Non: _____

New York State Testing Program

Nivo Elemantè Egzamen Syans

Klas 5

Prentan 2025

RELEASED QUESTIONS

Nivo Elemantè
Egzamen Syans

KONSÈY POU PASE EGZAMEN AN

Men kèk ide k ap ede w bay pi bon pèfòmans ou:

- Asire w ou pran san w pou w li enstriksyon yo.
- Pran san w pou w li chak kesyon.
- Reflechi sou repons lan anvan w fè chwa w la oswa ekri repons ou a.
- Asire w ou li tout enfòmasyon yo bay pou chak kesyon.
- Ou gen yon règ ak yon kalkilatris pou w itilize nan egzamen an si l ap ede w reponn kesyon an.

Baze repons ou pou kesyon 1 rive nan 5 sou enfòmasyon ki pi ba yo ak sou konesans ou nan syans.

Karakteristik ak Fason Chen an Siviv

Fason chen repwodui, tankou anpil lòt espès mamifè, bay pwodiksyon pòte. Yon pòte se nesans plizyè pitit yon sèl kou ki soti nan menm manman an epi, anjeneral, nan menm papa a. Gwosè an mwayèn yon pòte pou tout ras chen soti nan senk a sis ti chen.

Ti Chen Havanese ak Paran Yo

1 Modèl koulè chak ti chen ki parèt nan foto a diferan paske chak ti chen eritye

A diferan enfòmasyon tou de paran yo

B enfòmasyon ki idantik nan tou de paran yo

C enfòmasyon diferan sèlman manman an

D enfòmasyon ki idantik ki soti sèlman nan papa a

2 Apa de fason motif koulè a ye, idantifye **yon** karakteristik presi nan foto paran yo pataje ak pitit yo. [1]

KONTINYE

Tout chen yo pèdi plim. Gen kèk ras tankou Havanese a ki prèske pa janm pèdi plim, e gen lòt ras chen ki pèdi anpil plim. Pèdi plim ka rive pandan tout ane a oswa selon sezon.

Pèdi plim pandan tout ane a rive akòz sik natirèl chak grenn plim. Kantite plim yo pèdi varye selon ras la, laj, rejim alimantè, ak lòt faktè. Pèdi plim selon sezon rive akòz chanjman nan dire lajounen ak tanperati.

3 Ki deklarasyon ki kòrèkteman dekri sa k lakòz plim tonbe?

A Sèl karakteristik eritye yo enfliyanse pèdi plim.

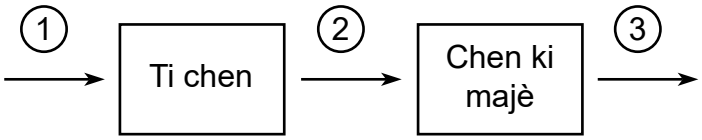
B Se sèlman anviwònman an ki enfliyanse pèdi plim.

C Karakteristik eritye ak anviwònman an enfliyanse pèdi plim.

D Karakteristik eritye oswa anviwònman an pa enfliyanse pèdi plim.

Nimewo 1, 2, ak 3 nan modèl ki pi ba a reprezante kèk sik lavi chen yo.

Modèl Etap Sik Lavi Chen



4 Ki tablo ki idantifye sik lavi ki kòrèk yo ki endike nan nimewo 1, 2, ak 3?

Chif	Etap Sik Lavi
1	pwogrè
2	repwodiksyon
3	nesans

A

Chif	Etap Sik Lavi
1	nesans
2	repwodiksyon
3	pwogrè

C

Chif	Etap Sik Lavi
1	nesans
2	pwogrè
3	lanmò

B

Chif	Etap Sik Lavi
1	repwodiksyon
2	nesans
3	lanmò

D

KONTINYE

Anplis de chen nan kay, gen diferan ras chen mawon. Youn nan ras sa yo se chen mawon Afriken an. Chen sa yo ap viv an gwoup epi travay ansanm pou pran swen ti chen yo.

Done sou chen mawon Afriken ki siviv yo te kolekte nan 11 gwoup diferan soti nan 1991-1996 nan Tanzani, yon peyi ann Afrik. Moun k ap fè rechèch yo mezire gwosè gwoup chen majè (ki gen plis pase dezan) ak kantite ti chen ki fèt ak ki leve rive nan yon ane.

Tablo done ki pi ba a montre fraksyon mwayen nan ti chen sou dis ki te siviv jiska omwen yon ane.

Done sou Chen Mawon Afriken Ki Siviv

Kantite Majè nan Gwoup	Fraksyon Mwayen nan ti Chen ki te Siviv
4	$\frac{4}{10}$
8	$\frac{6}{10}$
14	$\frac{8}{10}$
17	$\frac{9}{10}$

5 Sèvi ak prèv ki nan tablo a pou sipòte agiman ki di gwosè yon gwoup chen mawon Afriken afekte ti chen nan gwoup sa a ki siviv. [1]

KONTINYE

Sèvi ak enfòmasyon ki pi ba a ak konesans ou nan syans pou w reponn kesyon 6 jiska 10.

Pwopriyete Sibstans yo

Pou yo aprann sou pwopriyete yo nan diferan sibstans, yon gwoup elèv te fè yon seri ankèt. Nan premye ankèt la, gwoup la te ajoute 5 gram dlo ak 5 gram limay fè (ti moso fè) nan yon veso vid ki te gen yon mas 25 gram. Apre sa, yo te fèmen resipyan an, souke l, epi kite l repoze lannwit lan san yo pa touche l.

Nan demen, elèv yo te remake koulè kèk nan limay yo te chanje soti nan nwa vin wouj fonse. Apre sa, elèv yo te mezire mas limay an fè, dlo, ak veso a epi yo te jwenn li se 35 gram.

6 Idantifye prèv ki endike yon nouvo sibstans te fòme pandan ankèt la. [1]

_____

_____

7 Obsèvasyon elèv yo te fè sou sibstans yo anvan ak apre yo te konbine yo bay prèv ki montre

A matyè konsève lè sibstans yo melanje nan yon sistèm fèmen

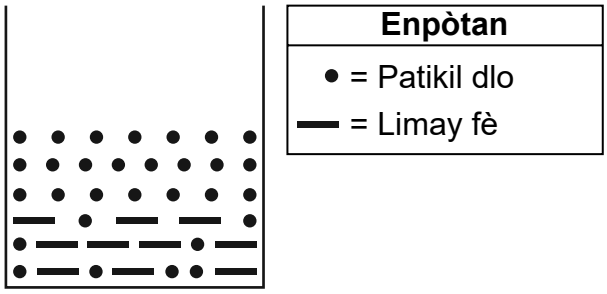
B Kondiktivite tèmik sibstans ogmante lè yo mete yo nan dlo

C tout sibstans fè eksperyans yon chanjman faz lè yo konbine

D reyaksyon chimik yo degaje chalè nan yon sistèm

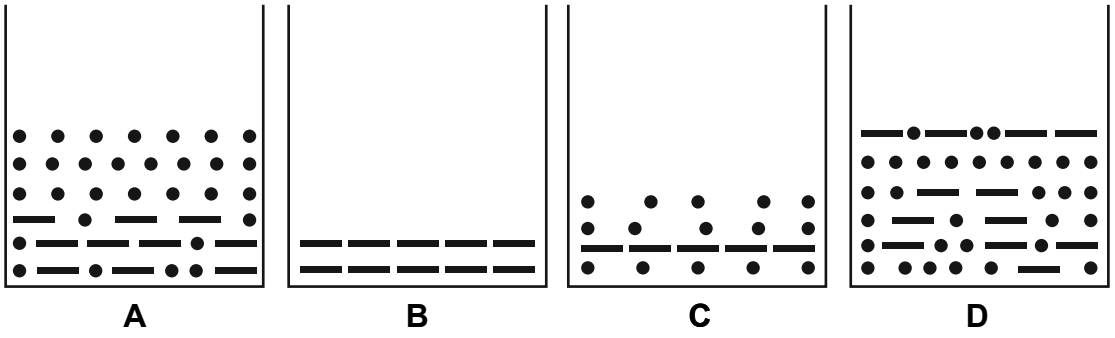
KONTINYE

Nan dezyèm ankèt la, elèv yo te fèmen veso a epi yo te devlope yon modèl, ki montre pi ba a, nan kontni yo.

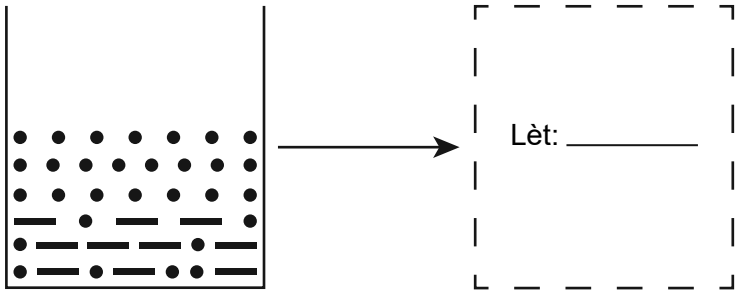


8 Nan chwa ki pi ba yo, mete modèl ki gen lèt ki kòrèk la nan bwat ki anba a ki reprezante sa ki nan veso ki pa sele a *apre* **yon** semèn. Lè sa a, idantifye non an nan pwosesis la ki te lakòz chwa ou fè nan modèl yo. [1]

Chwa Modèl



Modèl Apre Yon Semèn



Pwosesis: _____

KONTINYE

Mayetit se yon mineral ki gen fè. Yo souvan jwenn li nan sab sou plaj. Tablo ki pi ba a montre kèk pwopriyete mineral yo jwenn nan sab sou plaj nan Jones Beach State Park nan Long Island, Nouyòk.

