



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

Grade 5 Unit 2: Matter and Energy in Organisms and Ecosystems

Task 3 Prompt 2 Part A Scored and Annotated Anchor Sets

April 2025

Grade 5 Unit 2: Matter and Energy in Organisms and Ecosystems, Task 3 Prompt 2 Part A Scored and Annotated Anchor Sets 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 2 Task 3: Cycling Through a System

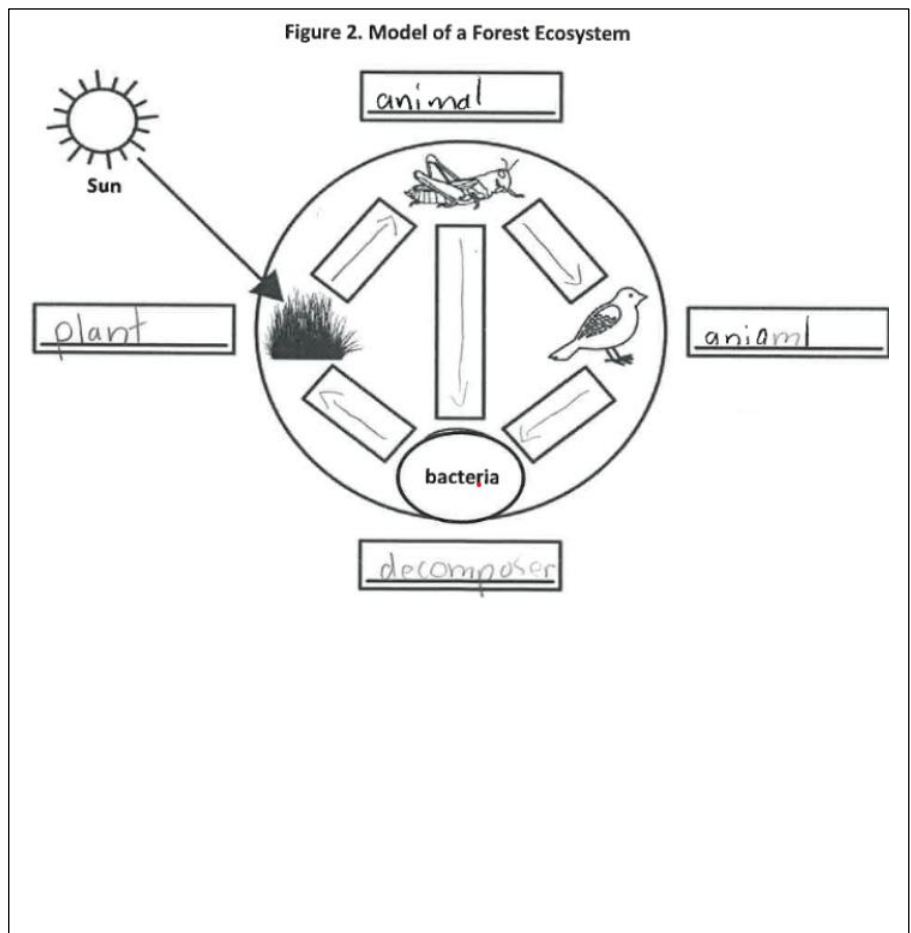
Prompt 2 Part A Score Point 4

Prompt 2 Part A Rubric

Prompt	Score Point 0	Score Point 1	Score Point 2	Score Point 3	Score Point 4
Prompt 2 Part A.	No aspect of the response is correct	Response includes one (1) of the four (4) aspects	Response includes two (2) of the four (4) aspects	Response includes three (3) of the four (4) aspects	Response includes the following aspects: - The plant is the grass - The animal as the grasshopper and bird - The decomposer as the bacteria - Arrows showing the flow of energy pointing from the plant to the grasshopper, the grasshopper to the bird, from both animals to the decomposer, and the decomposer to the plant

Score Point 4 (4/4 aspects met)

- Part A
 - Includes a label showing that the grass is a plant.
 - Includes labels showing that the grasshopper and the bird are animals.
 - Includes a label showing that bacteria are an example of a decomposer.
 - Includes arrows showing the correct flow of energy.



