

TCAP-Alternate Assessment Science Grades 3-5 Test Blueprints

TCAP-Alternate Assessment Science Testing Structure

The testing structure for science reflects both the number of operational assessment items and the number of field test assessment items.

Grades	Administration Window*
3-5	Multiple untimed sessions <ul style="list-style-type: none"> 24 multiple choice items (20 operational items and 4 field test items)

* Teachers may administer the assessment in as many sessions as necessary throughout the entire administration window.

TCAP-Alternate Assessment Science Grades 3-5 Test Blueprints 2025-2026

The blueprints reflect only operational assessment items.

Grade 3		
Content	# of items	% of test
Physical Science	7-9	35%-45%
3.PS1.1	Describe the different observable properties of solids, liquids, and gases. Identify in a model (e.g., picture, diagram, drawing) that all matter can be broken down into smaller and smaller pieces until they are too small to be seen by human eyes.	
3.PS1.3	Use data (e.g., model, diagram, table) to describe materials by their fixed or changing observable properties. Use data (e.g., model, diagram, table) to identify observable properties of materials that can help in their identification.	
3.PS2.1	Recognize a cause and effect relationship between two objects not in contact with each other (i.e., static electricity, magnetism, and gravity).	
3.PS3.1	Use data (e.g., observations of sound, light, heat, motion) to recognize evidence of energy in a system.	

Grade 3		
Content	# of items	% of test
Life Science	3-5	15%-25%
3.LS1.2	<p>Identify how animals use their external parts to help them survive, grow, and meet their needs (e.g., having thick fur in polar regions).</p> <p>Identify how plants use their external parts to help them survive, grow, and meet their needs (e.g., thorns discourage predators).</p> <p>Identify how animals use their internal parts to help them survive, grow, and meet their needs (e.g., the heart pumps blood through the body).</p> <p>Identify how plants use their internal parts to help them survive, grow, and meet their needs (e.g., pollen or seeds in plants help them to reproduce).</p>	
3.LS4.1	<p>Identify changes in a habitat that affect an organism’s ability to survive.</p> <p>Identify changes in a habitat that would cause some organisms to move to a new location.</p>	
Earth and Space Science	7-9	35%-45%
3.ESS1.1	<p>Use data (e.g., model, diagram, table) to identify physical properties of bodies in our Solar System (e.g., planets, moons, asteroids, comets, meteoroids).</p> <p>Use data (e.g., model, diagram, table) to identify the motion of bodies in our Solar System (e.g., planets, moons, asteroids, comets, meteoroids).</p>	
3.ESS2.2	<p>Identify relevant components (i.e., water [liquid, solid, and in the atmosphere], atmosphere, landforms, plants, other living things, and energy from the Sun) in a model of water cycling between oceans, the atmosphere, and land.</p>	
3.ESS2.3	<p>Use data to describe weather conditions (e.g., temperature, precipitation, wind direction).</p>	
3.ESS3.1	<p>Identify a solution to an environmental problem caused by a natural hazard (e.g., fires, landslides, earthquakes, volcanic eruptions, floods, severe weather).</p>	

Grade 4		
Content	# of items	% of test
Physical Science	5-7	25%-35%
4.PS3.1	Recognize that the faster an object moves, the more energy it has.	
4.PS3.3	Identify that stored energy can change to another form (e.g., from stored energy to energy of motion).	
4.PS4.1	Use a model (e.g., drawings, diagrams) to identify amplitude and wavelength. Identify patterns in the motion of an object caused by a wave as it passes (e.g., when the amplitude of a wave increases, the object's vertical motion will also increase).	
Life Science	7-9	35%-45%
4.LS2.1	Use a model to identify that sunlight gives energy to producers. Use a model to identify the flow of matter from producers to consumers in a food chain. Use a model to identify the role of decomposers in breaking down matter.	
4.LS2.2	Identify an example of interconnectedness among plants and animals in their environment (e.g., animals that consume other animals). Identify that a healthy ecosystem is one in which multiple types of organisms are each able to meet their needs.	
4.LS2.4	Identify examples of how organisms respond to changes in their environment given data or a scenario (e.g., some organisms survive and reproduce, some die, some move to new locations, some move into the transformed environment).	
4.LS4.1	Identify examples of living organisms that resemble organisms that once lived on Earth.	
Earth and Space Science	5-7	25%-35%
4.ESS1.2	Use fossils to help identify the order that rock layers were formed (e.g., older fossils are found in lower rock layers and newer fossils are found in higher rock layers).	
4.ESS2.2	Use maps to locate different Earth features (i.e., mountain ranges, deep ocean trenches, volcanoes).	
4.ESS3.1	Identify examples of renewable fuel sources (i.e., sunlight, wind, water) of energy derived from natural resources and nonrenewable fuel sources (i.e., fossil fuels, minerals) of energy derived from natural resources.	

Grade 5		
Content	# of items	% of test
Physical Science	9-11	45%-55%
5.PS1.1	Identify the phase changes that occur between a solid, liquid, or gas using evidence provided from data.	
5.PS1.3	Identify changes in physical properties when two or more substances are mixed. Identify that changes in the physical properties of substances after they are mixed may indicate the formation of a new substance.	
5.PS2.1	Identify that an object is at rest unless it is pushed or pulled.	
5.PS2.3	Identify that the gravitational force exerted by Earth on objects is directed down.	
5.PS2.4	Identify patterns of motion (e.g., moving in one direction, shifting back and forth, or moving in cycles) created by different types of forces (e.g., forces that change motion, forces that act on objects, forces that act between objects). Identify a condition that affects whether a force speeds up or slows down a pattern of motion.	
Life Science	5-7	25%-35%
5.LS1.1	Identify how animals use their sense receptors (e.g., eyes contain light receptors) to respond to different types of information (e.g., sound, light, odor, temperature) in their surroundings with behaviors that help them survive. Identify how animals use their memories to help them survive. Differentiate between an instinctive behavior and a learned behavior.	
5.LS3.2	Identify similarities in the traits of a parent and the traits of an offspring (e.g., bush type bean plants typically have bush type offspring, whereas pole/climbing type beans typically have offspring that are also climbers). Identify variations in similar traits in a group of similar organisms (e.g., the sizes and shapes of fish can vary).	
5.LS4.1	Identify a cause-and-effect relationship between a specific variation in a characteristic (e.g., longer thorns) and its effect on the ability of the individual organism to survive (e.g., plants with longer thorns are less likely to be eaten).	
Earth and Space Science	3-5	15%-25%
5.ESS1.4	Explain that the Moon looks different during a month because the Moon travels in an orbit around Earth.	
5.ESS1.5	Make relative comparisons between the amount of daylight between seasons (e.g., winter compared to summer) using data. Identify an Earth-Sun model, which demonstrates that Earth's tilt and orbit around the Sun cause changes in seasons.	