New York State Testing Program

2026

Elementary-Level Science (ELS)

Grade 5

Constructed Response

Scoring Materials

Note to Scorers

You may notice that questions in these scoring materials appear with a bracketed credit value showing the respective number of credits. An example of what the bracketed credit value looks like is provided below for your reference.

Example: Stem of the question. [1]

It is recommended that prior to scoring student responses to a specific question, raters should review the entire cluster, including all associated stimuli (e.g., reading passages, data tables, graphs, and diagrams).

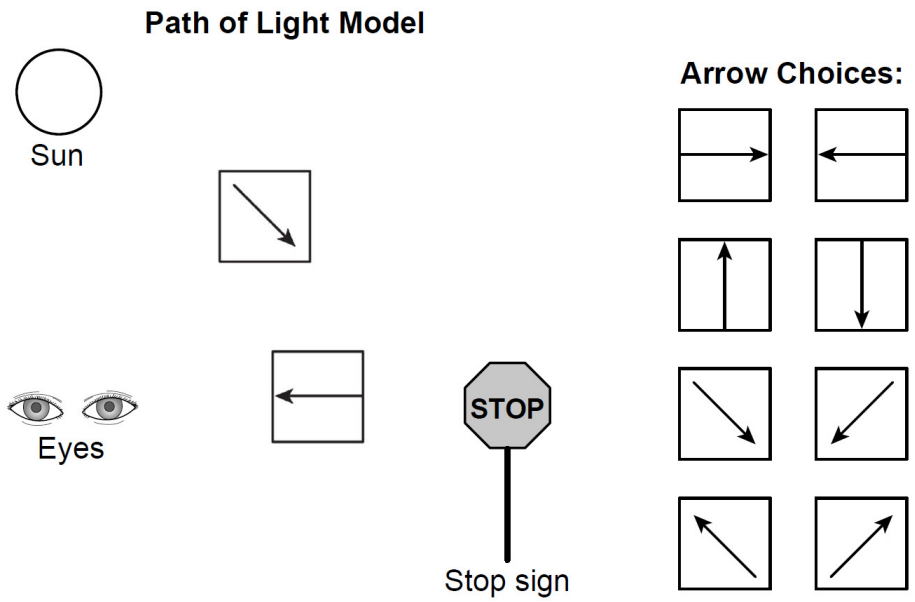
Constructed-Response Science Scoring Policies

1. Examples of acceptable responses are provided; however, other scientifically accurate responses that demonstrate adequate knowledge may receive credit. Raters must use their professional judgment to decide if the student's response meets the criteria.
2. If the student provides a response that contains errors in spelling, grammar, capitalization, or punctuation, the student should still receive credit, provided the errors do not affect the scientific accuracy of the response.
3. If the student provides a response that contains a correct answer along with extraneous information, the student should still receive credit, provided the extraneous information does not negate or contradict the correct response.
4. For questions with multiple components (e.g., a technology enhanced portion and a constructed-response portion), students must answer all components correctly to receive credit.
5. Condition Code A is applied whenever a student who is present for a test session leaves an entire constructed-response question completely blank (no response attempted). This is not to be confused with a score of zero wherein the student does respond to part or all of the question, but that work results in a score of zero.

EXEMPLARY RESPONSE

1

Sunlight allows objects to be visible on Earth. From the choices, place one arrow in *each* box to complete the model to show the correct path of light that permits a stop sign to be seen. [1]



EXEMPLARY RESPONSE

4

From the choices below, place **one** correct constellation name in *each* box to indicate the constellations that would be entirely visible and would ***not*** be visible from Rochester, New York at night on March 21. [1]

Visible

Libra

OR

Virgo

Not Visible

Pisces

OR

Sagittarius

OR

Gemini

Choices for Constellations:

Gemini

Libra

Pisces

Sagittarius

Virgo

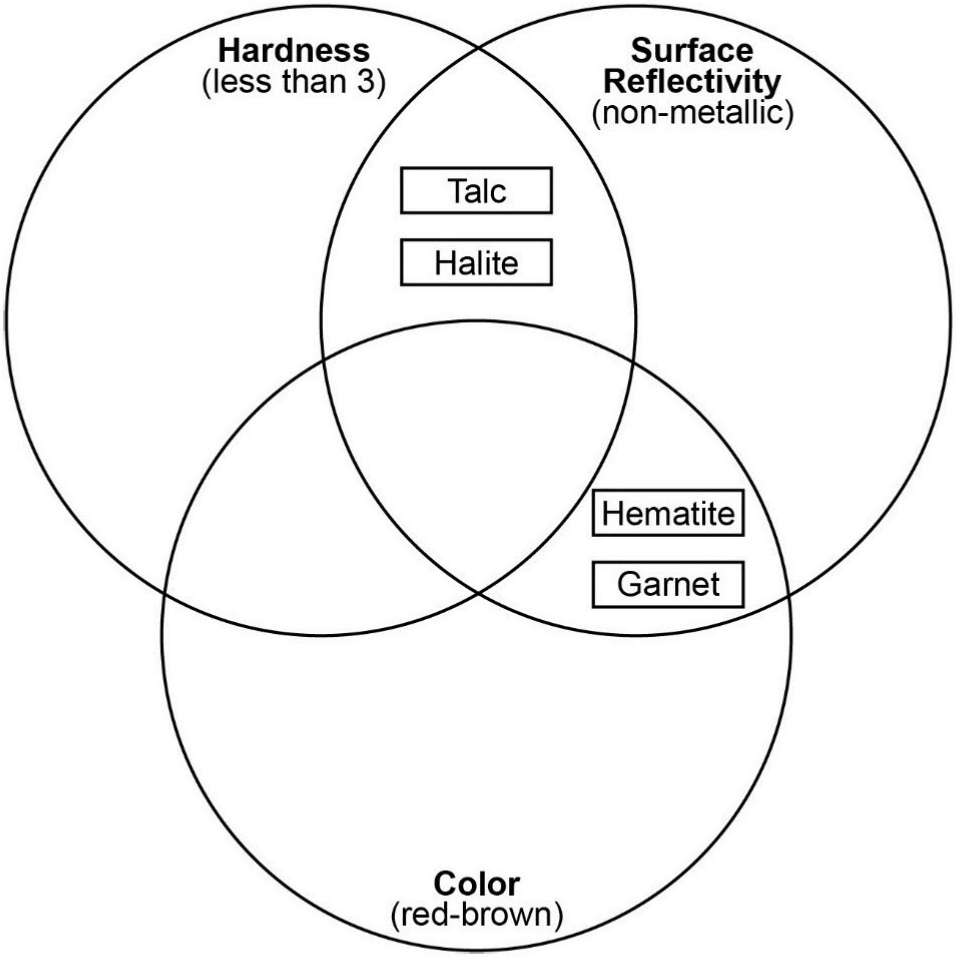
EXEMPLARY RESPONSE

6

The model represents how three properties can be used to classify these minerals. The areas of overlap show shared properties. Based on the properties shown in *Minerals of New York State and Their Observed Properties*, place the names of **four** of the minerals from the choices below in the correct boxes within the model. [1]

Minerals:

Hematite | Garnet | Talc | Halite | Calcite



OR a complete model with the same mineral names indicated in a different order within the same region of the model

EXEMPLARY RESPONSE

8

A student claimed that one of the beakers showed evidence that the mixing of substances resulted in a new substance. Identify the beaker number in which a new substance was formed. Then identify the evidence in the model that supports your choice. [1]

Beaker number: **2/two/the second one**

Evidence in model:

The calcite pieces bubbled in vinegar, which means there is a new substance.

OR

Bubbles of gas were produced from the calcite pieces in vinegar. The gas is the new substance.

OR

Bubbles/gas formed

OR other valid response

ELS Training 1

8

A student claimed that one of the beakers showed evidence that the mixing of substances resulted in a new substance. Identify the beaker number in which a new substance was formed. Then identify the evidence in the model that supports your choice. [1]

Beaker number: 2

Evidence in model:

`Beaker number two has created a new substance because there turned out to be a gas forming in bubbles.

Score Credit 1 (out of 1 credit)

This response demonstrates a clear understanding of the concepts in the task.

- Beaker 2 is chosen.
- The response correctly identifies the appearance of a gas as evidence of a new substance being formed.

This response is complete and correct.

ELS Training 2

8

A student claimed that one of the beakers showed evidence that the mixing of substances resulted in a new substance. Identify the beaker number in which a new substance was formed. Then identify the evidence in the model that supports your choice. [1]

Beaker number: 2

Evidence in model:

Number 2 is a new substance because of the bubbles.

Score Credit 1 (out of 1 credit)

This response demonstrates a fair understanding of the concepts in the task.

- Beaker 2 is chosen.
- The response correctly identifies the appearance of bubbles as evidence of a new substance being formed.

This response is sufficient for credit.

ELS Training 3

8

A student claimed that one of the beakers showed evidence that the mixing of substances resulted in a new substance. Identify the beaker number in which a new substance was formed. Then identify the evidence in the model that supports your choice. [1]

Beaker number: 2

Evidence in model:

It started forming bubbles.

Score Credit 1 (out of 1 credit)

This response demonstrates a fair understanding of the concepts in the task.

- Beaker 2 is chosen.
- The response correctly identifies the appearance of bubbles as evidence of a new substance being formed.

This response is sufficient for credit.

ELS Training 4

8

A student claimed that one of the beakers showed evidence that the mixing of substances resulted in a new substance. Identify the beaker number in which a new substance was formed. Then identify the evidence in the model that supports your choice. [1]

Beaker number: two

Evidence in model:

Beaker two is a new substance because air was made.

Score Credit 0 (out of 1 credit)

This response demonstrates incomplete understanding of the concepts in the task.

- Beaker 2 is chosen.
- The response incorrectly describes the bubbles as air rather than gas.

This response is insufficient for credit due to a lack of scientific accuracy.

