

# Released Items

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## NCEXTEND1 Grade 5 Science



**Public Schools of North Carolina**

Department of Public Instruction | State Board of Education

Division of Accountability Services/North Carolina Testing Program



## Item 1

Test Cards: Provided by NCDPI

- Stem: “When is it best to stay indoors?”
- A: on a cloudy day
- B: during a thunderstorm
- C: on a windy day

\*Objects/symbols may be substituted for the pictures if used routinely in the classroom. (Provided by the assessor)

### Trial 1

- The assessor presents and reads the stem.
- The assessor says: **“When is it best to stay indoors?”**
- The assessor presents the answer choices in the following order (*Choice A, Choice B, Choice C*).
- The assessor says: (A) **“on a cloudy day”** (B) **“during a thunderstorm”** (C) **“on a windy day”**
- The assessor says: **“When is it best to stay indoors? Select an answer.”**
- If the student answers correctly, the assessor presents the next item.
- If the student answers incorrectly, the assessor removes the incorrect answer and proceeds to trial 2.
- If the student does not respond, the assessor randomly removes one of the incorrect answers and proceeds to trial 2.





## Trial 2

- The assessor presents and reads the stem.
- The assessor says: **"Let's try again. When is it best to stay indoors?"**
- The assessor presents the answer choices in the following order.  
*If A was removed*  
The assessor says: (B) **"during a thunderstorm"** (C) **"on a windy day"**  
*If C was removed*  
The assessor says: (A) **"on a cloudy day"** (B) **"during a thunderstorm"**
- The assessor says: **"When is it best to stay indoors? Select an answer."**
- The assessor and student continue to the next item.

RELEASED





## Item 2

Test Cards: Provided by NCDPI

- Stem: "Which body part helps people move?"
- A: stomach
- B: skin
- C: muscle

\*Objects/symbols may be substituted for the pictures if used routinely in the classroom. (Provided by the assessor)

### Trial 1

- The assessor presents and reads the stem.
- The assessor says: **"Which body part helps people move?"**
- The assessor presents the answer choices in the following order (*Choice A, Choice B, Choice C*).
- The assessor says: (A) **"stomach"** (B) **"skin"** (C) **"muscle"**
- The assessor says: **"Which body part helps people move? Select an answer."**
- If the student answers correctly, the assessor presents the next item.
- If the student answers incorrectly, the assessor removes the incorrect answer and proceeds to trial 2.
- If the student does not respond, the assessor randomly removes one of the incorrect answers and proceeds to trial 2.





## Trial 2

- The assessor presents and reads the stem.
- The assessor says: **"Let's try again. Which body part helps people move?"**
- The assessor presents the answer choices in the following order.  
If A was removed  
The assessor says: (B) **"skin"** (C) **"muscle"**  
If B was removed  
The assessor says: (A) **"stomach"** (C) **"muscle"**
- The assessor says: **"Which body part helps people move? Select an answer."**
- The assessor and student continue to the next item.

RELEASED



## Item 3

Test Cards: Provided by NCDPI

- Stimulus: a scripted graphic showing a person on a bicycle
- Stem: "What would make the bicycle slow down?"
- A: riding up a hill
- B: riding down a hill
- C: pedaling faster

\*Objects/symbols may be substituted for the pictures if used routinely in the classroom. (Provided by the assessor)

### Trial 1

- The assessor presents and reads the stimulus.
- The assessor says: **"This shows a person on a bicycle."**
- The assessor presents and reads the stem.
- The assessor says: **"What would make the bicycle slow down?"**
- The assessor presents and reads the answer choices in the following order (*Choice A, Choice B, Choice C*).
- The assessor says: (A) **"riding up a hill"** (B) **"riding down a hill"** (C) **"pedaling faster"**
- The assessor says: **"What would make the bicycle slow down? Select an answer."**
- If the student answers correctly, the assessor presents the next item.
- If the student answers incorrectly, the assessor removes the incorrect answer and proceeds to trial 2.
- If the student does not respond, the assessor randomly removes one of the incorrect answers and proceeds to trial 2.



