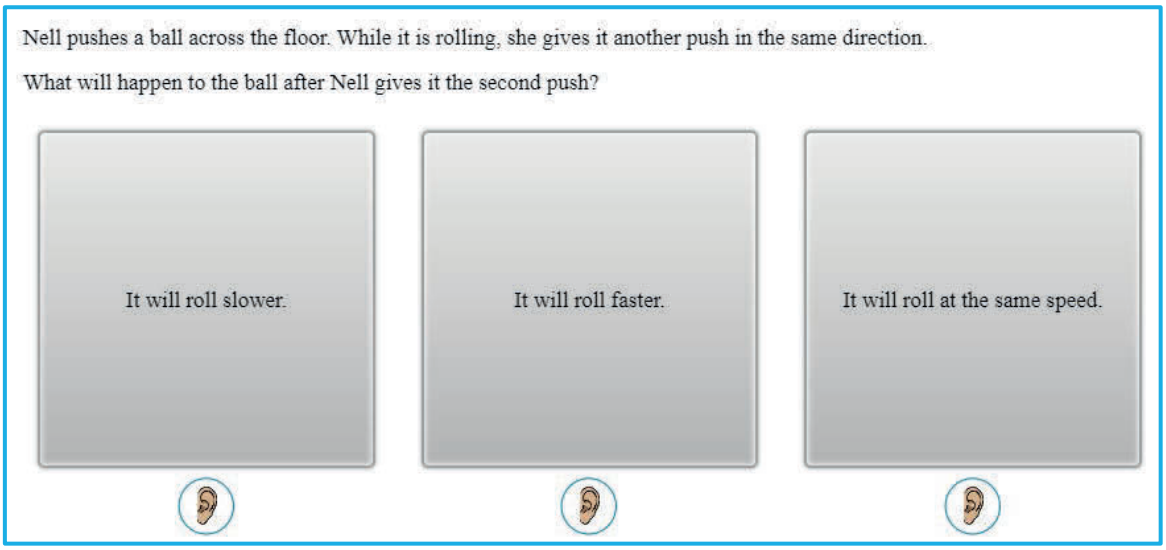
Question 11

Question 11



Answer Key: B

Extended Standard: Given a change in mass or force, explain the effect that change will have on the speed of an object. (5.PS.1.a)

Item Target Level: High

Access Limitation: None

Notes on Scoring

The student chooses "It will roll faster," providing evidence of the ability to, given a change in mass or force, explain the effect that change will have on the speed of an object.

Question 11 Full Script

Nell pushes a ball across the floor. While it is rolling, she gives it another push in the same direction.

What will happen to the ball after Nell gives it the second push?

A. It will roll slower.

B. It will roll faster.

C. It will roll at the same speed.

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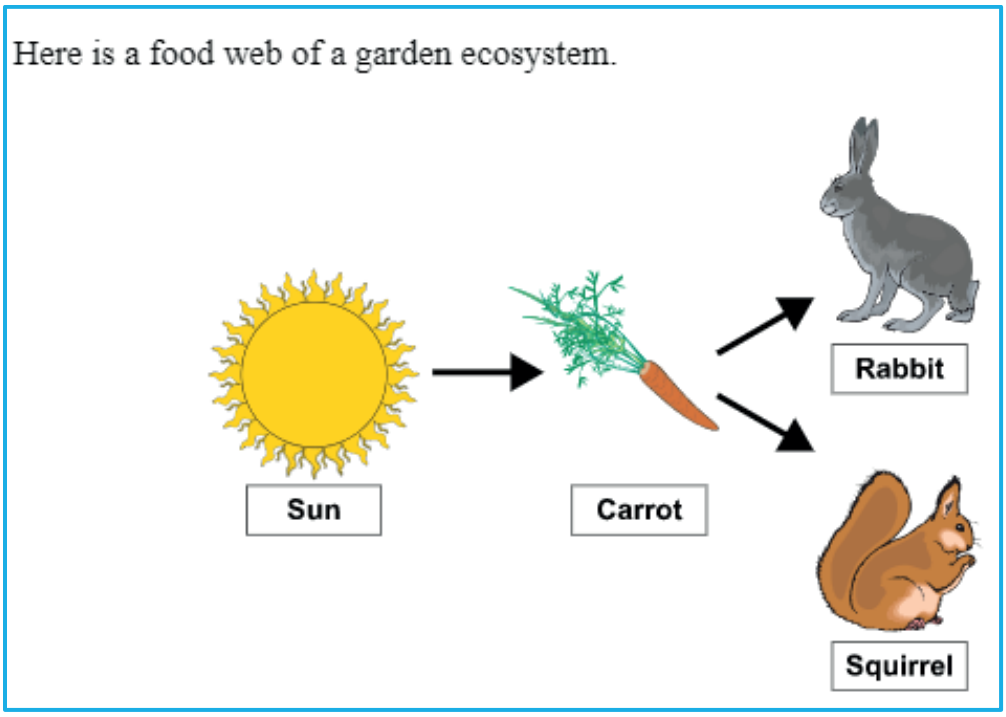
Stimulus for Question 12

