

Fifth Grade Science End-Of-Grade Test Preparation

Test-Taking Strategies per NCDPI Released Form E (2008-2009)

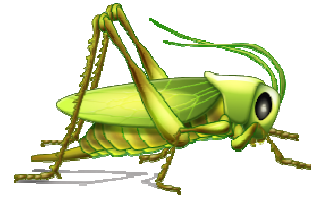
Note to Teacher: Use the following test-taking strategies to prepare for the fifth grade End-Of-Grade Science Test. When reviewing these questions, model and demonstrate specific techniques. Apply your classroom science experiences to the Standard Course of Study and unit objectives. Adapt and personalize as needed. Questions are numbered per Released EOG – Form E (2008-2009).

ECOSYSTEMS

Test-Taking Strategies: Reread for Details, Underline Key Words, Cross off Silly Answers, Use the Process of Elimination

1. Which food chain is in the correct order?

- A grasshopper → grass → snake → frog → hawk
- B grasshopper → frog → hawk → snake → grass
- C grass → grasshopper → frog → snake → hawk
- D grass → grasshopper → snake → frog → hawk



Bob: “Well, I’ve read the question once. Now, I need to read it again, and look for some key words to underline. This will help me understand exactly what the question is asking, and how I need to answer it.”

1. Which food chain is in the correct order?

- A grasshopper → grass → snake → frog → hawk
- B grasshopper → frog → hawk → snake → grass
- C grass → grasshopper → frog → snake → hawk
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Bob: “I’m looking for a food chain in the correct order. Well, I know that all life begins with the Sun. The Sun gives energy to the producers. Since none of the answers begin with the Sun, I’m going to start with grass, because it’s a plant that makes its own food. I know for sure that answers A and B are wrong, since a grasshopper is a consumer, so I will cross them off.”

1. Which food chain is in the correct order?

- ~~A grasshopper → grass → snake → frog → hawk~~
- ~~B grasshopper → frog → hawk → snake → grass~~
- C grass → grasshopper → frog → snake → hawk
- D grass → grasshopper → snake → frog → hawk

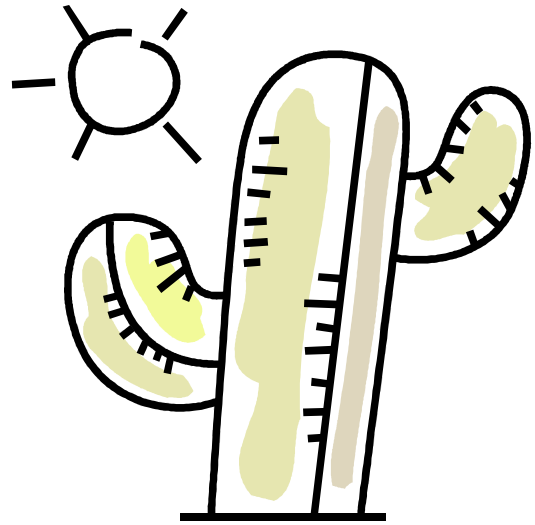


Bob: “Answers C and D look similar. I remember from our food chain activity in class, that the arrow, ‘→’, means ‘provides energy for.’ Grass provides energy for the grasshopper, and then grasshoppers provide energy for the frog, so the answer is C. Also, I know that D is not the right answer, because frogs don’t eat snakes, snakes eat frogs.”

Test-Taking Strategies: Underline Key Words, Draw a Picture, Remember Classroom Experiences

2. How have desert plants adapted to their environment?

- A by limiting the use of sunlight
- B by storing water
- C by distributing certain nutrients
- D by releasing water



Juanita: “I see three key words: desert, plants, and adapted.”

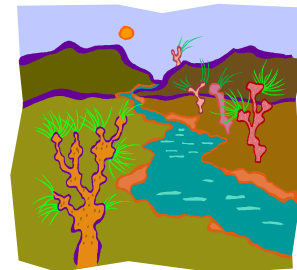
2. How have desert plants adapted to their environment?

- A by limiting the use of sunlight
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- C by distributing certain nutrients
- D by releasing water

Juanita: “I can’t remember what plants live in the desert. I’m going to draw a picture to help.”

2. How have desert plants adapted to their environment?

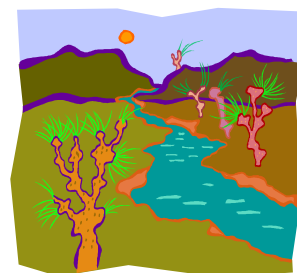
- A by limiting the use of sunlight
- B by storing water
- C by distributing certain nutrients
- D by releasing water



Juanita: “Oh, yeah, now I remember. When we learned about biomes, we talked about different kinds of deserts, like the Grand Canyon, Antarctica, and the Sahara Desert. I remember researching the cactus plant in the HOT deserts. They can survive there without drinking too much water, because their thick, waxy skin helps them store water and slow down evaporation. The answer is B!”

2. How have desert plants adapted to their environment?

- A by limiting the use of sunlight
- B by storing water
- C by distributing certain nutrients
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Test-Taking Strategies: Remember Classroom Experiences, Take Your Time, Check for Alignment

23. Which resource do decomposers return to the environment?

- A light
- B nutrients
- C oxygen
- D water

Zachary: “Decomposers... oh yeah! I remember learning about decomposers in our terrariums. Who could forget *Roly* and *Poly*, the segmented isopods in our terrarium? It seemed like they could live forever, and I don’t remember feeding them *anything*. When Mr. Smith let us add earthworms at the end of the unit for us to see another decomposer, that was awesome, and—the answer is B, nutrients. I will circle B in my test booklet, and bubble in D on the answer sheet. I know the answer is “nutrients!” And it kind of reminded me of our compost pile in third grade, and...”