ELS Training 5

8

A student claimed that one of the beakers showed evidence that the mixing of substances resulted in a new substance. Identify the beaker number in which a new substance was formed. Then identify the evidence in the model that supports your choice. [1]

Beaker number: 2

Evidence in model:

They are showing the Calcite pieces mixed in wit some bubbles and liquid whic creates a new substance.

Score Credit 0 (out of 1 credit)

This response demonstrates incomplete understanding of the concepts in the task.

- Beaker 2 is chosen.
- The response demonstrates a misunderstanding of the bubbles as a reactant and not as the new substance formed.

This response is insufficient for credit due to a lack of scientific accuracy.

ELS Training 6

8

A student claimed that one of the beakers showed evidence that the mixing of substances resulted in a new substance. Identify the beaker number in which a new substance was formed. Then identify the evidence in the model that supports your choice. [1]

Beaker number: 2

Evidence in model:

liquid bubbles calcite pieces vinegar 30g calcite 10g

Score Credit 0 (out of 1 credit)

This response demonstrates no overall understanding of the concepts in the task.

- Beaker 2 is chosen.
- The response lists everything in the beaker directly from the model and fails to identify bubbles as the new substance formed.

This response is insufficient for credit due to a lack of supporting evidence.

EXEMPLARY RESPONSE

12

Identify **one** food source for the white-tailed deer in Yellowstone National Park. Then, describe how this food source would be affected if the white-tailed deer population changed when more wolves were introduced into the park. Include a reason for this change in your description. [1]

Food source: **cottonwood/willow**

Effect on food source:

The cottonwood (or willow) would probably increase because more deer would be killed by the wolves, so the deer would not be eating the plants.

OR

There would be more willow (or cottonwoods) because less deer would be eating them due to more wolves eating more deer.

OR other valid response

ELS Training 1

12

Identify **one** food source for the white-tailed deer in Yellowstone National Park. Then, describe how this food source would be affected if the white-tailed deer population changed when more wolves were introduced into the park. Include a reason for this change in your description. [1]

Food source: Willow

Effect on food source:

If more wolves are introduced to yellowstone, there will be less White-tailed deer to eat willow because of the increase of the deer's predator. There will then be more willow since less animals will be eating the plant.

Score Credit 1 (out of 1 credit)

This response demonstrates a clear understanding of the concepts in the task.

- Willow is chosen as the food source.
- A description that the food source would increase is provided.
- A reason for this increase is provided.

This response is complete and correct.

ELS Training 2

12

Identify **one** food source for the white-tailed deer in Yellowstone National Park. Then, describe how this food source would be affected if the white-tailed deer population changed when more wolves were introduced into the park. Include a reason for this change in your description. [1]

Food source: cottonwood

Effect on food source:

The deer would be prey to wolves and so then there will be a decrease of deer. Cottonwood's population would increase. This would happen because less deer means more cottonwood.

Score Credit 1 (out of 1 credit)

This response demonstrates a fair understanding of the concepts in the task.

- Cottonwood is chosen as the food source.
- A description that the food source would increase is provided.
- A reason for this increase is minimally provided, as it must be inferred that the deer eat the cottonwood.

This response is sufficient for credit.

ELS Training 3

12

Identify **one** food source for the white-tailed deer in Yellowstone National Park. Then, describe how this food source would be affected if the white-tailed deer population changed when more wolves were introduced into the park. Include a reason for this change in your description. [1]

Food source: Willow

Effect on food source:

If more wolves come to Yellowstone, then more willow will not be eaten because more white tailed deer are being hunted.

Score Credit 1 (out of 1 credit)

This response demonstrates a fair understanding of the concepts in the task.

- Willow is chosen as the food source.
- A description implying that the food source would increase is provided.
- A reason for this increase is provided.

This response is sufficient for credit.

ELS Training 4

12

Identify **one** food source for the white-tailed deer in Yellowstone National Park. Then, describe how this food source would be affected if the white-tailed deer population changed when more wolves were introduced into the park. Include a reason for this change in your description. [1]

Food source: Cotton Wood

Effect on food source:

I picked the Cotton Wood. The amount of Cotton Wood's that would change would not go down as fast. I know this because the wolf's would kill the deer so the Cotton Wood's would not be affected as much by the deer since the deer are dead.

Score Credit 0 (out of 1 credit)

This response demonstrates incomplete understanding of the concepts in the task.

- Cottonwood is chosen as the food source.
- The description that the cottonwood "would not go down as fast" is ambiguous and does not imply an increase in the food source due to a disruption to the ecosystem.
- A reason for the change is provided.

This response is insufficient for credit due to an incomplete description.

ELS Training 5

12

Identify **one** food source for the white-tailed deer in Yellowstone National Park. Then, describe how this food source would be affected if the white-tailed deer population changed when more wolves were introduced into the park. Include a reason for this change in your description. [1]

Food source: cottonwood

Effect on food source:

If more wolves came into yellowstone national park they would eat the white tailed deer and then not many of the white tailed deers would be able to eat the cotton wood some maybe the food source for white tailed deers changce.