Stimulus for Question 12



Stimulus Full Script

Here is a food web of a garden ecosystem. There is an arrow pointing from the Sun to a carrot. One arrow points from the carrot to a rabbit. Another arrow points from the carrot to a squirrel.

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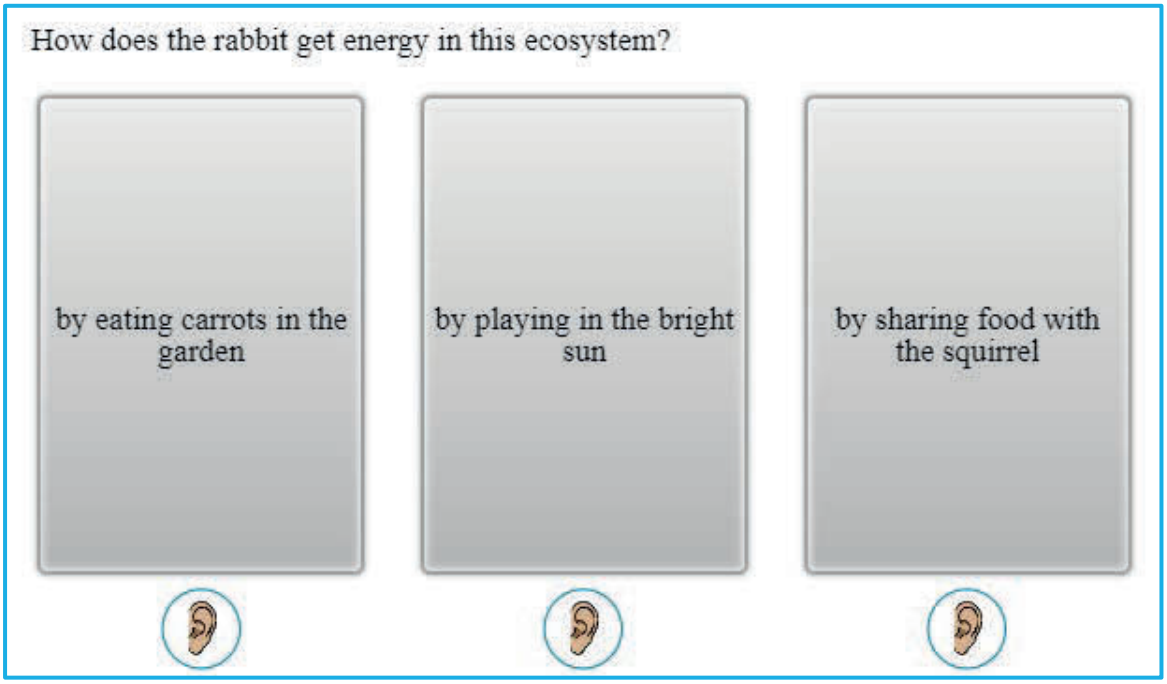
Question 12

Question 12



Answer Key: A

Extended Standard: Use a food web to explain how an organism can get a constant flow of energy. (5.LS.2.a)

Item Target Level: High

Access Limitation: None

Notes on Scoring

The student chooses "by eating carrots in the garden," providing evidence of the ability to use a food web to explain how an organism can get a constant flow of energy.

Question 12 Full Script

How does the rabbit get energy in this ecosystem?

