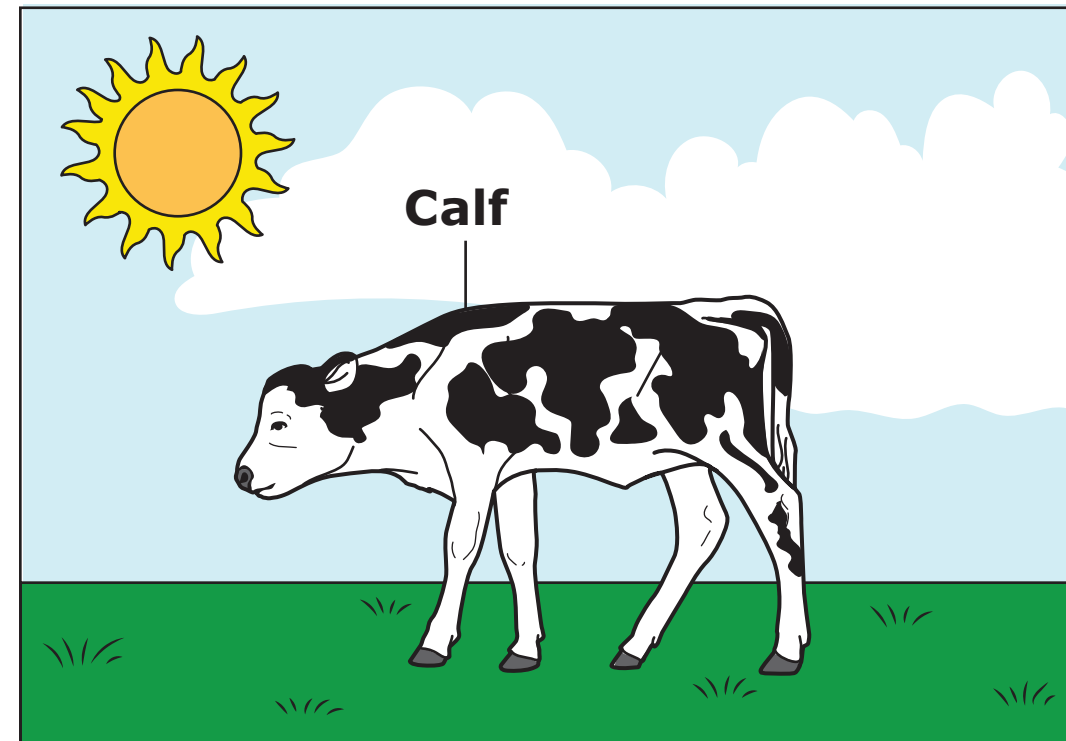


Present the image on the student-response page. Read the highlighted text exactly as it appears:

**When a calf eats grass, it grows bigger.**

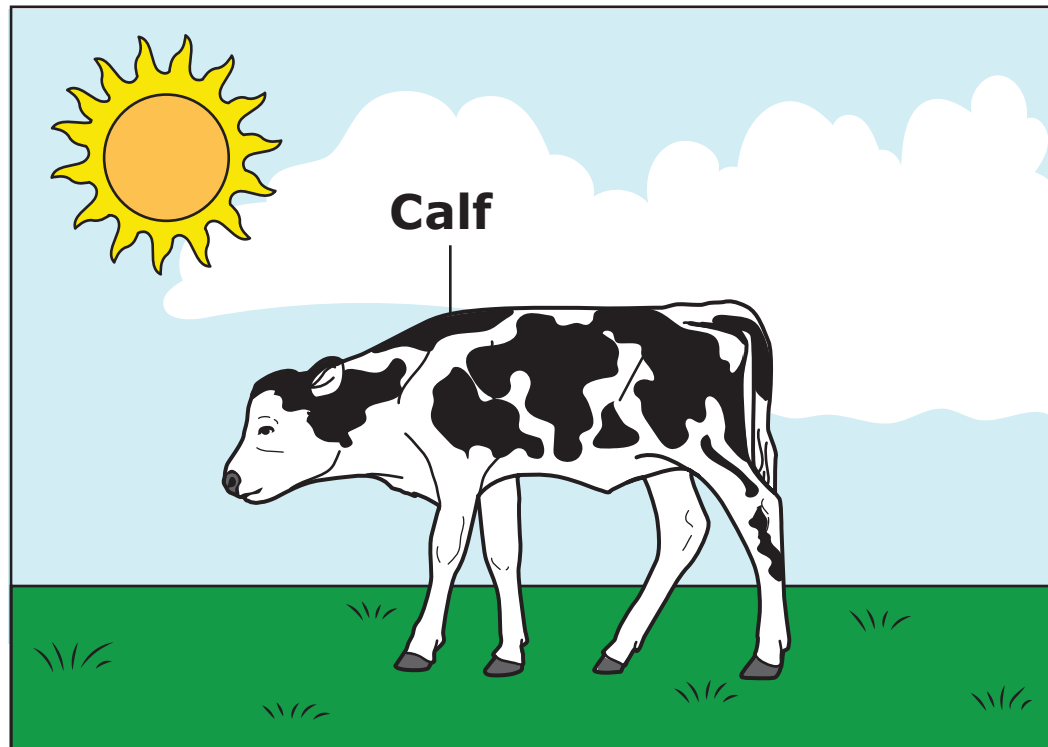
Point to the text in the image, and read the highlighted text exactly as it appears:

**Here is a diagram of a calf eating grass. It says: Calf.**



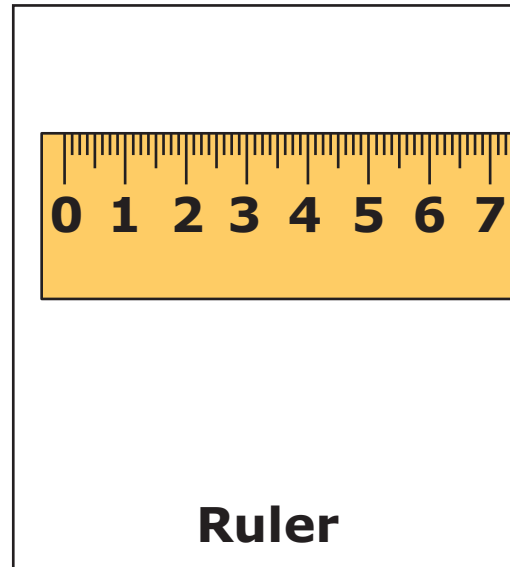
**Item 00:**

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|---|---|
| <p><i>If needed, repeat presentation of the image on the left side of the student-response page, and read the highlighted text exactly as it appears:</i></p> <p><b>When a calf eats grass, it grows bigger.</b></p> <p>Point to the text in the image, and read the highlighted text exactly as it appears:</p> <p><b>Here is a diagram of a calf eating grass. It says: Calf.</b></p> |   |
| <p>Present the item on the right side of the student-response page. Read the highlighted text exactly as it appears:</p> <p><b>Which would you use to see if something is made of cells?</b></p> <p>Point to the answer options, and read the highlighted text exactly as it appears:</p> <p><b>Ruler, Microscope, Thermometer</b></p>  |   |
| <p>Fill in the choice on the answer document that corresponds with the student's response for this item.</p> <p>Read the highlighted text exactly as it appears:</p> <p><b>You would use a microscope to see if something is made of cells.</b></p>   | <b>A</b><br><b>B</b><br><b>C</b><br><b>D</b><br><b>NR</b> |

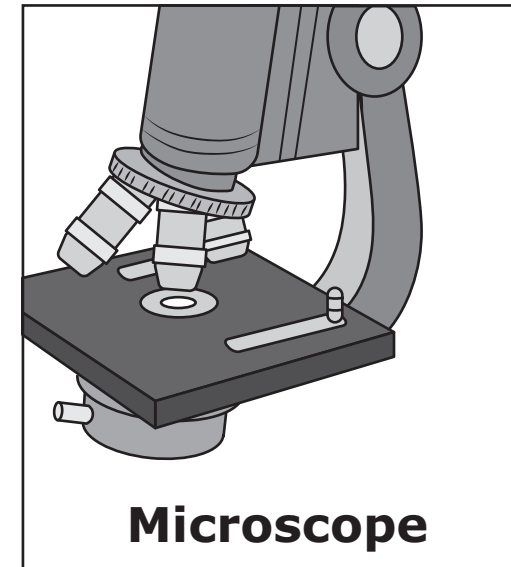


Which would you use to see if something is made of cells?