## Trial 2

- The assessor presents and reads the stimulus.
- The assessor says: **"Let's try again. This shows a person on a bicycle."**
- The assessor presents and reads the stem.
- The assessor says: **"What would make the bicycle slow down?"**
- The assessor presents the answer choices in the following order.  
*If B was removed*  
The assessor says: (A) **"riding up a hill"** (C) **"pedaling faster"**  
*If C was removed*  
The assessor says: (A) **"riding up a hill"** (B) **"riding down a hill"**
- The assessor says: **"What would make the bicycle slow down? Select an answer."**
- The assessor and student continue to the next item.

RELEASED





## Item 4

Test Cards: Provided by NCDPI

- Stimulus: a scripted graphic presenting milk and a pair of scissors
- Stem: "How are these two alike?"
- A: Both are examples of a chemical change.
- B: Both are examples of a physical change.
- C: Both are examples of things changing temperature.

\*Objects/symbols may be substituted for the pictures if used routinely in the classroom. (Provided by the assessor)

## Trial 1

- The assessor presents and reads the stimulus.
- The assessor says: **"This shows milk pouring from a carton into a cup. This shows scissors cutting a piece of paper."**
- The assessor presents and reads the stem.
- The assessor says: **"How are these two alike?"**
- The assessor presents and reads the answer choices in the following order (*Choice A, Choice B, Choice C*).
- The assessor says: (A) **"Both are examples of a chemical change."** (B) **"Both are examples of a physical change."** (C) **"Both are examples of things changing temperature."**
- The assessor says: **"How are these two alike? Select an answer."**
- If the student answers correctly, the assessor presents the next item.
- If the student answers incorrectly, the assessor removes the incorrect answer and proceeds to trial 2.
- If the student does not respond, the assessor randomly removes one of the incorrect answers and proceeds to trial 2.



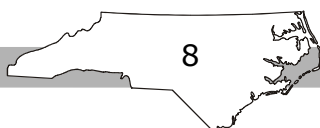




## Trial 2

- The assessor presents and reads the stimulus.
- The assessor says: **"Let's try again. This shows milk pouring from a carton into a cup. This shows scissors cutting a piece of paper."**
- The assessor presents and reads the stem.
- The assessor says: **"How are these two alike?"**
- The assessor presents the answer choices in the following order.  
*If A was removed*  
The assessor says: (B) **"Both are examples of a physical change."**  
(C) **"Both are examples of things changing temperature."**  
*If C was removed*  
The assessor says: (A) **"Both are examples of a chemical change."**  
(B) **"Both are examples of a physical change."**
- The assessor says: **"How are these two alike? Select an answer."**
- The assessor and student continue to the next item.

RELEASED





## Item 5

Test Cards: Provided by NCDPI

- Stem: "Which is a living part of a lake?"
- A: fish
- B: rock
- C: mud

\*Objects/symbols may be substituted for the pictures if used routinely in the classroom. (Provided by the assessor)

### Trial 1

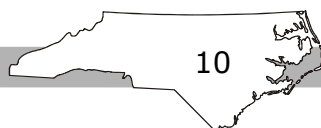
- The assessor presents and reads the stem.
- The assessor says: **"Which is a living part of a lake?"**
- The assessor presents and reads the answer choices in the following order (*Choice A, Choice B, Choice C*).
- The assessor says: (A) **"fish"** (B) **"rock"** (C) **"mud"**
- The assessor repeats the stem and says: **"Which is a living part of a lake? Select an answer."**
- If the student answers correctly, the assessor ends the presentation of the sample items.
- If the student answers incorrectly, the assessor removes the incorrect answer and proceeds to trial 2.
- If the student does not respond, the assessor randomly removes one of the incorrect answers and proceeds to trial 2.