Pwopriyete kèk mineral nan sab nan Jones Beach State Park

Mineral	Koulè	Limyè Pase Atravè	Mayetik	Ki ka fonn
Mayetit	nwa	non	wi	non
Grena	wouj	wi	non	non
Quartz	blan	wi	non	non

9 Nan twazyèm ankèt la, gwoup etidyan yo te vle separe mayetit ak yon echantiyon 50 ml sab yo te ranmase sou Jones Beach. Ki metòd ki ta pi byen separe tout mayetit ak lòt materyèl ki nan sab la?

A Mezire kantite limyè ki pase nan mayetit.

B Melanje sab la ak dlo epi filtre mayetit la.

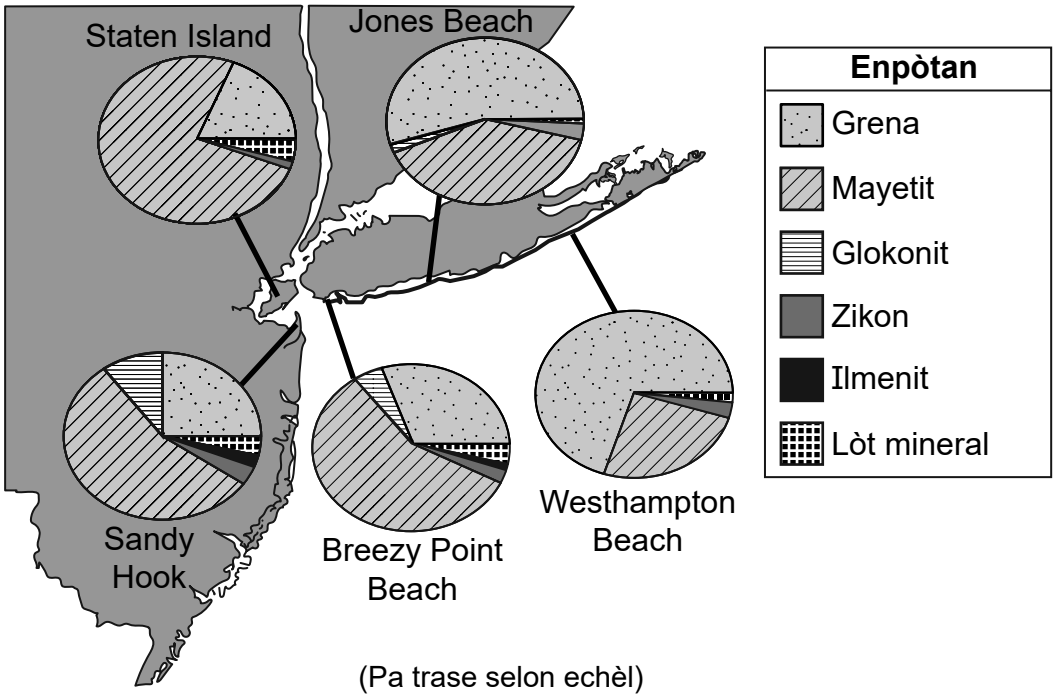
C Sèvi ak yon leman pou retire mayetit la nan echantiyon an.

D Retire patikil mayetit yo nan chak lòt mineral yo ak pensèt.

KONTINYE

Kat la ak graf la montre kantite relatif kèk mineral ki pi lou nan sab plaj yo sou ak toupre Long Island.

Kantite Relatif Mineral ki pi Lou nan Sab sou Plaj



(Pa trase selon echèl)

10 Yo bay yon elèv yon echantiyon sab ki soti nan Westhampton Beach. Chwazi **de** obsèvasyon yo ta dwe fè pou sab sa a ki soti nan Westhampton Beach konpare ak sab ki soti nan kat lòt plaj yo dapre graf yo ak tablo yo bay yo. [1]

Obsèvasyon

☐ Plis patikil wouj

☐ Mwens patikil mayetik

☐ Plis patikil nwa

☐ Mwens patikil transparan

☐ Plis lòt mineral

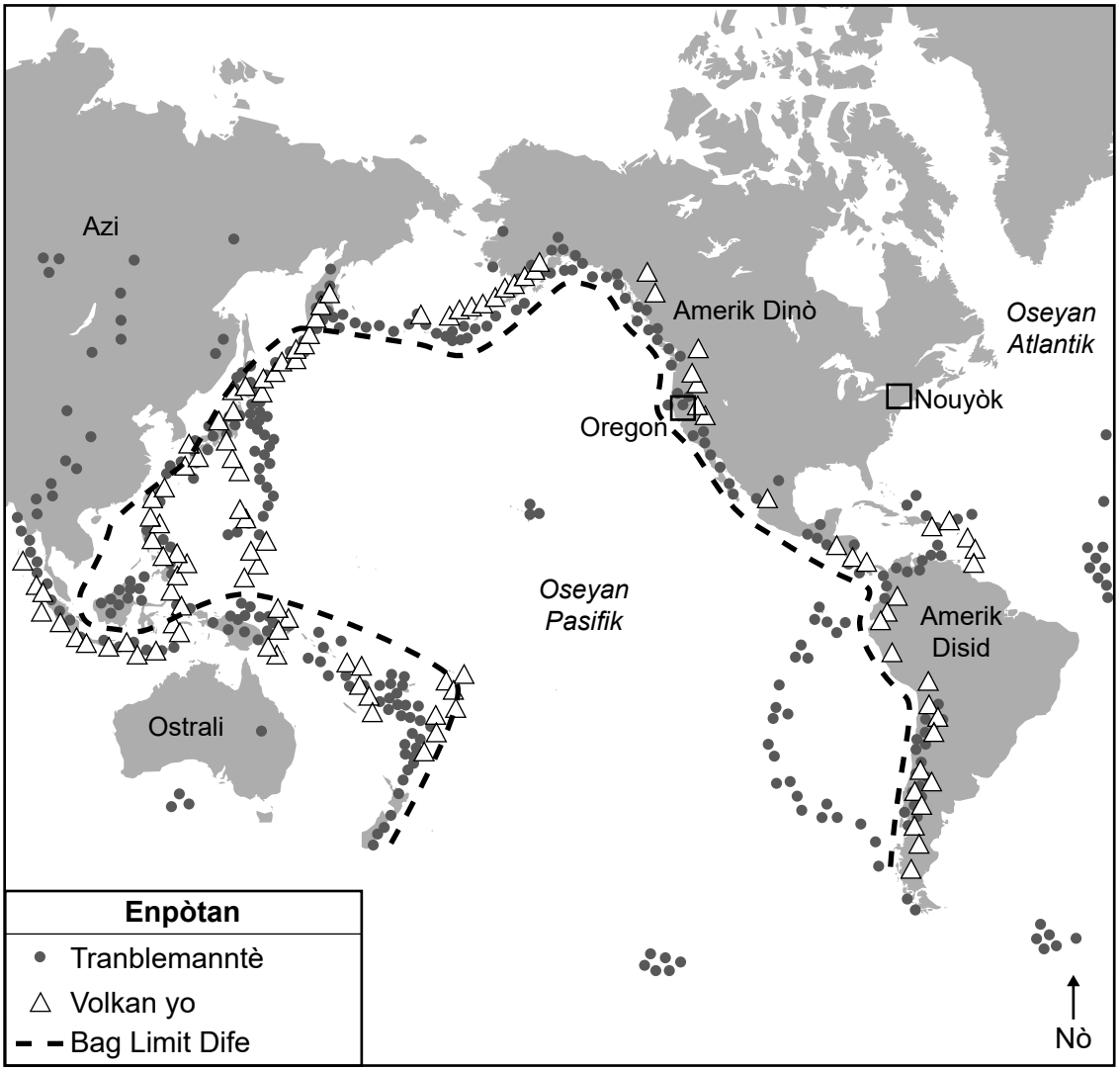
KONTINYE

Baze repons ou pou kesyon 11 rive nan 15 sou enfòmasyon ki pi ba yo ak sou konesans ou nan syans.

Modèl Tranblemanntè ak Bag Dife a

Kat ki pi ba a montre anpil kote tranblemanntè destriktif te fèt ak kote yo jwenn vòlkan yo sou Latè. 20 tranblemanntè ki fè plis dega nan listwa te fèt sou Bag Dife a. Yo endike kote de eta yo ye, Oregon ak Nouyòk.

