

A L T E R N A T E

Alabama Comprehensive Assessment Program (ACAP) Alternate

Item Specifications

Science

Grade 6



Alabama Comprehensive Assessment Program (ACAP) Alternate

Item Specifications

Science

The Alabama Comprehensive Assessment Program (ACAP) Alternate item specifications are based on the development of alternate assessments that measure the 2018 Alabama Alternate Achievement Standards: Science. The item specifications define the purpose of the ACAP Alternate and provide important information regarding the content to be measured. The item specifications also serve as a road map to guide Alabama educators in the development and subsequent review of items that best measure the 2018 Alabama Alternate Achievement Standards: Science for a given grade and subject area. Each item specification is aligned to the given Alabama content area, domain, and standard and includes the following key information:

- Course of Study Standard
- Alternate Achievement Standard
- Content limits/constraints
- Recommended depth of knowledge (DOK) or cognitive levels
- Sample item stem information

The appendix to this document includes sample test items, along with information about each item, including item type, page reference, alignment, depth of knowledge, and answer key. These sample items are provided to be an additional resource for educators to help guide instruction and assessment building in the classroom. Teachers can use the sample items as models when leading classroom discussion and when creating items for classroom tests or quizzes. In each sample item, the level of rigor needed in the item to align with the content standard is evident.







Definitions

Course of Study Standards: The Course of Study Standards are a set of content curriculum statements that define what general education students should know and be able to do at a given grade level.

Alternate Achievement Standards: The 2018 Alabama Alternate Achievement Standards: Science are directly aligned to the Alabama Course of Study Standards. The 2018 Alabama Alternate Achievement Standards: Science define what students with the most significant support needs should understand (know) and be able to do at the conclusion of a course or grade.

Alabama Content Areas: Alabama content areas are large groups of related clusters and content standards. Because science is a connected subject, standards from different Alabama content areas may sometimes be closely related.

Standards: Standards define what students should understand (know) and be able to do at the conclusion of a course or grade.

Assessment Limits/Content Constraints: Assessment limits and/or content constraints define the range of content knowledge and the degree of difficulty allowable when items are written to measure a given standard.

Depth of Knowledge (DOK): Depth of knowledge involves the cognitive complexity or the nature of thinking required for a given item. Depth of knowledge levels are used in the development of items for cognitive demand. Therefore, when developing items for depth of knowledge, each item should be as demanding cognitively as what the actual standard expects. The depth of knowledge includes three levels, from the lowest (basic recall) to the highest (strategic thinking).







The ACAP Alternate assessment items are written to one of three levels of cognitive complexity:

- Level 1: Recall
- Level 2: Application of a Skill/Concept
- Level 3: Strategic Thinking

Item Types: The *ACAP Alternate* assessments are composed of various item types. These item types are described in the following section.

Context: Context provides information regarding the types of stimulus materials that can be used in items. If context is allowable, it means that the item may have context. If context is required, then the item measuring the given standard must have context. If no context is noted, then the item measuring the given standard should not have context.

Sample Stem Information: This statement explains what students are expected to do when they respond to a given item.

Item Types

The *Alabama Comprehensive Assessment Program* (ACAP) *Alternate* assessments are composed of various item types. These item types are described below.

Multiple-Choice (MC) Items: MC items have three answer choices, including two distractors and one correct answer. Distractors for science represent common misconceptions, incorrect logic, incorrect application of an algorithm, computational errors, etc. A correct response to an MC item is worth one score point in the science *ACAP Alternate*.







Performance Task Items:

Multiple-Select (MS) Items: MS items are similar in structure to MC items. However, unlike an MC item, an MS item has four options and more than one correct answer. In other words, multiple responses are required for a given item. A correct response to an MS item is worth two score points in the science *ACAP Alternate*.

Two-Part Multiple-Choice Items: Two-part multiple-choice Items have two questions. The questions may require students to identify parts of the water cycle, parts of the solar system, interpret information from a graph or chart, etc. A correct response to a two-part MC item is worth two score points in the science *ACAP Alternate* when both parts are correct.