CASCIA Grade 5 EOU Assessment 2 Task 3: Cycling Through a System

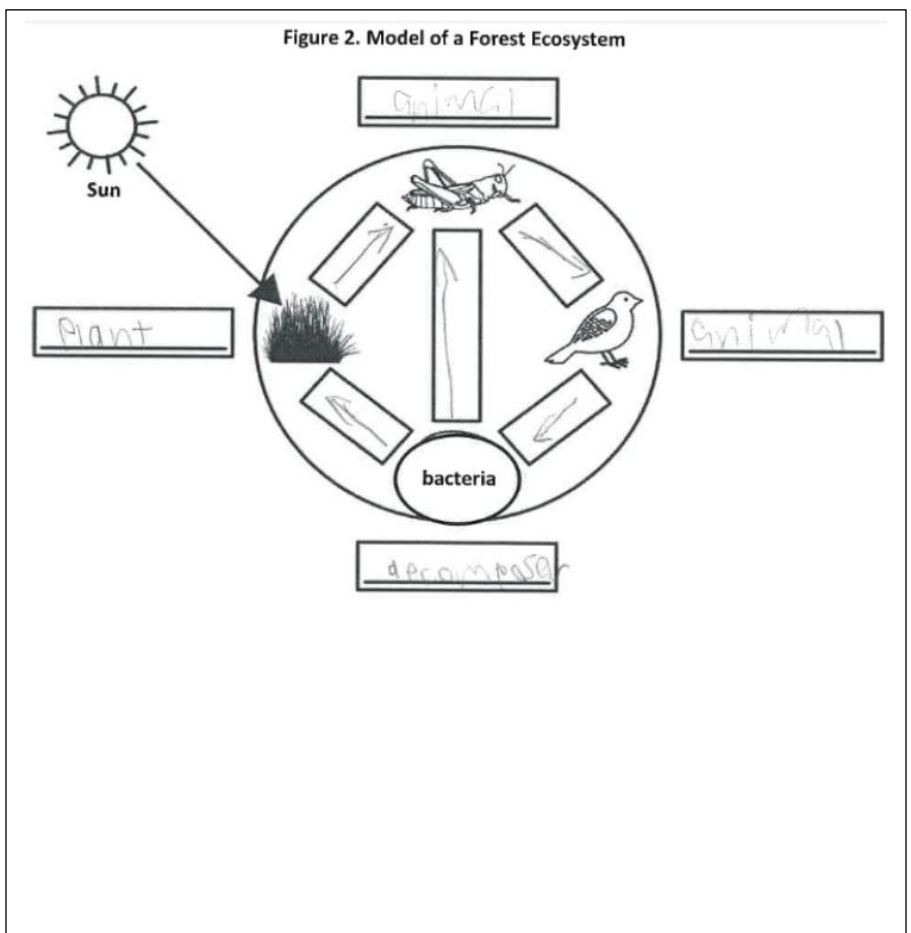
Prompt 2 Part A Score Point 3

Prompt 2 Part A Rubric

Prompt	Score Point 0	Score Point 1	Score Point 2	Score Point 3	Score Point 4
Prompt 2 Part A.	No aspect of the response is correct	Response includes one (1) of the four (4) aspects	Response includes two (2) of the four (4) aspects	Response includes three (3) of the four (4) aspects	Response includes the following aspects: - The plant is the grass - The animal as the grasshopper and bird - The decomposer as the bacteria - Arrows showing the flow of energy pointing from the plant to the grasshopper, the grasshopper to the bird, from both animals to the decomposer, and the decomposer to the plant

Score Point 3 (3/4 aspects met)

- Part A
 - Includes a label showing that the grass is a plant.
 - Includes labels showing that that the grasshopper and the bird are animals.
 - Includes a label showing that bacteria are an example of a decomposer.
 - Does **NOT** include arrows to show the correct flow of energy (i.e., The student response includes an arrow pointing from the decomposer [bacteria] to the animal [grasshopper].).