Bag Dife



KONTINYE

11 Dapre kat jeyografik la, pifò tranblemanntè fèt

A nan sant kontinan yo

B nan sant oseyan yo

C nan kèk fwontyè kote oseyan ak kontinan rankontre

D nan tout fwontyè kote oseyan ak kontinan rankontre

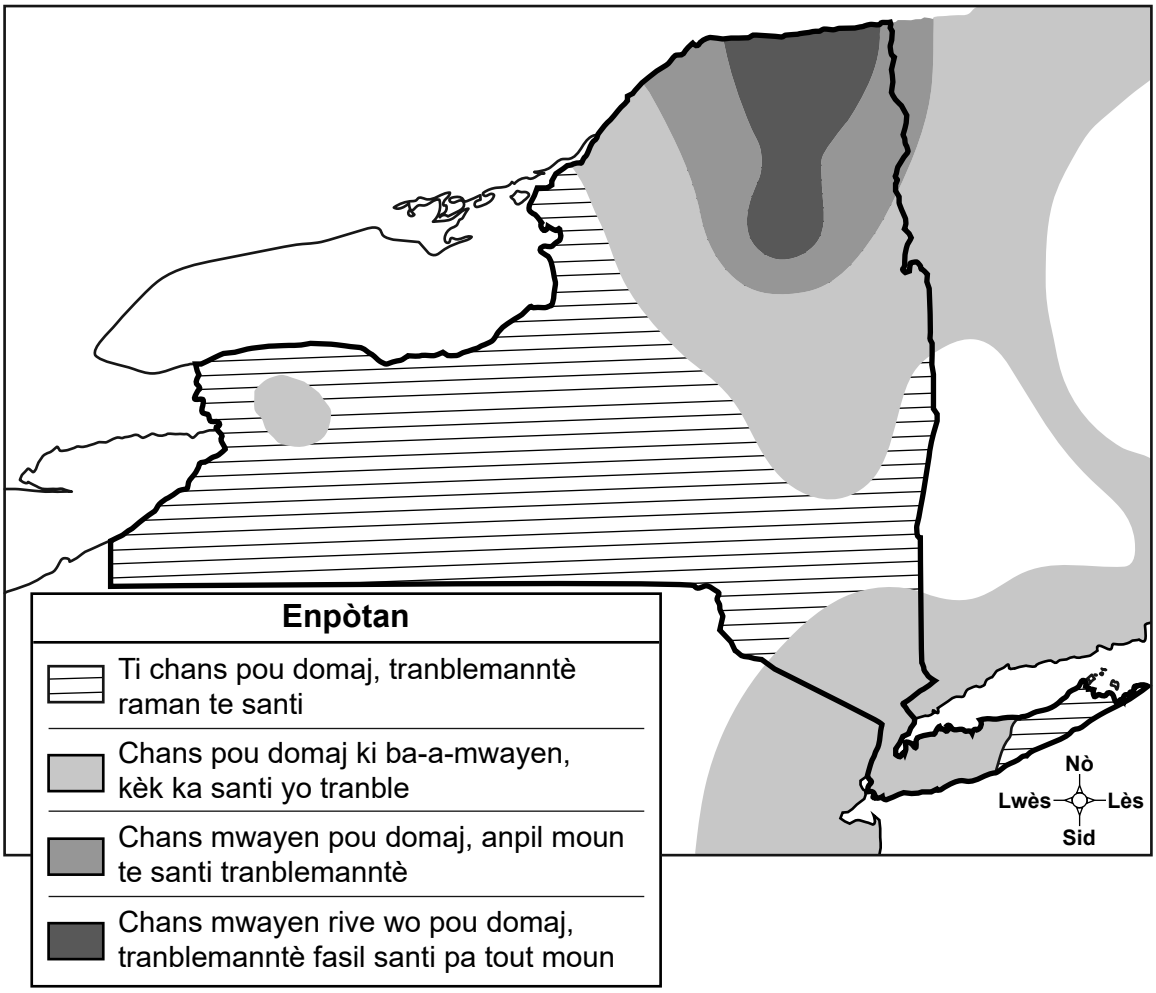
12 Dekri relasyon jeneral ki genyen ant modèl kote tranblemanntè yo fèt ak modèl kote vòlkan yo fèt. [1]

13 Konpare chans pou gen yon tranblemanntè destriktif rive nan Eta Nouyòk ak chans pou gen yon tranblemanntè ki fè dega rive nan Oregon. Sèvi ak prèv kat la *ak* pasaj pou sipòte repons ou. [1]

KONTINYE

Anpil ti tranblemanntè fèt toupatou nan Eta Nouyòk. Kat ki pi ba a idantifye chans pou domaj tranblemanntè nan Eta Nouyòk dapre konbyen fwa tranblemanntè yo te fèt nan kote sa a ak fòs tranblemanntè tè a moun te santi.

Chans pou Dega Tranblemanntè nan Eta Nouyòk



14 Ki zòn nan Eta Nouyòk ki gen plis chans pou gen **pi gwo** chans pou yo soufri domaj akòz yon tranblemanntè?

A nodwès

B nodès

C sidwès

D sidès

KONTINYE

Vil Nouyòk gen plis pase yon milyon batiman. Anpil bilding pa t konstwi oswa ranfòse pou reziste ak tranblemanntè. Bilding sa yo pa ka absòbe fòs ki asosye ak tranblemanntè.

Pi ansyen, pi di soubasman pèmèt vibrasyon tranblemanntè vwayaje gwo distans. Bilding ki pi kout ki te konstwi sou tè mou, ki pa fon anlè soubasman an tranble pi vit pase bilding ki pi wo ki te konstwi sou tè fon anlè soubasman.

Gen kèk elèv ki te sijere solisyon ki ta ka diminye enpak domaj tranbleman tè a sou nouvo konstriksyon oswa bilding ki deja egziste nan Vil Nouyòk. Solisyon sa yo mansyone pi ba a.

1. Ranfòse bilding brik yo epi repare fondasyon bilding yo (sousòl) pou yo pa fann nan zòn ki fèb lè yon tranblemanntè rive.
2. Desine mi enteryè nouvo bilding yo pou yo kapab absòbe fòs yo epi yo gen mwens chans echwe.
3. Sèlman bati nouvo estrikti sou tèt tè ki pa fon ak soubasman anba pou anpeche tranble.
4. Sèlman bati nouvo estrikti ki pi kout paske yo pral souke mwens pase bilding ki pi wo yo.
5. Sekirize mi yo sou do kay la ak mi yo sou fondasyon an nan bilding ki egziste deja pou anpeche transfè pwa nan bilding nan pandan y ap tranble.

15 Ki de solisyon ki ta pi byen redui enpak yon tranblemanntè pou majorite rezidan yo nan Vil Nouyòk?

A solisyon 1 ak 2

B solisyon 2 ak 3

C solisyon 4 ak 5

D solisyon 5 ak 3

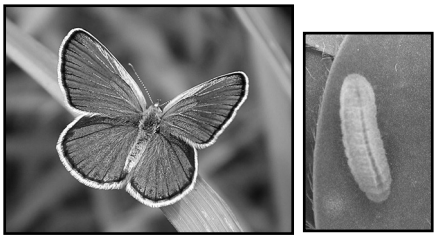
KONTINYE

Baze repons ou pou kesyon 21 rive nan 25 sou enfòmasyon ki pi ba yo ak sou konesans ou nan syans.

Ekosistèm Touf Pye Pen nan Albani

Touf Pye Pen nan Albani se yon zòn andedan ki twouve l nan Albani, Nouyòk. Pati nan zòn sa a yo pwoteje kont devlopman paske li gen yon ekosistèm sab trè espesyal nòmalman yo jwenn nan yon rejyon kotyè. Li se kote ki gen de espès ki an danje, papiyon ble Karner ak plant sovaj lipen ble. Sèl sous manje pou cheni espès papiyon sa a se lipen ble sovaj la.

Papiyon ak Cheni Ble Karner



Plant Sovaj Lipen Ble

Youn nan kèk predatè konfime nan cheni ble Karner la se koksinèl sèt-tach. Koksinèl sa a manje sèlman sou bèt yo.

