Item 1

Test Cards: Provided by NCDPI

- Stem: “When is it best to stay indoors?”
- A: on a cloudy day
- B: during a thunderstorm
- C: on a windy day

*Objects/symbols may be substituted for the pictures if used routinely in the classroom. (Provided by the assessor)

Trial 1

- The assessor presents and reads the stem.
- The assessor says: “When is it best to stay indoors?”
- The assessor presents the answer choices in the following order (Choice A, Choice B, Choice C).
- The assessor says: (A) “on a cloudy day” (B) “during a thunderstorm” (C) “on a windy day”
- The assessor says: “When is it best to stay indoors? Select an answer.”
- If the student answers correctly, the assessor presents the next item.
- If the student answers incorrectly, the assessor removes the incorrect answer and proceeds to trial 2.
- If the student does not respond, the assessor randomly removes one of the incorrect answers and proceeds to trial 2.
Trial 2

- The assessor presents and reads the stem.
- The assessor says: “Let’s try again. When is it best to stay indoors?”
- The assessor presents the answer choices in the following order.
  
  **If A was removed**
  The assessor says: (B) “during a thunderstorm” (C) “on a windy day”
  
  **If C was removed**
  The assessor says: (A) “on a cloudy day” (B) “during a thunderstorm”
- The assessor says: “When is it best to stay indoors? Select an answer.”
- The assessor and student continue to the next item.
Item 2

Test Cards: Provided by NCDPI

- Stem: “Which body part helps people move?”
- A: stomach
- B: skin
- C: muscle

*Objects/symbols may be substituted for the pictures if used routinely in the classroom. (Provided by the assessor)

Trial 1

- The assessor presents and reads the stem.
- The assessor says: “\textbf{Which body part helps people move?}”
- The assessor presents the answer choices in the following order (Choice A, Choice B, Choice C).
- The assessor says: (A) “stomach” (B) “skin” (C) “muscle”
- The assessor says: “\textbf{Which body part helps people move? Select an answer.}”
- If the student answers correctly, the assessor presents the next item.
- If the student answers incorrectly, the assessor removes the incorrect answer and proceeds to trial 2.
- If the student does not respond, the assessor randomly removes one of the incorrect answers and proceeds to trial 2.
## Trial 2

- The assessor presents and reads the stem.
- The assessor says: **“Let’s try again. Which body part helps people move?”**
- The assessor presents the answer choices in the following order.
  - **If A was removed**
    - The assessor says: (B) “skin” (C) “muscle”
  - **If B was removed**
    - The assessor says: (A) “stomach” (C) “muscle”
- The assessor says: **“Which body part helps people move? Select an answer.”**
- The assessor and student continue to the next item.
_item 3_

Test Cards: Provided by NCDPI

- **Stimulus:** a scripted graphic showing a person on a bicycle
- **Stem:** “What would make the bicycle slow down?”
- **A:** riding up a hill
- **B:** riding down a hill
- **C:** pedaling faster

*Objects/symbols may be substituted for the pictures if used routinely in the classroom. (Provided by the assessor)*

**Trial 1**

- The assessor presents and reads the stimulus.
- The assessor says: **This shows a person on a bicycle.**
- The assessor presents and reads the stem.
- The assessor says: **What would make the bicycle slow down?**
- The assessor presents and reads the answer choices in the following order (Choice A, Choice B, Choice C).
- The assessor says: (A) **riding up a hill** (B) **riding down a hill** (C) **pedaling faster**
- The assessor says: **What would make the bicycle slow down? Select an answer.**
  - If the student answers correctly, the assessor presents the next item.
  - If the student answers incorrectly, the assessor removes the incorrect answer and proceeds to trial 2.
  - If the student does not respond, the assessor randomly removes one of the incorrect answers and proceeds to trial 2.
The assessor presents and reads the stimulus.
The assessor says: “Let’s try again. This shows a person on a bicycle.”
The assessor presents and reads the stem.
The assessor says: “What would make the bicycle slow down?”
The assessor presents the answer choices in the following order.