Item Specifications

Item specifications are one of the key requirements for a high-quality, legally defensible, standards-based assessment. Item specifications help define important characteristics of the items (i.e., test questions) developed for each Alternate Achievement Standard. These item specifications provide guidelines to help clarify the focus of what is to be assessed, what items may include, and what items may not include (i.e., assessment limits). Item specifications are used by item writers, item editors, and item reviewers as a common reference throughout the item-development process, from initial writing to final approval. These science item specifications are based on the 2018 Alabama Alternate Achievement Standards: Science.







Grade	6
Content Area	Science
Strand	EARTH'S PLACE IN THE UNIVERSE
Standard	SCI.6.1- Create and manipulate models (e.g., physical, graphical, conceptual) to explain the occurrences of day/night cycles, length of year, seasons, tides, eclipses, and lunar phases based on patterns of the observed motions of celestial bodies.
Alternate Achievement Standard	SCI.AAS.6.1- Use a model to show that Earth's moon moves around Earth, and Earth and its moon move around the sun; recognize the movements responsible for day/night and the length of a year.
Assessment	Use visual representation.
Limits/Content Constraints	Limit to sun, moon, and Earth. Limit movement visual to showing four positions for a year and two positions for day/night.
Limits/Content Constraints DOK(s)	Limit to sun, moon, and Earth. Limit movement visual to showing four positions for a year and two positions for day/night. 1 or 2







Grade	6
Content Area	Science
Strand	EARTH'S PLACE IN THE UNIVERSE
Standard	SCI.6.2- Construct models and use simulations (e.g., diagrams of the relationship between Earth and man-made satellites, rocket launch, International Space Station, elliptical orbits, black holes, life cycles of stars, orbital periods of objects within the solar system, astronomical units and light years) to explain the role of gravity in affecting the motions of celestial bodies (e.g., planets, moons, comets, asteroids, meteors) within galaxies and the solar system.
Alternate Achievement Standard	SCI.AAS.6.2- Recognize that gravity is responsible for the moon's orbit around Earth, and Earth's orbit around the sun.
Assessment Limits/Content Constraints	Use visual representation as needed. May use real-world scenarios. Limit to gravity/gravitational pull. Limit celestial bodies to planets, comets, and moons. Limit man-made objects to rockets and space station.
DOK(s)	1 or 2
Sample Item Stem(s)	The moon's gravity is about one-sixth of Earth's gravity. Which statement is true about gravity?
	Which force keeps Earth's moon in orbit around Earth?







Grade	6
Content Area	Science
Strand	EARTH'S PLACE IN THE UNIVERSE
Standard	SCI.6.3- Develop and use models to determine scale properties of objects in the solar system (e.g., scale model representing sizes and distances of the sun, Earth, moon system based on a one-meter diameter sun).
Alternate Achievement Standard	SCI.AAS.6.3- Use a model to compare the relative sizes of objects in the solar system (e.g., sun, Earth, moon).
Assessment	Use visual representation as needed.
Limits/Content Constraints	Limit to sun, Earth, and Earth's moon.
DOK(s)	1 or 2
Sample Item Stem(s)	Which example lists the moon, Earth, and the sun in order from largest to smallest?







Grade	6
Content Area	Science
Strand	EARTH'S SYSTEMS
Standard	SCI.6.4- Construct explanations from geologic evidence (e.g., change or extinction of particular living organisms; field evidence or representations, including models of geologic cross-sections; sedimentary layering) to identify patterns of Earth's major historical events (e.g., formation of mountain chains and ocean basins, significant volcanic eruptions, fossilization, folding, faulting, igneous intrusion, erosion).
Alternate	SCI.AAS.6.4- Identify sedimentary layering in Earth as evidence of the
Achievement	formation of mountains.
Standard	
Assessment	Limit to glaciers, earthquakes, and volcanic eruption.
Limits/Content Constraints	May use real-world scenarios.
	Limit summarizing to student chooses a summary.
DOK(s)	Limit summarizing to student chooses a summary. 2 or 3









Grade	6
Content Area	Science
Strand	EARTH'S SYSTEMS
Standard	SCI.6.5- Use evidence to explain how different geologic processes shape Earth's history over widely varying scales of space and time (e.g., chemical and physical erosion; tectonic plate processes; volcanic eruptions; meteor impacts; regional geographical features, including Alabama fault lines, Rickwood Caverns, and Wetumpka Impact Crater).
Alternate Achievement Standard	SCI.AAS.6.5- Recognize that changes in Earth's features are brought on by slow processes such as mountain building and fast processes such as volcanic eruptions; identify erosion as a process that changes Earth's surface.
Assessment Limits/Content	Use visual representation.
Constraints	Limit to earthquakes and fault lines.
	Use regional geographical features.
DOK(s)	1 or 2
Sample Item Stem(s)	A fault is the actual fracture or fracture zone where things happen (earthquakes, shifting rock, more fracturing, etc.). It extends down into the crust where movement occurs (vertical and/or horizontal moves). What is a geologic event that takes place along the fault zone?