CASCIA Grade 5 EOU Assessment 2 Task 3: Cycling Through a System

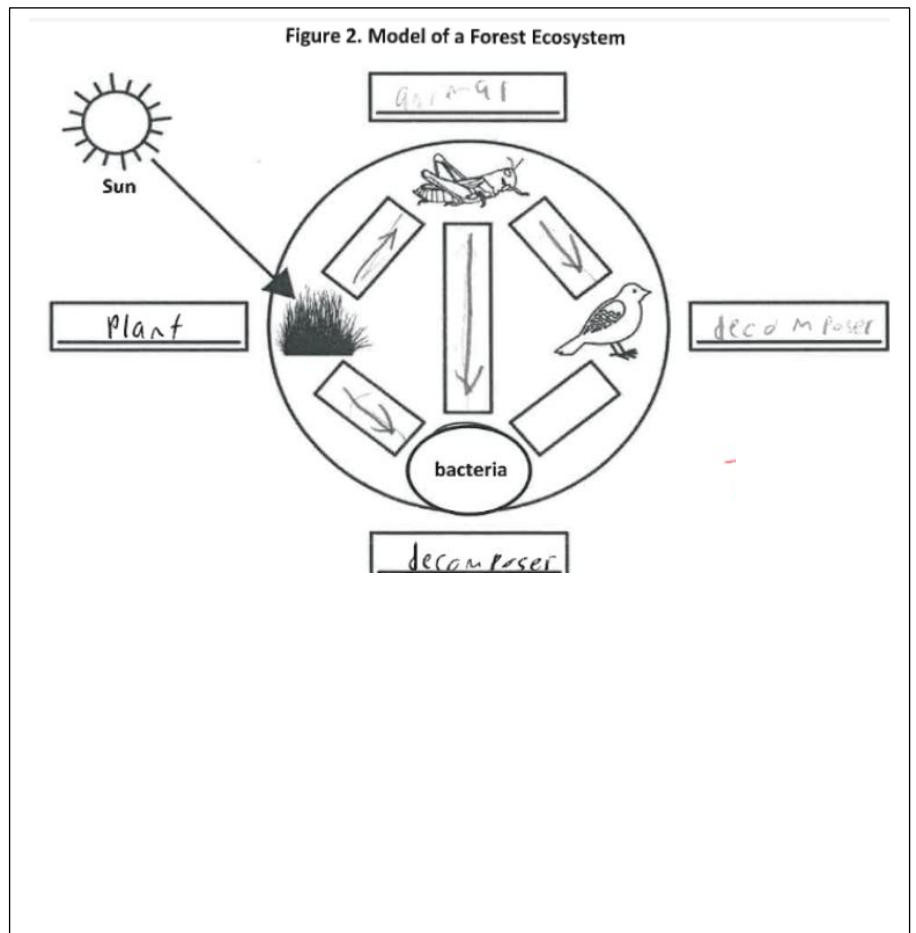
Prompt 2 Part A Score Point 2

Prompt 2 Part A Rubric

Prompt	Score Point 0	Score Point 1	Score Point 2	Score Point 3	Score Point 4
Prompt 2 Part A.	No aspect of the response is correct	Response includes one (1) of the four (4) aspects	Response includes two (2) of the four (4) aspects	Response includes three (3) of the four (4) aspects	Response includes the following aspects: - The plant is the grass - The animal as the grasshopper and bird - The decomposer as the bacteria - Arrows showing the flow of energy pointing from the plant to the grasshopper, the grasshopper to the bird, from both animals to the decomposer, and the decomposer to the plant

Score Point 2 (2/4 aspects met)

- Part A
 - Includes a label showing that the grass is a plant.
 - Does **NOT** include a label showing that the bird is an animal.
 - Includes a label showing that bacteria are an example of a decomposer.
 - Does **NOT** include arrows to show the correct flow of energy (i.e., The student response includes an arrow pointing from the plant to the bacteria and does not include an arrow pointing from the bird to the bacteria.)