A. by eating carrots in the garden

B. by playing in the bright sun

C. by sharing food with the squirrel

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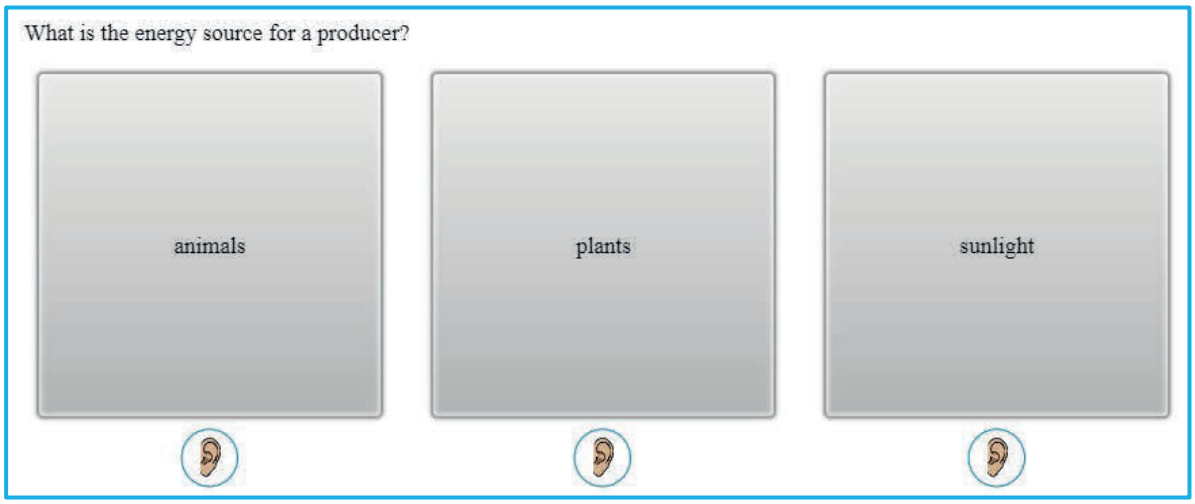
Question 13

Question 13



Answer Key: C

Extended Standard: Identify that producers transform sun energy into energy it uses to grow and that consumers get their energy to grow by a transfer of energy from another organism. (5.LS.2.b)

Item Target Level: Low-Moderate

Access Limitation: None

Notes on Scoring

The student chooses "sunlight," providing evidence of the ability to identify that producers transform sun energy into energy it uses to grow.

Question 13 Full Script

What is the energy source for a producer?

A. animals

B. plants

C. sunlight

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Stimulus for Question 14

Stimulus for Question 14

Sandra shines a flashlight into a dark room.

Stimulus Full Script

Sandra shines a flashlight into a dark room. A picture shows a person shining a flashlight into a dark room. The light shines on a door, a window, and a drinking glass.

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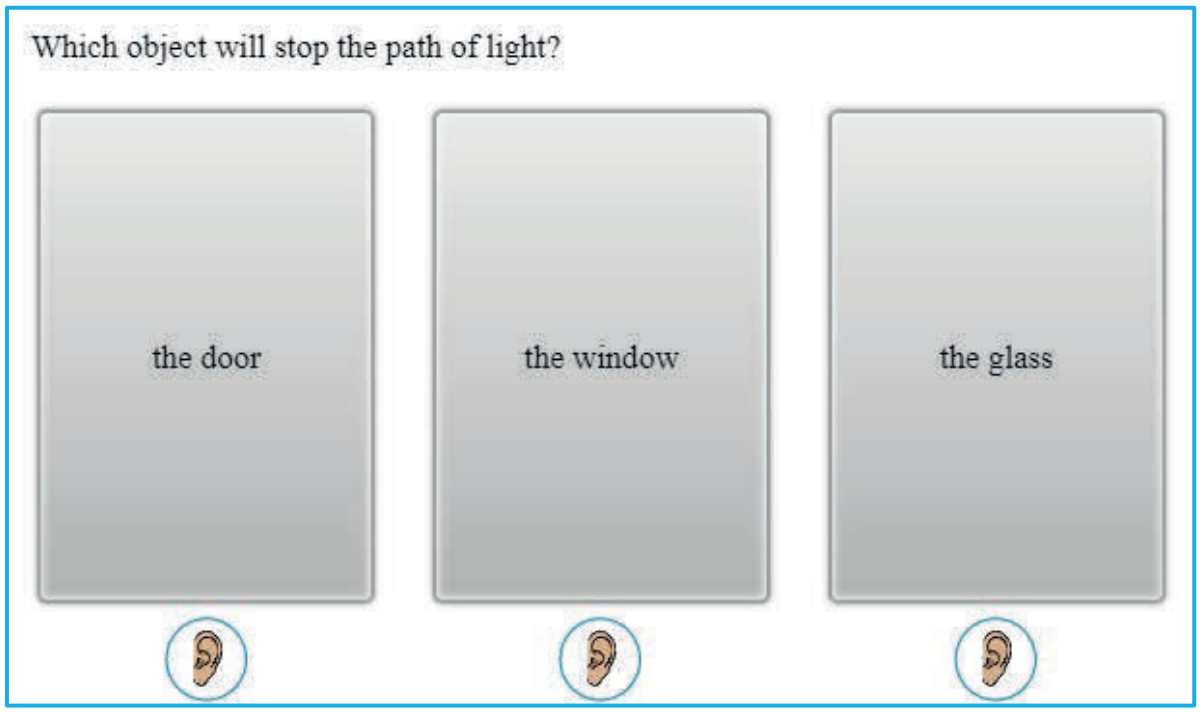
Question 14