Koksinèl Sèt-tach

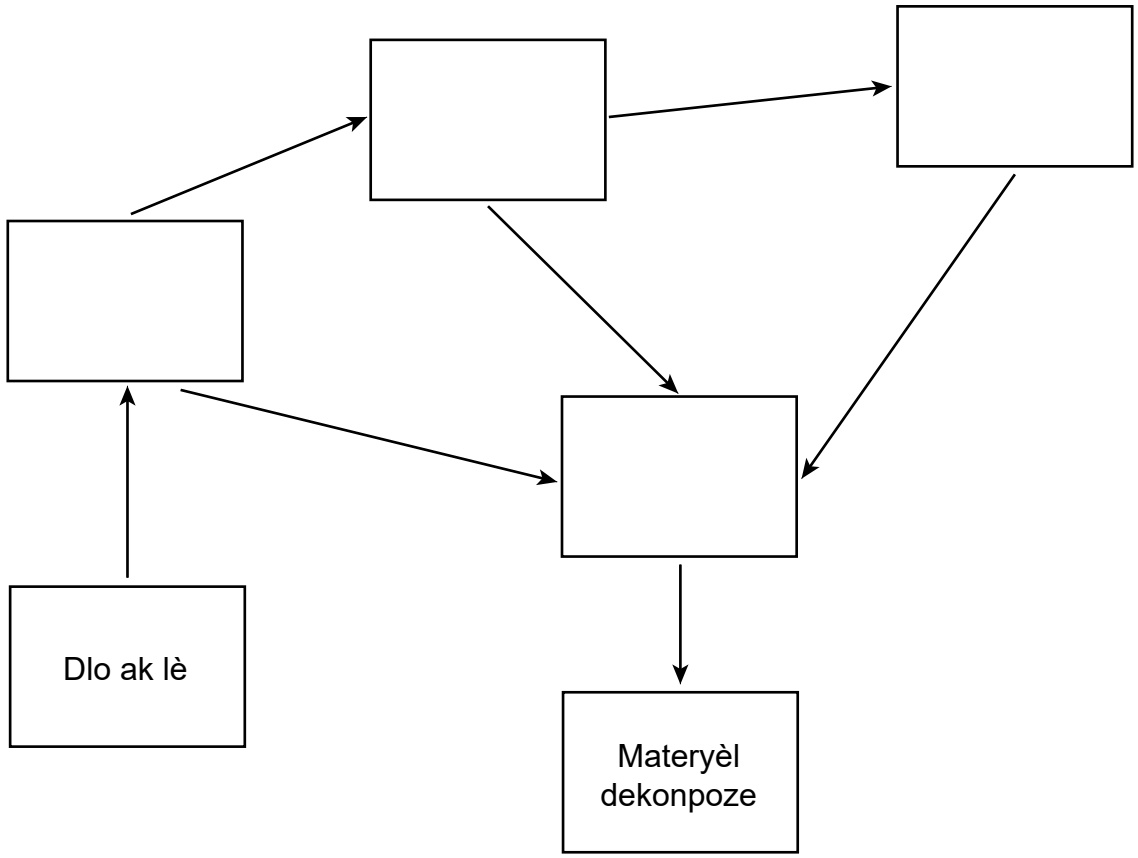
KONTINYE

21 Konplete modèl ki anba a pou dekri mouvman matyè yo nan ekosistèm Touf Pye Pen Albani an. Mete non chak nan **kat** òganis yo nan bwat ki apwopriye a pou w konplete modèl la. [1]

Òganis yo

Bakteri	Cheni Karner ble	Lipen ble sovaj	Koksinèl sèt-tach

Modèl Mouvman Matyè



KONTINYE

22 Lipen ble sovaj la kapab jwenn enèji nan anviwònman ki pa vivan li. Ki ranje nan tablo a ki kòrèkteman idantifye sous enèji sa a epi ki eksplike kijan lipen ble sovaj la itilize enèji sa a?

Ranje	Sous Enèji	Esplikasyon
1	Solèy	Enèji konvèti nan enèji mouvman ki transfere nan lipen ble sovaj la.
2	dlo	Enèji ki soti nan dlo transfere ant sovaj lipen ble ak koksinèl sèt-tach la.
3	tè	Enèji ki soti nan tè a pwodui chimikman konbine nan matyè ki resikle pa lipen ble sovaj la.
4	lejè	Enèji te kaptire epi konvèti nan yon fòm ki ka itilize pa lipen ble sovaj la.

A Ranje 1

B Ranje 2

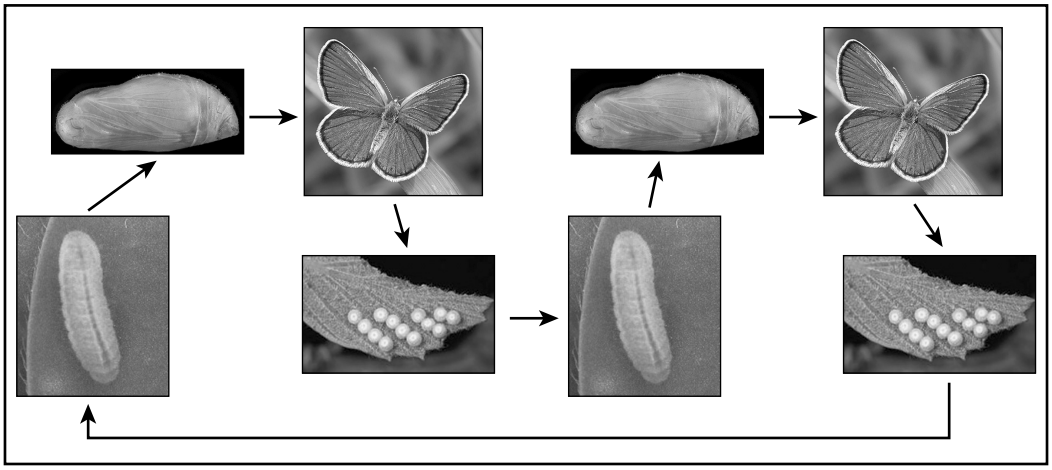
C Ranje 3

D Ranje 4

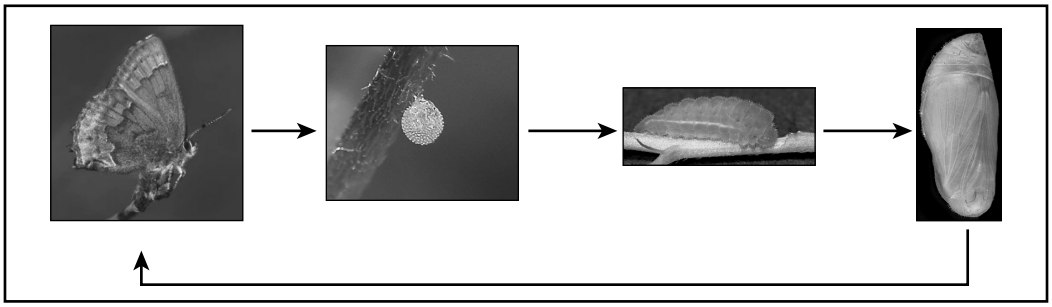
KONTINYE

Papiyon ble Karner pataje abita li ak papiyon ki fè glas elfin nan, epi tou de konte sou lipin ble sovaj la pou siviv. Modèl ki anba yo dekri sik lavi chak kalite papiyon. Papiyon ble Karner la gen kat etap nan sik lavi li. Kat etap sa yo repete ankò pa pitit li yo nan yon ane. Papiyon glas elfin la konplete sèlman yon sik lavi chak ane.

Sik Lavi: Papiyon Ble Karner (Sou Ennan)



Sik Lavi: Papiyon Glas Elfin Butterfly (Sou Ennan)



23 Ki revandikasyon ki sipòte pa modèl sik lavi **de** òganis sa yo?

A Sik lavi toulède papiyon sa yo gen menm etap ki fèt pandan menm tan nan ane a.

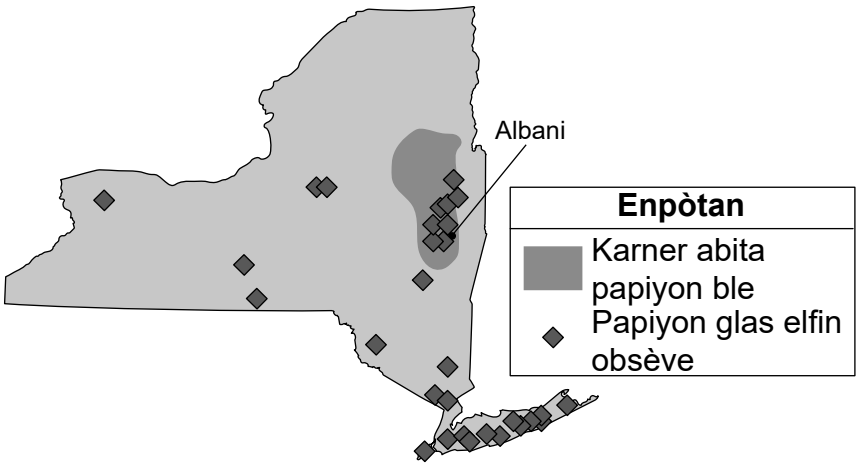
B Sik lavi toulède papiyon sa yo gen diferan etap ki rive plizyè fwa pandan ane a.

C Pandan yon peryòd yon ane, tou de papiyon sa yo gen etap sik lavi ki sanble, men to kwasans yo diferan.

D Pandan yon peryòd yon ane, tou de papiyon sa yo konplete yon sik lavi epi to kwasans yo se menm.

Tou de espès papiyon ap viv avèk siksè nan Touf Pye Pen kote lipen ble sovaj yo pwoteje. Touf Pye Pen se yon zòn ki kouvri anviwon 3000 kawo tè. Rezèv la jere ak pwoteje ekosistèm nan. Cheni ble Karner la manje sou fèy lipen, pandan cheni elfin glas la manje flè ak gous grenn plant lipen an.

Kat ki anba a montre seri abita papiyon ble Karner la ak kote yo te obsève papiyon farfaden an jèl nan Eta Nouyòk an 2018.



