Connecticut Alternate Science Assessment
Student Score Worksheet
Grade 5 Performance Tasks

Student Name:	**Trained TEA Name:**	
State Assigned Student Identifier (SASID):	**Trained TEA EIN:**	
Grade:	**Start Date:**	**Completion Date:**

Directions:

As you administer each Grade 5 Performance Task and associated activities for each Storyline, use this worksheet to record the student's scores for each activity. Each activity aligns to a single core extension. **Scores recorded on this worksheet must be entered into the Data Entry Interface (DEI) by June 2, 2023, in order for the student's responses to be scored.**

Ratings are determined by administering each activity developed to elicit student responses demonstrating understanding of knowledge associated with each Core Extension. Each Core Extension is scored by the trained educator using a General Rating Scale of 0, 1, or 2. Content guidance is included for each activity for clarity. The General Rating Scale is included below in addition to extra guidance to help make decisions for the selection of student ratings.

The No Response option field should not be selected. It is designated for an internal process for CSDE/Cambium Assessments when assigning an Early Stopping Rule (ESR) code for qualified students who do not show an observable mode of communication. For information about the ESR or details about eligibility, refer to the Connecticut Alternate Assessment System Early Stopping Rule and Student Response Check guidelines.

General Rating Scale:

0 points – The student **does not** demonstrate understanding.	1 point – The student demonstrates limited understanding typically requiring additional support through scaffolding.	2 points – The student demonstrates understanding independently without scaffolding.
Select this rating if a student requires Full Physical Guidance (physical assistance throughout an entire task) or if the student is not able to answer the question(s) in the activity correctly.	Select this rating if the student response was supported by the teacher using prompts or cues (any action that increases the probability that a student will complete a specific task). Prompts and cues are outlined in Figure 1.	Select this rating for student responses that clearly indicate the student has mastered the skill and performs independently. **Original directions may be repeated or rephrased without further explanation or clarification.**

Figure 1. Allowable Prompts and Cues

Prompt/Cue	Description	Example
Partial Physical Guidance	Partial physical assistance during the performance of some part of an activity.	Student requires some physical assistance in providing the correct answer without leading them to the correct choice.
Modeling	Teacher models/demonstrates a specific task or portion of an activity.	Trained TEA shows what action they want the student to perform without leading them to the correct choice.
Repetition(s) with a Cue	Original directions are repeated with the addition of a prompt/cue.	After giving direction such as "show me a plant" the teacher waits for response. If student does not respond, teacher repeats "show me a plant" and points to the array of answer options.

Student Score Worksheets:

Earth Science Storyline 1: Earth Systems Grade 5 Performance Task						
Connecticut Alternate Science Essence Statement	**Core Extension**	**Teacher Activity/Scoring Notes** Use this column to record student response(s) when administering activities. This information is for district internal purposes only and is not recorded in the online Data Entry Interface.	**Score** **Ratings:** **0 points** – The student **does not** demonstrate understanding. **1 point** – The student demonstrates limited understanding typically requiring additional support through scaffolding. **2 points** – The student demonstrates understanding independently without scaffolding.			
CTAS-3-ESS2-1 Use and interpret data in tables and graphs to describe typical weather conditions expected during a particular season.	**ACTIVITY 1** **Core Extension 1:** Recognize two forms of water (e.g., rain, snow, hail, sleet) that can fall from clouds to Earth. (CTAS-3-ESS2-1)		**NR** [×] ❍	**0** ❍	**1** ❍	**2** ❍
CTAS-3-ESS2-1 Use and interpret data in tables and graphs to describe typical weather conditions expected during a particular season.	**ACTIVITY 2** **Core Extension 2:** Identify key components that describe local weather conditions (e.g., temperature, amount of cloud cover, precipitation, and wind speed). (CTAS-3-ESS2-1)			**0** ❍	**1** ❍	**2** ❍
CTAS-3-ESS2-1 Use and interpret data in tables and graphs to describe typical weather conditions expected during a particular season.	**ACTIVITY 3** **Core Extension 3:** From provided temperature and precipitation data, identify the likely seasons. (CTAS-3-ESS2-1)			**0** ❍	**1** ❍	**2** ❍
CTAS-3-ESS2-1 Use and interpret data in tables and graphs to describe typical weather conditions expected during a particular season.	**ACTIVITY 4** **Core Extension 4:** From provided data, compare weather conditions between two specific time periods. (CTAS-3-ESS2-1)			**0** ❍	**1** ❍	**2** ❍
CTAS-3-ESS2-2 Use information to describe climates in different regions of the United States.	**ACTIVITY 5** **Core Extension 5:** Using provided information, describe the climate in Connecticut. (CTAS-3-ESS2-2)			**0** ❍	**1** ❍	**2** ❍