Question 14



Answer Key: A

Extended Standard: Identify objects that will change the path of light. (5.PS.2.1.b)

Item Target Level: Moderate

Access Limitation: None

Notes on Scoring

The student chooses "the door," providing evidence of the ability to identify objects that will change the path of light.

Question 14 Full Script

Which object will stop the path of light?

A. the door

B. the window

C. the glass

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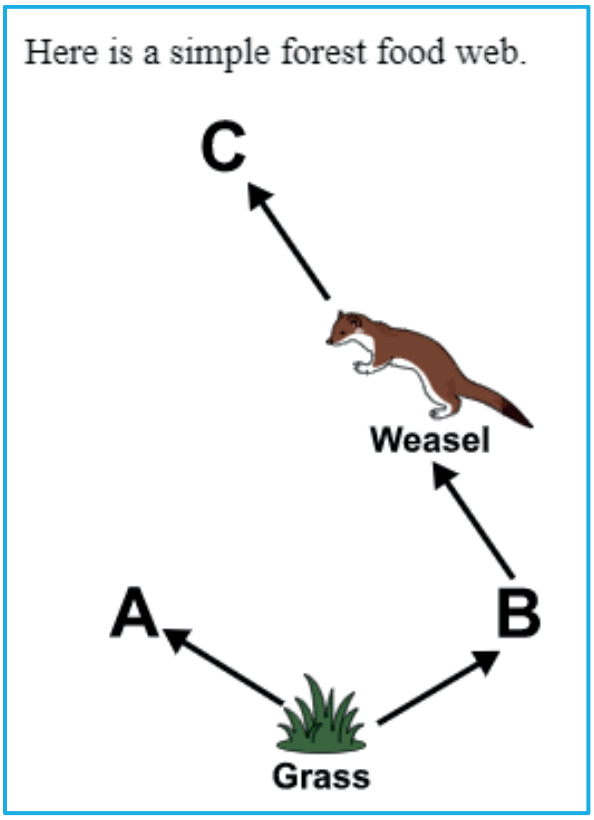
Stimulus for Question 15

Stimulus for Question 15



Stimulus Full Script

Here is a simple forest food web. An arrow points from grass to the letter A. Another arrow points from the grass to the letter B. An arrow points from the letter B to a weasel. An arrow points from the weasel to the letter C.

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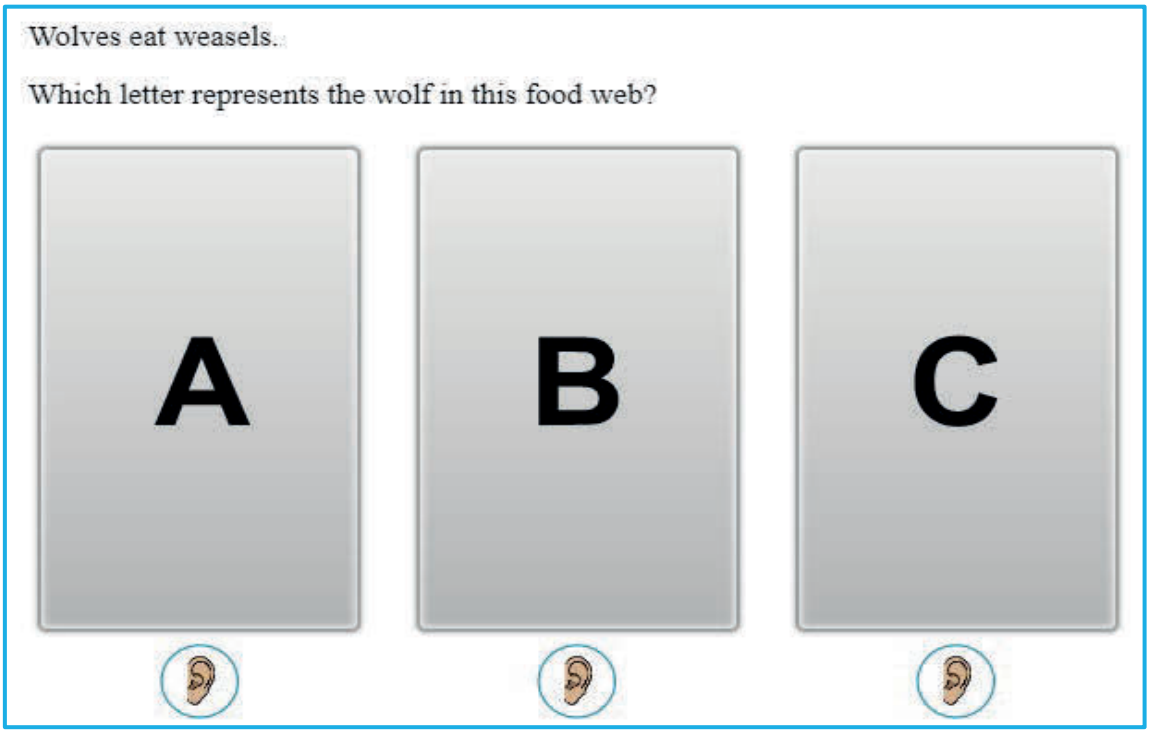
Question 15