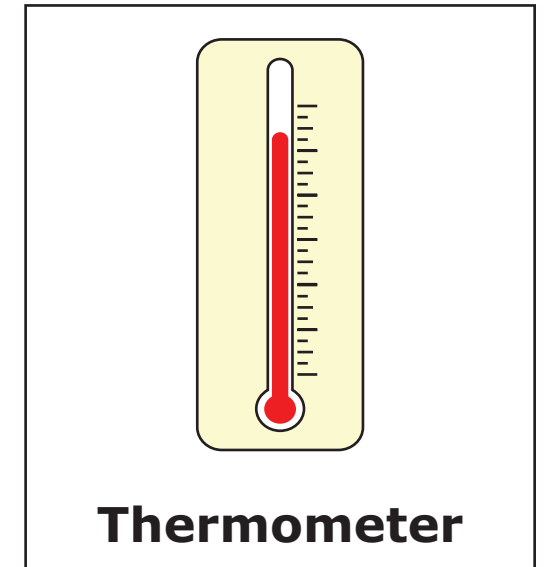
**A**



**B**

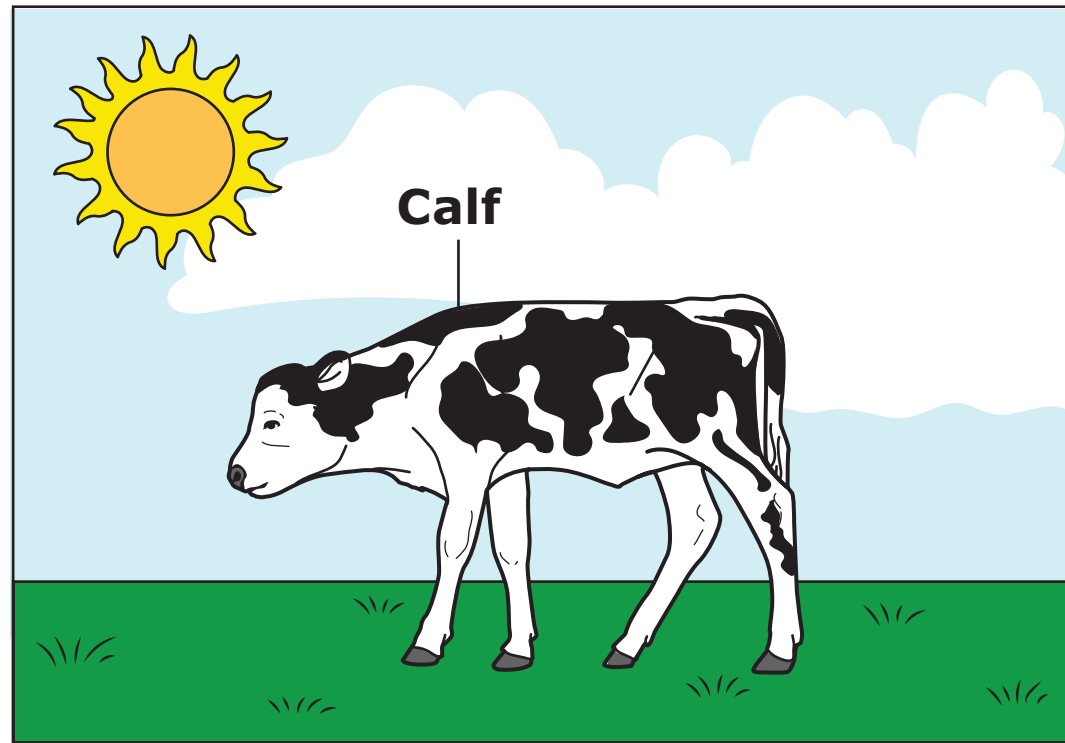


**C**

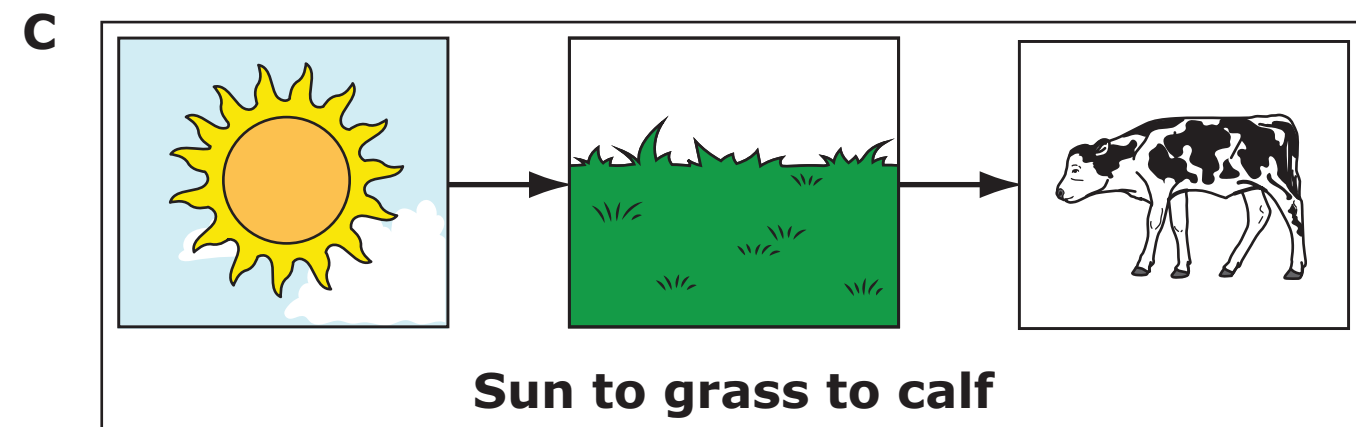
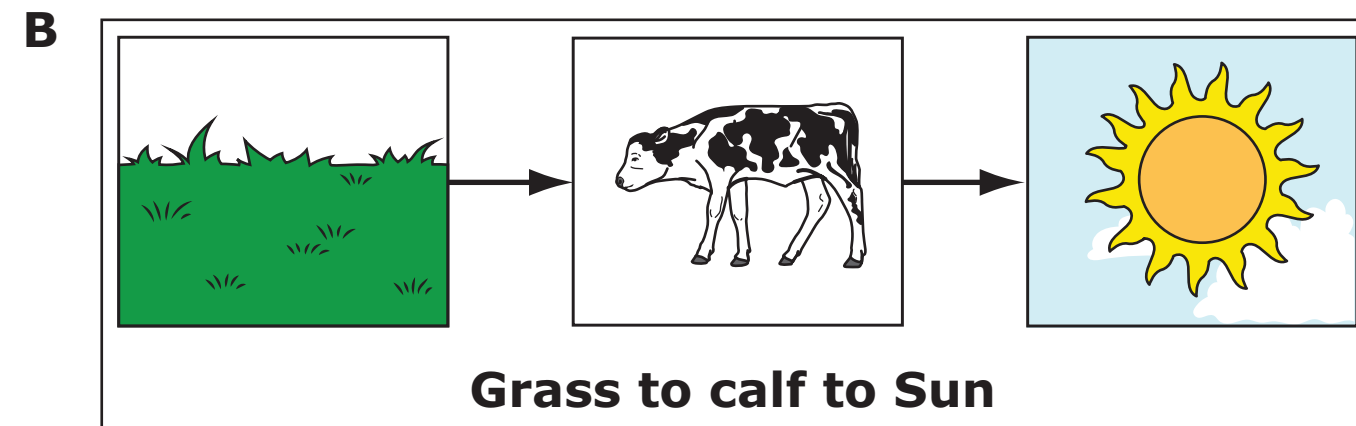
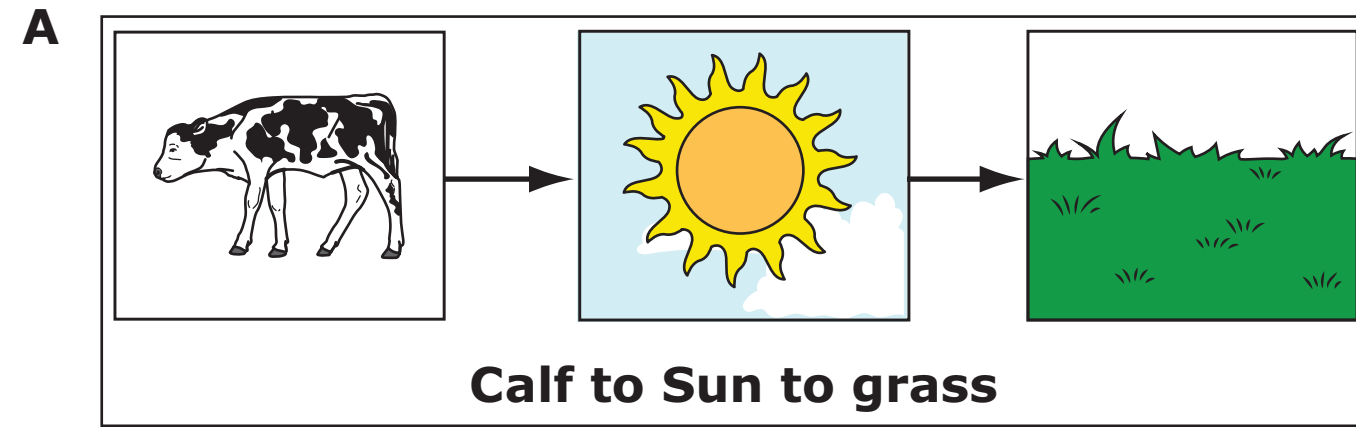


**Item 00:**

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| <p><i>If needed</i>, repeat presentation of the image on the left side of the student-response page, and read the highlighted text exactly as it appears:</p> <p><b>When a calf eats grass, it grows bigger.</b></p> <p>Point to the text in the image, and read the highlighted text exactly as it appears:</p> <p><b>Here is a diagram of a calf eating grass. It says: Calf.</b></p> |  |
| <p>Present the item on the right side of the student-response page. Read the highlighted text exactly as it appears:</p> <p><b>Which is the correct order of energy flow?</b></p> <p>Point to the answer options, and read the highlighted text exactly as it appears:</p> <p><b>Calf to Sun to grass, Grass to calf to Sun, Sun to grass to calf</b></p>                               |  |
| <p>Fill in the choice on the answer document that corresponds with the student's response for this item.</p> <p>Read the highlighted text exactly as it appears:</p> <p><b>Sun to grass to calf is the correct order of energy flow.</b></p>  | <p><b>A</b><br/><b>B</b><br/><b>C</b><br/><b>D</b><br/><b>NR</b></p> |

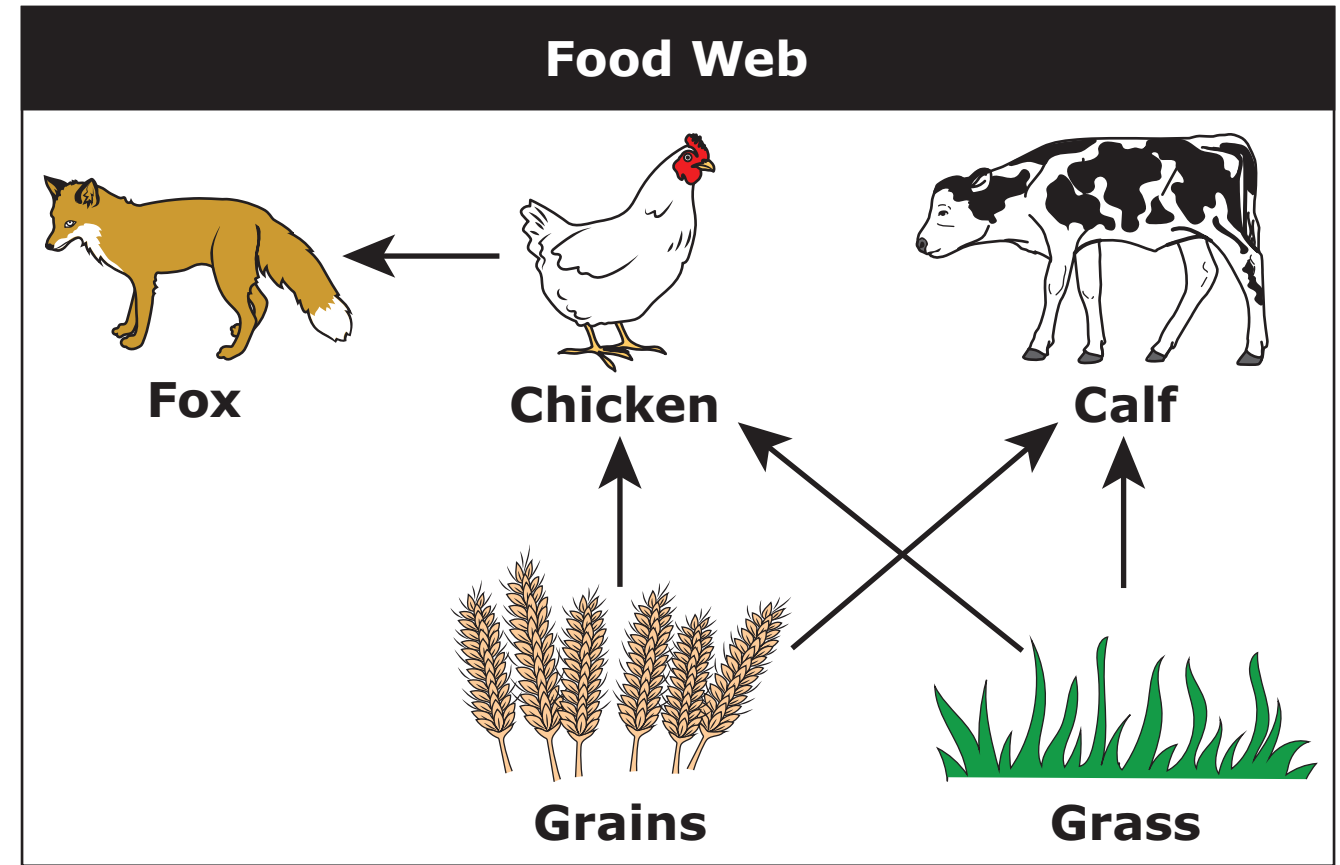
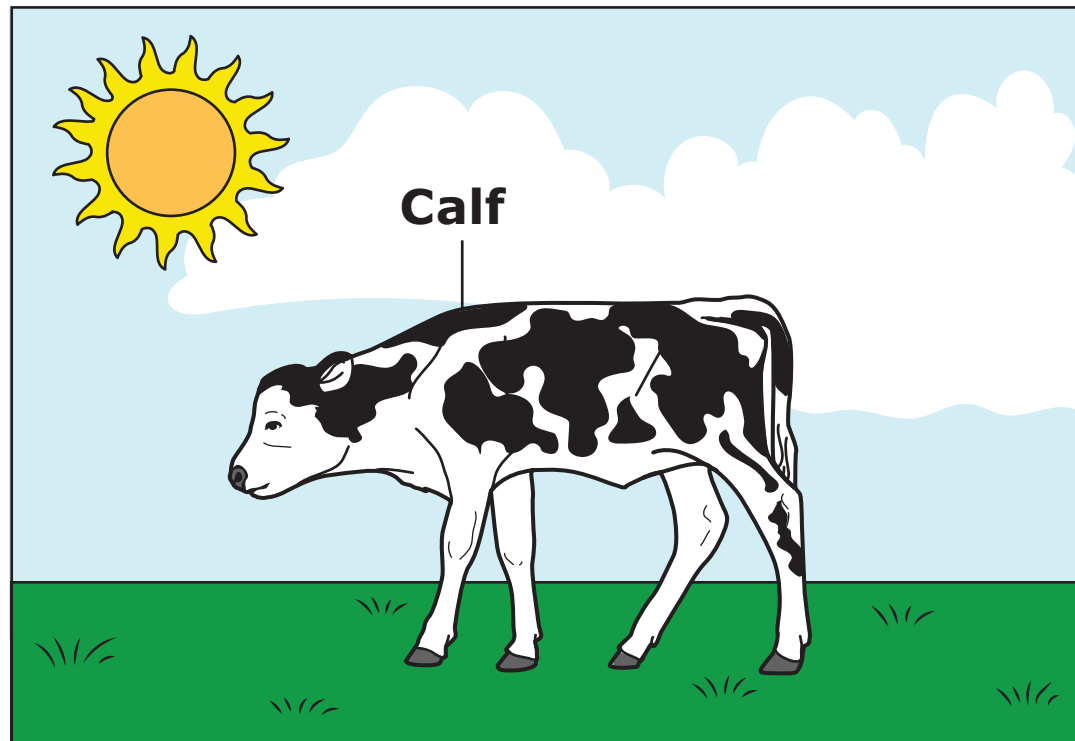


