

| Item # | Reporting Category | Readiness or Supporting | Content SE | Process SE | Subsection: Specificity | DOK | Justification | Correct Answer |
|--------|--------------------|-------------------------|------------|------------|--|-----|--|----------------|
| 1 | 2 | Supporting | 3.6B | 5.2D | demonstrate and observe how position and motion can be changed by pushing and pulling objects to show work being done such as swings, balls, pulleys, and wagons. | 2 | Predict the logical outcome | B |
| 2 | 1 | Readiness | 5.5A | | classify matter based on the ability to conduct or insulate electric energy; | 1 | Recall or recognize a common example | J |
| 3 | 4 | Readiness | 5.9A | | observe the way organisms live and survive in their ecosystem by interacting with the living and non-living elements; | 3 | Cite evidence and develop a logical argument for concept/processes | A |
| 4 | 2 | Readiness | 5.6C | | demonstrate that light can be reflected such as the use of mirrors or other shiny surfaces | 1 | Recall or recognize a fact, term, concept, property or common example. | G |
| 5 | 3 | Readiness | 5.8C | | demonstrate that Earth rotates on its axis once approximately every 24 hours causing the day/night cycle | 2 | Read and interpret information from simple graphs, illustrations, tables, charts and diagrams | A |
| 6 | 2 | Readiness | 5.6A | 5.2D | explore the uses of energy, including mechanical energy | 2 | Read and interpret information from simple graphs, illustrations, tables, charts and diagrams | J |
| 7 | 3 | Supporting | 4.8C | 5.2D | collect and analyze data to identify sequences and predict patterns of change in shadows, tides, seasons, and the observable appearance of the Moon over time | 2 | Read and interpret information from simple graphs, illustrations, tables, charts and diagrams | C |
| 8 | 4 | Readiness | 5.9B | 5.3C | describe how the flow of energy derived from the Sun, used by producers to create their own food, is transferred through a food chain and food web to consumers and decomposers; | 2 | Read and interpret information from simple graphs, illustrations, tables, charts and diagrams | J |
| 9 | 3 | Supporting | 5.7D | 5.2D | identify fossils as evidence of past living organisms and the nature of the environments at the time using models. | 3 | Cite evidence and develop logical arguments for concepts/processes and provide justification when requested. | B |

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| 10 | 1 | Readiness | 5.5A | 5.2A | classify matter based on physical properties, including solubility in water | 2 | Compare data for purposes of identifying characteristics, grouping or ordering. | F |
| 11 | 4 | Supporting | 3.10C | | investigate and compare how plants undergo a series of orderly changes in their diverse life cycles such as tomato plants | 1 | Recall or recognize a fact, term, property or variable. | C |
| 12 | 3 | Supporting | 4.7A | 5.2D | examine properties of soils, including color and texture, capacity to retain water, and ability to support the growth of plants | 3 | Draw conclusions and make generalizations from observations and experimental data. | H |
| 13 | 4 | Readiness | 5.10B | 5.2D | differentiate between inherited traits and learned behaviors such as an animal learning tricks or a child riding a bicycle | 1 | Recall or recognize a fact, term, concept, property or common example. | B |
| 14 | 1 | Supporting | 5.5B | | identify the boiling and freezing/melting points of water on the Celsius scale; | 2 | Make decisions regarding the approach to the question or problem. | 47 |
| 15 | 3 | Supporting | 5.8B | | explain how the Sun and the ocean interact in the water cycle; | 2 | Specify and explain the relationship between facts, terms, properties or variables. | B |
| 16 | 2 | Readiness | 5.6B | | demonstrate that the flow of electricity in circuits requires a complete path through which an electric current can pass and can produce light | 2 | Read and interpret information from a simple graph, illustration, table, chart and diagram. | F |
| 17 | 3 | Readiness | 5.7A | 5.2D | explore the processes that led to the formation of sedimentary rocks | 3 | Cite evidence and display a logical argument for concepts/processes and provide justification when requested. | C |
| 18 | 2 | Readiness | 5.6A | 5.2D | explore the uses of energy, including light energy | 1 | Recall or recognize a fact, term, concept, property or common example. | F |