Question 15



Answer Key: C

Extended Standard: Sequence components of a food web. (5.LS.1.2.b)

Item Target Level: Moderate-High

Access Limitation: None

Notes on Scoring

The student chooses letter "C," providing evidence of the ability to sequence components of a food web.

Question 15 Full Script

Wolves eat weasels.

Which letter represents the wolf in this food web?

A. Letter A

B. Letter B

C. Letter C

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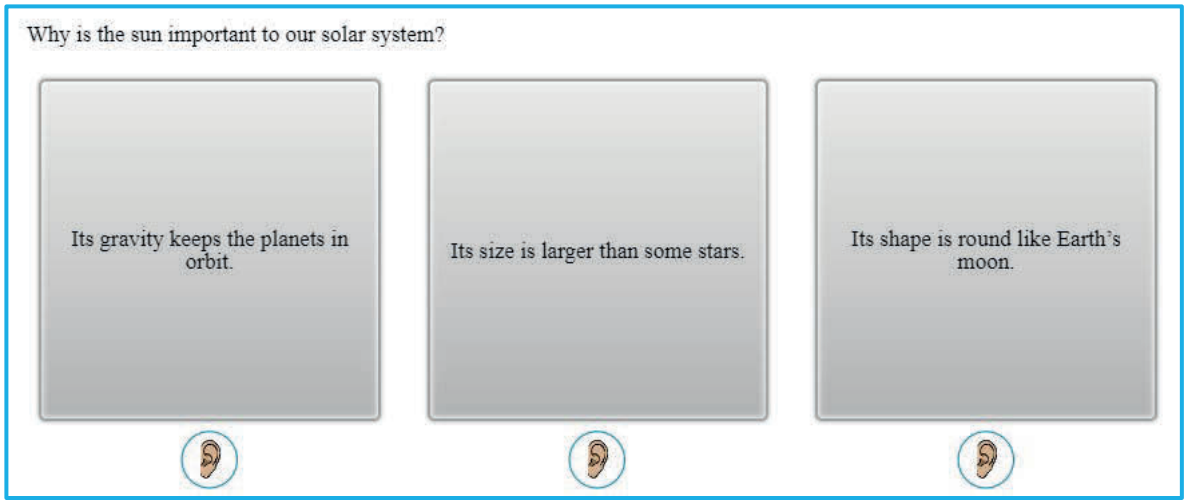
Question 16

Question 16



Answer Key: A

Extended Standard: Explain the relationship of our Sun to our solar system and to our universe. (5.ESS.2.1.b)

Item Target Level: Moderate

Access Limitation: None

Notes on Scoring

The student chooses "Its gravity keeps the planets in orbit," providing evidence of the ability to explain the relationship of our Sun to our solar system and to our universe.

Question 16 Full Script

Why is the sun important to our solar system?