Score Credit 0 (out of 1 credit)

This response demonstrates incomplete understanding of the concepts in the task.

- Cottonwood is chosen as the food source.
- The description that the food source would "changce" does not imply an increase.
- A reason for the change is provided.

This response is insufficient for credit due to an incomplete description.

ELS Training 6

12

Identify **one** food source for the white-tailed deer in Yellowstone National Park. Then, describe how this food source would be affected if the white-tailed deer population changed when more wolves were introduced into the park. Include a reason for this change in your description. [1]

Food source: cottonwood

Effect on food source:

There would be more cottonwood for elk and beavers to eat.

Score Credit 0 (out of 1 credit)

This response demonstrates incomplete understanding of the concepts in the task.

- Cottonwood is chosen as the food source.
- A description that the food source would increase is provided.
- No reason for this increase is provided.

This response is insufficient for credit due to an incomplete description.

EXEMPLARY RESPONSE

14

Identify **two** communication methods that use a pattern in order to transfer information. Use evidence from the table to support each choice. [1]

Method 1: **Drum Signals**

Evidence: **Sound patterns made by a drum communicate information.**

Method 2: **Morse Code**

Evidence: **Patterns of long and short flashing lights or dots and dashes to symbolize letters and numbers.**

OR

Identify **two** communication methods that use a pattern in order to transfer information. Use evidence from the table to support each choice. [1]

Method 1: **Drum Signals**

Evidence: **Information is transferred by patterns of drum beats.**

Method 2: **Sign Language**

Evidence: **Making the same hand movement represents the same letter/word every time.**

OR

Identify **two** communication methods that use a pattern in order to transfer information. Use evidence from the table to support each choice. [1]

Method 1: **Morse Code**

Evidence: **Is a pattern of sounds that transfers information.**

Method 2: **Binary Code**

Evidence: **Patterns made by 0s and 1s represent letters and numbers.**

OR other valid response

ELS Training 1

14

Identify **two** communication methods that use a pattern in order to transfer information. Use evidence from the table to support each choice. [1]

Method 1: Drum signals

Evidence: there is a pattern in the drum signals because they can play different lengths of sounds or tones and there can be different pitches in the souns or in the tones

Method 2: morse code

Evidence: With morse there is a pattern of short sounds or lights or dots and long sounds lights or dots to represent different letters and numbers to show what the communicator is trying to get across

Score Credit 1 (out of 1 credit)

This response demonstrates a clear understanding of the concepts in the task.

- Drum signals are chosen as the first method and the evidence provided describes its patterns.
- Morse code is chosen as the second method and the evidence provided explains how its patterns are used to communicate.

This response is complete and correct.

ELS Training 2

14

Identify **two** communication methods that use a pattern in order to transfer information. Use evidence from the table to support each choice. [1]

Method 1: Binary code

Evidence: It is a pattern of 1s and 0s

Method 2: Morse code

Evidence: It is a pattern of dots and dashes

Score Credit 1 (out of 1 credit)

This response demonstrates a fair understanding of the concepts in the task.

- Binary code is chosen as the first method and the evidence provided minimally describes its pattern.
- Morse code is chosen as the second method and the evidence provided minimally describes its pattern.

This response is sufficient for credit.

ELS Training 3

14

Identify **two** communication methods that use a pattern in order to transfer information. Use evidence from the table to support each choice. [1]

Method 1: Morse code

Evidence: It uses dot and sounds which has a repeating pattern we can se on the picture that is provided to us.

Method 2: Binary code

Evidence: It uses 1 and 0 to represent a code and send a message.

Score Credit 1 (out of 1 credit)

This response demonstrates a fair understanding of the concepts in the task.

- Morse code is chosen as the first method and the evidence provided minimally describes its pattern.
- Binary code is chosen as the second method and the evidence provided minimally describes its pattern.

This response is sufficient for credit.

ELS Training 4

14

Identify **two** communication methods that use a pattern in order to transfer information. Use evidence from the table to support each choice. [1]

Method 1: Binary code

Evidence: the numbers are the same but it switches up every time

Method 2: drum signals

Evidence: it is a system that uses different sound combinations so it has to be a pattern

Score Credit 0 (out of 1 credit)

This response demonstrates incomplete understanding of the concepts in the task.

- Binary code is chosen as the first method, but the evidence provided does not describe its pattern.
- Drum signals is chosen as the second method and the evidence provided minimally describes its pattern.

This response is insufficient for credit due to lack of support for Method 1.

ELS Training 5

14

Identify **two** communication methods that use a pattern in order to transfer information. Use evidence from the table to support each choice. [1]

Method 1: Morse code

Evidence: "System that uses long and short sounds,long or short flashing lights,or dots and dashes,to represent letters and number."

Method 2: Binary code

Evidence: "System that uses 0 and 1 to represent letter, numbers, and symbols used in computers and cell phones."

Score Credit 0 (out of 1 credit)

This response demonstrates incomplete understanding of the concepts in the task.