Which is the correct order of energy flow?



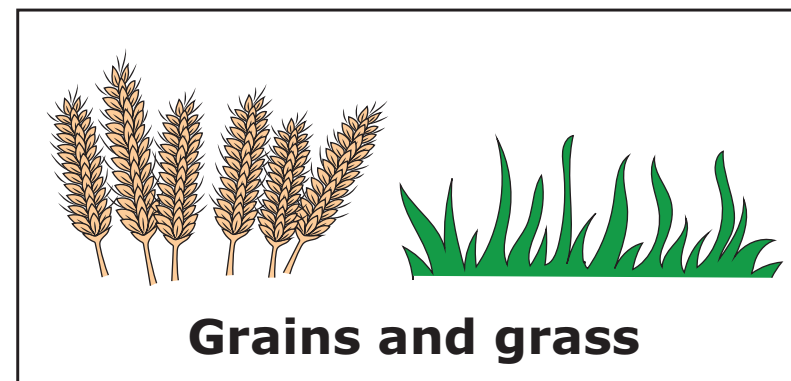
**Item 00:**

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|--|---|
| <p><i>If needed, repeat presentation of the image on the left side of the student-response page, and read the highlighted text exactly as it appears:</i></p> <p><b>When a calf eats grass, it grows bigger.</b></p> <p>Point to the text in the image, and read the highlighted text exactly as it appears:</p> <p><b>Here is a diagram of a calf eating grass. It says: Calf.</b></p>  |   |
| <p>Present the item on the right side of the student-response page. Point to the text in the diagram, and read the highlighted text exactly as it appears:</p> <p><b>Here is a diagram. It says: Food Web; Fox, Chicken, Calf, Grains, Grass.</b></p> <p>Read the highlighted text exactly as it appears:</p> <p><b>Where does a chicken get the energy it needs?</b></p> <p>Point to the answer options, and read the highlighted text exactly as it appears:</p> <p><b>Grains and grass, Grains and fox, Grass and calf, Grains only</b></p> |   |
| <p>Fill in the choice on the answer document that corresponds with the student's response for this item.</p> <p>Read the highlighted text exactly as it appears:</p> <p><b>A chicken gets the energy it needs from grains and grass.</b></p>   | <b>A</b><br><b>B</b><br><b>C</b><br><b>D</b><br><b>NR</b> |

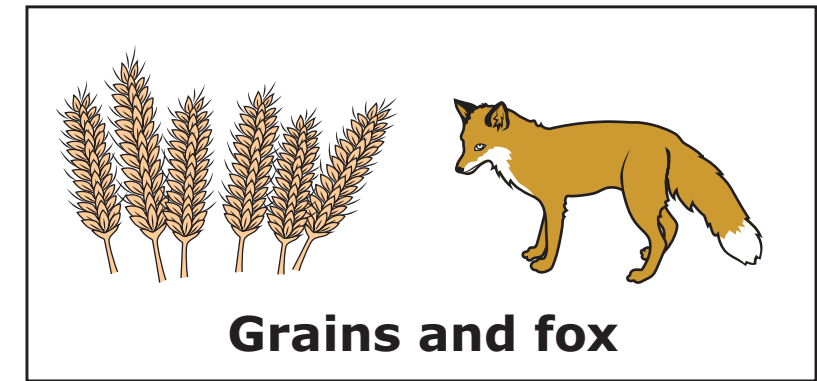


Where does a chicken get the energy it needs?

**A**



**B**



**C**



**D**



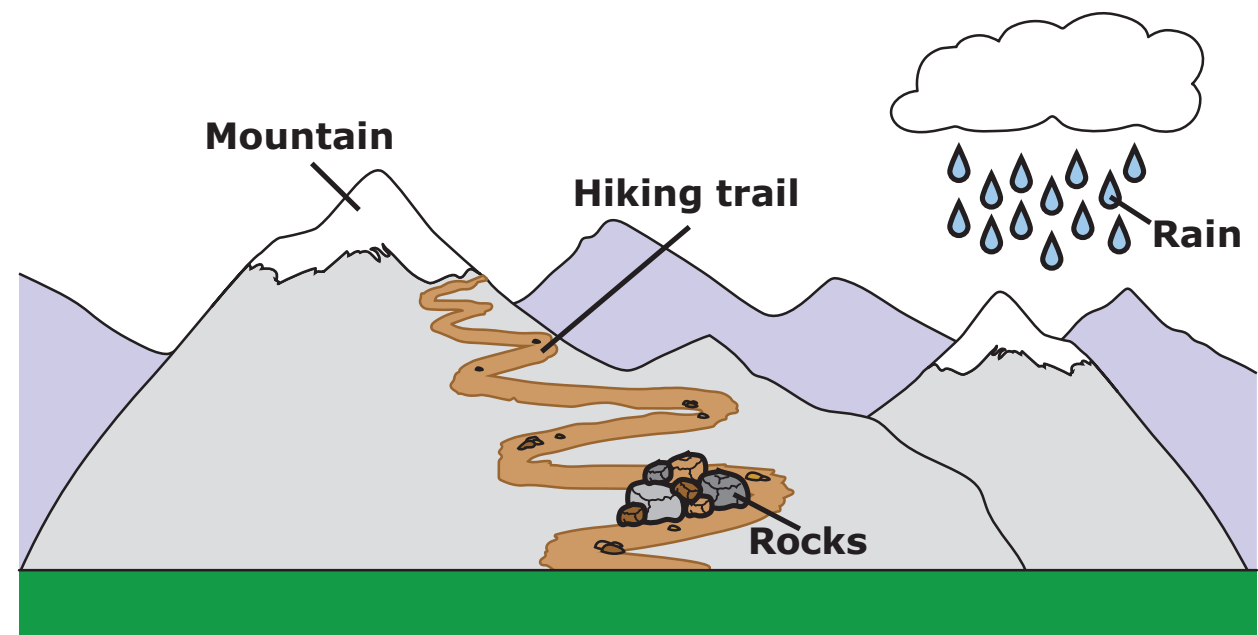


Present the image on the student-response page. Read the highlighted text exactly as it appears:

**The Rocky Mountains are a mountain range that formed a long time ago.**

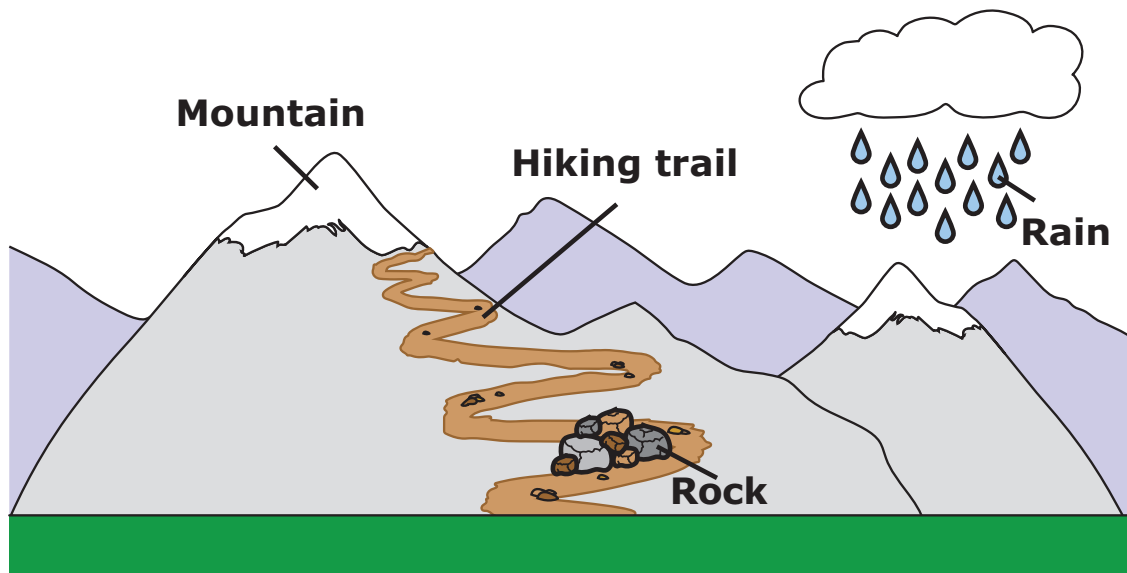
Point to the text in the image, and read the highlighted text exactly as it appears:

**Here is a diagram of a mountain range. It says: Mountain, Hiking trail, Rocks, Rain.**

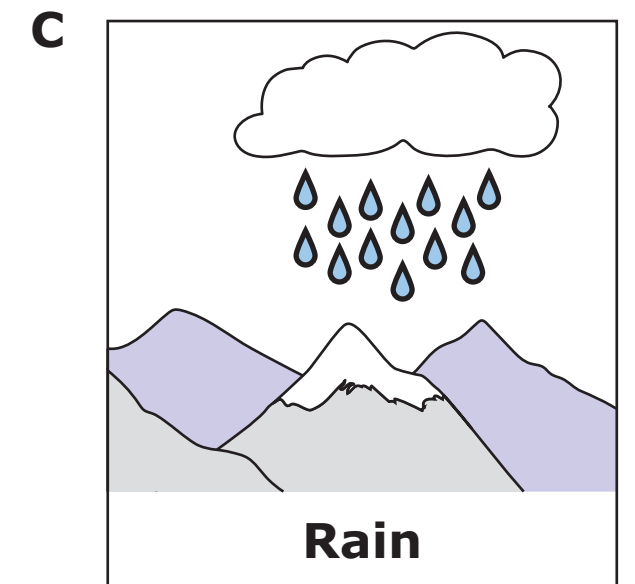
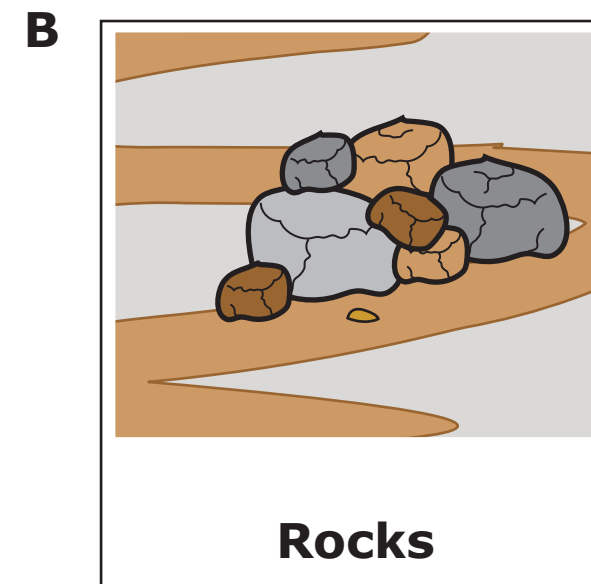
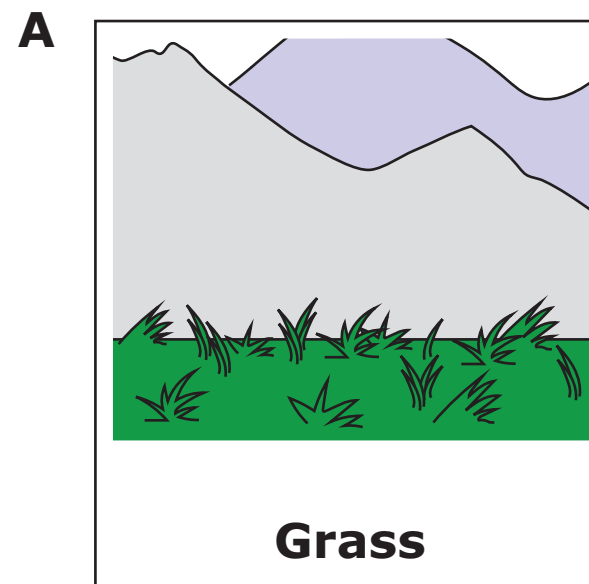


**Item 00:**

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|---|--|
| <p><i>If needed, repeat presentation of the image on the left side of the student-response page and read the highlighted text exactly as it appears:</i></p> <p><b>The Rocky Mountains are a mountain range that formed a long time ago.</b></p> <p>Point to the text in the image, and read the highlighted text exactly as it appears:</p> <p><b>Here is a diagram of a mountain range. It says: Mountain, Hiking trail, Rocks, Rain.</b></p> |  |
| <p>Present the item on the right side of the student-response page. Read the highlighted text exactly as it appears:</p> <p><b>What can a scientist study to determine how long ago a mountain range was formed?</b></p> <p>Point to the answer options, and read the highlighted text exactly as it appears:</p> <p><b>Grass, Rocks, Rain</b></p>  |  |
| <p>Fill in the choice on the answer document that corresponds with the student's response for this item.<br/>Read the highlighted text exactly as it appears:</p> <p><b>A scientist can study rocks to determine how long ago a mountain range was formed.</b></p>  | <p><b>A</b><br/><b>B</b><br/><b>C</b><br/><b>D</b><br/><b>NR</b></p> |

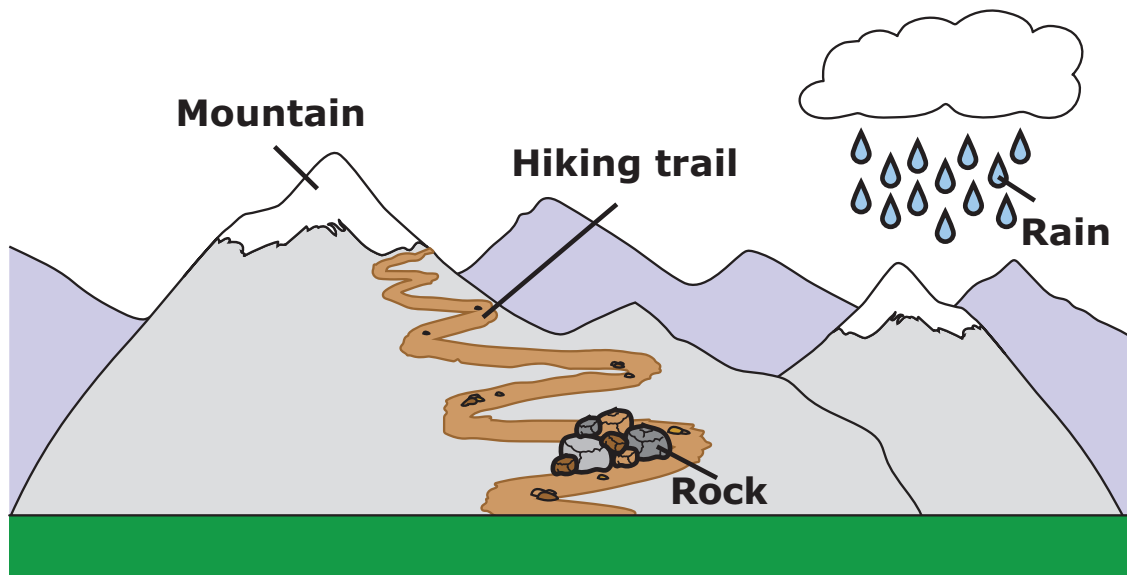


What can a scientist study to determine how long ago a mountain range was formed?

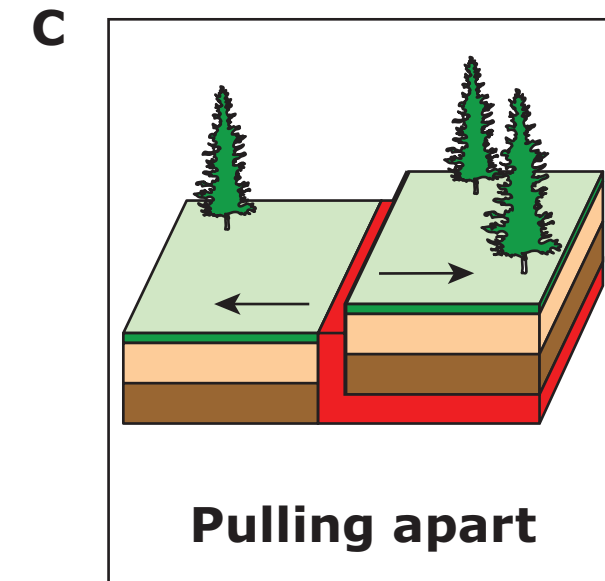
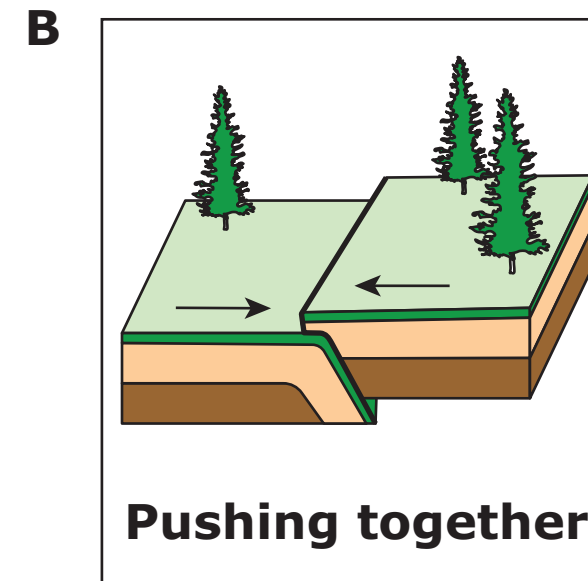
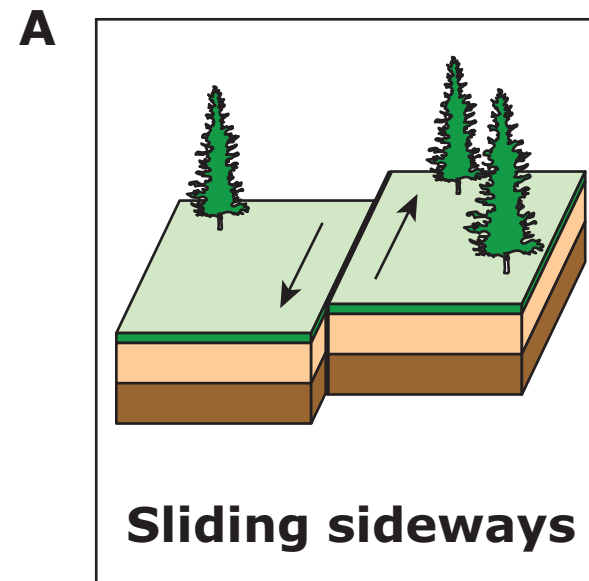


**Item 00:**

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|---|--|
| <p><i>If needed</i>, repeat presentation of the image on the left side of the student-response page and read the highlighted text exactly as it appears:</p> <p><b>The Rocky Mountains are a mountain range that formed a long time ago.</b></p> <p>Point to the text in the image, and read the highlighted text exactly as it appears:</p> <p><b>Here is a diagram of a mountain range. It says: Mountain, Hiking trail, Rocks, Rain.</b></p> |  |
| <p>Present the item on the right side of the student-response page. Read the highlighted text exactly as it appears:</p> <p><b>What movement of layers of Earth formed the Rocky Mountains?</b></p> <p>Point to the answer options, and read the highlighted text exactly as it appears:</p> <p><b>Sliding sideways, Pushing together, Pulling apart</b></p>  |  |
| <p>Fill in the choice on the answer document that corresponds with the student’s response for this item.<br/>Read the highlighted text exactly as it appears:</p> <p><b>Layers of Earth pushing together formed the Rocky Mountains.</b></p>  | <p><b>A</b><br/><b>B</b><br/><b>C</b><br/><b>D</b><br/><b>NR</b></p> |