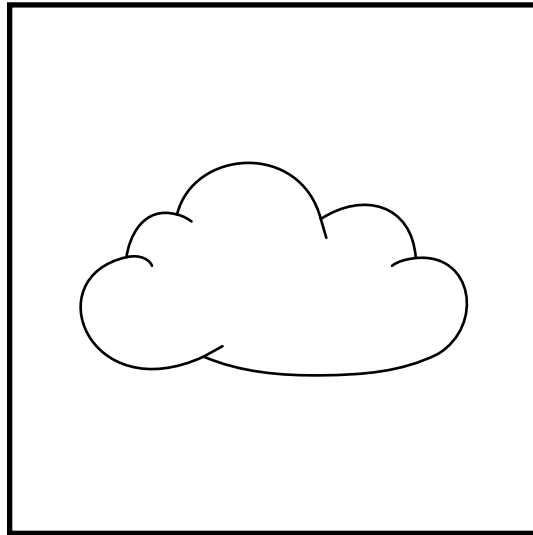
## Trial 2

- The assessor presents and reads the stem.
- The assessor says: **"Let's try again. Which is a living part of a lake?"**
- The assessor presents the answer choices in the following order.  
If B was removed  
The assessor says: (A) **"fish"** (C) **"mud"**  
If C was removed  
The assessor says: (A) **"fish"** (B) **"rock"**
- The assessor says: **"Which is a living part of a lake? Select an answer."**  
The assessor ends the presentation of the sample items.

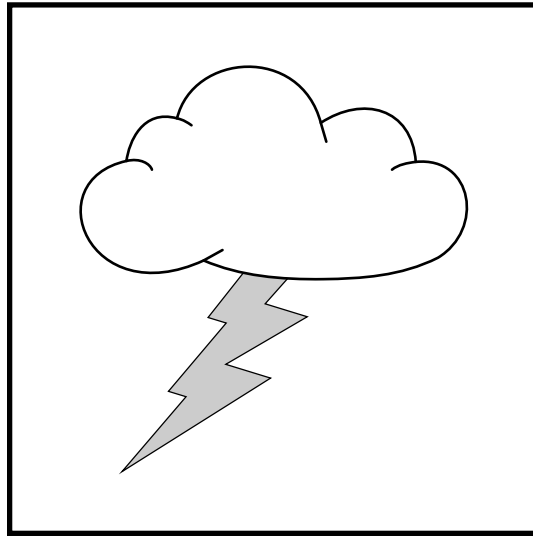
RELEASED



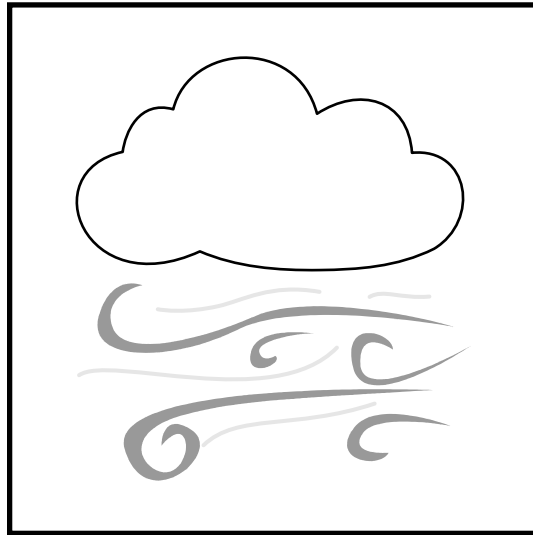
When is it best to stay indoors?



on a cloudy day



during a thunderstorm



on a windy day

Which body part helps people move?