Grade	6
Content Area	Science
Strand	EARTH'S SYSTEMS
Standard	SCI.6.6- Provide evidence from data of the distribution of fossils and rocks, continental shapes, and seafloor structures to explain past plate motions.
Alternate Achievement Standard	SCI.AAS.6.6- Recognize that the distribution of specific fossils and rocks as well as the shapes of the continents provide evidence of tectonic plate movement
	novement.
Assessment Limits/Content Constraints	Use visual representation. Limit to fossils that are the same or fossils that are obviously related.
Assessment Limits/Content Constraints DOK(s)	Use visual representation. Limit to fossils that are the same or fossils that are obviously related. 1 or 2







Grade	6
Content Area	Science
Strand	EARTH'S SYSTEMS
Standard	SCI.6.7- Use models to construct explanations of the various biogeochemical cycles of Earth (e.g., water, carbon, nitrogen) and the flow of energy that drives these processes.
Alternate Achievement Standard	SCI.AAS.6.7- Use a model to explain the water cycle, including evaporation, condensation, and precipitation; recognize that the sun provides the energy which drives the water cycle.
Assessment Limits/Content Constraints	Possible Performance Task Limit water cycle to evaporation, condensation, and precipitation. May use real-world scenarios.
DOK(s)	1 or 2
Sample Item	Here is a diagram of the water cycle. Part of the diagram is missing. Which







Grade	6
Content Area	Science
Strand	EARTH'S SYSTEMS
Standard	SCI.6.8- Plan and carry out investigations that demonstrate the chemical and physical processes that form rocks and cycle Earth's materials (e.g., processes of crystallization, heating and cooling, weathering, deformation, and sedimentation).
Alternate Achievement Standard	SCI.AAS.6.8- Identify the physical process (sedimentation, heat and pressure, weathering, cooling) that results in the formation of rocks; use a model to demonstrate the rock cycle.
Assessment Limits/Content Constraints	Use visual representation as needed. Limit rock types to igneous, metamorphic, and sedimentary. Limit processes to cooling of lava/magma, heat or pressure below Earth's surface, and erosion, deposition, and compaction of material. Limit vocabulary to fourth grade.
DOK(s)	1 or 2
Sample Item Stem(s)	Limestone is a type of sedimentary rock. Which sentence explains how sedimentary rock is formed?







Grade	6
Content Area	Science
Strand	EARTH'S SYSTEMS
Standard	SCI.6.9- Use models to explain how the flow of Earth's internal energy drives a cycling of matter between Earth's surface and deep interior causing plate movements (e.g., mid-ocean ridges, ocean trenches, volcanoes, earthquakes, mountains, rift valleys, volcanic islands).
Alternate Achievement	SCI.AAS.6.9- Recognize that volcanic action, earthquakes, and mountain building are caused by the flow of matter beneath Earth's surface.
Standard	
Standard Assessment Limits/Content Constraints	Use visual representation as needed. Limit cycle to active, dormant, and extinct.
Standard Assessment Limits/Content Constraints DOK(s)	Use visual representation as needed. Limit cycle to active, dormant, and extinct. 1 or 2









Grade	6
Content Area	Science
Strand	EARTH'S SYSTEMS
Standard	SCI.6.11- Develop and use models of Earth's interior composition to illustrate the resulting magnetic field (e.g., magnetic poles) and to explain its measurable effects (e.g., protection from cosmic radiation).
Alternate	SCI.AAS.6.11- Illustrate the layers of the interior of Earth; recognize that
Chandend	the sure
Standard	the sun.
Assessment	Possible Performance Task
Assessment Limits/Content Constraints	Possible Performance Task Use visual representation in stem/answer choices.
Assessment Limits/Content Constraints	Possible Performance Task Use visual representation in stem/answer choices. Limit to core, mantle, and crust.
Assessment Limits/Content Constraints DOK(s)	Possible Performance Task Use visual representation in stem/answer choices. Limit to core, mantle, and crust. 1 or 2