- Morse code is chosen as the first method, but the evidence provided is a direct copy from the table and does not describe its pattern.
- Binary code is chosen as the second method, but the evidence provided is a direct copy from the table and does not describe its pattern.

This response is insufficient for credit due to lack of support.

ELS Training 6

14

Identify **two** communication methods that use a pattern in order to transfer information. Use evidence from the table to support each choice. [1]

Method 1: string and can telephone

Evidence: one person talks and then another prson talks it keeps on going in a pattern

Method 2: morse code

Evidence: people use a flash light and a person and the other person does it it goes in a pattern

Score Credit 0 (out of 1 credit)

This response demonstrates incomplete understanding of the concepts in the task.

- String-and-can telephone is chosen as the first method, but the evidence provided describes the back-and-forth pattern of conversation, not a pattern to transfer information.
- Morse code is chosen as the second method, but the evidence provided describes the back-and-forth pattern of conversation, not a pattern to transfer information.

This response is insufficient for credit due to lack of support.

ELS Training 7

14

Identify **two** communication methods that use a pattern in order to transfer information. Use evidence from the table to support each choice. [1]

Method 1: Ticking

Evidence: You can make different tick noises in your mouth to communicate.

Method 2: Braille

Evidence: You use this if you are blind. You put your fingers across dots and the dots equal a letter that equals a word.

Score Credit 0 (out of 1 credit)

This response demonstrates incomplete understanding of the concepts in the task.

- Ticking is chosen as the first method, but the evidence provided does not describe a pattern and does not come from the table.
- Braille is chosen as the second method, but the evidence provided does not come from the table.

This response is insufficient for credit because the methods and supporting evidence do not come from the table.

EXEMPLARY RESPONSE

17

Identify the method that allows the friends to *most* effectively receive each other's messages, and explain how this method best meets the criteria *and* constraints. [1]

Method: **Method 1/1/Morse code with flashlight/Morse code/flashlight**

Explanation:

It can be seen by friends at all times, but the drum can only be used before 7:00 p.m.

OR

The flashlight that uses Morse code is cheap, can be used day and night, and is small and easily stored.

OR other valid response

ELS Training 1

17

Identify the method that allows the friends to *most* effectively receive each other's messages, and explain how this method best meets the criteria *and* constraints. [1]

Method: Morse Code

Explanation: I would say that morse code is the best if you want the form of communication to be quiet, not take up to much space, can be used day or night, and not very expensive. Morse code is all of these things. And it is not very hard to use or learn.

Score Credit 1 (out of 1 credit)

This response demonstrates a clear understanding of the concepts in the task.

- Morse code is chosen for the method.
- An acceptable explanation including how the chosen method best meets the criteria and constraints is provided.

This response is complete and correct.

ELS Training 2

17

Identify the method that allows the friends to *most* effectively receive each other's messages, and explain how this method best meets the criteria *and* constraints. [1]

Method: morse code with fash light

Explanation: Drum signals would make noise if they were to comunacate at 7:00 pm and it might take up to much space thats why morse code with a flashlight would be better.

Score Credit 1 (out of 1 credit)

This response demonstrates a fair understanding of the concepts in the task.

- Morse code with flashlight is chosen for the method.
- An acceptable explanation including how drum signals does not meet the criteria and constraints is provided.

This response is sufficient for credit.

ELS Training 3

17

Identify the method that allows the friends to *most* effectively receive each other's messages, and explain how this method best meets the criteria *and* constraints. [1]

Method: Morse code and flashlight

Explanation: This method is best meets of criteria and constraints because it is not loud after 7:00 p.m and it transfer easily from one to another.

Score Credit 1 (out of 1 credit)

This response demonstrates a fair understanding of the concepts in the task.

- Morse code and flashlight is chosen for the method.
- A minimally acceptable explanation including how the chosen method best meets the criteria and constraints is provided.

This response is sufficient for credit.

ELS Training 4

17

Identify the method that allows the friends to *most* effectively receive each other's messages, and explain how this method best meets the criteria *and* constraints. [1]

Method: Drums and mallet

Explanation: This example of communacation is not that great since drums take up space and make noise, drums might also not be kept in their bedroom so drums arent the best idea.

Score Credit 0 (out of 1 credit)

This response demonstrates an incomplete understanding of the concepts in the task.

- Drums and mallet is chosen for the method.
- An acceptable explanation including how drum signals does not meet the criteria and constraints is provided.

This response is insufficient for credit due to selection of the less effective method.

ELS Training 5

17

Identify the method that allows the friends to *most* effectively receive each other's messages, and explain how this method best meets the criteria *and* constraints. [1]

Method: morse code and flashlight

Explanation: Drum signals are to loud .

Score Credit 0 (out of 1 credit)

This response demonstrates an incomplete understanding of the concepts in the task.

- Morse code and flashlight is chosen for the method.
- The explanation does not specify the criteria and constraints that the use of drum signals does not meet.

This response is insufficient for credit due to an incomplete explanation.