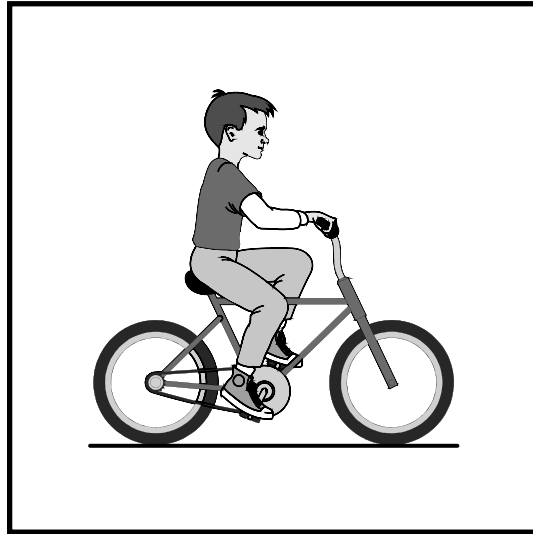


stomach

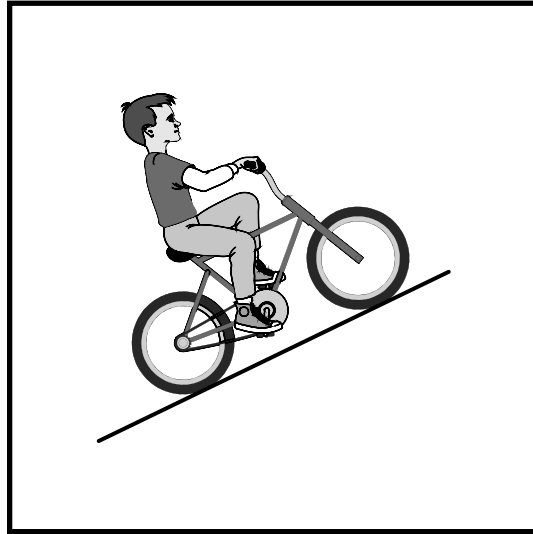
skin

muscle

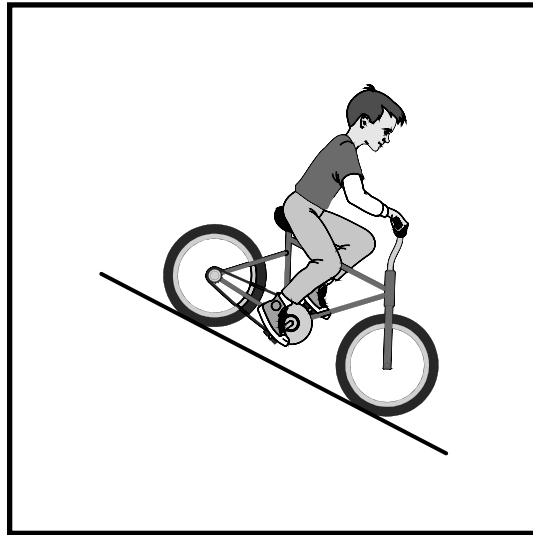
This shows a person on a bicycle.



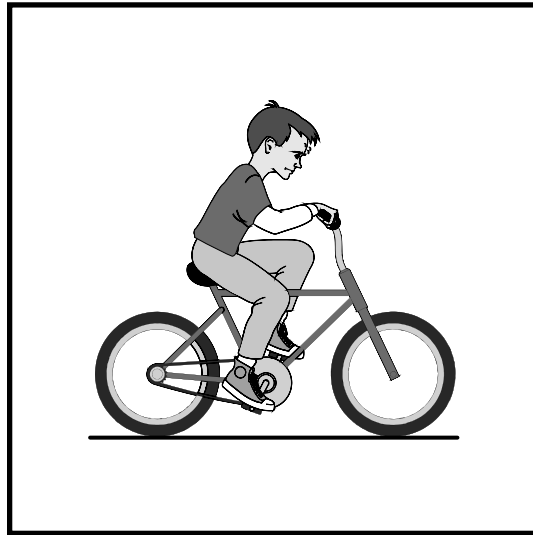
What would make the bicycle slow down?



riding up a hill



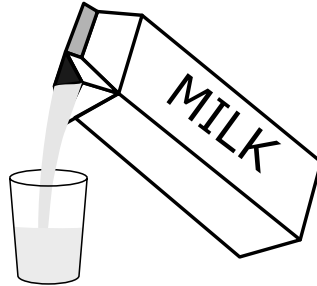
riding down a hill



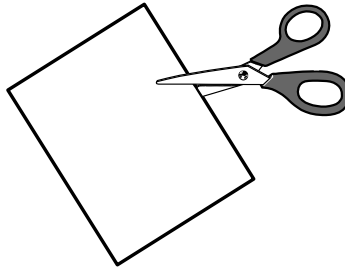
pedaling faster



This shows milk pouring from a carton into a cup.



This shows scissors cutting a piece of paper.



How are these two alike?

Both are example of a chemical change.

Both are examples of a physical change.

Both are examples of things changing temperature.

Which is a living part of a lake?

fish

rock



mud