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Earth Science Storyline 1: Earth Systems Grade 5 Performance Task						
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CTAS-3-ESS2-2 Use information to describe climates in different regions of the United States.	**ACTIVITY 6** **Core Extension 6:** From provided data (average temperature and precipitation), compare climates in two regions of the United States (e.g., northeast vs. southwest). (CTAS-3-ESS2-2)			**0** ❍	**1** ❍	**2** ❍
CTAS-3-ESS2-2 Use information to describe climates in different regions of the United States.	**ACTIVITY 7** **Core Extension 7:** From provided information about the climate pattern in a region, make a prediction about typical weather conditions in that region. (CTAS-3-ESS2-2)			**0** ❍	**1** ❍	**2** ❍
CTAS-5-ESS2-1 Use a model to show how wind and water interact with land and living organisms.	**ACTIVITY 8** **Core Extension 8:** Complete a model to describe changes in the shape of a land form due to wind and water. (CTAS-5-ESS2-1)			**0** ❍	**1** ❍	**2** ❍
CTAS-5-ESS2-1 Use a model to show how wind and water interact with land and living organisms.	**ACTIVITY 9** **Core Extension 9:** From provided information, compare the effects of severe weather (e.g., drought, flooding, or hurricane) on land and living organisms. (CTAS-5-ESS2-1)			**0** ❍	**1** ❍	**2** ❍

Earth Science Storyline 2: Natural Resources Grade 5 Performance Task						
Connecticut Alternate Science Essence Statement	**Core Extension**	**Teacher Activity/Scoring Notes** Use this column to record student response(s) when administering activities. This information is for district internal purposes only and is not recorded in the online Data Entry Interface.	**Score** **Ratings:** **0 points** – The student **does not** demonstrate understanding. **1 point** – The student demonstrates limited understanding typically requiring additional support through scaffolding. **2 points** – The student demonstrates understanding independently without scaffolding.			
CTAS-5-ESS2-2 Interpret data to compare the relative amounts of fresh and salt water on Earth, and use maps to show their locations in various reservoirs (lakes, rivers, and oceans).	**ACTIVITY 1** **Core Extension 1:** Distinguish between fresh and salt water and which is needed by humans and other organisms for survival. (CTAS-5-ESS2-2)		**NR** [×] ❍	**0** ❍	**1** ❍	**2** ❍
CTAS-5-ESS2-2 Interpret data to compare the relative amounts of fresh and salt water on Earth, and use maps to show their locations in various reservoirs (lakes, rivers, and oceans).	**ACTIVITY 2** **Core Extension 2:** Locate sources of freshwater (a lake and river) and saltwater (ocean) shown on a map. (CTAS-5-ESS2-2)			**0** ❍	**1** ❍	**2** ❍
CTAS-5-ESS2-2 Interpret data to compare the relative amounts of fresh and salt water on Earth, and use maps to show their locations in various reservoirs (lakes, rivers, and oceans).	**ACTIVITY 3** **Core Extension 3:** From a simple graphic, compare the relative amounts of fresh and salt water in various reservoirs. (CTAS-5-ESS2-2)			**0** ❍	**1** ❍	**2** ❍
CTAS-4-ESS3-1 Use information to describe renewable (wind, water, and solar) and non-renewable (coal, oil, and natural gas) sources of energy and how their uses affect the environment.	**ACTIVITY 4** **Core Extension 4:** Describe two ways that humans use energy sources (e.g., generate electricity, heat homes, power a car). (CTAS-4-ESS3-1)			**0** ❍	**1** ❍	**2** ❍