24 Idantifye kilès nan espès papiyon sa yo, nan Eta Nouyòk, ki ta gen pi bon chans pou yo siviv si Touf Pye Pen Albani pa ta pwoteje ankò kont devlopman. Konstwi yon agiman ak prèv pou sipòte chwa ou. [1]

Papiyon ble Karner	
Papiyon glas elfin	

Agiman avèk prèv: _____

_____

_____

KONTINYE

Istorikman, dife sovaj te kenbe abita nan Touf Pye Pen Albani apwopriye pou lipen ble sovaj ak lòt plant natif natal. Jodi a, sepandan, pifò dife sovaj yo etenn byen vit pou pwoteje kay ak lòt devlopman nan zòn nan. Olye de sa, Komisyon pou Pwoteje Touf Pye Pen Albani itilize boule kontwole ki fonksyone tankou dife natirèl pou kenbe ekosistèm Touf Pye Pen Albani an.

Ponpye Jere yon Dife ki Kontwole

Avantaj ki Genyen nan Dife Kontwole
• elimine espès anvayisan yo
• boule fèy ak branch ki kouvri tè sab pou grenn yo ka grandi
• anpeche gwo pyebwa yo pran zòn yo
• lakòz gous pye pen yo louvri epi lage grenn

25 Ki reklamasyon ki dekri avèk presizyon kijan dife kontwole afekte papiyon ble Karner la?

A Anviwònman kote lipen ble sovaj la bezwen pou grandi pa kontwole boule, sa ki pèmèt yo pwodui manje pou papiyon ble Karner la.

B Pyebwa wo ak touf ki pwès siviv apre dife kontwole epi yo bay yon pi bon abita pou papiyon ble Karner la.

C Dife kontwole detwi tout plant nan anviwònman an, anpeche kwasans sovaj lipen ble pandan plizyè ane, epi pèmèt plis espas pou papiyon ble Karner la.

D Abita papiyon ble Karner la elaji pa boule kontwole paske papiyon an bezwen deplase nan diferan kote nan Eta Nouyòk.

Baze repons ou pou kesyon 26 rive nan 30 sou enfòmasyon ki pi ba yo ak sou konesans ou nan syans.

Modèl Sistèm Solè

Sistèm solè nou an gen ladan planèt, lalin, ak lòt objè espas ki obit etwal nou an, Solèy la. Mouvman Latè, Solèy la, ak Lalin nan lakòz modèl chak jou, chak mwa ak sezon fèt. Anpil lòt zetwal vizib nan syèl la lannuit men yo sitiye deyò sistèm solè nou an.

Foto yo montre kèk zetwal vizib sou Latè. Alpha Centauri A ak B se de zetwal ki òbit youn ak lòt epi ki parèt tankou yon sèl zetwal nan syèl la lannwit. Alpha Centauri A se yon ti kras pi gwo pase Solèy la pandan y ap Alpha Centauri B se yon ti kras pi piti pase Solèy la. Yon lòt zetwal yo wè nan mitan lannwit, Beta Pavonis, se apeprè 2.3 fwa pi gwo pase Solèy la. Tablo a montre distans zetwal sa yo ak Latè.

Distans Etwal Parapò Latè

Distans	Zetwal parapò ak Latè (AU)
Solèy	1
Alpha Centauri A & B	13,000
Beta Pavonis	8,600,000

1 AU (Inite Astwonomi) = Distans ant Latè ak Solèy

Etwal yo Wè apati Latè

KONTINYE

Solèy la Wè apati Latè

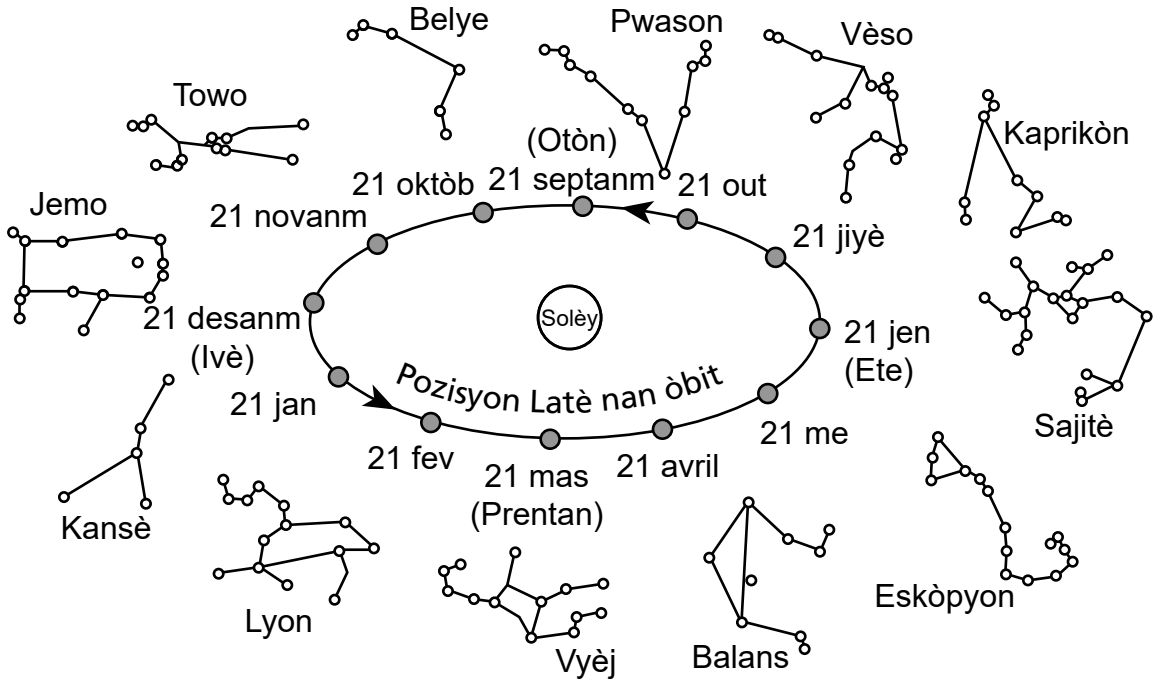
26 Sèvi ak prèv nimerik pou sipòte agiman Solèy la parèt pi klere ak pi gwo pase Alpha Centauri A ak B ak Beta Pavonis akòz distans relatif li ak ***pa*** gwosè li. [1]

KONTINYE

Gen kèk zetwal ki sanble yo fòme modèl yo rele konstelasyon. Elèv yo remake kèk konstelasyon yo wè sèlman nan sèten moman nan ane a.

Modèl ki anba a reprezante kèk konstelasyon ki vizib nan syèl la lannwit pandan diferan mwa jan yo wè yo nan Eta Nouyòk. Yo endike kòmansman chak sezon.

Gen kèk Konstelasyon nou Wè Apati Eta Nouyòk



(Pa trase selon echèl)

27 Ki tablo ki montre kòrèkteman yon modèl konstelasyon yo wè pandan tout ane a nan Eta Nouyòk?

Ete	Otòn	Ivè	Prentan
Pwason	Sajitè	Vyèj	Jemo

A

Ete	Otòn	Ivè	Prentan
Vyèj	Jemo	Sajitè	Pwason

C

Ete	Otòn	Ivè	Prentan
Jemo	Vyèj	Pwason	Sajitè

B

Ete	Otòn	Ivè	Prentan
Sajitè	Pwason	Jemo	Vyèj

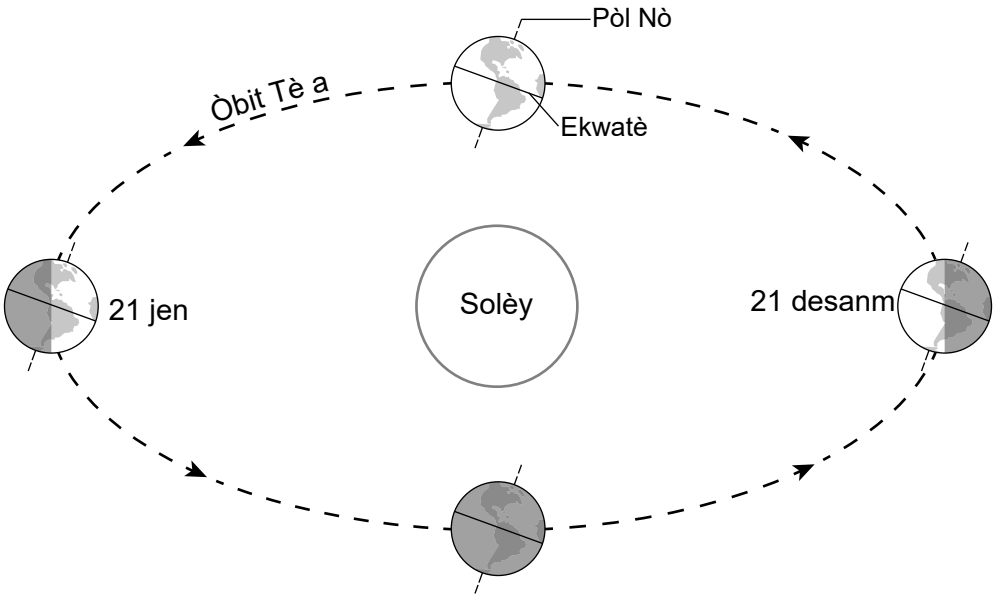
D

KONTINYE

28 Dekri kòz konstelasyon sa yo ki repete chak ane, ki fè konstelasyon yo vizib pou yon obsèvatè nan Eta Nouyòk. [1]

Elèv yo te fè modèl ki anba a, ki reprezante Latè nan kat pozisyon nan òbit li alantou Solèy la. Pati lonbraj nan Latè reprezante lannwit.