A. Its gravity keeps the planets in orbit.

B. Its size is larger than some stars.

C. Its shape is round like Earth's moon.

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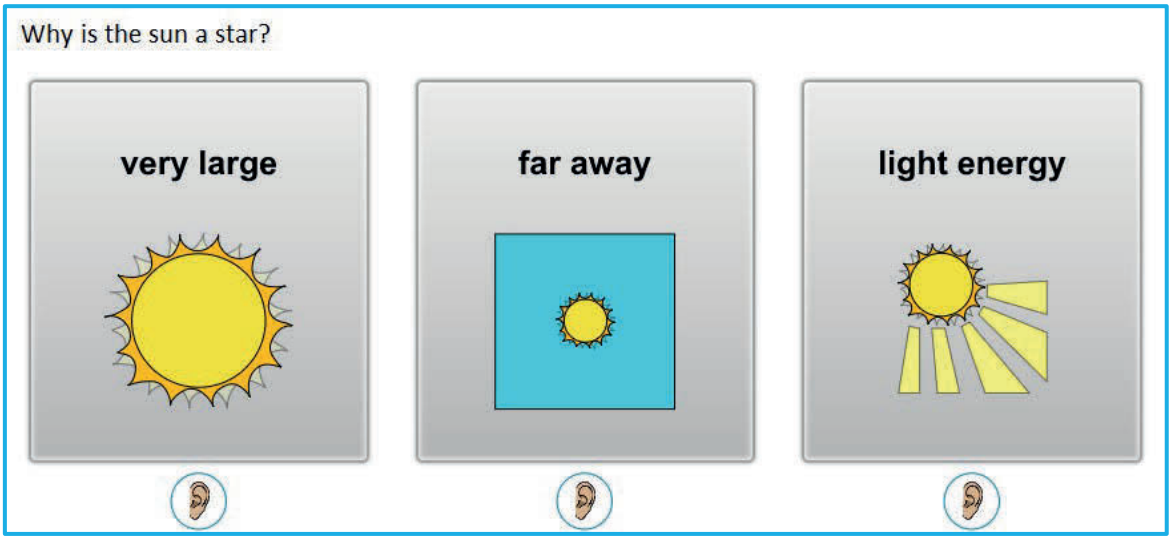
Question 17

Question 17



Answer Key: C

Extended Standard: Identify the characteristics of the Sun that make it a star. (5.ESS.2.3.c)

Item Target Level: Low

Access Limitation: None

Notes on Scoring

The student chooses "because it produces light energy," providing evidence of the ability to identify the characteristics of the Sun that make it a star.

Question 17 Full Script

Why is the sun a star?

A. because it is very large

B. because it is far away

C. because it produces light energy

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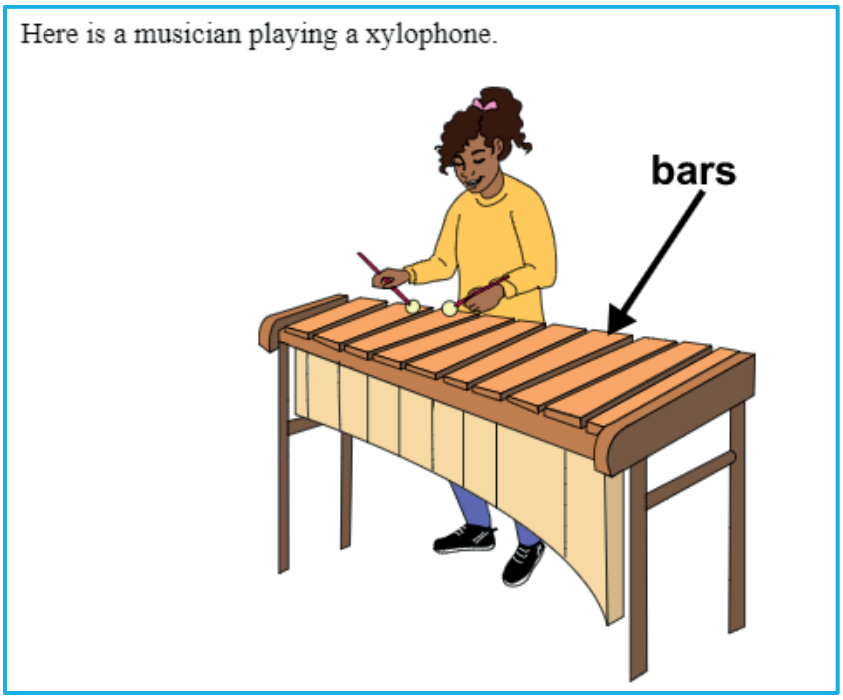
Stimulus for Question 18

Stimulus for Question 18



Stimulus Full Script

Here is a musician playing a xylophone. The musician makes sounds by hitting different sized bars on the xylophone. The bars are ordered from the shortest bar to longest bar.