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Earth Science Storyline 2: Natural Resources Grade 5 Performance Task						
Connecticut Alternate Science Essence Statement	**Core Extension**	**Teacher Activity/Scoring Notes** Use this column to record student response(s) when administering activities. This information is for district internal purposes only and is not recorded in the online Data Entry Interface.	**Score** **Ratings:** **0 points** – The student **does not** demonstrate understanding. **1 point** – The student demonstrates limited understanding typically requiring additional support through scaffolding. **2 points** – The student demonstrates understanding independently without scaffolding.			
CTAS-4-ESS3-1 Use information to describe renewable (wind, water, and solar) and non-renewable (coal, oil, and natural gas) sources of energy and how their uses affect the environment.	**ACTIVITY 5** **Core Extension 5:** Complete a causal chain explaining two ways that non-renewable energy sources (coal, oil, natural gas) affect the environment. (CTAS-4-ESS3-1)			**0** ❍	**1** ❍	**2** ❍
CTAS-4-ESS3-1 Use information to describe renewable (wind, water, and solar) and non-renewable (coal, oil, and natural gas) sources of energy and how their uses affect the environment.	**ACTIVITY 6** **Core Extension 6:** Complete a causal chain explaining two ways that renewable energy sources (wind, water, solar) affect the environment. (CTAS-4-ESS3-1)			**0** ❍	**1** ❍	**2** ❍
CTAS-5-ESS3-1 Use information from multiple sources to describe ways people can protect our natural resources (water, air, land).	**ACTIVITY 7** **Core Extension 7:** From provided information, identify a human activity that affects Earth's natural resources. (CTAS-5-ESS3-1)			**0** ❍	**1** ❍	**2** ❍
CTAS-5-ESS3-1 Use information from multiple sources to describe ways people can protect our natural resources (water, air, land).	**ACTIVITY 8** **Core Extension 8:** From provided information, identify a way to protect Earth's natural resources. (CTAS-5-ESS3-1)			**0** ❍	**1** ❍	**2** ❍
CTAS-5-ESS3-1 Use information from multiple sources to describe ways people can protect our natural resources (water, air, land).	**ACTIVITY 9** **Core Extension 9:** Given a scenario and background information, describe one positive and one negative effect of how a group of people can help to protect their community's natural resources. (CTAS-5-ESS3-1)			**0** ❍	**1** ❍	**2** ❍

Life Science Storyline 3: Living Organisms Grade 5 Performance Task						
Connecticut Alternate Science Essence Statement	**Core Extension**	**Teacher Activity/Scoring Notes** Use this column to record student response(s) when administering activities. This information is for district internal purposes only and is not recorded in the online Data Entry Interface.	**Score** **Ratings:** **0 points** – The student **does not** demonstrate understanding. **1 point** – The student demonstrates limited understanding typically requiring additional support through scaffolding. **2 points** – The student demonstrates understanding independently without scaffolding.			
CTAS-4-LS1-1 Make and support a claim that plants and animals have structures that function to support survival, growth, and behavior.	**ACTIVITY 1** **Core Extension 1:** Identify a structure (part) of a plant or an animal that supports survival. (CTAS-4-LS1-1)		**NR** [×] ❍	**0** ❍	**1** ❍	**2** ❍
CTAS-4-LS1-1 Make and support a claim that plants and animals have structures that function to support survival, growth, and behavior.	**ACTIVITY 2** **Core Extension 2:** Match one structure (part) of a plant or an animal to its function (e.g., wings help a bird to fly). (CTAS-4-LS1-1)			**0** ❍	**1** ❍	**2** ❍
CTAS-3-LS1-1 Compare simple models to describe the similarities and differences in the life cycle stages (birth, growth, reproduction, and death) of common organisms.	**ACTIVITY 3** **Core Extension 3:** Identify key stages (i.e., birth, growth, reproduction, death) of a plant or animal's life cycle. (CTAS-3-LS1-1)			**0** ❍	**1** ❍	**2** ❍
CTAS-3-LS1-1 Compare simple models to describe the similarities and differences in the life cycle stages (birth, growth, reproduction, and death) of common organisms.	**ACTIVITY 4** **Core Extension 4:** Compare and contrast the life cycles of two plants or two animals to identify one similarity and one difference. (CTAS-3-LS1-1)			**0** ❍	**1** ❍	**2** ❍
CTAS-4-LS1-1 Make and support a claim that plants and animals have structures that	**ACTIVITY 5** **Core Extension 5:** Make a claim about a structure that supports the survival or growth of a plant or an animal (e.g., stem of a plant transports water or food/nutrients to the plant; water and			**0** ❍	**1** ❍	**2** ❍

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Life Science Storyline 3: Living Organisms Grade 5 Performance Task						
Connecticut Alternate Science Essence Statement	**Core Extension**	**Teacher Activity/Scoring Notes** Use this column to record student response(s) when administering activities. This information is for district internal purposes only and is not recorded in the online Data Entry Interface.	**Score** **Ratings:** **0 points** – The student **does not** demonstrate understanding. **1 point** – The student demonstrates limited understanding typically requiring additional support through scaffolding. **2 points** – The student demonstrates understanding independently without scaffolding.			
function to support survival, growth, and behavior.	nutrients/food allow plant to survive; stem is thick on a sunflower; thick stem allows sunflower to grow tall). (CTAS-4-LS1-1)					