Modèl Latè k ap Òbite Solèy la



(Pa trase selon echèl)

29 Konpare ak kantite limyè lajounen nan Pol Nò a 21 jen, kantite limyè lajounen nan Pol Nò a 21 desanm se

A mwens paske Latè ap panche sou aks li

B mwens paske Latè ap vire sou aks li

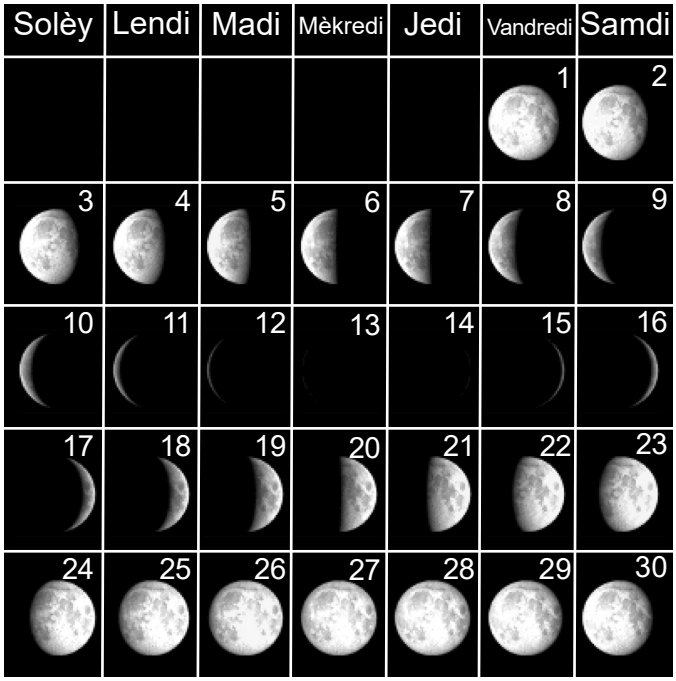
C pi gwo paske Latè ap panche sou aks li

D pi gwo paske Latè ap vire sou aks li

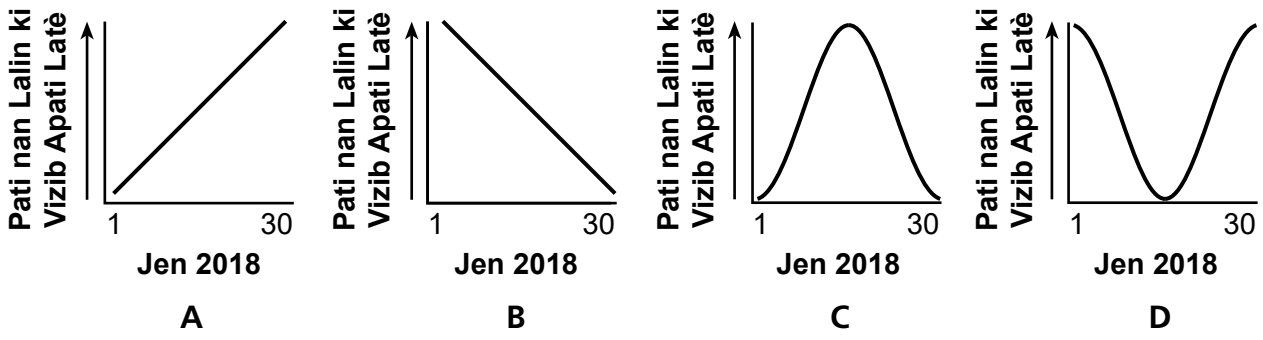
KONTINYE

Gwoup etidyan nan Eta Nouyòk te pran foto Lalin nan epi anrejistre yo pandan yon mwa. Kalandriye ki anba a montre foto aparans faz Lalin elèv yo te pran nan mwa jen 2018.

Faz Lalin Jen 2018 yo



30 Ki graf ki pi byen reprezante modèl pati vizib Lalin yo te obsève apati Eta Nouyòk nan mwa jen 2018?



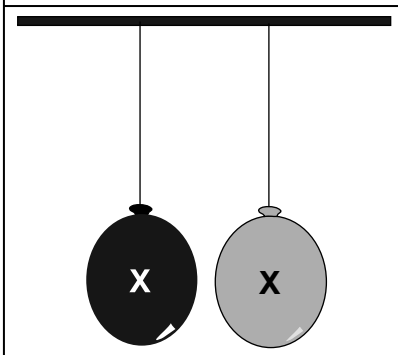
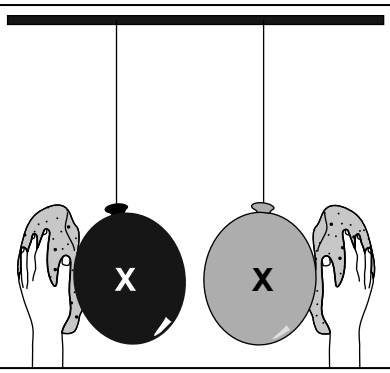
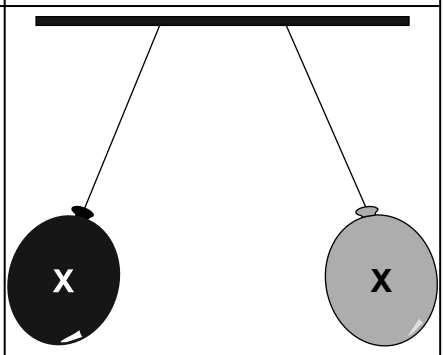
KONTINYE

Baze repons ou pou kesyon 31 rive nan 36 sou enfòmasyon ki pi ba yo ak sou konesans ou nan syans.

Ankèt ak Balon

Yon elèv te fè twa ankèt lè l sèvi avèk balon ak lòt materyèl.

Nan premye ankèt la, elèv la te itilize de balon sou fil ak twal lenn mouton. Balon yo te pandye nan yon plafon ak fisèl. Tout sifas chak balon te fwote ak yon twal lenn mouton. Elèv la te obsève entèraksyon ant de balon yo. Lèt *X* reprezante kote sant chak balon.

Figi 1	Figi 2	Figi 3
		
Balon yo nan repo	Tou de balon yo fwote ak yon twal lenn nan menm direksyon an	Pozisyon balon yo vin genyen

KONTINYE

31 *Imaj 1* reprezante pozisyon inisyal balon yo. Idantifye fòs ki aji sou **youn** nan balon ki nan *Imaj 1* kòm yo ekilibre oswa dezekilib.

Balanse	
Pa balanse	

Dekri prèv ki soti nan *Imaj 1* ki sipòte chwa w la. [1]

Prèv: _____

_____

32 Ki deklarasyon ki idantifye kòrèkteman rezilta fwote balon yo ak twal lenn mouton an?

A Chak balon te vin chaje elektrik epi yo te deplase lwen lòt balon an.

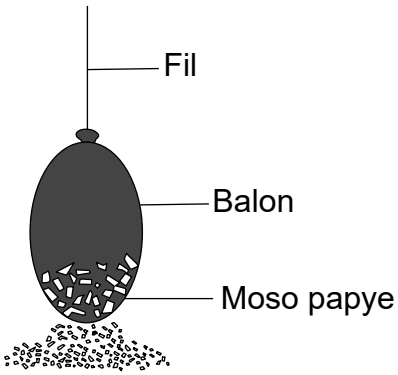
B Chak balon te vin mayetik epi yo te deplase lwen lòt balon an.

C Twal lenn mouton an transfere chaj elektrik soti nan yon balon nan lòt balon an, sa ki lakòz balon yo deplase apa.