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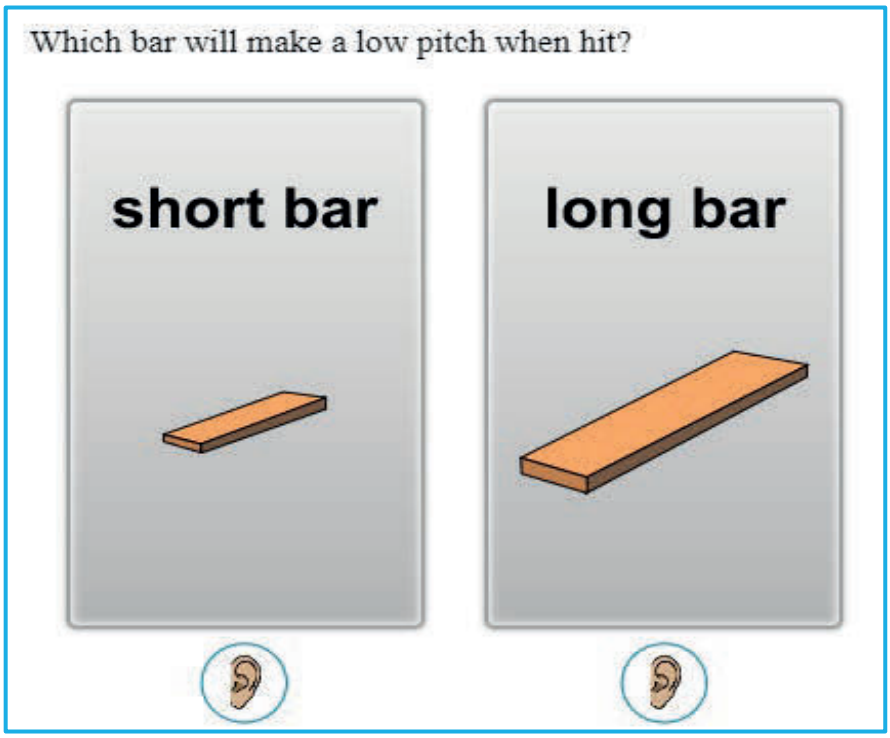
Question 18

Question 18



Answer Key: B

Extended Standard: Match objects/tools/instruments to examples of sounds of various pitch. (5.PS.2.2.c)

Item Target Level: Moderate

Access Limitation: None

Notes on Scoring

The student chooses "long bar" as the bar that will make a low pitch when hit, providing evidence of the ability to match instruments to examples of sounds of various pitch.

Question 18 Full Script

Which bar will make a low pitch when hit?

A. short bar

B. long bar

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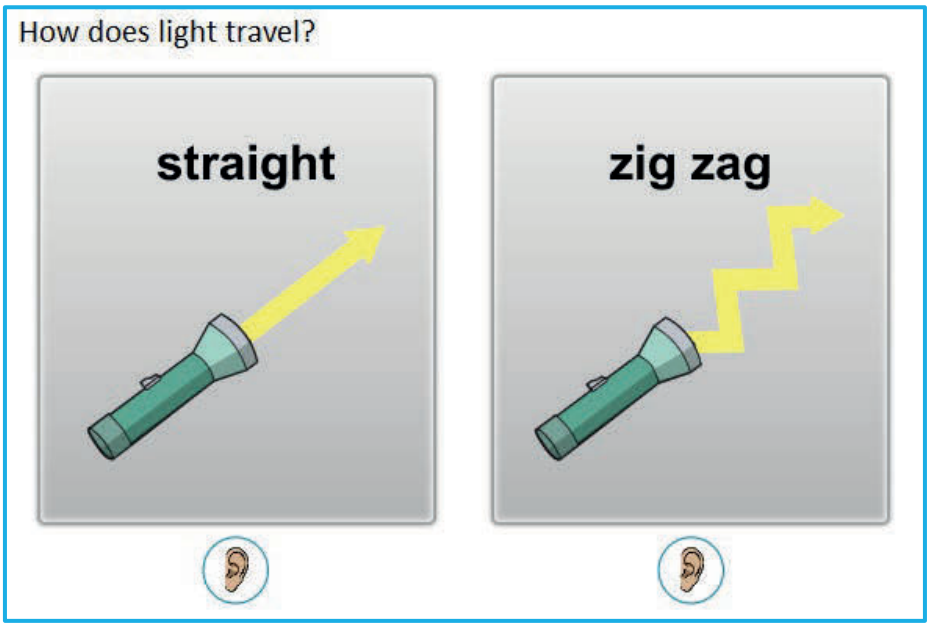
Question 19

Question 19



Answer Key: A

Extended Standard: Demonstrate the observable characteristics of how light travels. (5.PS.2.1.c)

Item Target Level: Low

Access Limitation: None

Notes on Scoring

The student chooses "in a straight path," providing evidence of the ability to demonstrate the observable characteristics of how light travels.

