Example Items

Grade 5 Science

Grade 5 Science Example Items are a **representative set** of items for the ACP. Teachers may use this set of items along with the test blueprint as guides to prepare students for the ACP. On the last page, the correct answer, content SE and SE justification are listed for each item.

The specific part of an SE that an Example Item measures is NOT necessarily the only part of the SE that is assessed on the ACP. None of these Example Items will appear on the ACP.

Teachers may provide feedback regarding Example Items.

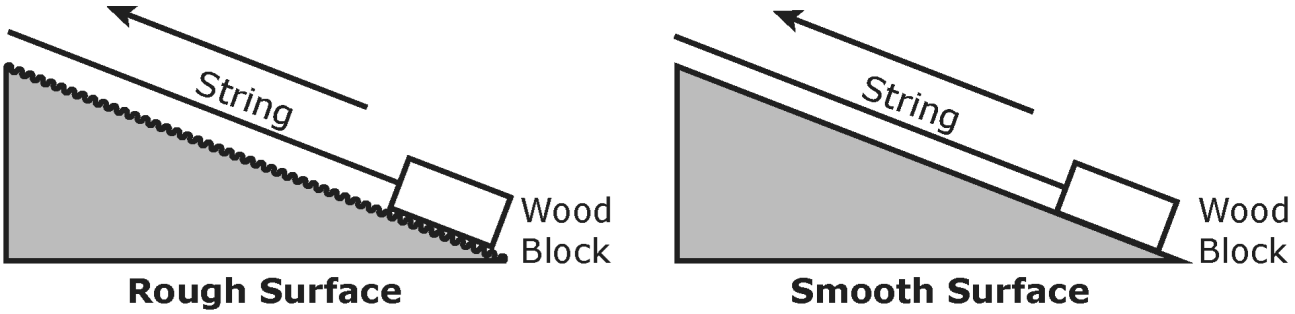
(1) Download the Example Feedback Form and email it. The form is located on the homepage of the Assessment website: https://assessment.dallasisd.org.

OR

(2) To submit directly, click "Example Feedback – online form" **after** you click the Example Items link under ACP Resources on the ACP tab on the Assessment website.

First Semester
2020–2021
Code #: 3051

1 A student designs an experiment to test the effect of forces on an object. The student compares pulling a block up a ramp with friction to pulling it up a ramp with less friction.



What does the student conclude about the force required to pull the blocks up the ramps?

A The amount of force required to pull the blocks up is the same for both ramps.

B The ramp with less friction required less force to pull the block up the ramp.

C The ramp with less friction required more force to pull the block up the ramp.

D The ramp with more friction required less force to pull the block up the ramp.

2 Ingredients in a soda solution include water, sugar, flavoring, and carbon dioxide gas. How do the physical properties of the sugar change when the solution's ingredients are combined?

A The sugar particles change in size as they mix evenly with the water and carbon dioxide.

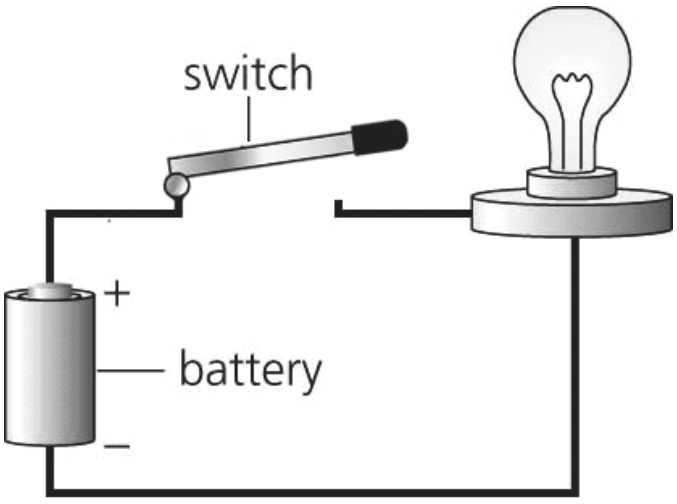
B The sugar particles change in mass as they mix evenly with the water and carbon dioxide.

C The sugar particles change to water particles as they mix evenly with the water and carbon dioxide.

D The sugar particles maintain their physical state, size, and mass as they mix evenly with the water and carbon dioxide.

EXAMPLE ITEMS Grade 5 Science, Sem 1

Use the picture to answer the next question.



3 What is needed to complete the circuit?

A A second battery

B A sound buzzer

C A motorized fan

D A closed switch

4 The science teacher provided the steps shown to the students.

1. Evaporate the water.
2. Use a magnet.
3. Pour the mixture through filter paper.
4. Stir the mixture.
5. Add water to the mixture.