Grade	6
Content Area	Science
Strand	EARTH'S SYSTEMS
Standard	 SCI.6.12- Integrate qualitative scientific and technical information (e.g., weather maps; diagrams; other visualizations, including radar and computer simulations) to support the claim that motions and complex interactions of air masses result in changes in weather conditions. a. Use various instruments (e.g., thermometers, barometers, anemometers, wet bulbs) to monitor local weather and examine weather patterns to predict various weather events, especially the impact of severe weather (e.g., fronts, hurricanes, tornados, blizzards, ice storms, droughts).
Alternate Achievement Standard	SCI.AAS.6.12- Recognize interactions of air masses as the cause of changes in weather.
	SCI.AAS.6.12a- Distinguish which scientific instrument would be used to measure weather conditions (i.e., temperature, wind speed, and air pressure); identify weather conditions including sunshine, clouds, rain, ice storms, and blizzards.
Assessment	SCI.AAS.6.12a- Distinguish which scientific instrument would be used to measure weather conditions (i.e., temperature, wind speed, and air pressure); identify weather conditions including sunshine, clouds, rain, ice storms, and blizzards. Use visual representation as needed.
Assessment Limits/Content Constraints	SCI.AAS.6.12a- Distinguish which scientific instrument would be used to measure weather conditions (i.e., temperature, wind speed, and air pressure); identify weather conditions including sunshine, clouds, rain, ice storms, and blizzards. Use visual representation as needed. Limit weather map features for prediction to high and low pressures.
Assessment Limits/Content Constraints	 SCI.AAS.6.12a- Distinguish which scientific instrument would be used to measure weather conditions (i.e., temperature, wind speed, and air pressure); identify weather conditions including sunshine, clouds, rain, ice storms, and blizzards. Use visual representation as needed. Limit weather map features for prediction to high and low pressures. Limit weather instruments to thermometer, anemometer, and barometer.
Assessment Limits/Content Constraints	 SCI.AAS.6.12a- Distinguish which scientific instrument would be used to measure weather conditions (i.e., temperature, wind speed, and air pressure); identify weather conditions including sunshine, clouds, rain, ice storms, and blizzards. Use visual representation as needed. Limit weather map features for prediction to high and low pressures. Limit weather instruments to thermometer, anemometer, and barometer. Limit maps for comparison to weather map, road map, and topographic map.
Assessment Limits/Content Constraints	 SCI.AAS.6.12a- Distinguish which scientific instrument would be used to measure weather conditions (i.e., temperature, wind speed, and air pressure); identify weather conditions including sunshine, clouds, rain, ice storms, and blizzards. Use visual representation as needed. Limit weather map features for prediction to high and low pressures. Limit weather instruments to thermometer, anemometer, and barometer. Limit maps for comparison to weather map, road map, and topographic map. Limit weather conditions to sunshine, clouds, rain, ice storms, and blizzards.
Assessment Limits/Content Constraints DOK(s)	 SCI.AAS.6.12a- Distinguish which scientific instrument would be used to measure weather conditions (i.e., temperature, wind speed, and air pressure); identify weather conditions including sunshine, clouds, rain, ice storms, and blizzards. Use visual representation as needed. Limit weather map features for prediction to high and low pressures. Limit weather instruments to thermometer, anemometer, and barometer. Limit maps for comparison to weather map, road map, and topographic map. Limit weather conditions to sunshine, clouds, rain, ice storms, and blizzards.







Grade	6
Content Area	Science
Strand	EARTH'S SYSTEMS
Standard	 SCI.6.13- Use models (e.g., diagrams, maps, globes, digital representations) to explain how the rotation of Earth and unequal heating of its surface create patterns of atmospheric and oceanic circulation that determine regional climates. a. Use experiments to investigate how energy from the sun is distributed between Earth's surface and its atmosphere by convection and radiation (e.g., warmer water in a pan rising as cooler water sinks, warming one's hands by a campfire).
Alternate Achievement Standard	 SCI.AAS.6.13- Use models to investigate how energy from the sun impacts Earth's surface; recognize that uneven heating of Earth's surface causes patterns in weather and climate. SCI.AAS.6.13a – Recognize that the sun's thermal energy is distributed throughout Earth's atmosphere by convection and radiation.
Assessment Limits/Content Constraints	Possible Performance Task Limit effects to heating and weather. May use real-world scenarios.
DOK(s)	1 or 2
Sample Item Stem(s)	Energy from the sun affects Earth's surface. The sun shines on grass, rocks, and water. What is one way that energy from the sun affects water on Earth?