Question 19 Full Script

How does light travel?

A. in a straight path

B. in a zig zag path

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Stimulus for Question 20

Stimulus for Question 20

Juan compares four planets. He records the type of matter the planet is made of and the size. The table displays Juan's data.

Comparing Four Planets

Planet	Matter	Size of Equator (miles)
Earth	**Rocky**	**25,000**
Mercury	Rocky	9,500
Saturn	Gases	227,000
Venus	Rocky	24,000

Stimulus Full Script

Juan compares four planets. He records the type of matter the planet is made of and the size. The table displays Juan's data. The columns of the table are: Planet, Matter, Size of Equator (miles). Earth is rocky and its equator is 25,000 miles. Mercury is rocky and its equator is 9,500 miles. Saturn is made of gases and its equator is 227,000 miles. Venus is rocky and its equator is 24,000 miles.

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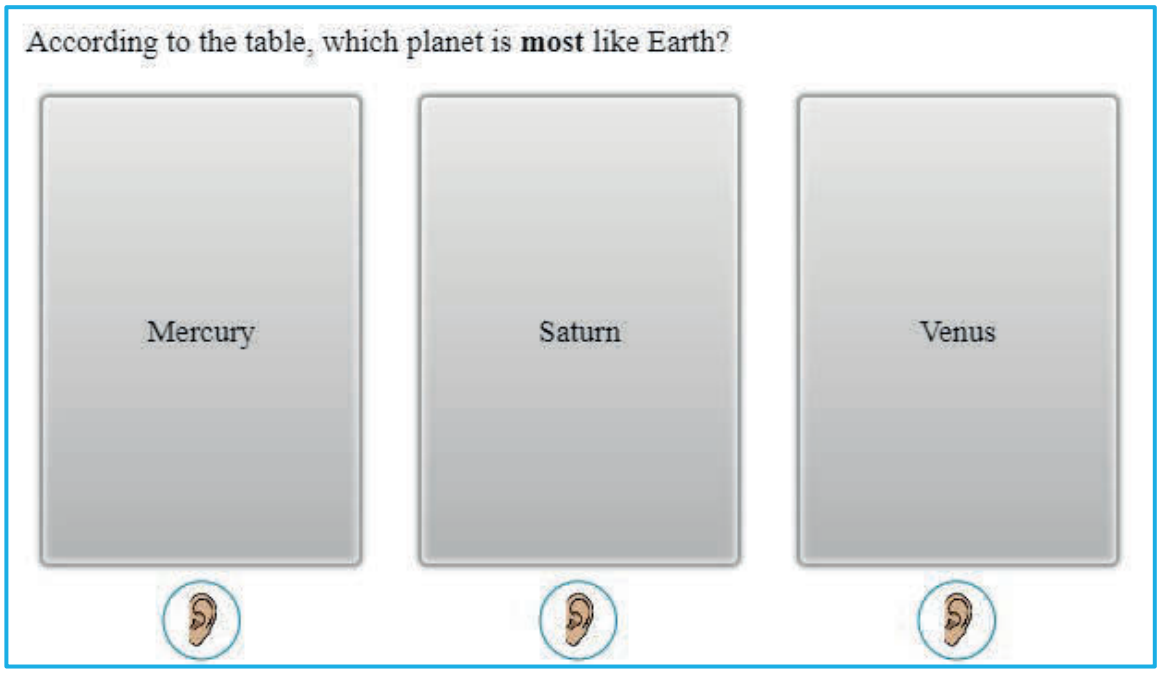
Question 20

Question 20



Answer Key: C

Extended Standard: Compare the composition and sizes of the major planets. (5.ESS.1.3.a)

Item Target Level: High

Access Limitation: None

Notes on Scoring

The student chooses "Venus" as the planet most like Earth, providing evidence of the ability to compare the composition and sizes of the major planets.

Question 20 Full Script

According to the table, which planet is **most** like Earth?

A. Mercury

B. Saturn

C. Venus