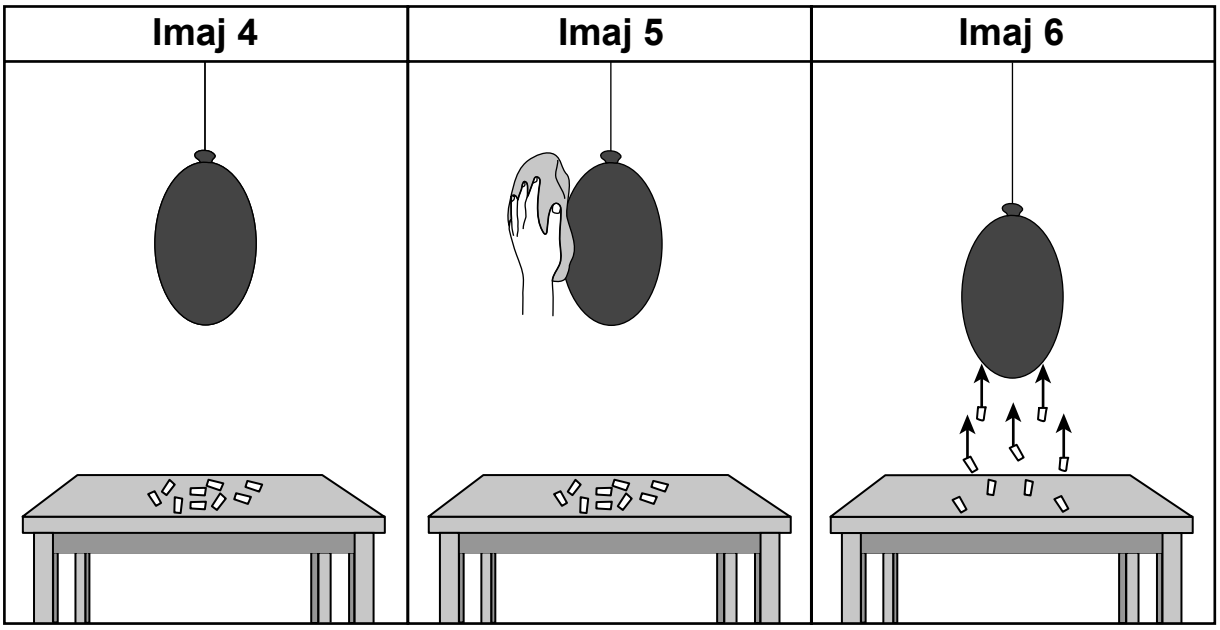
D Twal lenn mouton an te lakòz pwopriyete mayetik chak balon yo te opoze ak lòt balon an, sa ki lakòz balon yo deplase apa.

KONTINYE

Lè sa a, elèv la te dekouvri ke ti moso papye pral kole nan yon balon yo te fwote ak yon twal rad.



Nan dezyèm ankèt la, yo te retire papye yo nan balon an epi yo te mete yo sou yon tab jan yo montre nan dyagram ki anba a. Tout balon an te fwote ak twal lenn mouton an menm jan ak ankèt anvan an. Lè sa a, balon an te bese tou pre ti moso papye sa yo ki menm gwosè ak ki te kouche sou tèt yon tab. Elèv la te obsève echanj ki genyen ant balon an ak papye a. Elèv la te sispann bese balon an le pli vit ke moso papye yo te vwayaje anlè nan balon an. Flèch yo reprezante mouvman papye a.



KONTINYE

33 Idantifye varyab ke yap chanje nan dezyèm ankèt sa a.

Varyab: _____

Ekri yon kesyon elèv la ap eseye reponn nan dezyèm ankèt sa a ki gen ladan l varyab sa a. [1]

_____

_____

_____

34 Ki deklarasyon ki eksplike poukisa moso papye yo te deplase nan direksyon balon nan *Imaj 6*?

A Total fòs yo sou moso papye yo te lakòz yon fòs nèt zewo.

B Fòs yo sou balon an ak sou papye a te egal epi yo te aji nan direksyon opoze.

C Fòs friksyon sou papye a te pouse papye a nan direksyon balon an.

D Fòs balon an te egzèse sou papye a te pi gran pase fòs gravite a te egzèse sou papye a.

35 Elèv la te vle repete dezyèm ankèt sa a ak yon lòt balon. Tou de balon yo te fè nan menm materyèl la epi yo te menm gwosè ak koulè. Poukisa elèv la ta dwe konplete yon lòt jijman ankèt sa a?

A teste materyèl la ak gwosè balon an

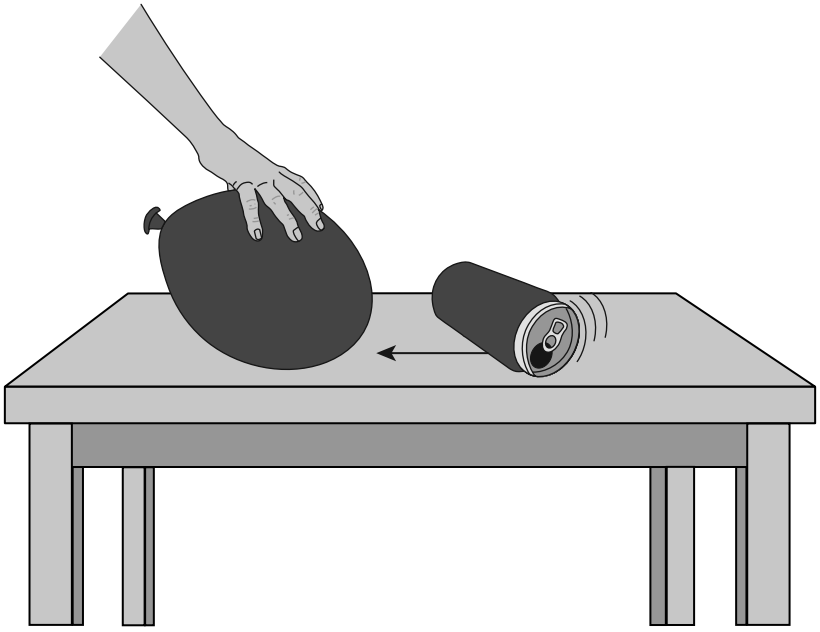
B pou tcheke fyab rezilta premye esè a

C paske repete esè pèmèt yo konsidere mwens done

D paske tout ankèt syantifik yo dwe gen sèlman de esè

KONTINYE

Nan twazyèm ankèt la, elèv la fwote yon lòt balon ak yon twal lenn epi kenbe l toupre yon bwat metal ki te kouche sou yon tab. Yo te pote balon an tou pre bwat la epi li te kenbe yon distans 10 santimèt (cm). Elèv la te obsève, lè balon an te kenbe nan distans sa a, bwat la woule nan direksyon balon an. Flèch la endike direksyon bwat la woule.



36 Ki deklarasyon ki prèv ke enèji te konvèti soti nan yon fòm nan yon lòt nan twazyèm ankèt sa a?

A Balon an te kenbe toupre bwat la.

B Volim lè nan balon an diminye.

C Kay la deplase sou tab la.

D Te bwat la pozisyone sou tèt yon tab.

Klas 5
Nivo Elemantè
Egzamen Syans

Prentan 2025

ELEMENTARY-LEVEL SCIENCE TEST HAITIAN CREOLE EDITION

Elementary-level Science Test—Rating Guide
Spring 2025

1 [1] Allow 1 credit for *A*.

2 [1] Allow 1 credit. Acceptable responses include, but are not limited to:

- The offspring dogs have the same body shape as their parents.
- The faces of the offspring are similar in shape to their parents' faces.
- Same number of eyes/ears as parents

3 [1] Allow 1 credit for *C*.

4 [1] Allow 1 credit for *B*.

5 [1] Allow 1 credit. Acceptable responses include, but are not limited to:

- If there are four adults in the pack, only an average of four out of ten pups survive. If there are 17 adults in a pack, an average of nine out of ten pups survive, which is a much higher survival rate.
- When the number of adults in the pack decreases from 14 to four, the average fraction of pups that survived was cut in half.
- As the number of adult members of the pack increases, the fraction of pups that survive also increases.

6 [1] Allow 1 credit. Acceptable responses include, but are not limited to:

- A color change occurred in the iron filings which indicates a new substance was formed.
- The evidence that a new substance was formed was that the iron turned from black to red.

7 [1] Allow 1 credit for *A*.

8 [1] Allow 1 credit for Model B *and* evaporation.

9 [1] Allow 1 credit for *C*.

10 [1] Allow 1 credit for *two* correctly selected observations, as shown below:

- [✓] More red particles
- [✓] Fewer magnetic particles
- [ ] More black particles
- [ ] Less transparent particles
- [ ] More other minerals

11 [1] Allow 1 credit for *C*.

12 [1] Allow 1 credit. Acceptable responses include, but are not limited to:

— Many earthquakes and volcanoes occur in the same places/locations.

— They both mainly occur in similar locations along the Ring of Fire.

— Where there are more earthquakes, there tends to be more volcanoes.

13 [1] Allow 1 credit. Acceptable responses include, but are not limited to:

— There is a greater chance of a destructive earthquake occurring in Oregon because it's located near the Ring of Fire, where many destructive earthquakes have occurred.

