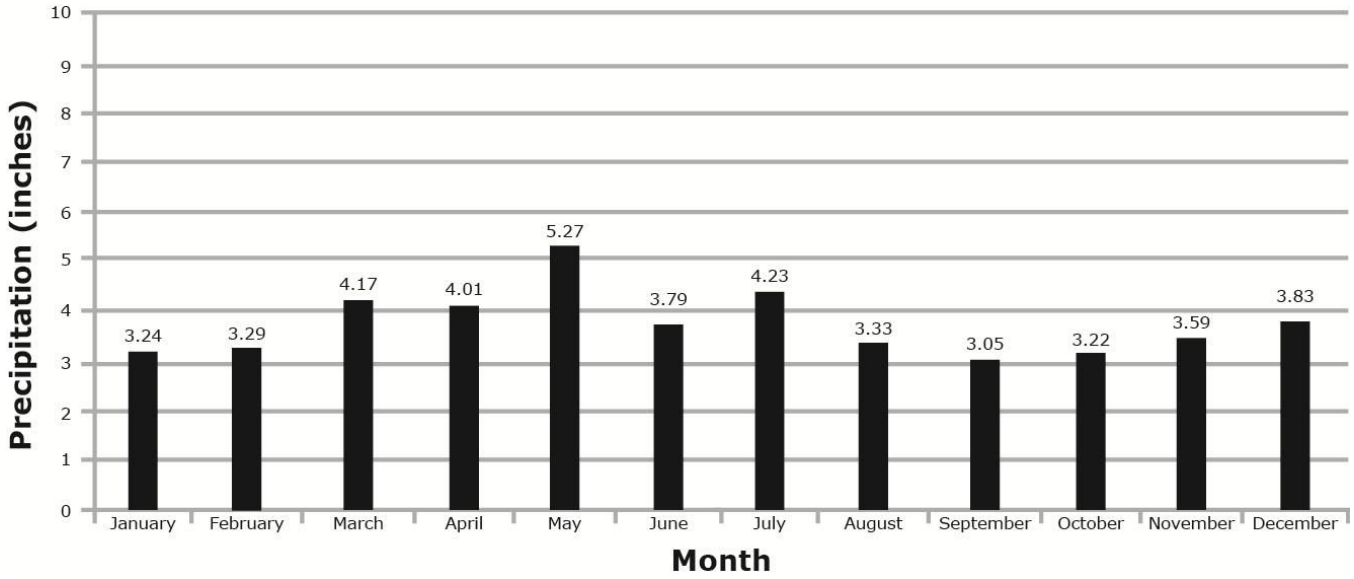
Short Answer Response
Benchmark: 3-ESS2-1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. [Clarification Statement: Examples of data at this grade level could include average temperature, precipitation, and wind direction.] [Assessment Boundary: Assessment of graphical displays is limited to pictographs and bar graphs. Assessment does not include climate change.]
DOK Level: 2
Cho wants to plant a garden this spring. The plants she wants to grow need the soil to get very wet. The soil needs to get very wet a few weeks after planting. She uses this graph to make her decision.



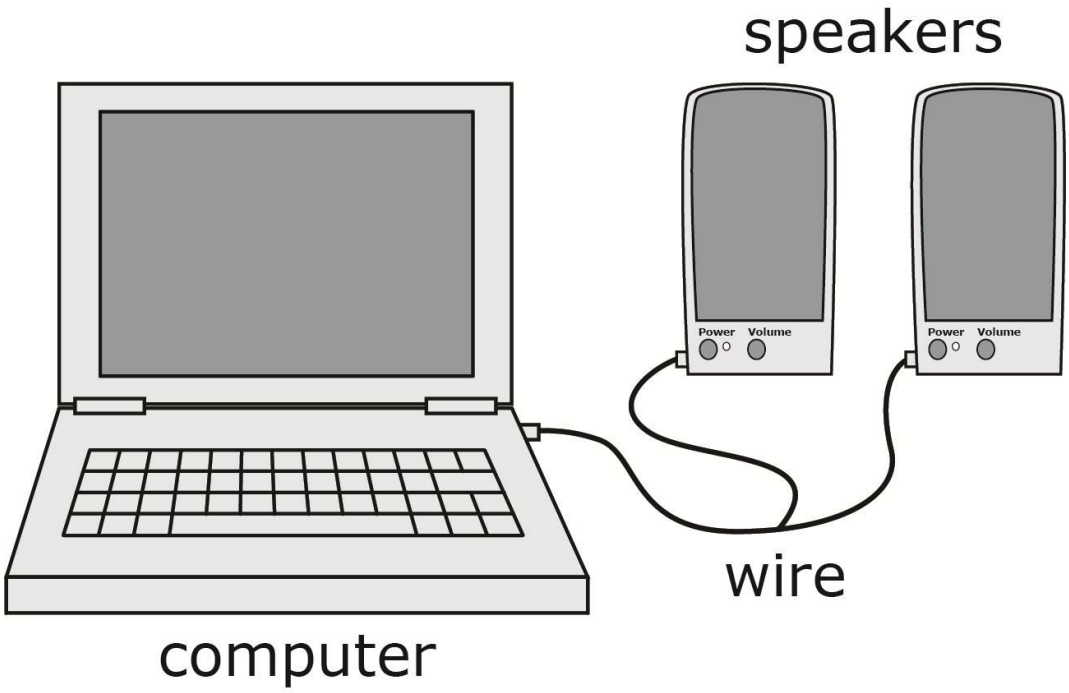
During which month should Cho plant her garden?
Correct Answer: April