23. Which resource do decomposers return to the environment?

TEST BOOKLET	TEST ANSWER SHEET
<ul style="list-style-type: none"> A light <input checked="" type="radio"/> B nutrients <input type="radio"/> C oxygen <input type="radio"/> D water 	<ul style="list-style-type: none"> A light B nutrients C oxygen <input checked="" type="radio"/> D water

Zachary: Now that I’ve answered 10 questions in the first minute of the test, I better stop and check for alignment. Are the answers in my test booklet matching the answers on my test answer sheet?”

TEST BOOKLET	TEST ANSWER SHEET
<ul style="list-style-type: none"> A light <input checked="" type="radio"/> B nutrients <input type="radio"/> C oxygen <input type="radio"/> D water 	<ul style="list-style-type: none"> A light B nutrients C oxygen <input checked="" type="radio"/> D water

Zachary: “OH NO! I meant for answer #23 to be “B.” I need to erase D completely and fill in answer B.

TEST BOOKLET	TEST ANSWER SHEET
<ul style="list-style-type: none"> A light <input checked="" type="radio"/> B nutrients <input type="radio"/> C oxygen <input type="radio"/> D water 	<ul style="list-style-type: none"> A light <input checked="" type="radio"/> B nutrients C oxygen D water

Zachary: “Whew! Good thing I stopped to check for alignment! Otherwise, I would have answered #23 incorrectly! I need to slow down and pay attention to what I’m doing.”

Test-Taking Strategies: Reread for Details, Take Your Time, Double-Check, Remember Classroom Experiences

42. What would *most likely* be the reason for a deer to move to another location?

- A No vegetation is left in its habitat.
- B No animals are left in its habitat.
- C No predators are left in its habitat.
- D No decomposers are left in its habitat.

Sandra: “Hmmm... well, if I were a deer, I would most likely move away if I didn’t have any other friends to play with. So, the correct answer is B.”

42. What would *most likely* be the reason for a deer to move to another location?

- A No vegetation is left in its habitat.
- B No animals are left in its habitat.
- C No predators are left in its habitat.
- D No decomposers are left in its habitat.



Sandra: “I’m so tired. I can’t believe I’m on question #42, and I have over two hours left of this boring test. I think I will sit and draw a picture.... Oh yeah... I remember Mrs. Jones telling me in class to double-check all of my work. She showed us how to double-check our answers *and* reread the problem for details. We’ll see about that here in a few minutes...”

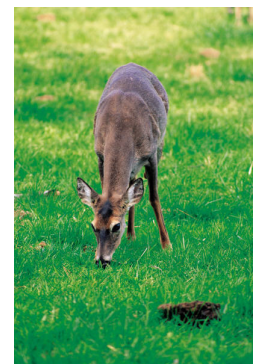
42. What would *most likely* be the reason for a deer to move to another location?

- A No vegetation is left in its habitat.
- B No animals are left in its habitat.
- C No predators are left in its habitat.
- D No decomposers are left in its habitat.

Sandra: “I feel better now. Let’s see... *What would most likely be the reason for a deer to move to another location?* I remember from our classroom posters and videos that deer are herbivores, so they eat plants. They have to eat to stay alive. It would be good if there were no predators, so C is wrong. B is probably not the answer because the deer needs to eat for sure. I think the answer could be A or D.”

42. What would *most likely* be the reason for a deer to move to another location?

- A No vegetation is left in its habitat.
- ~~B No animals are left in its habitat.~~
- ~~C No predators are left in its habitat.~~
- D No decomposers are left in its habitat.



Sandra: “Oh, I see that the question reads: *most likely*. What’s the most likely reason for a deer to move away? I believe answer A is correct. I’m glad I double-checked my answers and reread the problem!”

Test-Taking Strategies: Take Your Time, Cover Up


Zeke: “There are so many words and problems and answers, and I’m tired. My eyes are getting sore. I can barely see straight anymore. Everything looks the same. What ever shall I do?”

TEST BOOKLET	TEST ANSWER SHEET
<p>45. What is needed for an ecosystem to support the greatest variety of organisms over the longest period of time?</p> <p>A many different kinds of bacteria B many different kinds of animals C many different kinds of minerals D many different kinds of plants</p>	<p>45. Info Overload 53. Info Overload 46. Info Overload 54. Info Overload 47. Info Overload 5. Info Overload 48. Info Overload 56. Info Overload 49. Info Overload Info Overload 50. Info Overload Info Overload 51. Info Overload Info Overload 52. Info Overload Info Overload</p>
<p>46. When hiking, which is the best material to use to determine elevation?</p> <p>A a globe of the world B a topographic map of the area C a road map of the state D an atlas of the country</p>	<p>47. 48. 49. 57. 50. 58. 51. 59. 52. 60.</p>



Zeke: “Okay, I’m almost falling asleep. I’m very confused. How can I make this easier on myself? Oh yeah... how about if I cover up anything I’m not working on. I’ll just take a deep breath, and answer one question at a time. I can do this!”

TEST BOOKLET	TEST ANSWER SHEET
<p>45. What is needed for an ecosystem to support the greatest variety of organisms over the longest period of time?</p> <p>A many different kinds of bacteria B many different kinds of animals C many different kinds of minerals D many different kinds of plants</p>	<p>45. 53.</p>



Zeke: “Ahh, I feel better already! Here we go – one question at a time. Covering up really helps!”