



Coherence and Alignment Among Science Curriculum, Instruction, and Assessment (CASCIA) Project

Grade 5 Unit 1: Matter and Its Interactions

Task 1 Prompt 1 Parts A & B Scored and Annotated Anchor Set

July 2024

Grade 5 Unit 1: Matter and Its Interactions, Task 1 Prompt 1 Parts A & B Scored and Annotated Anchor Set was developed with funding from the U.S. Department of Education under the Competitive Grants for State Assessments Program CFDA 84.368A. The contents of this paper do not represent the policy of the U.S. Department of Education, and no assumption of endorsement by the Federal government should be made.

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CASCIA Grade 5 EOU Assessment 1 Task 1: What's the Matter?

Prompt 1 Parts A & B Score Point 2

Prompt 1 Parts A & B Rubric

Prompt	Score Point 0	Score Point 1	Score Point 2	Score Point 3	Score Point 4
Prompt 1 Part A. & Part B.	No aspect of the response is correct	Response includes one (1) of the two (2) aspects	Response includes the following aspects: Part A - The drawing represents gas particles that are spaced widely apart and distributed throughout the balloon AND Part B - Evidence from the drawing supports an explanation that the particles are spread far apart, and each particle is too small to be seen	NA	NA

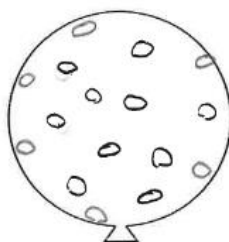
Score Point 2 (2/2 aspects met)

- Part A
 - Represents the correct drawing and spacing of the particles.
- Part B
 - Supports the notion that the gas particles are spread far apart and are too small to be seen (i.e., "... and microscopic.").

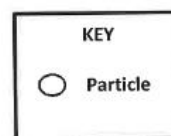
Part A.

After mixing the vinegar and baking soda, bubbles form. The balloon begins to expand. Ms. Kim tells the students that the gas from the bubbles fills the balloon.

In the space below, draw the arrangement of the particles **in the balloon after mixing**. Use the symbol of a particle in the key to draw the particles.



Gas



Part B.

Ms. Kim tells the students that when materials are mixed, they can make a gas. Gases cannot be seen.

Use your particle arrangement drawing to explain why the students cannot see the gas particles inside the balloon.

The drawing shows that particles are very spread apart and microscopic. That's why you can't see them

CASCIA Grade 5 EOU Assessment 1 Task 1: What's the Matter?

Prompt 1 Parts A & B Score Point 1

Prompt 1 Parts A & B Rubric

Prompt	Score Point 0	Score Point 1	Score Point 2	Score Point 3	Score Point 4
Prompt 1 Part A. & Part B.	No aspect of the response is correct	Response includes one (1) of the two (2) aspects	Response includes the following aspects: Part A - The drawing represents gas particles that are spaced widely apart and distributed throughout the balloon AND Part B - Evidence from the drawing supports an explanation that the particles are spread far apart, and each particle is too small to be seen	NA	NA

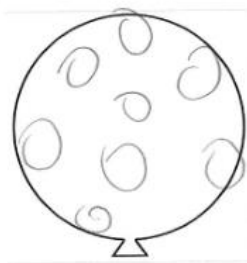
Score Point 1 (1/2 aspects met)

- Part A
 - Represents the correct spacing of the particles.
- Part B
 - Does support the notion that the gas particles are spread far apart but does **NOT** describe that the particles are too small to be seen.

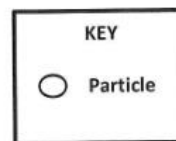
Part A.

After mixing the vinegar and baking soda, bubbles form. The balloon begins to expand. Ms. Kim tells the students that the gas from the bubbles fills the balloon.

In the space below, draw the arrangement of the particles **in the balloon after mixing**. Use the symbol of a particle in the key to draw the particles.



Gas



Part B.

Ms. Kim tells the students that when materials are mixed, they can make a gas. Gases cannot be seen.

Use your particle arrangement drawing to explain why the students cannot see the gas particles inside the balloon.

The students can't see the gas
particles because the particles
are separated.

CASCIA Grade 5 EOU Assessment 1 Task 1: What's the Matter?

Prompt 1 Parts A & B Score Point 0

Prompt 1 Parts A & B Rubric

Prompt	Score Point 0	Score Point 1	Score Point 2	Score Point 3	Score Point 4
Prompt 1 Part A. & Part B.	No aspect of the response is correct	Response includes one (1) of the two (2) aspects	Response includes the following aspects: Part A - The drawing represents gas particles that are spaced widely apart and distributed throughout the balloon AND Part B - Evidence from the drawing supports an explanation that the particles are spread far apart, and each particle is too small to be seen	NA	NA

Score Point 0 (0/2 aspects met)

- Part A
 - Does **NOT** represent the correct arrangement, because the particles are too close together and are not spaced far apart.
- Part B
 - Does **NOT** support the notion that the gas particles are spread far apart but does describe that the particles are too small to be seen.

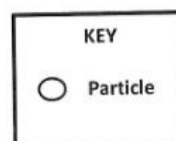
Part A.

After mixing the vinegar and baking soda, bubbles form. The balloon begins to expand. Ms. Kim tells the students that the gas from the bubbles fills the balloon.

In the space below, draw the arrangement of the particles in the balloon after mixing. Use the symbol of a particle in the key to draw the particles.



Gas



Part B.

Ms. Kim tells the students that when materials are mixed, they can make a gas. Gases cannot be seen.

Use your particle arrangement drawing to explain why the students cannot see the gas particles inside the balloon.

The particles are too small to see. And the balloon is closed.