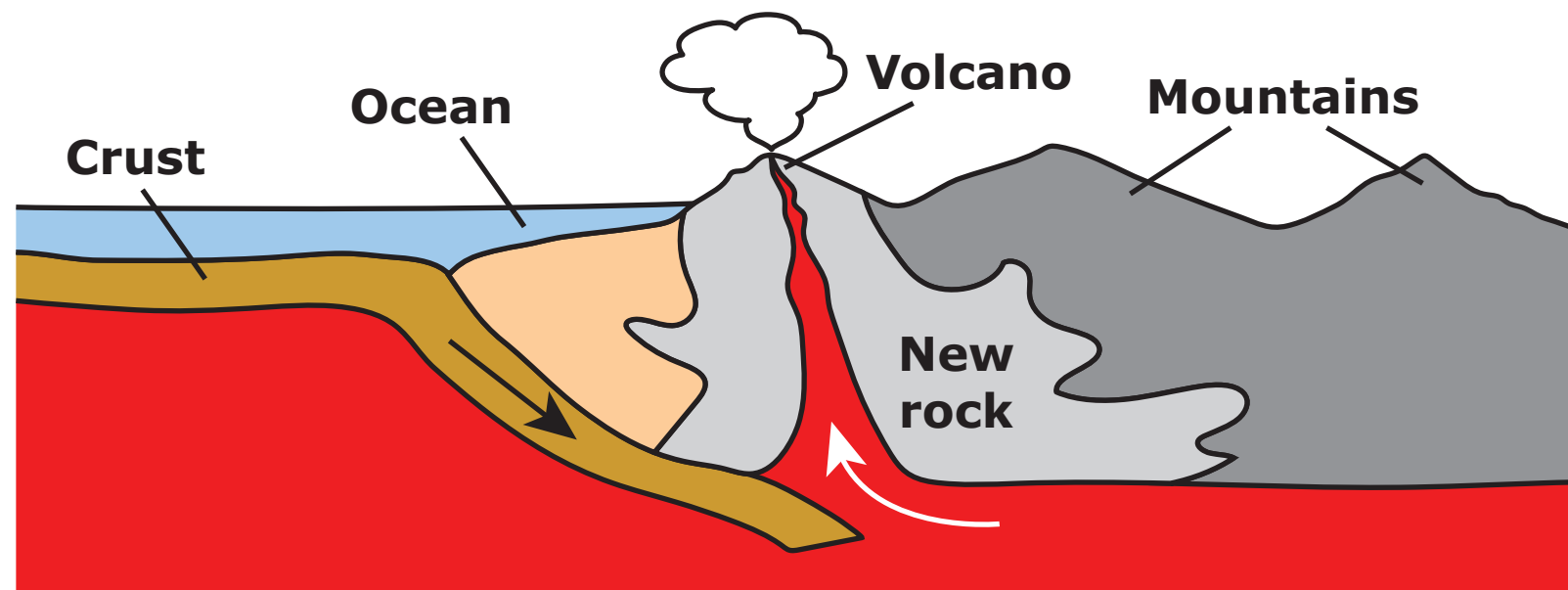
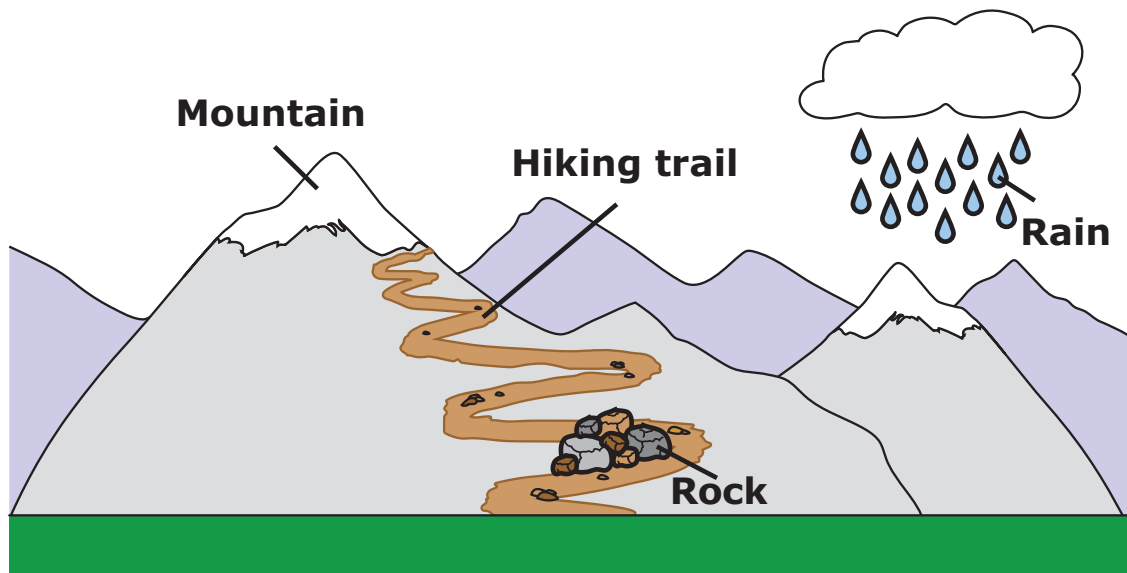


What movement of layers of Earth formed the Rocky Mountains?



**Item 00:**

|   |  |
|---|--|
| <p><i>If needed, repeat presentation of the image on the left side of the student-response page and read the highlighted text exactly as it appears:</i></p> <p><b>The Rocky Mountains are a mountain range that formed a long time ago.</b></p> <p>Point to the text in the image, and read the highlighted text exactly as it appears:</p> <p><b>Here is a diagram of a mountain range. It says: Mountain, Hiking trail, Rocks, Rain.</b></p>   |  |
| <p>Present the item on the right side of the student-response page. Point to the text in the diagram, and read the highlighted text exactly as it appears:</p> <p><b>Here is a diagram of the inside of Earth. It says: Crust, Ocean, Volcano, Mountains, New rock. The arrows show the movement of matter.</b></p> <p>Read the highlighted text exactly as it appears:</p> <p><b>Old rock in Earth's crust sinks lower and gets hotter. This hot matter rises to form new rock in the crust. What changes happen to the matter as it sinks and then rises?</b></p> <p>Point to the answer options, and read the highlighted text exactly as it appears:</p> <p><b>The matter cools off and then breaks apart., The matter breaks apart and then cools off., The matter melts and then solidifies., The matter solidifies and then melts.</b></p> |  |
| <p>Fill in the choice on the answer document that corresponds with the student's response for this item.</p> <p>Read the highlighted text exactly as it appears:</p> <p><b>The changes that happen are that the matter melts and then solidifies as it sinks and then rises.</b></p>  | <p><b>A</b><br/><b>B</b><br/><b>C</b><br/><b>D</b><br/><b>NR</b></p> |



Old rock in Earth's crust sinks lower and gets hotter. This hot matter rises to form new rock in the crust. What changes happen to the matter as it sinks and then rises?

**A**

**The matter cools off and then breaks apart.**

**B**

**The matter breaks apart and then cools off.**

**C**

**The matter melts and then solidifies.**

**D**

**The matter solidifies and then melts.**

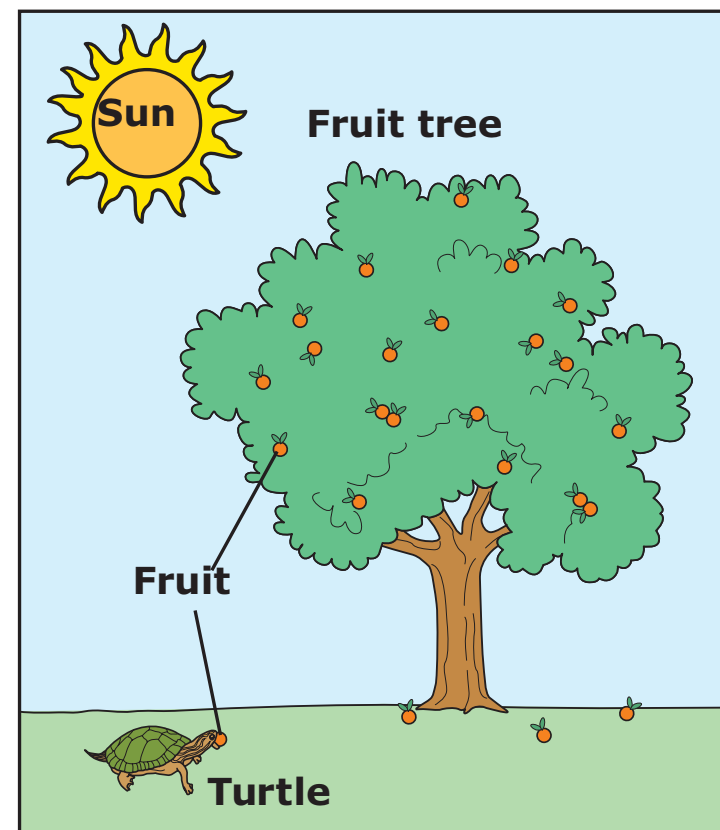


Present the image on the student-response page. Read the highlighted text exactly as it appears:

**Fruit trees grow fruits. Turtles eat the fruit when the fruit drops to the ground.**

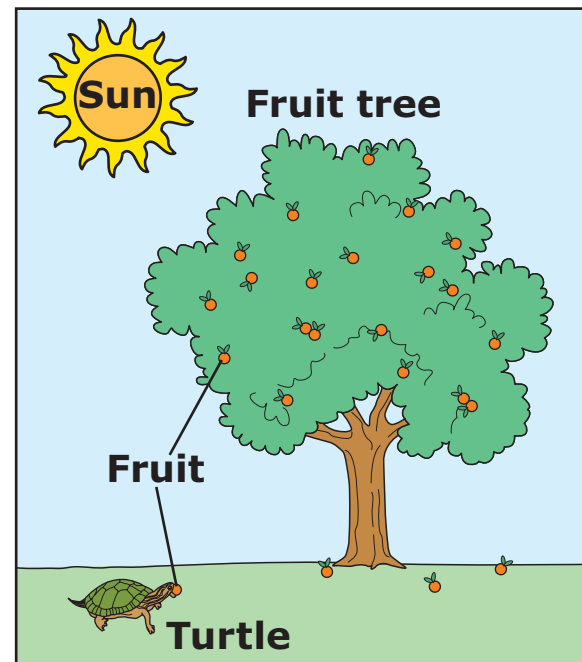
Point to the text in the image, and read the highlighted text exactly as it appears:

