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## ITEM INFORMATION

<table>
<thead>
<tr>
<th>ETS Item Code:</th>
<th>TAS01S0477</th>
<th>Category:</th>
<th>Biodiversity and Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item ID:</td>
<td>1273</td>
<td>Correct Answer:</td>
<td>B</td>
</tr>
<tr>
<td>DOK Level:</td>
<td>2</td>
<td>Content:</td>
<td>Science</td>
</tr>
<tr>
<td>Level:</td>
<td>1</td>
<td>Grade:</td>
<td>10</td>
</tr>
<tr>
<td>Standard Code:</td>
<td>3210.5.1</td>
<td>Item Type:</td>
<td>SR</td>
</tr>
<tr>
<td>Standard Text:</td>
<td>Compare and contrast the structural, functional, and behavioral adaptations of animals or plants found in different environments.</td>
<td>Points:</td>
<td>1</td>
</tr>
<tr>
<td>AAT or UC Text:</td>
<td>Compare physical characteristics of animals advantageous for survival in their environments.</td>
<td>AAT or UC:</td>
<td>UC</td>
</tr>
</tbody>
</table>

## METADATA DEFINITIONS

<table>
<thead>
<tr>
<th>ETS Item Code:</th>
<th>Unique letter/number code used to identify the item.</th>
<th>Category:</th>
<th>Text of the Reporting Category the standard assesses.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item ID:</td>
<td>Unique number code the vendor uses to identify the item internally.</td>
<td>Correct Answer:</td>
<td>Correct answer. For multi part items correct answers are listed in order, separated by a comma.</td>
</tr>
<tr>
<td>DOK Level:</td>
<td>(if listed): Depth of Knowledge (cognitive complexity) is measured on the following scale: 2 = Memorize/Recall, 3 = Performance, 4 = Comprehension.</td>
<td>Content:</td>
<td>Subject.</td>
</tr>
<tr>
<td>Level:</td>
<td>Tier, on the following scale: 1 = SR item with two options, lower complexity; 2 = SR item with three options, moderate complexity; 3 = MP item includes 3 questions with two answer options each, higher complexity.</td>
<td>Grade:</td>
<td>Grade level.</td>
</tr>
<tr>
<td>Standard Code:</td>
<td>Primary educational standard assessed.</td>
<td>Item Type:</td>
<td>SR for single response multiple choice item, MP for multiple part multiple choice items.</td>
</tr>
<tr>
<td>Standard Text:</td>
<td>Text of the educational standard assessed.</td>
<td>Points:</td>
<td>Maximum points possible for this item.</td>
</tr>
<tr>
<td>AAT or UC Text:</td>
<td>Text of the Alternate Assessment Target or Underlying concept</td>
<td>AAT or UC:</td>
<td>Alternate Assessment Target or Underlying Concept.</td>
</tr>
</tbody>
</table>
This is about food.

Which of these do humans eat?

A. vegetables
B. rocks
This is about how living things get food.

Living things need energy to survive. Animals get energy from food.

What would a group of animals **most** likely do if they could **not** find food?

A. move to a new place

B. grow larger

C. eat rocks
This is about how living things survive.

Living things need energy to survive. Plants get energy from the sun. Animals get energy from food.

Use the food chain diagram to answer the questions.

If the foxes move away, will it be easier for rabbits to survive?  
A. YES    B. NO

If the rabbits move away, will it be easier for foxes to survive?  
A. YES    B. NO
If the grass goes away, will it be easier for foxes to survive?  
A. YES  
B. NO
This is about how living things survive.

Living things need energy to survive. Animals get energy from food.

Use the food chain diagram to answer the questions.

If the owls move away, will it be harder for mice to survive?  
A. YES  
B. NO

If the mice move away, will it be harder for owls to survive?  
A. YES  
B. NO
If the insects move away, will it be harder for owls to survive?  

A. YES  
B. NO
This is about food.

Which of these do humans eat?

*Point to and read each option to the student.*

A. vegetables

B. rocks
This is about how living things get food.

Living things need energy to survive. Animals get energy from food.

What would a group of animals most likely do if they could not find food?

*Point to and read each option to the student.*

A. move to a new place

B. grow larger

C. eat rocks
This is about how living things survive.

Living things need energy to survive. Plants get energy from the sun. Animals get energy from food.

Point to the diagram.

[For all students, read “This is a diagram of a food chain. In this food chain, the grass is food for the rabbit. This helps the rabbit survive (point to the grass, then to the rabbit). The rabbit is food for the fox. This helps the fox survive (point to the rabbit, then to the fox).”]
Use the food chain diagram to answer the questions.

Point to and read each question to the student.

If the foxes move away, will it be easier for rabbits to survive?  
A. YES  B. NO

If the rabbits move away, will it be easier for foxes to survive?  
A. YES  B. NO

If the grass goes away, will it be easier for foxes to survive?  
A. YES  B. NO
This is about how living things survive.

Living things need energy to survive. Animals get energy from food.

*Point to the diagram.*

*[For all students, read “This is a diagram of a food chain. In this food chain, the insect is food for the mouse. This helps the mouse survive (point to the insect, then the mouse). The mouse is food for the owl. This helps the owl survive (point to the mouse, then the owl).”]*
Use the food chain diagram to answer the questions.

Point to and read each question to the student.

If the owls move away, will it be harder for mice to survive?  
A. YES  B. NO

If the mice move away, will it be harder for owls to survive?  
A. YES  B. NO

If the insects move away, will it be harder for owls to survive?  
A. YES  B. NO
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