Life Science Storyline 4: Healthy Ecosystems Grade 5 Performance Task						
Connecticut Alternate Science Essence Statement	**Core Extension**	**Teacher Activity/Scoring Notes** Use this column to record student response(s) when administering activities. This information is for district internal purposes only and is not recorded in the online Data Entry Interface.	**Score** **Ratings:** **0 points** – The student **does not** demonstrate understanding. **1 point** – The student demonstrates limited understanding typically requiring additional support through scaffolding. **2 points** – The student demonstrates understanding independently without scaffolding.			
CTAS-5-LS2-1 Use a simple model to describe the movement of matter among plants and animals in the environment.	**ACTIVITY 1** **Core Extension 1:** Given several examples, identify which are plants and which are animals. (CTAS-5-LS2-1)		**NR** [×] ❍	**0** ❍	**1** ❍	**2** ❍
CTAS-3-LS4-3 Make and support a claim that in a given habitat, some organisms can survive well, some survive less well, and some cannot survive at all.	**ACTIVITY 2** **Core Extension 2:** Identify two traits that help an organism survive in a given habitat. (CTAS-3-LS4-3)			**0** ❍	**1** ❍	**2** ❍
CTAS-3-LS4-3 Make and support a claim that in a given habitat, some organisms can survive well, some survive less well, and some cannot survive at all.	**ACTIVITY 3** **Core Extension 3:** Make and support a claim why some animals would not survive in a given habitat. (CTAS-3-LS4-3)			**0** ❍	**1** ❍	**2** ❍
CTAS-5-LS2-1 Use a simple model to describe the movement of matter among plants and animals in the environment.	**ACTIVITY 4** **Core Extension 4:** Describe the role of plants as producers and animals as consumers in the environment. (CTAS-5-LS2-1)			**0** ❍	**1** ❍	**2** ❍
CTAS-5-LS2-1 Use a simple model to describe the movement of matter among	**ACTIVITY 5** **Core Extension 5:** Use a simple food chain as a model to show the interactions of plants and animals in cycling matter. (CTAS-5-LS2-1)			**0** ❍	**1** ❍	**2** ❍

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Life Science Storyline 4: Healthy Ecosystems Grade 5 Performance Task						
Connecticut Alternate Science Essence Statement	**Core Extension**	**Teacher Activity/Scoring Notes** Use this column to record student response(s) when administering activities. This information is for district internal purposes only and is not recorded in the online Data Entry Interface.	**Score** **Ratings:** **0 points** – The student **does not** demonstrate understanding. **1 point** – The student demonstrates limited understanding typically requiring additional support through scaffolding. **2 points** – The student demonstrates understanding independently without scaffolding.			
plants and animals in the environment.						
CTAS-3-LS4-3 Make and support a claim that in a given habitat, some organisms can survive well, some survive less well, and some cannot survive at all.	**ACTIVITY 6** **Core Extension 6:** Make a claim using evidence about two factors affecting the survival of an organism in a given habitat. (CTAS-3-LS4-3)			**0** ❍	**1** ❍	**2** ❍
CTAS-3-LS4-4 Given evidence, compare possible solutions to a problem that causes changes in an environment affecting the plants and animals that live there.*	**ACTIVITY 7** **Core Extension 7:** When given an environmental problem, identify a way to help reduce the harmful effects on plants or animals. (CTAS-3-LS4-4)			**0** ❍	**1** ❍	**2** ❍
CTAS-3-LS4-4 Given evidence, compare possible solutions to a problem that causes changes in an environment affecting the plants and animals that live there.*	**ACTIVITY 8** **Core Extension 8:** From two possible solutions, compare them and select one that may prevent environmental problems that affect plants or animals. (CTAS-3-LS4-4)			**0** ❍	**1** ❍	**2** ❍

***Indicates a NGSS Standard Performance Expectation or Connecticut Alternate Science Essence Statement that incorporates engineering design.**