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| 19 | 4 | Readiness | 5.10B | 5.2B | differentiate between inherited traits and learned behaviors | 3 | Cite evidence and develop a logical argument for concepts/processes and provide justification when requested. | C |
| 20 | 3 | Readiness | 5.7B | | recognize how landforms are the result of changes to Earth's surface by wind, water, and ice; | 1 | Recall or recognize a fact, term, concept, property, or common example. | F |
| 21 | 1 | Supporting | 5.5C | | demonstrate that some mixtures maintain physical properties of their ingredients such as iron filings and sand | 2 | Compare data for purposes of identifying characteristics, grouping or ordering. | B |
| 22 | 4 | Readiness | 5.10A | | compare the structures and functions of different species that help them live and survive; | 2 | Compare or contrast structures or functions of different organisms or systems. | H |
| 23 | 2 | Readiness | 5.6C | 5.4A | demonstrate that light travels in a straight line until it strikes an object or travels through one medium to another and refracted such as the appearance of an object when observed through water; | 2 | Apply or infer relationships among facts, terms, properties or variables. | A |
| 24 | 3 | Readiness | 5.7C | 5.2D | identify alternative energy resources such as geothermal | 3 | Decide which concepts to apply in order to solve non-routine problems. | J |
| 25 | 4 | Readiness | 5.9A | 5.2D | observe the way organisms live and survive in their ecosystem by interacting with the living and non-living elements | 2 | Read and interpret information from simple graphs, illustrations, tables, charts and diagrams. | A |
| 26 | 1 | Readiness | 5.5A | 5.2A | classify matter based on physical properties, including the ability insulate thermal energy | 3 | Identify research questions/hypothesis | G |
| 27 | 4 | Readiness | 5.9B | 5.2D | describe how the flow of energy derived from the Sun, used by producers to create their own food, is transferred through a food chain and food web to consumers and decomposers; | 2 | Make decisions regarding the approach to the question or problem. | D |
| 28 | 3 | Supporting | 4.8B | 5.3C | describe and illustrate the continuous movement of water above and on the surface of Earth through the water cycle | 2 | Read and interpret information from a simple graph, illustration, table, chart and/or diagram. | F |

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| 29 | 4 | Readiness | 5.9A | | observe the way organisms live and survive in their ecosystem by interacting with the living and non-living elements | 2 | Apply or infer relationships among facts, terms, properties or variables. | B |
| 30 | 3 | Readiness | 5.7C | 5.1B | identify alternative energy resources such as biofuels | 1 | Recall or recognize a fact, term, concept, property or common example. | H |
| 31 | 2 | Readiness | 5.6C | 5.3C | demonstrate that light travels in a straight line until it strikes an object or travels through one medium to another and refracted such as the appearance of an object when observed through water; | 1 | Recall or recognize a fact, term, concept, property or common example. | D |
| 32 | 3 | Readiness | 5.8C | | demonstrate that Earth rotates on its axis once approximately every 24 hours causing the day/night cycle and the apparent movement of the Sun across the sky | 2 | Specify and explain the relationship between facts, terms, properties or variables. | H |
| 33 | 1 | Readiness | 5.5A | 5.2D | classify matter based on physical properties, including relative density (sinking and floating) | 2 | Compare data for purposes of identifying characteristics, grouping or ordering | A |
| 34 | 4 | Supporting | 5.10C | 5.2D | describe the differences between complete and incomplete metamorphosis of insects. | 1 | Recall or recognize a fact, term, concept, property or common example. | J |
| 35 | 2 | Readiness | 5.6B | | demonstrate that the flow of electricity in circuits requires a complete path through which an electric current can pass and can produce light | 2 | Read and interpret information from a simple graph, illustration, table, chart and/or diagram. | C |
| 36 | 4 | Supporting | 5.9C | 5.2D | predict the effects of changes in ecosystems caused by living organisms, | 2 | Specify and explain the relationship between facts, terms, properties or variables. | F |
| 37 | 3 | Supporting | 5.8A | | differentiate between weather and climate | 2 | Compare data for purposes of identifying characteristics, grouping, or ordering. | C |
| 38 | 1 | Supporting | 3.5C | 5.2D | predict, observe, and record changes in the state of matter caused by heating or cooling. | 1 | Recall or recognize a fact, term, concept, property or common example. | G |

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| 39 | 4 | Readiness | 5.10B | | differentiate between inherited traits of plants and animals such as spines on a cactus or shape of a beak | 1 | Demonstrate a rote response. | B |
| 40 | 1 | Supporting | 5.5D | 5.2D | identify changes that can occur in the physical properties of the ingredients of solutions such as dissolving salt in water | 1 | Recall or recognize a fact, term, concept, property or common example. | H |
| 41 | 2 | Supporting | 5.6D | 5.2B | design an experiment that tests the effect of force on an object. | 3 | Design an experiment given data and conditions. | B |
| 42 | 4 | Supporting | 5.9D | | identify the significance of the carbon dioxide-oxygen cycle to the survival of plants and animals | 1 | Demonstrate a rote response. | J |
| 43 | 2 | Readiness | 5.6B | | demonstrate that the flow of electricity in circuits requires a complete path through which an electric current can pass and can produce light | 1 | Recall or recognize a fact, term, concept, property or common example. | A |
| 44 | 4 | Readiness | 5.10A | 5.2D | compare the structures and functions of different species that help them live and survive such as hooves on prairie animals or webbed feet in aquatic animals; | 2 | Compare or contrast structures or functions of different organisms or systems. | G |