CASCIA Grade 5 EOU Assessment 2 Task 3: Cycling Through a System

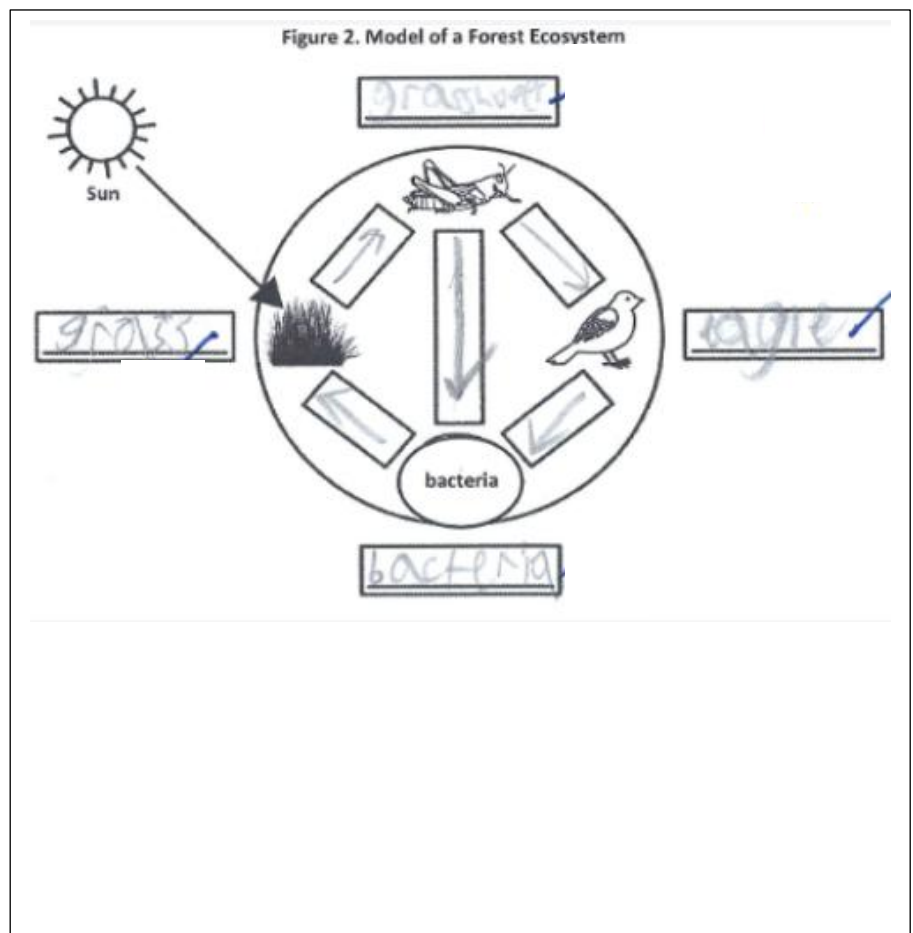
Prompt 2 Part A Score Point 1

Prompt 2 Part A Rubric

Prompt	Score Point 0	Score Point 1	Score Point 2	Score Point 3	Score Point 4
Prompt 2 Part A.	No aspect of the response is correct	Response includes one (1) of the four (4) aspects	Response includes two (2) of the four (4) aspects	Response includes three (3) of the four (4) aspects	Response includes the following aspects: - The plant is the grass - The animal as the grasshopper and bird - The decomposer as the bacteria - Arrows showing the flow of energy pointing from the plant to the grasshopper, the grasshopper to the bird, from both animals to the decomposer, and the decomposer to the plant

Score Point 1 (1/4 aspects met)

- Part A
 - Does **NOT** include a label showing that the grass is a plant.
 - Does **NOT** include labels showing that the grasshopper and bird are animals.
 - Does **NOT** include a label showing that bacteria are an example of a decomposer.
 - Includes arrows showing the correct flow of energy.



CASCIA Grade 5 EOU Assessment 2 Task 3: Cycling Through a System

Prompt 2 Part A Score Point 0

Prompt 2 Part A Rubric

Prompt	Score Point 0	Score Point 1	Score Point 2	Score Point 3	Score Point 4
Prompt 2 Part A.	No aspect of the response is correct	Response includes one (1) of the four (4) aspects	Response includes two (2) of the four (4) aspects	Response includes three (3) of the four (4) aspects	Response includes the following aspects: - The plant is the grass - The animal as the grasshopper and bird - The decomposer as the bacteria - Arrows showing the flow of energy pointing from the plant to the grasshopper, the grasshopper to the bird, from both animals to the decomposer, and the decomposer to the plant

Score Point 0 (0/4 aspects met)

- Part A
 - Does **NOT** correctly label the grass as a plant.
 - Does **NOT** correctly label the grasshopper and bird as animals.
 - Does **NOT** include a label showing that bacteria are an example of a decomposer.
 - Does **NOT** include arrows to show the correct flow of energy (i.e., The student response includes an arrow pointing from the plant to the bacteria.)