ELS Training 6

17

Identify the method that allows the friends to *most* effectively receive each other's messages, and explain how this method best meets the criteria *and* constraints. [1]

Method: morse code

Explanation: Morse code meets the criteria the best because it follows all the criterias rules.

Score Credit 0 (out of 1 credit)

This response demonstrates an incomplete understanding of the concepts in the task.

- Morse code is chosen for the method.
- The explanation does not specify how the method best meets the criteria and constraints.

This response is insufficient for credit due to an incomplete explanation.

EXEMPLARY RESPONSE

18

Compare the amplitude and wavelength of Wave *A* to the amplitude and wavelength of Wave *B*. Mention both waves in your responses. [1]

Amplitude:

Amplitude of Wave A is greater/more than the amplitude of Wave B.

OR

A has an amplitude that is larger/taller/longer than B.

OR other valid response

Wavelength:

Wavelength of Wave A is the same as the wavelength of Wave B.

OR

Both waves have the same wavelength.

OR other valid response

ELS Training 1

18

Compare the amplitude and wavelength of Wave *A* to the amplitude and wavelength of Wave *B*. Mention both waves in your responses. [1]

Amplitude: The amplitude on wave B is much smaller since it is not as loud as Wave A. Wave A's amplitude is much taller since it is louder unlike wave B.

Wavelength: Both waves A and B have the same wavelength since they were both in the same pitch.

Score Credit 1 (out of 1 credit)

This response demonstrates a clear understanding of the concepts in the task.

- The amplitudes of Waves A and B are correctly compared.
- The wavelengths of Waves A and B are correctly compared.

This response is complete and correct.

ELS Training 2

18

Compare the amplitude and wavelength of Wave *A* to the amplitude and wavelength of Wave *B*. Mention both waves in your responses. [1]

Amplitude: wave b has a lower amplitude because it is quieter. sound wave a is louder and has a higher amplitude

Wavelength: the sound waves are both the same length

Score Credit 1 (out of 1 credit)

This response demonstrates a fair understanding of the concepts in the task.

- The amplitudes of Waves A and B are correctly compared.
- The wavelengths of Waves A and B are minimally correctly compared.

This response is sufficient for credit.

ELS Training 3

18

Compare the amplitude and wavelength of Wave *A* to the amplitude and wavelength of Wave *B*. Mention both waves in your responses. [1]

Amplitude: The amplitude of Wave A is longer then Wave B. But besides the length they are very similar. This proves that Wave A is louder then Wave B

Wavelength: The wavelength of both are the identical. This shows that they spoke for the same amount of time.

Score Credit 1 (out of 1 credit)

This response demonstrates a fair understanding of the concepts in the task.

- The amplitudes of Waves A and B are correctly compared.
- The wavelengths of Waves A and B are correctly compared. The additional information about the amount of time does not contradict the correct information about the wavelength.

This response is sufficient for credit.

ELS Training 4

18

Compare the amplitude and wavelength of Wave *A* to the amplitude and wavelength of Wave *B*. Mention both waves in your responses. [1]

Amplitude: Wave A is higher in altitude than wave B because your speaking louder than whispering.

Wavelength: The wave lenght is the same because you saying the samething as the other wave.

Score Credit 0 (out of 1 credit)

This response demonstrates limited understanding of the concepts in the task.

- The comparison of Waves A and B incorrectly refers to altitude instead of amplitude.
- The wavelengths of Waves A and B are correctly compared. The additional information about what is being said does not contradict the correct information about the wavelength.

This response is insufficient for credit due to the use of an incorrect term when comparing amplitudes.

ELS Training 5

18

Compare the amplitude and wavelength of Wave *A* to the amplitude and wavelength of Wave *B*. Mention both waves in your responses. [1]

Amplitude: The amplitudes are different in "Sound wave A" and in "Sound wave B." To prove this, sound wave A is taller, and more deep. Sound wave B however is smaller, and is not as deep.

Wavelength: The wavelength is a little bit different in both of them. The are both the same linght horizontally, by it is not the same going up. One is taller.

Score Credit 0 (out of 1 credit)

This response demonstrates incomplete understanding of the concepts in the task.

- The amplitudes of Waves A and B are correctly compared.
- The wavelengths of Waves A and B are incorrectly compared as being different.

This response is insufficient for credit due to an incorrect wavelength comparison.

ELS Training 6

18

Compare the amplitude and wavelength of Wave *A* to the amplitude and wavelength of Wave *B*. Mention both waves in your responses. [1]

Amplitude: The amplitude of wave A is more intense than wave B's, and therefore, makes a louder noise.

Wavelength: The wavelength of wave A is the same as wave B, resulting in a similar noise.

Score Credit 0 (out of 1 credit)

This response demonstrates limited understanding of the concepts in the task.

- The comparison of Wave A being "more intense" than Wave B does not imply an increase in amplitude.
- The wavelengths of Waves A and B are correctly compared.

This response is insufficient for credit due to the use of an imprecise term when comparing amplitudes.

EXEMPLARY RESPONSE

25

Based on the information in the graphs, select **one** date from the table during which the greatest effects of Hurricane Harvey in Houston, Texas were recorded.