Physical Science Storyline 5: Forces and Motion Grade 5 Performance Task						
Connecticut Alternate Science Essence Statement	**Core Extension**	**Teacher Activity/Scoring Notes** Use this column to record student response(s) when administering activities. This information is for district internal purposes only and is not recorded in the online Data Entry Interface.	**Score** **Ratings:** **0 points** – The student **does not** demonstrate understanding. **1 point** – The student demonstrates limited understanding typically requiring additional support through scaffolding. **2 points** – The student demonstrates understanding independently without scaffolding.			
CTAS-3-PS2-1 Use the results of an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.	**ACTIVITY 1** **Core Extension 1:** Identify a force as a push or pull on an object. (CTAS-3-PS2-1)		**NR** [×] ❍	**0** ❍	**1** ❍	**2** ❍
CTAS-3-PS2-1 Use the results of an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.	**ACTIVITY 2** **Core Extension 2:** Recognize that an unbalanced force can cause an object to move. (CTAS-3-PS2-1)			**0** ❍	**1** ❍	**2** ❍
CTAS-3-PS2-1 Use the results of an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.	**ACTIVITY 3** **Core Extension 3:** Recognize that balanced forces do not cause an object to move or change motion. (CTAS-3-PS2-1)			**0** ❍	**1** ❍	**2** ❍
CTAS-3-PS2-1 Use the results of an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.	**ACTIVITY 4** **Core Extension 4:** Use the results of an investigation as evidence that two or more unbalanced forces will cause an object to move. (CTAS-3-PS2-1)			**0** ❍	**1** ❍	**2** ❍

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Physical Science Storyline 5: Forces and Motion Grade 5 Performance Task						
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CTAS-3-PS2-2 Make observations and/or measurements to show the pattern of an object's motion in order to make predictions.	**ACTIVITY 5** **Core Extension 5:** Make one qualitative observation about the pattern of an object in motion. (CTAS-3-PS2-2)			**0** ❍	**1** ❍	**2** ❍
CTAS-3-PS2-2 Make observations and/or measurements to show the pattern of an object's motion in order to make predictions.	**ACTIVITY 6** **Core Extension 6:** Make two quantitative observations to show the pattern of the motion of an object. (CTAS-3-PS2-2)			**0** ❍	**1** ❍	**2** ❍
CTAS-3-PS2-2 Make observations and/or measurements to show the pattern of an object's motion in order to make predictions.	**ACTIVITY 7** **Core Extension 7:** Make a prediction about the effect of a change in one variable on the motion of an object. (CTAS-3-PS2-2)			**0** ❍	**1** ❍	**2** ❍

Physical Science Storyline 6: Using Energy Every Day Grade 5 Performance Task						
Connecticut Alternate Science Essence Statement	**Core Extension**	**Teacher Activity/Scoring Notes** Use this column to record student response(s) when administering activities. This information is for district internal purposes only and is not recorded in the online Data Entry Interface.	**Score** **Ratings:** **0 points** – The student **does not** demonstrate understanding. **1 point** – The student demonstrates limited understanding typically requiring additional support through scaffolding. **2 points** – The student demonstrates understanding independently without scaffolding.			
CTAS-4-PS3-2 Make observations that light and heat are forms of energy that can be transferred from place to place.	**ACTIVITY 1** **Core Extension 1:** Distinguish between at least two examples of hot and cold. (CTAS-4-PS3-2)		**NR** [x] ❍	**0** ❍	**1** ❍	**2** ❍
CTAS-4-PS3-2 Make observations that light and heat are forms of energy that can be transferred from place to place.	**ACTIVITY 2** **Core Extension 2:** Distinguish between at least two examples of light and dark. (CTAS-4-PS3-2)			**0** ❍	**1** ❍	**2** ❍
CTAS-4-PS3-2 Make observations that light and heat are forms of energy that can be transferred from place to place.	**ACTIVITY 3** **Core Extension 3:** Identify two examples of how light and heat energy are used in everyday life. (CTAS-4-PS3-2)			**0** ❍	**1** ❍	**2** ❍
CTAS-4-PS3-2 Make observations that light and heat are forms of energy that can be transferred from place to place.	**ACTIVITY 4** **Core Extension 4:** Make observations that heat is transferred from the sun to the Earth. (CTAS-4-PS3-2)			**0** ❍	**1** ❍	**2** ❍
CTAS-5-PS3-1 Use a simple model to describe that light energy comes from the sun, and is used by plants to grow and produce food that is eaten by animals and/or humans that they use for various purposes.	**ACTIVITY 5** **Core Extension 5:** Use a simple model to show that plants need light energy from the sun to grow. (CTAS-5-PS3-1)			**0** ❍	**1** ❍	**2** ❍

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Physical Science Storyline 6: Using Energy Every Day Grade 5 Performance Task						
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CTAS-5-PS3-1 Use a simple model to describe that light energy comes from the sun, and is used by plants to grow and produce food that is eaten by animals and/or humans that they use for various purposes.	**ACTIVITY 6** **Core Extension 6:** Use a simple model to describe that the food animals need was once energy from the sun. (CTAS-5-PS3-1)			**0** ❍	**1** ❍	**2** ❍