Grade	6	
Content Area	Science	
Strand	EARTH'S SYSTEMS	
Standard	SCI.6.14- Analyze and interpret data (e.g., tables, graphs, maps of global and regional temperatures; atmospheric levels of gases such as carbon dioxide and methane; rates of human activities) to describe how various human activities (e.g., use of fossil fuels, creation of urban heat islands, agricultural practices) and natural processes (e.g., solar radiation, greenhouse effect, volcanic activity) may cause changes in local and global temperatures over time.	
Alternate Achievement Standard	SCI.AAS.6.14- Interpret data (e.g., tables, graphs) to determine changes in local and global temperatures over time; identify human activities (e.g. the use of fossil fuels) and natural processes (e.g. volcanic activity) as causes of these changes in temperatures.	
Assessment Limits/Content Constraints	Use visual representation in stem/answer choices as needed. Limit data to table or line graph. Limit interpretation to increase or decrease. May use real-world scenarios.	
DOK(s)	1 or 2	
Sample Item Stem(s)	Here is a graph that shows the average high temperature for each month of 1930 and 2017 in Montgomery, Alabama. Which year had the highest average temperature?	







Grade	6	
Content Area	Science	
Strand	EARTH AND HUMAN ACTIVITY	
Standard	SCI.6.15- Analyze evidence (e.g., databases on human populations, rates of consumption of food and other natural resources) to explain how changes in human population, per capita consumption of natural resources, and other human activities (e.g., land use, resource development, water and air pollution, urbanization) affect Earth's systems.	
Alternate Achievement Standard	SCI.AAS.6.15- Compare the relationship between human population and food consumption, water use, and land use.	
Assessment Limits/Content Constraints	Use visual representation such as simple tables, graphs, and charts. Limit data to ten or fewer terms.	
DOK(s)	2 or 3	
Sample Item Stem(s)	Here is a chart that shows data for three communities in Alabama. The chart shows the population of each community and the amount of water each community uses each year. Which statement provides an accurate conclusion based on the information in the chart?	







Grade	6	
Content Area	Science	
Strand	EARTH AND HUMAN ACTIVITY	
Standard	SCI.6.16- Implement scientific principles to design processes for monitoring and minimizing human impact on the environment (e.g., water usage, including withdrawal of water from streams and aquifers or construction of dams and levees; land usage, including urban development, agriculture, or removal of wetlands; pollution of air, water, and land). *	
Alternate Achievement Standard	SCI.AAS.6.16- Assess how human behaviors impact the environment (e.g., recycling, conservation, pollution); suggest processes to minimize human impact on the environment.	
Assessment Limits/Content Constraints	Use visual representation as needed. Limit to recycling, conservation, and pollution.	
	Use real-world scenarios.	
DOK(s)	2 or 3	
Sample Item Stem(s)	A company is planning to move to Decatur, Alabama. The company will make small parts for cell phones. The company wants to build a factory in a wooded area just outside of town. What is a potential negative effect on the environment near Decatur?	









ACAP Alternate Item Specifications 2022-2023 Science

Appendix: Released Items: Grade 6

Released Items





Science Grade 6 Page **21** of **51**





Teacher Book	
Prepare	 Place student test page in front of the student. Call student's attention to the page.
SAY	 A volcano erupts, and hot magma is released from deep within Earth. Point to the picture. Which type of rock is formed when magma from a volcano cools? Point to and read the answer choices. A. igneous B. sedimentary C. metamorphic D. no response

Item Information		
Item Type	MC	
Page Reference	13	
Alignment	SCI.AAS.6.8	
Point Value	1	
Depth of Knowledge	1	
Answer Key	A	