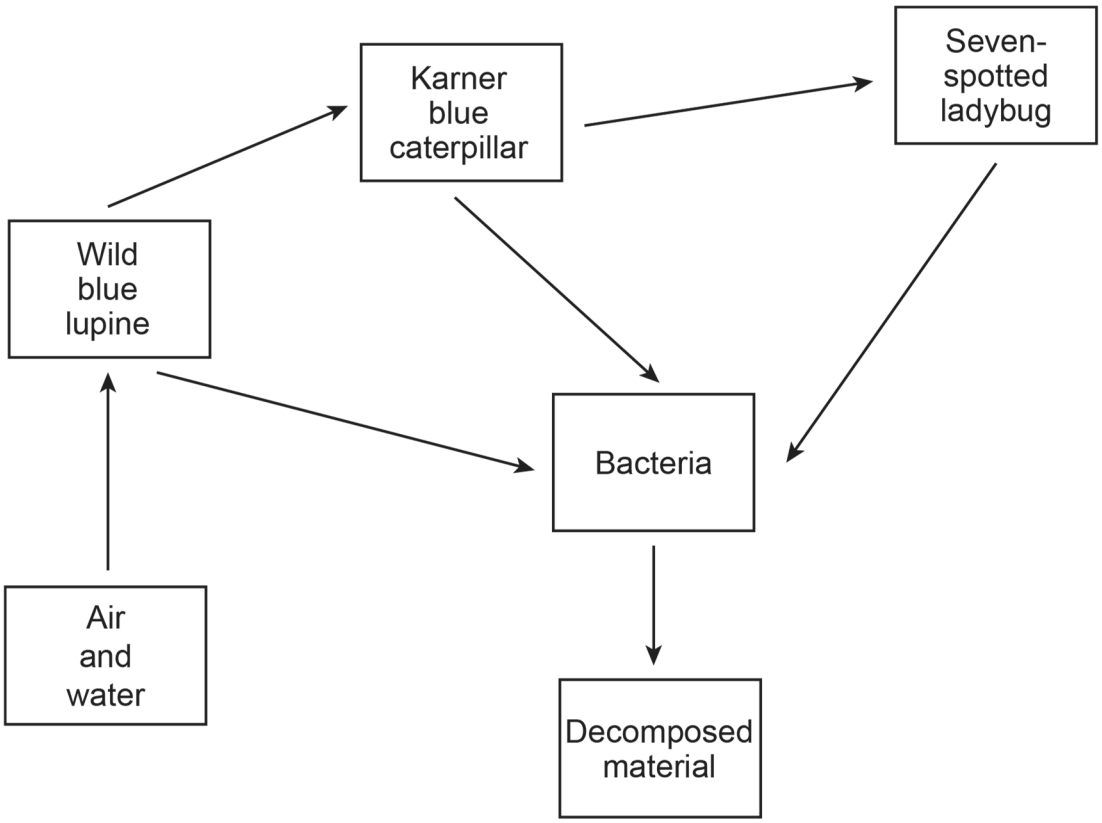
— There are fewer destructive earthquakes in New York State because it's not on the Ring of Fire.

— There are no dots shown on the map in New York State but there are dots shown on the map in Oregon, so there is a lower chance of a destructive earthquake in New York State.

14 [1] Allow 1 credit for *B*.

15 [1] Allow 1 credit for *A*.

21 [1] Allow 1 credit for placing all *four* organisms in the correct locations, as shown below:



22 [1] Allow 1 credit for *D*.

23 [1] Allow 1 credit for *C*.

24 [1] Allow 1 credit for frosted elfin butterfly *and* an acceptable argument with evidence. Acceptable responses include, but are not limited to:

- The frosted elfin butterfly has been observed in many areas in New York State while the Karner blue butterfly is only found in one habitat.
- The Karner blue butterfly is only found in one habitat of New York State but the frosted elfin butterfly is found in many areas of New York State.
- There are more areas where the frosted elfin butterfly lives, which makes it more likely for this butterfly to survive.

25 [1] Allow 1 credit for *A*.

26 [1] Allow 1 credit. Acceptable responses include, but are not limited to:

— Closer stars appear brighter, and the Sun, though smaller than Alpha Centauri A, is only 1 AU from Earth while the other stars are thousands of AU away, making them appear dimmer.

— The Sun is close to Earth, while the other stars are far away from Earth. This makes the Sun look bigger and brighter, even though Beta Pavonis is 2.3 times larger.

— The Sun appears bigger and brighter because it is 1 AU away from Earth, which is less than 13,000 and 8,600,000 AU for the other stars.

27 [1] Allow 1 credit for *D*.

28 [1] Allow 1 credit. Acceptable responses include, but are not limited to:

— The nighttime side of Earth faces different regions of space as Earth revolves around the Sun, so New York State observers see different constellations in the nighttime sky.

— Earth orbits the Sun, so different constellations are visible at different times of the year.

29 [1] Allow 1 credit for *A*.

30 [1] Allow 1 credit for *D*.

31 [1] Allow 1 credit for Balanced *and* appropriate evidence. Acceptable responses include, but are not limited to:

— The balloon is at rest.

— The balloon is not moving.

— There is no change in the balloon's motion in Figure 1.

32 [1] Allow 1 credit for *A*.

33 [1] Allow 1 credit for an appropriate variable *and* an acceptable question. Acceptable responses include, but are not limited to:

Variable:

- height
- distance
- length
- range
- closeness

Question:

- What effect does distance have on the interaction between the balloon and the paper?
- What effect does distance have on electrical forces?
- Is there more electrical force on the paper as a charged balloon gets closer to the paper?
- At what height will the papers be lifted up?

Note: Questions must include a questioning word and/or a question mark.

34 [1] Allow 1 credit for *D*.

35 [1] Allow 1 credit for *B*.

36 [1] Allow 1 credit for *C*.

Performance Levels

For each subject area, students perform along a continuum of the knowledge and skills necessary to meet the demands of the New York State Learning Standards. New York State Elementary-level and Intermediate-level Science assessments are designed to classify student performance into one of four levels based on the knowledge and skills the student has demonstrated. Due to the need to identify student proficiency, the state tests must provide students at each performance level opportunities to demonstrate their knowledge and skills in the Learning Standards.

These performance levels are defined as:

NYS Level 4

Students performing at this level **excel** in standards for their grade. They demonstrate knowledge, skills, and practices embodied by the Learning Standards that are considered **more than sufficient** for the expectations at this grade.

NYS Level 3

Students performing at this level are **proficient** in standards for their grade. They demonstrate knowledge, skills, and practices embodied by the Learning Standards that are considered **sufficient** for the expectations at this grade.

NYS Level 2

Students performing at this level are **partially proficient** in standards for their grade. They demonstrate knowledge, skills, and practices embodied by the Learning Standards that are considered partial but insufficient for the expectations at this grade. Students performing at Level 2 are considered on track to meet current New York high school graduation requirements but are **not yet proficient** in Learning Standards at this grade.

NYS Level 1

Students performing at this level are **below proficient** in standards for their grade. They may demonstrate **limited** knowledge, skills, and practices embodied by the Learning Standards that are considered **insufficient** for the expectations at this grade.

THE STATE EDUCATION DEPARTMENT

THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

2025 Elementary-level Science Test Map to the Standards

Question	Type	Key	Points	Performance Expectation	Subscore	Percentage of Students Who Answered Correctly (P-Value)
1	Multiple Choice	A	1	3-LS3-1	LS	
2	Constructed Response		1	3-LS3-1	LS	
3	Multiple Choice	C	1	3-LS3-2	LS	
4	Multiple Choice	B	1	3-LS1-1	LS	
5	Constructed Response		1	3-LS2-1	LS	
6	Constructed Response		1	5-PS1-4	PS	
7	Multiple Choice	A	1	5-PS1-2	PS	
8	Constructed Response		1	5-PS1-1	PS	
9	Multiple Choice	C	1	5-PS1-3	PS	
10	Constructed Response		1	5-PS1-3	PS	
11	Multiple Choice	C	1	4-ESS2-2	ESS	
12	Constructed Response		1	4-ESS2-2	ESS	
13	Constructed Response		1	4-ESS2-2	ESS	
14	Multiple Choice	B	1	4-ESS2-2	ESS	
15	Multiple Choice	A	1	3-5-ETS1-2		
21	Constructed Response		1	5-LS2-1	LS	
22	Multiple Choice	D	1	5-PS3-1	PS	
23	Multiple Choice	C	1	3-LS1-1	LS	
24	Constructed Response		1	3-LS4-3	LS	
25	Multiple Choice	A	1	3-LS4-4	LS	
26	Constructed Response		1	5-ESS1-1	ESS	
27	Multiple Choice	D	1	5-ESS1-2	ESS	
28	Constructed Response		1	5-ESS1-2	ESS	
29	Multiple Choice	A	1	5-ESS1-2	ESS	
30	Multiple Choice	D	1	5-ESS1-2	ESS	
31	Constructed Response		1	3-PS2-1	PS	
32	Multiple Choice	A	1	3-PS2-3	PS	
33	Constructed Response		1	3-PS2-3	PS	
34	Multiple Choice	D	1	3-PS2-1	PS	
35	Multiple Choice	B	1	3-5-ETS1-3		
36	Multiple Choice	C	1	4-PS3-2	PS	

This item map identifies the Performance Expectation with which each test question is aligned. All NYSP-12SLS Performance Expectations are three-dimensional (https://www.nysed.gov/sites/default/files/programs/standards-instruction/p-12-science-learning-standards.pdf). The integration of these three dimensions provides students with a context for the content of science (DCI), the methods by which science knowledge is acquired and understood (SEP), and the ways in which the sciences are connected through concepts that have universal meaning across the disciplines (CCC).