Date	
August 27, 2017	
August 28, 2017	
August 29, 2017	✓

Then, complete the passage below by placing the correct term in *each* box from the choices given. Terms may be used more than once. [1]

Term Choices:

decrease	increase	remain constant

Passage

Based on the patterns seen in the graphs, Hurricane Harvey caused the air temperature to [decrease], the precipitation to [increase], and the wind speed to [increase].

EXEMPLARY RESPONSE

28

Explain how the taste of the honey locust seed pods contributes to the reproduction of the honey locust trees. [1]

The sweet taste of the seed pods attracts animals to eat them and spread the seeds.

OR

Animals are attracted to the sweet taste of the seed pods. These seeds are eaten and eliminated in animal waste.

OR other valid response

ELS Training 1

28

Explain how the taste of the honey locust seed pods contributes to the reproduction of the honey locust trees. [1]

as the seed pods are sweet tasting, many animals may want to eat them. then, the animals poop them out somewhere else.

Score Credit 1 (out of 1 credit)

This response demonstrates a clear understanding of the concepts in the task.

- The explanation includes both attraction caused by the sweet taste and the resulting seed spread.

This response is complete and correct.

ELS Training 2

28

Explain how the taste of the honey locust seed pods contributes to the reproduction of the honey locust trees. [1]

The taste would contribute because more animals like to eat it meaning more manuer to spread the seeds.

Score Credit 1 (out of 1 credit)

This response demonstrates a fair understanding of the concepts in the task.

- The explanation includes both attraction caused by taste and the resulting seed spread.

This response is sufficient for credit.

ELS Training 3

28

Explain how the taste of the honey locust seed pods contributes to the reproduction of the honey locust trees. [1]

Becase of there taste animal eat them then poop them out and planting them

Score Credit 1 (out of 1 credit)

This response demonstrates a fair understanding of the concepts in the task.

- The explanation implies attraction caused by taste and the resulting seed spread.

This response is sufficient for credit.

ELS Training 4

28

Explain how the taste of the honey locust seed pods contributes to the reproduction of the honey locust trees. [1]

The taste of the honey locust seed pods contrubutes to the reproduction of the honey locust trees, becouse they taste so good so the animals eat them but then theres nothing left to drop and grow.

Score Credit 0 (out of 1 credit)

This response demonstrates an incomplete understanding of the concepts in the task.

- The explanation includes attraction caused by taste. However, the explanation includes how reproduction is reduced, rather than supported.

This response is insufficient for credit because it does not address contribution to reproduction.

ELS Training 5

28

Explain how the taste of the honey locust seed pods contributes to the reproduction of the honey locust trees. [1]

The taste of honey locust seed pods contributes to the reproducton of the honey locust trees because they fall,animals eat it,and then it get planted again when they have droppings.

Score Credit 0 (out of 1 credit)

This response demonstrates an incomplete understanding of the concepts in the task.

- The explanation does not include attraction caused by taste but does include seed spread.

This response is insufficient for credit because it does not address why the seed pods are eaten.

ELS Training 6

28

Explain how the taste of the honey locust seed pods contributes to the reproduction of the honey locust trees. [1]

The taste of honey locust seed pod conributes because.Animals eat the honey from the tree that makes it reproduceseed pods,.

Score Credit 0 (out of 1 credit)

This response demonstrates an incomplete understanding of the concepts in the task.

- The explanation includes implied attraction caused by honey taste. However, the explanation does not adequately describe reproduction.

This response is insufficient for credit because it does not address contribution to reproduction.

EXEMPLARY RESPONSE

33

Offshore drilling can have negative effects on the environment. Describe **one** ***negative*** effect that may have led New York State to ban offshore drilling. [1]

Offshore drilling can cause oil spills on the ocean surface, which pollutes the water.

OR

Offshore drilling can cause noise pollution, which affects ocean animals and people living near the shore.

OR

Offshore drilling can interfere with the habitat of fish/birds.

OR

Oil spills can harm the animals/plants in the environment.

OR other valid response

ELS Training 1

33

Offshore drilling can have negative effects on the environment. Describe **one** ***negative*** effect that may have led New York State to ban offshore drilling. [1]

One negative effect that may have led New York to ban offshore drilling is that marine birds, wich inhabbit New York shores, may have been diving for fish, getting coated with oil, then dying.

Score Credit 1 (out of 1 credit)

This response demonstrates a clear understanding of the concepts in the task.

- An appropriate negative effect on the environment is provided.

This response is complete and correct.

ELS Training 2

33

Offshore drilling can have negative effects on the environment. Describe **one** ***negative*** effect that may have led New York State to ban offshore drilling. [1]

Offshore drilling can pollute the ocean

Score Credit 1 (out of 1 credit)

This response demonstrates a fair understanding of the concepts in the task.

- An adequate negative effect on the environment is provided.

This response is sufficient for credit.

ELS Training 3

33

Offshore drilling can have negative effects on the environment. Describe **one** ***negative*** effect that may have led New York State to ban offshore drilling. [1]

One negative effect offshore drilling could have is that it's destroying animals habitats.