**Here is a diagram. It says: Sun, Fruit tree, Fruit, Turtle.**

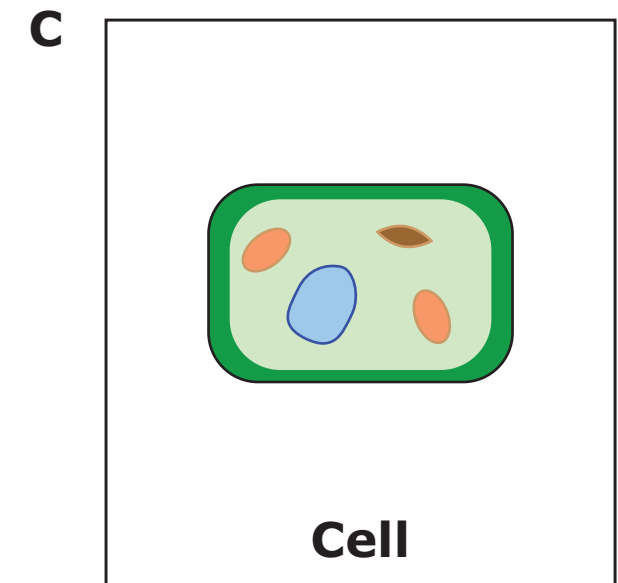
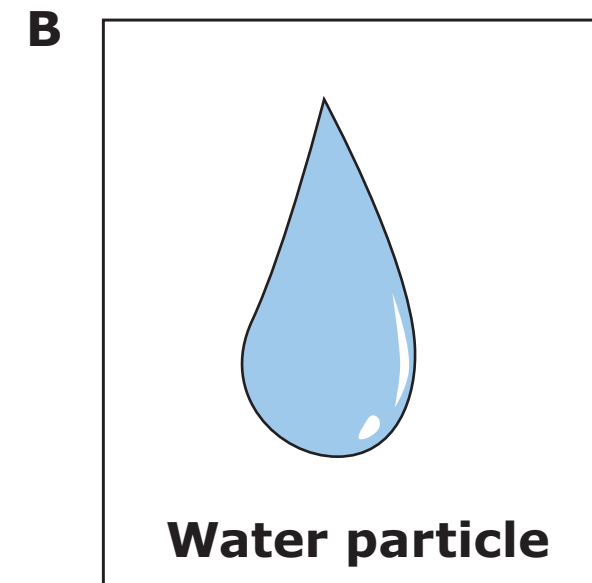
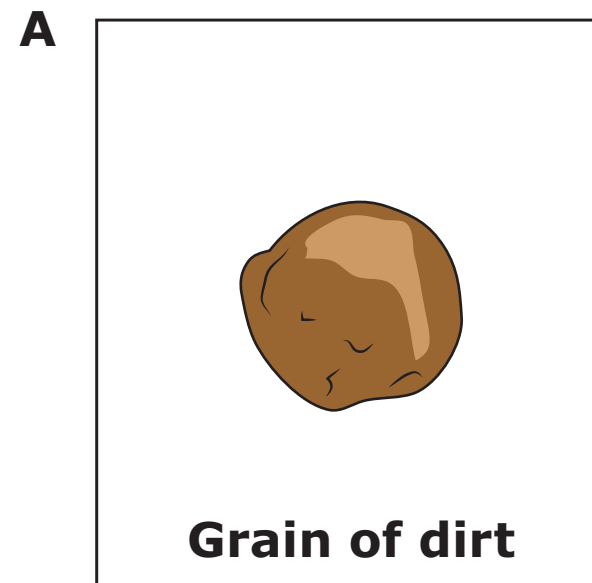


**Item 00:**

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|---|---|
| <p><i>If needed</i>, repeat presentation of the image on the left side of the student-response page and read the highlighted text exactly as it appears:</p> <p><b>Fruit trees grow fruits. Turtles eat the fruit when the fruit drops to the ground.</b></p> <p>Point to the text in the image, and read the highlighted text exactly as it appears:</p> <p><b>Here is a diagram. It says: Sun, Fruit tree, Fruit, Turtle.</b></p> |   |
| <p>Present the item on the right side of the student-response page. Read the highlighted text exactly as it appears:</p> <p><b>A fruit tree is a living thing. Which shows the smallest living part of a fruit tree?</b></p> <p>Point to the answer options, and read the highlighted text exactly as it appears:</p> <p><b>Grain of dirt, Water particle, Cell</b></p>   |   |
| <p>Fill in the choice on the answer document that corresponds with the student’s response for this item.</p> <p>Read the highlighted text exactly as it appears:</p> <p><b>A cell is the smallest living part of a fruit tree.</b></p>  | <b>A</b><br><b>B</b><br><b>C</b><br><b>D</b><br><b>NR</b> |

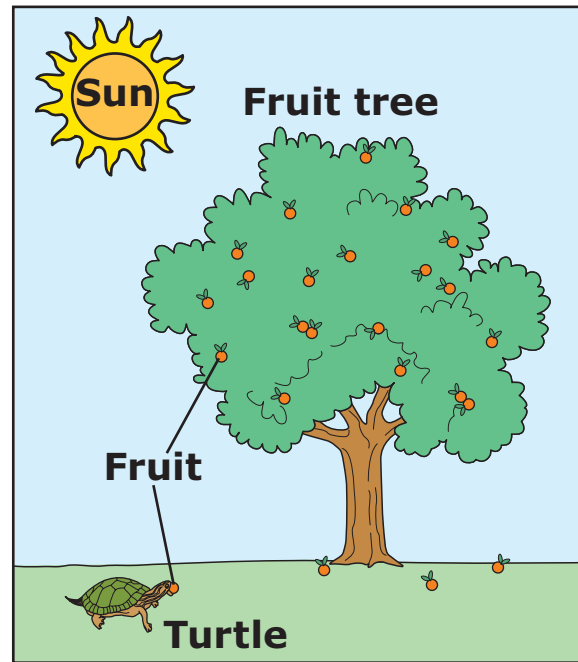


A fruit tree is a living thing. Which shows the smallest living part of a fruit tree?

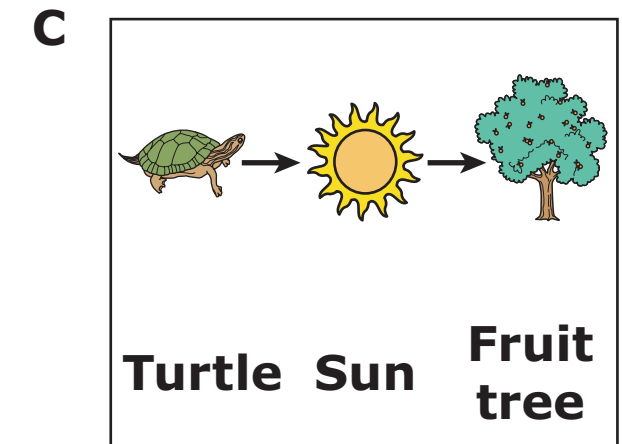
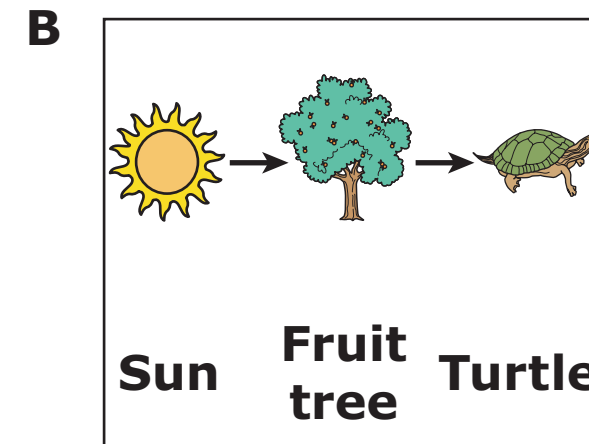
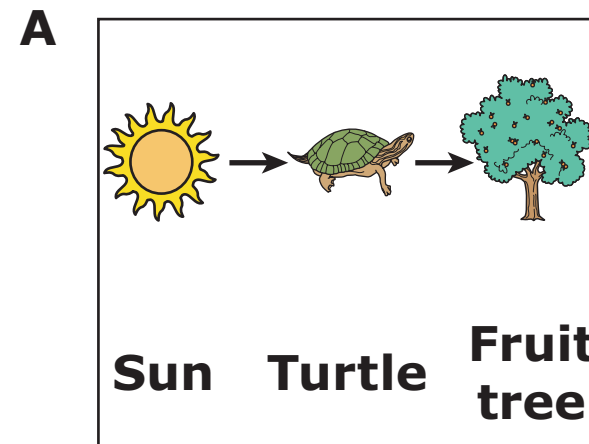


**Item 00:**

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|---|--|
| <p><i>If needed, repeat presentation of the image on the left side of the student-response page and read the highlighted text exactly as it appears:</i></p> <p><b>Fruit trees grow fruits. Turtles eat the fruit when the fruit drops to the ground.</b></p> <p>Point to the text in the image, and read the highlighted text exactly as it appears:</p> <p><b>Here is a diagram. It says: Sun, Fruit tree, Fruit, Turtle.</b></p> |  |
| <p>Present the item on the right side of the student-response page. Read the highlighted text exactly as it appears:</p> <p><b>Which shows how photosynthesis helps move energy between things?</b></p> <p>Point to the answer options, and read the highlighted text exactly as it appears:</p> <p><b>Sun to Turtle to Fruit tree, Sun to Fruit tree to Turtle, Turtle to Sun to Fruit tree</b></p>                                |  |
| <p>Fill in the choice on the answer document that corresponds with the student's response for this item.</p> <p>Read the highlighted text exactly as it appears:</p> <p><b>Photosynthesis helps move energy from Sun to Fruit tree to Turtle.</b></p>   | <p><b>A</b><br/><b>B</b><br/><b>C</b><br/><b>D</b><br/><b>NR</b></p> |

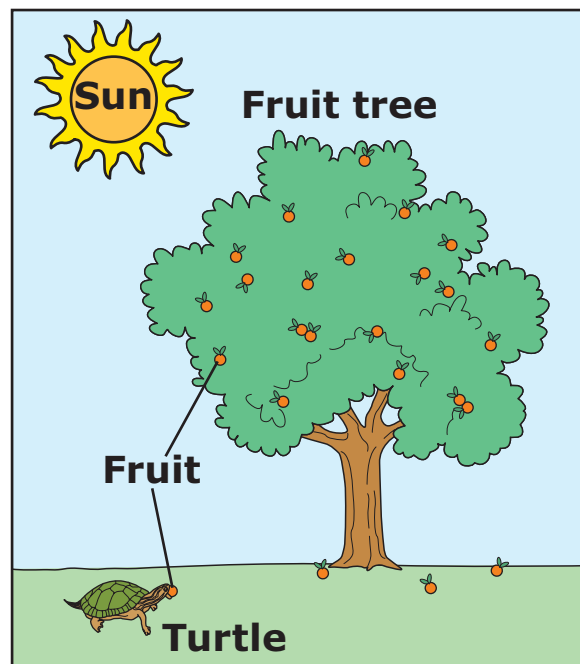


Which shows how photosynthesis helps move energy between things?