If B was removed
The assessor says: (A) “riding up a hill” (C) “pedaling faster”

If C was removed
The assessor says: (A) “riding up a hill” (B) “riding down a hill”

The assessor says: “What would make the bicycle slow down? Select an answer.”

The assessor and student continue to the next item.
Item 4

Test Cards: Provided by NCDPI

- Stimulus: a scripted graphic presenting milk and a pair of scissors
- Stem: “How are these two alike?”
- A: Both are examples of a chemical change.
- B: Both are examples of a physical change.
- C: Both are examples of things changing temperature.

*Objects/symbols may be substituted for the pictures if used routinely in the classroom. (Provided by the assessor)

Trial 1

- The assessor presents and reads the stimulus.
- The assessor says: “This shows milk pouring from a carton into a cup. This shows scissors cutting a piece of paper.”
- The assessor presents and reads the stem.
- The assessor says: “How are these two alike?”
- The assessor presents and reads the answer choices in the following order (Choice A, Choice B, Choice C).
- The assessor says: (A) “Both are examples of a chemical change.” (B) “Both are examples of a physical change.” (C) “Both are examples of things changing temperature.”
- The assessor says: “How are these two alike? Select an answer.”
- If the student answers correctly, the assessor presents the next item.
- If the student answers incorrectly, the assessor removes the incorrect answer and proceeds to trial 2.
- If the student does not respond, the assessor randomly removes one of the incorrect answers and proceeds to trial 2.
## Trial 2

- The assessor presents and reads the stimulus.
- The assessor says: **“Let’s try again. This shows milk pouring from a carton into a cup. This shows scissors cutting a piece of paper.”**
- The assessor presents and reads the stem.
- The assessor says: **“How are these two alike?”**
- The assessor presents the answer choices in the following order.
  - If **A** was removed
    - The assessor says: (B) “Both are examples of a physical change.”
    - (C) “Both are examples of things changing temperature.”
  - If **C** was removed
    - The assessor says: (A) “Both are examples of a chemical change.”
    - (B) “Both are examples of a physical change.”
- The assessor says: **“How are these two alike? Select an answer.”**
- The assessor and student continue to the next item.
### Item 5

**Test Cards: Provided by NCDPI**

- **Stem:** “Which is a living part of a lake?”
- **A:** fish
- **B:** rock
- **C:** mud

*Objects/symbols may be substituted for the pictures if used routinely in the classroom. (Provided by the assessor)*

**Trial 1**

- The assessor presents and reads the stem.
- The assessor says: **“Which is a living part of a lake?”**
- The assessor presents and reads the answer choices in the following order (Choice A, Choice B, Choice C).
- The assessor says: (A) “fish” (B) “rock” (C) “mud”
- The assessor repeats the stem and says: **“Which is a living part of a lake? Select an answer.”**
- If the student answers correctly, the assessor ends the presentation of the sample items.
- If the student answers incorrectly, the assessor removes the incorrect answer and proceeds to trial 2.
- If the student does not respond, the assessor randomly removes one of the incorrect answers and proceeds to trial 2.
Trial 2

- The assessor presents and reads the stem.
- The assessor says: "Let's try again. Which is a living part of a lake?"
- The assessor presents the answer choices in the following order.
  - *If B was removed*
    - The assessor says: (A) "fish" (C) "mud"
  - *If C was removed*
    - The assessor says: (A) "fish" (B) "rock"
- The assessor says: "Which is a living part of a lake? Select an answer."
  - The assessor ends the presentation of the sample items.
When is it best to stay indoors?
on a cloudy day
during a thunderstorm
on a windy day
Which body part helps people move?
stomach
skin
muscle
This shows a person on a bicycle.
What would make the bicycle slow down?
riding up a hill
riding down a hill
pedaling faster
This shows milk pouring from a carton into a cup.

This shows scissors cutting a piece of paper.
How are these two alike?
Both are example of a chemical change.
Both are examples of a physical change.
Both are examples of things changing temperature.
Which is a living part of a lake?
fish
rock
mud