ACAP Alternate Item Specifications 2022-2023 Science

Appendix: Released Items: Grade 6





Science Grade 6 Page **23** of **51**





Teacher Book	
Prepare	 Place student test page in front of the student. Call student's attention to the page.
SAY	 Earthquakes can cause Earth's crust to break and buckle. What term identifies the place where the crust breaks and moves? Point to and read the answer choices. A. a wide river B. a fault line C. a rock layer D. no response

Item Information		
Item Type	MC	
Page Reference	10	
Alignment	SCI.AAS.6.5	
Point Value	1	
Depth of Knowledge	1	
Answer Key	В	









a wide ri	ver
a fault li	ne
a rock la	
	yer







Teacher Book	
Prepare	 Place student test page in front of the student. Call student's attention to the page.
SAY	 While Earth orbits the sun, Earth also rotates on its axis. Point to the picture. What movement of Earth determines day and night? Point to and read the answer choices. A. Earth orbiting the sun B. Earth rotating on its axis C. Earth tilting on its axis D. no response

Item Information		
Item Type	MC	
Page Reference	6	
Alignment	SCI.AAS.6.1	
Point Value	1	
Depth of Knowledge	1	
Answer Key	В	





















Teacher Book		
Prepare	 Place student test page in front of the student. Call student's attention to the page. 	
SAY	Fossils of a fern from a long time ago have been found in Australia, Antarctica Africa, and South America. <i>Point to the picture.</i> Which statement best describes why ferns were found on all of these continents? <i>Point to and read the answer choices.</i>	
	 A. They were all cold continents a long time ago. B. They were all connected together a long time ago. C. They were all the same shape a long time ago. D. no response 	

Item Information		
Item Type	MC	
Page Reference	11	
Alignment	SCI.AAS.6.6	
Point Value	1	
Depth of Knowledge	2	
Answer Key	В	























Teacher Book	
Prepare	 Place student test page in front of the student. Call student's attention to the page.
SAY	 Here is a graph that shows the average temperature in Birmingham for the months of September, October, November, and December for two different years. The average temperatures were lower in 1930 than in 1990. Point to and read the graph. What is a likely reason average temperatures rose? Point and read the answer choices. A. Humans created less pollution over time. B. Humans created more pollution over time. C. Humans caused more volcanic eruptions over time. D. no response

Item Information	
Item Type	MC
Page Reference	18
Alignment	SCI.AAS.6.14
Point Value	1
Depth of Knowledge	2
Answer Key	В









Humans created less pollution over time. Humans created more pollution over time. Humans caused more volcanic eruptions over time.











Teacher Book	
Prepare	 Place student test page in front of the student. Call student's attention to the page.
SAY	 Which statement best describes the relationship between volcanoes and earthquakes? Point to and read the answer choices. A. Earthquakes are caused by the flow of matter beneath Earth's surface but volcanoes are not. B. Volcanoes are caused by the flow of matter beneath Earth's surface but earthquakes are not. C. Both earthquakes and volcanoes are caused by the flow of matter beneath Earth's surface. D. no response

Item Information		
Item Type	MC	
Page Reference	14	
Alignment	SCI.AAS.6.9	
Point Value	1	
Depth of Knowledge	2	
Answer Key	С	



















Teacher Book	
Prepare	 Place student test page in front of the student. Call student's attention to the page.
SAY	 Here is a diagram of the water cycle with two missing parts. Point to and read the water cycle diagram. Which parts of the water cycle go into the boxes? Choose two. Point to and read the answer choices. A. precipitation B. evaporation C. condensation D. transpiration E. no response

Item Information		Answer Key(s) Description
Item Type	TE	B, A
Page Reference	12	
Alignment	SCI.AAS.6.7	
Point Value	2	
Depth of Knowledge	2	
Answer Key	(see description)	









precipitation	evaporation	
transpiration	condensation	









Teacher Book	
Prepare	 Place student test page in iront of the student. Call student's attention to the page.
SAY	Earth has three main layers: the core, the mantle, and the crust. Point to the picture. Of Earth's three layers, on which layer do plants grow? Point to and read the answer choices. A. core B. mantle C. crust D. no response

Item Information		
Item Type	MC	
Page Reference	15	
Alignment	SCI.AAS.6.11	
Point Value	1	
Depth of Knowledge	1	
Answer Key	С	

















