



Practice Test Answer and Alignment Document

**Science–Grade 4**

Item Number	Answer Key	Kentucky Academic Standard
1.	A	4-PS4-2
2.	B	4-PS4-2
3.	B	4-PS4-2
4.	C	1-ESS1-1
5.	See rubric	1-ESS1-1, 4-PS3-2
6.	A	4-PS3-2
7.	A	4-PS3-2

Number 5

Kentucky Academic Standards Science Scoring Guide	
Score	Description
4	<p>There is evidence in this response that the student has a complete and thorough understanding of the multi-dimensional question as evidenced by their explanation of the phenomenon and/or solution to the problem.</p> <ul style="list-style-type: none"> <li>The response is complete, thorough and correct and based on appropriate knowledge and skills</li> <li>The response does not contain errors or flaws in logical thinking or those flaws are irrelevant to the accuracy of the answer</li> </ul>

	<ul style="list-style-type: none"> <li>• The response reflects complete synthesis and understanding of complex ideas</li> <li>• The response is completely coherent and based on effective application of relevant dimensions (SEP and/or DCI and/or CC)</li> <li>• The response integrates a solution that is completely correct and based on the principles of engineering design (if applicable).</li> </ul>
<b>3</b>	<p>There is evidence in this response that the student has a general understanding of the multi-dimensional question as evidenced by their explanation of the phenomenon and/or solution to the problem.</p> <ul style="list-style-type: none"> <li>• The response is generally complete and the question is answered using appropriate knowledge and skills</li> <li>• The response may contain minor errors or flaws in logical thinking and those flaws may or may not be irrelevant to the accuracy of the answer</li> <li>• The response reflects a general synthesis and understanding of complex ideas</li> <li>• The response is generally coherent and based on application of relevant dimensions (SEP and/or DCI and/or CC)</li> <li>• The response integrates a solution that is generally correct and mostly based on the principles of engineering design (if applicable).</li> </ul>
<b>2</b>	<p>There is evidence in this response that the student has a limited understanding of the multi-dimensional question as evidenced by their explanation of the phenomenon and/or solution to the problem.</p> <ul style="list-style-type: none"> <li>• The response is partially complete and/or the question is answered using limited understanding of knowledge and skills</li> <li>• The response may contain significant errors or flaws in logical thinking</li> <li>• The response reflects a limited synthesis and understanding of complex ideas</li> <li>• The response may or may not be coherent and based on some application of relevant dimensions (SEP and/or DCI and/or CC)</li> <li>• The response integrates a solution that is partly correct and may or may not be based on the principles of engineering design (if applicable).</li> </ul>
<b>1</b>	<p>There is evidence in this response that the student has a minimal understanding of the multi-dimensional question as evidenced by their explanation of the phenomenon and/or solution to the problem.</p> <ul style="list-style-type: none"> <li>• The response is minimal and/or the question is answered using minimal understanding of knowledge and skills</li> <li>• The response may contain major significant errors or flaws in logical thinking</li> <li>• The response reflects a minimal synthesis and understanding of complex ideas</li> <li>• The response is not coherent or is not based on application of relevant dimensions (SEP and/or DCI and/or CC)</li> <li>• The response integrates a solution that is minimally correct and may or may not be based on the principles of engineering design (if applicable).</li> </ul>
<b>0</b>	<p>There is no evidence that the student has an understanding of the material related to the question being asked in terms of science content and logical thinking skills.</p> <ul style="list-style-type: none"> <li>• The response is blank, entirely incorrect and/or irrelevant.</li> </ul>