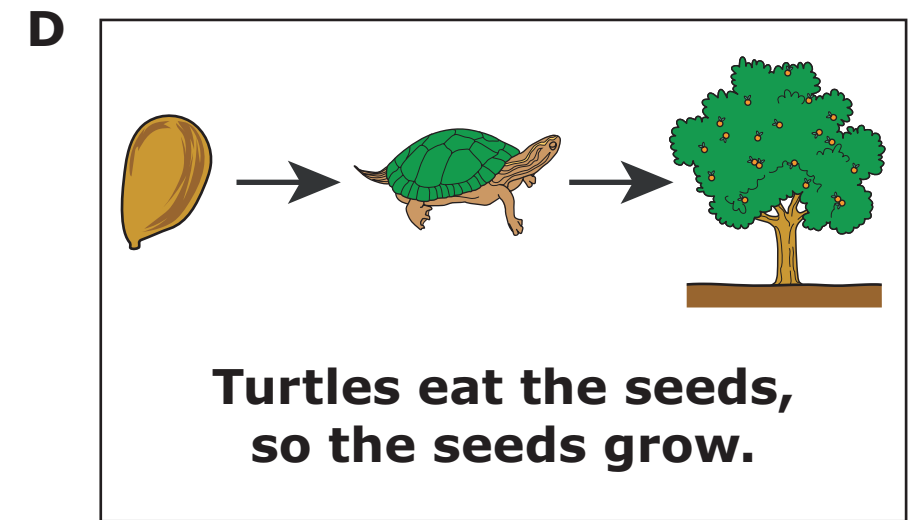
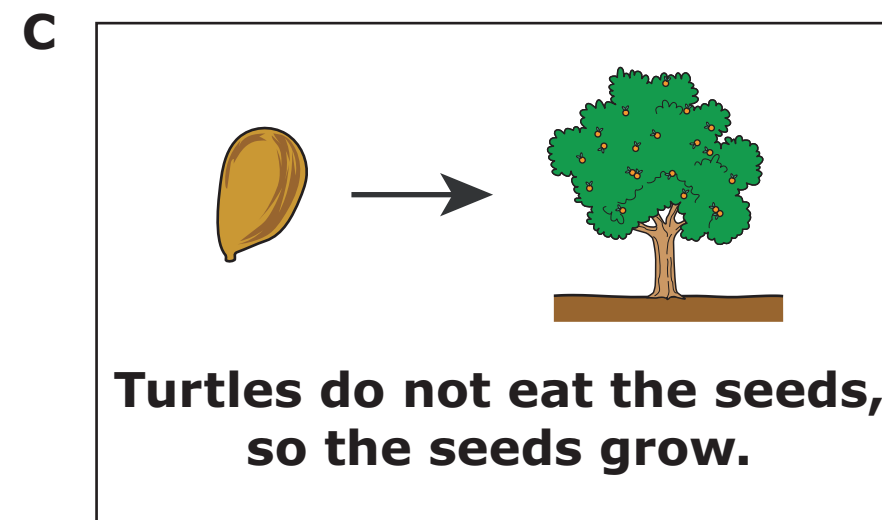
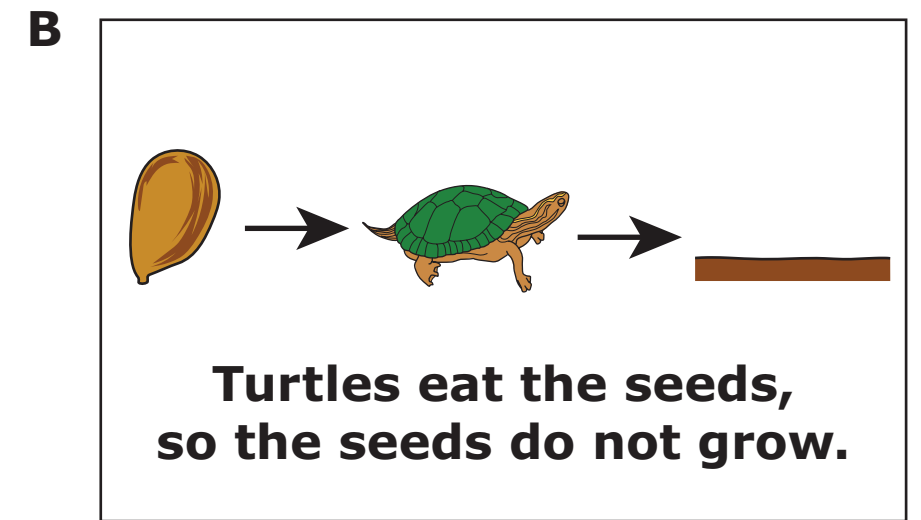
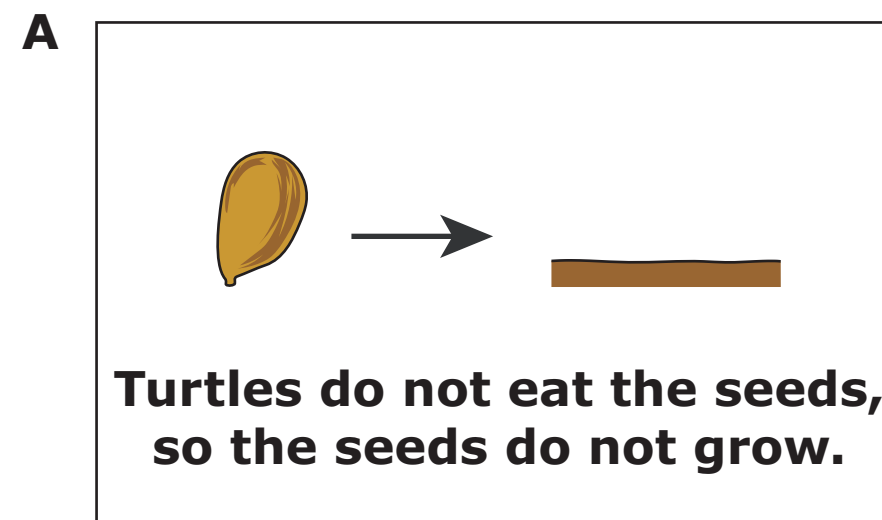


**Item 00:**

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| <p><i>If needed, repeat presentation of the image on the left side of the student-response page and read the highlighted text exactly as it appears:</i></p> <p><b>Fruit trees grow fruits. Turtles eat the fruit when the fruit drops to the ground.</b></p> <p>Point to the text in the image, and read the highlighted text exactly as it appears:</p> <p><b>Here is a diagram. It says: Sun, Fruit tree, Fruit, Turtle.</b></p>  |  |
| <p>Present the item on the right side of the student-response page. Read the highlighted text exactly as it appears:</p> <p><b>The fruits have seeds inside them. Turtles leave the seeds on the ground. How do the seeds affect the reproduction of the fruit tree?</b></p> <p>Point to the answer options, and read the highlighted text exactly as it appears:</p> <p><b>Turtles do not eat the seeds, so the seeds do not grow., Turtles eat the seeds, so the seeds do not grow., Turtles do not eat the seeds, so the seeds grow., Turtles eat the seeds, so the seeds grow.</b></p> |  |
| <p>Fill in the choice on the answer document that corresponds with the student's response for this item. Read the highlighted text exactly as it appears:</p> <p><b>The turtles help the tree reproduce because the turtles do not eat the seeds, so the seeds grow.</b></p>   | <p><b>A</b><br/><b>B</b><br/><b>C</b><br/><b>D</b><br/><b>NR</b></p> |

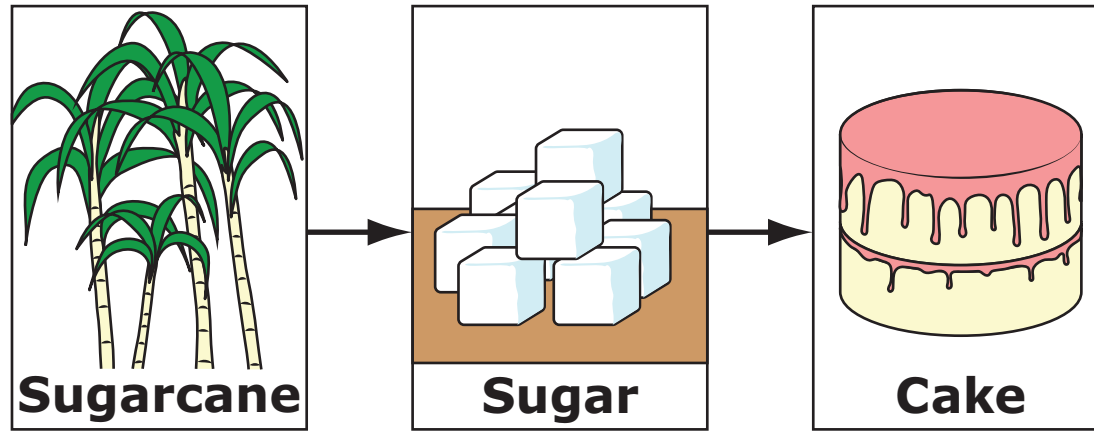


The fruits have seeds inside them. Turtles leave the seeds on the ground. How do the seeds affect the reproduction of the fruit tree?



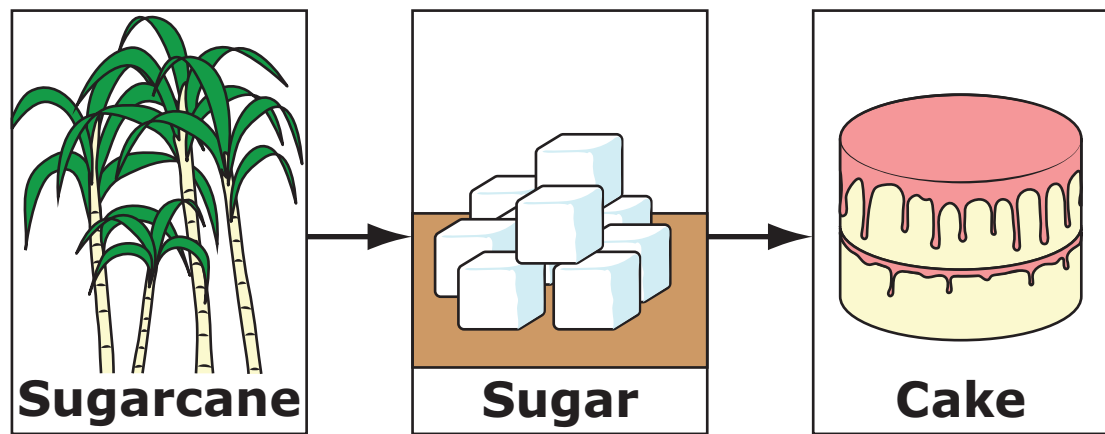


Present the image on the student-response page. Read the highlighted text exactly as it appears:  
**Sugarcane can be made into sugar. Sugar can be changed when it is used to make foods like cake.**  
Point to the text in the image, and read the highlighted text exactly as it appears:  
**Here is a diagram. It says: Sugarcane, Sugar, Cake.**