Teacher Book	
Prepare	 Place student test page in iront of the student. Call student's attention to the page.
SAY	Here are three instruments used to measure weather. Which instrument is used to measure air pressure? Point to and read the answer choices A. thermometer B. barometer C. anemometer D. no response

Item Information		
Item Type	MC	
Page Reference	16	
Alignment	SCI.AAS.6.12a	
Point Value	1	
Depth of Knowledge	1	
Answer Key	В	







ACAP Alternate Item Specifications 2022-2023 Science

Appendix: Released Items: Grade 6





Science Grade 6 Page **39** of **51**





Teacher Book	
Prepare	Place student test page in front of the student. Call student's attention to the page.
SAY	The New Madrid Fault Zone has two areas of land that slide against each other rather than buckle upwards. <i>Point to the diagram.</i> Which type of geologic event will most likely take place within the New Madrid Fault Zone? <i>Point to and read the answer choices.</i>
	A. volcano B. earthquake C. meteor impact D. no response

Item Information	
Item Type	MC
Page Reference	10
Alignment	SCI.AAS.6.5
Point Value	1
Depth of Knowledge	1
Answer Key	В

















Teacher Book	
Prepare	Place student test page in front of the student. Call student's attention to the page.
SAY	 The city council has approved a plan for three hundred houses to be built southeast of Selma, Alabama. Which two of the following needs will have to increase if people move into all three hundred houses? Choose two. Point to and read the answer choices. A. amount of food available B. number of pets in each house C. amount of available water D. number of trees in the park E. no response

Item Information	
Item Type	MS
Page Reference	19
Alignment	SCI.AAS.6.15
Point Value	2
Depth of Knowledge	2
Answer Key	A, C

















Teacher Book	
Prepare	 Place student test page in front of the student. Call student's attention to the page.
SAY	 Here is a weather map that shows a warm front and low pressure near Colorado. Point to the weather map, the warm front symbol, and the L near Denver. Which answer choice best describes the weather near Denver, Colorado? Point to and read the answer choices. A. cloudy and no winds B. sunny and strong winds C. rainy and light winds D. no response

Item Information		
Item Type	MC	
Page Reference	16	
Alignment	SCI.AAS.6.12	
Point Value	1	
Depth of Knowledge	1	
Answer Key	С	





















Teacher Book	
Prepare	 Place student test page in front of the student. Call student's attention to the page.
SAY	 When a volcano erupts, it can send fine ash and gases into the atmosphere. Point to the picture. This forms a large volcanic cloud that can drift around the world. The gases combine with water droplets and block some of the sunlight from reaching Earth. Point to the cloud. Which answer choice best describes how the volcanic eruption affects the average air temperature of the areas under the volcanic cloud? Point to and read the answer choices. A. The air temperatures will cool. B. The air temperatures will warm up. C. The air temperatures will stay the same. D. no response

Item Information	
Item Type	MC
Page Reference	18
Alignment	SCI.AAS.6.14
Point Value	1
Depth of Knowledge	1
Answer Key	А











The air temperatures will cool. The air temperatures will warm up. The air temperatures will stay the same.











Teacher Book	
Prepare	 Place student test page in front of the student. Call student's attention to the page.
SAY	 Here is a flat map of the continents in the world today. Point to the map. These circles show fossils that have been found in both South America and Africa. Point to the circles. Which answer choice best describes why these fossils are located on these two continents? Point to and read the answer choices. A. The animals that ate the plants were able to swim across the ocean. B. The continents were connected together many, many years ago. C. The oceans didn't fill with water until after the plants and animals moved to many places. D. no response

Item Information	
Item Type	MC
Page Reference	11
Alignment	SCI.AAS.6.6
Point Value	1
Depth of Knowledge	1
Answer Key	В



















Teacher Book	
Prepare	 Place student test page in front of the student. Call student's attention to the page.
SAY	 Here is a drawing of a rock. Point to the rock. This type of rock is formed when hot molten lava or magma cools. Which answer choice is this type of rock? Point to and read the answer choices. A. igneous B. metamorphic C. sedimentary D. no response

Item Information	
Item Type	MC
Page Reference	13
Alignment	SCI.AAS.6.8
Point Value	1
Depth of Knowledge	1
Answer Key	A













Science Grade 6 Page **51** of **51**