Rationales

Correct Answer	April is the month before May, which is the wettest month of the year according to the bar graph.
Incorrect Answer	While May is the wettest month, Cho wishes to plant her garden during the month prior to the wettest month. Other months are also almost as wet as May, so these months or the months preceding them may be given as responses.

Extended Constructed Response
Benchmark: 4-PS3-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. [Assessment Boundary: Assessment does not include quantitative measurements of energy.]
DOK Level: 3

Felipe plugs speakers into his computer with a wire. A small green light on the speakers comes on. He hears music coming from the speakers.



How was the energy from Felipe's computer sent to the speakers?
Describe the types of energy that were used and made.
What else can Felipe do to show that this is true?

Response Area:

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Scoring Rubric and Exemplar

Rubric:

4	4 points: A score of four indicates that the student has demonstrated a thorough understanding of the scientific concepts and/or procedures embodied in the task. The student has completed the task correctly, used scientifically sound procedures, and provided clear and complete explanations and interpretations. The response may contain minor flaws that do not detract from a demonstration of a thorough understanding.
3	3 points: A score of three indicates that the student has demonstrated an understanding of the scientific concepts and/or procedures embodied in the task. The student's response to the task is essentially correct, but the scientific procedures, explanations, and/or interpretations provided are not thorough. The response may contain minor flaws that reflect inattentiveness or indicate some misunderstanding of the underlying scientific concepts and/or procedures.
2	2 points: A score of two indicates that the student has demonstrated only a partial understanding of the scientific concepts and/or procedures embodied in the task. Although the student may have arrived at an acceptable conclusion or provided an adequate interpretation of the task, the student's work lacks an essential understanding of the underlying scientific concepts and/or procedures. The response may contain errors related to misunderstanding important aspects of the task, misuse of scientific procedures/processes, or faulty interpretations of results.
1	1 point: A score of one indicates that the student has demonstrated a very limited understanding of the scientific concepts and/or procedures embodied in the task. The student's response is incomplete and exhibits many flaws. Although the student's response has addressed some of the conditions of the task, the student has reached an inadequate conclusion and/or provided reasoning that is faulty or incomplete. The response exhibits many flaws or may be incomplete.
0	1 point: A score of one indicates that the student has demonstrated a very limited understanding of the scientific concepts and/or procedures embodied in the task. The student's response is incomplete and exhibits many flaws. Although the student's response has addressed some of the conditions of the task, the student has reached an inadequate conclusion and/or provided reasoning that is faulty or incomplete. The response exhibits many flaws or may be incomplete.

Exemplar:

4	Energy from the computer was sent to the speakers through an electric current running through the wires. The speaker changed the energy from the electric current into light and sound energy. Felipe can show that this is true by unplugging the wire from the computer or from the speakers. He can observe whether the speakers stop making sound and whether the green light turns off.
3	Energy from his computer was sent to the speakers through electric currents into light and sound energy. The speakers produced light and sound after they were plugged into the computer with the wires. Felipe can show that this is true by unplugging the wire from the computer or from the speakers.
2	Electrical energy from his computer was sent to the speakers. The speakers produced light and sound after they were plugged into the computer.
1	The speakers produced light and sound.

No 0-point exemplar is required.

Selected Response Benchmark: 5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water. [Clarification Statement: Emphasis is on the idea that plant matter comes mostly from air and water, not from the soil.]
DOK Level: 2

Toby and Shay like plants. They want to know how plants grow. Toby says soil is most important for all plant growth. Shay disagrees.

Which example can Shay use to show that she is right?

a) Mint plants need very little light to grow.
b) Lily plants can grow while floating on water.
c) Banana plants may grow to be about 20 feet tall.
d) Cauliflower plants grow best in nutrient-rich soil.

Rationales:

a	Incorrect. This statement is true. However, it would be used to argue that light is not the key component, not for Shay's point of view.
b	Correct. Demonstrating that some plants grow out of soil shows that soil is not most important for plant growth.
c	Incorrect. Plants can grow to be very large, but this does not explain what plants need to be able to grow.
d	Incorrect. This is true and describes the type of soil best for growing cauliflower, but it does not support the idea that soil is not most important to all plant growth.