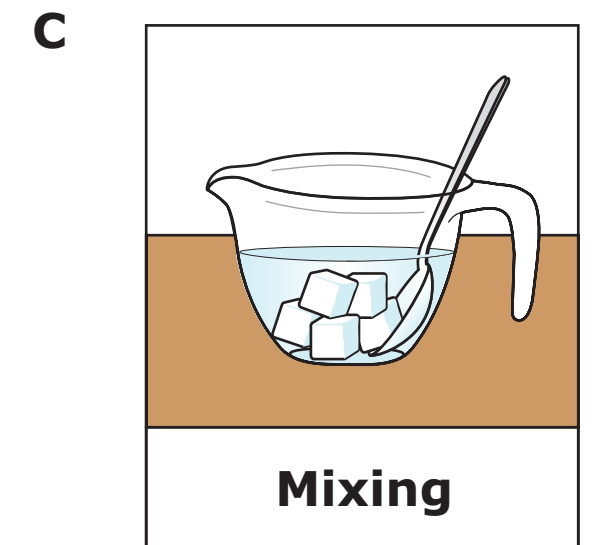
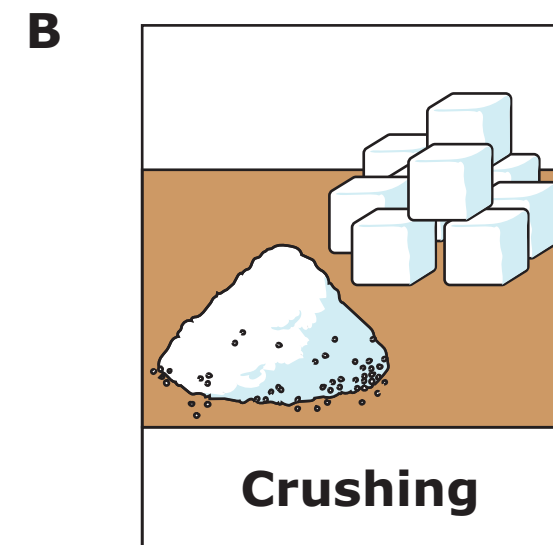
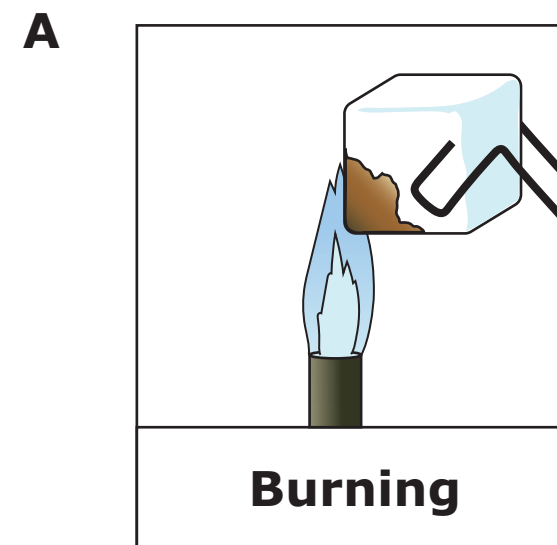


**Item 00:**

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| <p><i>If needed, repeat presentation of the image on the left side of the student-response page, and read the highlighted text exactly as it appears:</i></p> <p><b>Sugarcane can be made into sugar. Sugar can be changed when it is used to make foods like cake.</b></p> <p>Point to the text in the image, and read the highlighted text exactly as it appears:</p> <p><b>Here is a diagram. It says: Sugarcane, Sugar, Cake.</b></p> |  |
| <p>Present the item on the right side of the student-response page. Read the highlighted text exactly as it appears:</p> <p><b>Which of these shows a chemical change to sugar?</b></p> <p>Point to the answer options, and read the highlighted text exactly as it appears:</p> <p><b>Burning, Crushing, Mixing</b></p>  |  |
| <p>Fill in the choice on the answer document that corresponds with the student's response for this item.</p> <p>Read the highlighted text exactly as it appears:</p> <p><b>Burning shows a chemical change to sugar.</b></p>  | <p><b>A</b><br/><b>B</b><br/><b>C</b><br/><b>D</b><br/><b>NR</b></p> |

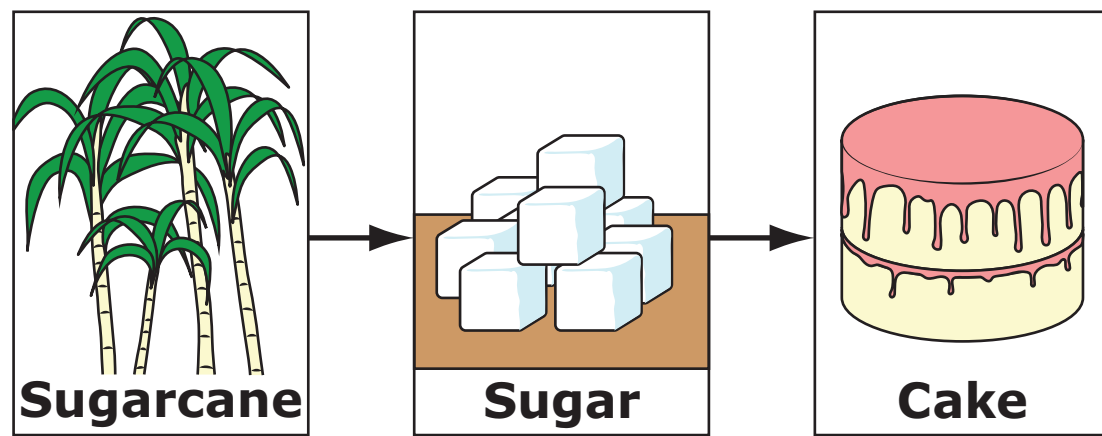


Which of these shows a chemical change to sugar?



**Item 00:**

|   |   |
|---|---|
| <p><i>If needed, repeat presentation of the image on the left side of the student-response page, and read the highlighted text exactly as it appears:</i></p> <p><b>Sugarcane can be made into sugar. Sugar can be changed when it is used to make foods like cake.</b></p> <p>Point to the text in the image, and read the highlighted text exactly as it appears:</p> <p><b>Here is a diagram. It says: Sugarcane, Sugar, Cake.</b></p>         |   |
| <p>Present the item on the right side of the student-response page. Read the highlighted text exactly as it appears:</p> <p><b>Plastic can be made from fossil fuels like oil or from sugarcane. Why is it better to make plastic from sugarcane?</b></p> <p>Point to the answer options, and read the highlighted text exactly as it appears:</p> <p><b>Oil is slippery., Plastic is used for storage., Sugarcane grows again and again.</b></p> |   |
| <p>Fill in the choice on the answer document that corresponds with the student's response for this item.</p> <p>Read the highlighted text exactly as it appears:</p> <p><b>It is better to make plastic from sugarcane because it grows again and again.</b></p>  | <b>A</b><br><b>B</b><br><b>C</b><br><b>D</b><br><b>NR</b> |



Plastic can be made from fossil fuels like oil or from sugarcane. Why is it better to make plastic from sugarcane?

**A**

**Oil is slippery.**

**B**

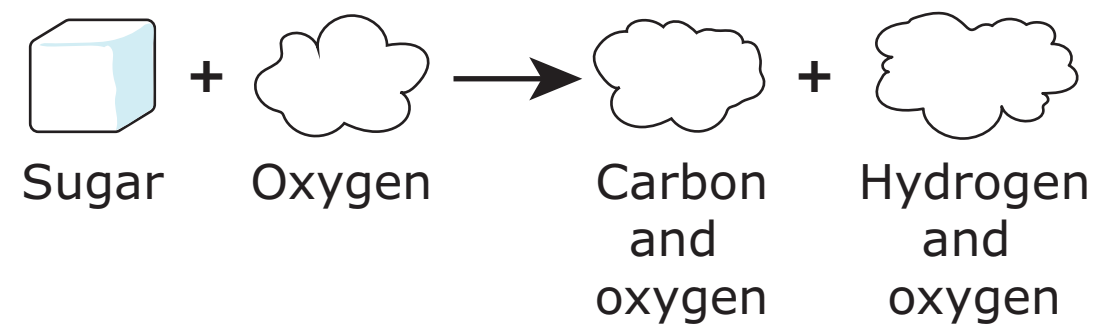
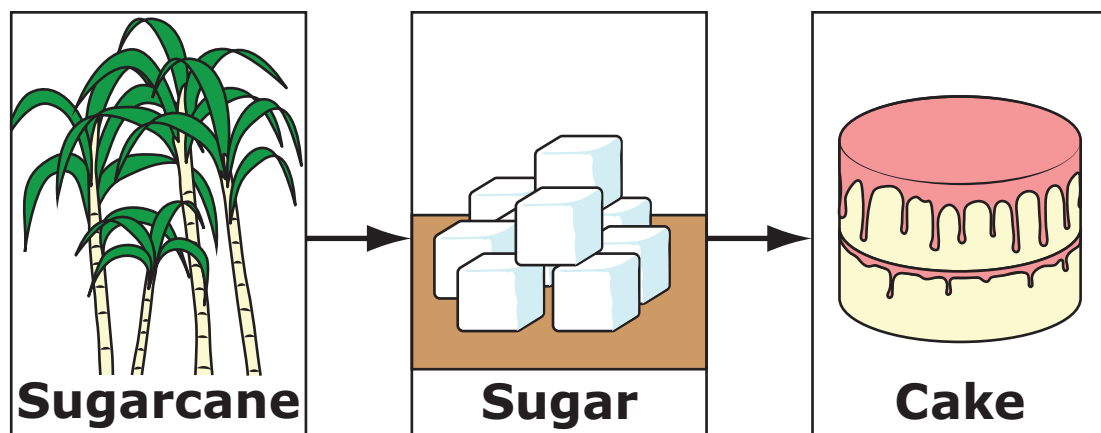
**Plastic is used for storage.**

**C**

**Sugarcane grows again and again.**

**Item 00:**

|   |  |
|---|--|
| <p><i>If needed, repeat presentation of the image on the left side of the student-response page, and read the highlighted text exactly as it appears:</i></p> <p><b>Sugarcane can be made into sugar. Sugar can be changed when it is used to make foods like cake.</b></p> <p>Point to the text in the image, and read the highlighted text exactly as it appears:</p> <p><b>Here is a diagram. It says: Sugarcane, Sugar, Cake.</b></p>   |  |
| <p>Present the item on the right side of the student-response page. Point to the text in the diagram, and read the highlighted text exactly as it appears:</p> <p><b>Here is a diagram of the chemical reaction for burning sugar. It says: Sugar plus Oxygen produces Carbon and oxygen plus Hydrogen and oxygen.</b></p> <p>Read the highlighted text exactly as it appears:</p> <p><b>Sugar burns with oxygen in air to make carbon dioxide and water. Which elements are in sugar?</b></p> <p>Point to the answer options, and read the highlighted text exactly as it appears:</p> <p><b>Carbon, hydrogen, and oxygen; Hydrogen and oxygen; Carbon and oxygen; Only oxygen</b></p> |  |
| <p>Fill in the choice on the answer document that corresponds with the student's response for this item.</p> <p>Read the highlighted text exactly as it appears:</p> <p><b>Carbon, hydrogen, and oxygen are the elements in sugar.</b></p>  | <p><b>A</b><br/><b>B</b><br/><b>C</b><br/><b>D</b><br/><b>NR</b></p> |



Sugar burns with oxygen in air to make carbon dioxide and water. Which elements are in sugar?

- A** Carbon, hydrogen, and oxygen
- B** Hydrogen and oxygen
- C** Carbon and oxygen
- D** Only oxygen