What is the correct order of the steps needed to separate a mixture of salt, plastic peanuts, and steel nails?

A 4, 1, 2, 3, 5

B 5, 2, 4, 1, 3

C 2, 5, 4, 1, 3

D 2, 5, 4, 3, 1

Use the picture to answer the next question.

5 What form of energy is demonstrated?

A Electrical

B Light

C Mechanical

D Sound

6 The table contains clues to identify an unknown substance.

Property	Yes	No
Magnetic	X	
Soluble in water		X
Conducts electricity	X	
Conducts thermal energy	X	
Liquid		X

What is the unknown substance?

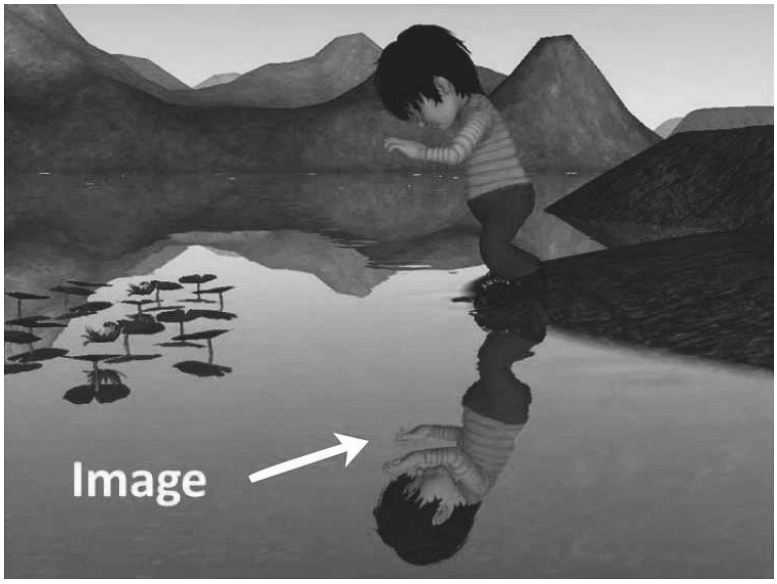
A Metal

B Plastic

C Salt

D Wood

⇨ **Use the picture to answer the next question.**



7 Alex noticed his image on the surface of the water because of —

A absorbed light

B opaque light

C reflected light

D refracted light

8 Sedimentary rocks are not formed from —

A million-year-old pieces of rock that have been compacted and cemented

B layered rock and heavy minerals

C active volcanoes leaving hardened lava

D the weathering and erosion of old rocks

9 Sarah reviewed her classmate's science report on solids, liquids, and gases. She noticed an incorrect statement in the report. Which statement was incorrect about the three states of matter?

A Solids take the shape of their container while gases have a definite shape.

B Liquids take the shape of their container while solids have a definite shape.

C Solids have a definite shape while liquids and gases do not have a definite shape.

D Liquids take the shape of their container while gases expand to take up space in their container.

10 A fifth-grade science class gives presentations on landform formation. One group uses the picture shown to provide an explanation about delta formation.

The group's accurate explanation is that deltas are formed when —

A plates of the Earth's crust rise and collide

B rivers break and carve terrain, which sculpt the land

C wind blows sand and deposits it into the mouth of a river

D rivers deposit sediments at the mouth of the river

EXAMPLE ITEMS Grade 5 Science Key, Sem 1

Item#	Key	SE	Process Skills	SE Justification
1	B	5.6D	5.2A	Design a simple experimental investigation that tests the effect of force on an object
2	A	5.5C	--	Identify changes that can occur in the physical properties of the ingredients of solutions…
3	D	5.6B	5.3C	Demonstrate that the flow of electricity in closed circuits can produce light…
4	D	5.5B	5.2F, 5.3A	Demonstrate that some mixtures maintain physical properties of their ingredients…
5	C	5.6A	--	Explore the uses of energy, including mechanical…energy
6	A	5.5A	5.2G	Classify matter based on measurable, testable, and observable physical properties, including mass, magnetism, physical state…solubility in water, and the ability to conduct or insulate thermal energy or electric energy
7	C	5.6C	--	Demonstrate that light travels in a straight line until it strikes an object and is reflected…
8	C	5.7A	--	Explore the processes that led to the formation of sedimentary rocks…
9	A	5.5A	5.2C, 5.2D, 5.3A	Classify matter based on…observable physical properties, including…physical state (solid, liquid, and gas)…
10	D	5.7B	5.2G	Recognize how landforms such as deltas…are the result of changes to Earth's surface by…water…