Score Credit 1 (out of 1 credit)

This response demonstrates a fair understanding of the concepts in the task.

- An adequate negative effect on the environment is provided.

This response is sufficient for credit.

ELS Training 4

33

Offshore drilling can have negative effects on the environment. Describe **one** ***negative*** effect that may have led New York State to ban offshore drilling. [1]

One negative effect of offshore drilling is that it might affect and animals habbitat.

Score Credit 0 (out of 1 credit)

This response demonstrates an incomplete understanding of the concepts in the task.

- The effect provided is described so generally that it is not clear that it is specifically a negative effect.

This response is insufficient for credit due to an incomplete description of a negative effect.

ELS Training 5

33

Offshore drilling can have negative effects on the environment. Describe **one** ***negative*** effect that may have led New York State to ban offshore drilling. [1]

One negative effect is that it could take away the oil from underground.

Score Credit 0 (out of 1 credit)

This response demonstrates no overall understanding of the concepts in the task.

- The effect provided is not linked with a negative effect on the environment.

This response is insufficient for credit because it does not address negative environmental impact.

ELS Training 6

33

Offshore drilling can have negative effects on the environment. Describe **one** ***negative*** effect that may have led New York State to ban offshore drilling. [1]

One negative effect is oil seep. oil seep occors when crude oil leaks through natural cracks in the ocean floor.

Score Credit 0 (out of 1 credit)

This response demonstrates no overall understanding of the concepts in the task.

- The effect provided is not linked to an associated negative effect on the environment.

This response is insufficient for credit because it does not address negative environmental impact.

EXEMPLARY RESPONSE

34

Describe how the Maple Ridge Wind Farm helps protect the environment. [1]

Wind turbines do not produce air pollutants.

OR

Wind turbines do not disturb animal habitats significantly.

OR

Wind turbines produce electricity without burning fossil fuels, which pollute the environment.

OR other valid response

ELS Training 1

34

Describe how the Maple Ridge Wind Farm helps protect the environment. [1]

Maple Ridge Wind Farm helps protect the environment. If there were no wind mills there might be oil diggers instead. The animals would lose their homes and there will be less oil over all.

Score Credit 1 (out of 1 credit)

This response demonstrates a fair understanding of the concepts in the task.

- The description that animal habitats would not be lost adequately explains how the environment is protected.

This response is sufficient for credit.

ELS Training 2

34

Describe how the Maple Ridge Wind Farm helps protect the environment. [1]

Maple Ridge Farm is helping the enrironment. For example it is not poluting the earth as much.

Score Credit 1 (out of 1 credit)

This response demonstrates a fair understanding of the concepts in the task.

- The description of less pollution adequately explains how the environment is protected.

This response is sufficient for credit.

ELS Training 3

34

Describe how the Maple Ridge Wind Farm helps protect the environment. [1]

The Maple Ridge wind farm helps protect the environment because the wind turbines aren´t drilling into the sea floor or useing excavators to mine for coal.

Score Credit 1 (out of 1 credit)

This response demonstrates a fair understanding of the concepts in the task.

- The description of less harm to Earth's surface adequately explains how the environment is protected.

This response is sufficient for credit.

ELS Training 4

34

Describe how the Maple Ridge Wind Farm helps protect the environment. [1]

Maple Ridge Wind Farm helps protect the emvironment becaues they use wind insted on burning coal and having global warming.

Score Credit 1 (out of 1 credit)

This response demonstrates a fair understanding of the concepts in the task.

- The description of less global warming adequately explains how the environment is protected.

This response is sufficient for credit.

ELS Training 5

34

Describe how the Maple Ridge Wind Farm helps protect the environment. [1]

the Maple Ridge Wind Farm helps protect the environment by makeing more electricity with large windmills called wind turbines.

Score Credit 0 (out of 1 credit)

This response demonstrates no overall understanding of the concepts in the task.

- The description provided describes the function of windmills and not how they protect the environment.

This response is insufficient for credit due to a description that does not answer the question.

ELS Training 6

34

Describe how the Maple Ridge Wind Farm helps protect the environment. [1]

The Maple Ridge Wind Farm helps the environment by using wind to provide energy for electricity which can help conserve Earth's natural resources.

Score Credit 0 (out of 1 credit)

This response demonstrates incomplete understanding of the concepts in the task.

- The description provided is too general and does not specify how the environment is protected.

This response is insufficient for credit due to a description that does not fully answer the question.

ELS Training 7

34

Describe how the Maple Ridge Wind Farm helps protect the environment. [1]

The Maple Ridge Wind Farm heps protect the envrioment by not damaging things.

Score Credit 0 (out of 1 credit)

This response demonstrates incomplete understanding of the concepts in the task.

- The description provided is too general and does not specify how the environment is protected.

This response is insufficient for credit due to a description that does not fully answer the question.

Grade 5
Elementary-Level Science (ELS)

Constructed Response
2026 Scoring Materials