Tennessee Comprehensive Assessment Program

TCAP

Grade 3 Science
Alternate Assessment
TCAP-ALT
Item Sampler

Prepared by edCount, LLC

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TN Department of Education

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Purpose

The Tennessee Comprehensive Assessment Program Alternate Assessment (TCAP-Alt) Item Sampler provides educators, parents, and other stakeholders information about the structure of the grade 3 Science TCAP-Alt items. It highlights the features of the items designed specifically for students with significant cognitive disabilities.

The item sampler illustrates how the items assess Alternate Assessment Targets (AATs) which are key ideas of and aligned to the grade-level Tennessee Academic Standards. The AATs 1) are based on grade-level topics and academic content; 2) allow students of varying degrees of understanding to demonstrate what they know and can do at each grade level; and 3) are accessible to a full range of students with varying characteristics. A few items assess Underlying Concepts (UCs), entry-level knowledge and skills that build toward a more complex understanding of the AATs.

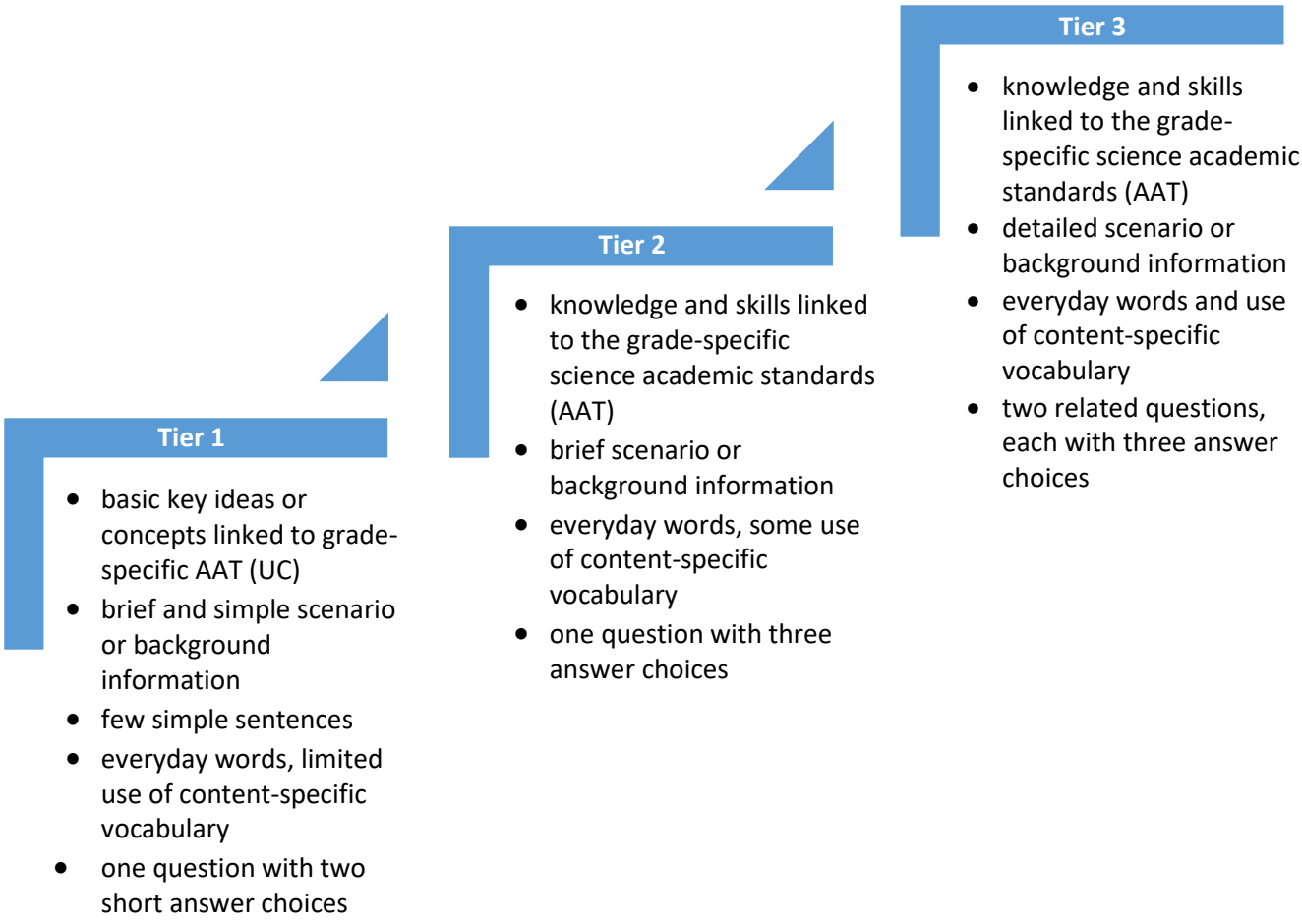
Assessment Design

The TCAP-Alt includes built-in accommodations that allow for students to respond to the assessment as independently as possible. For example, a variety of accommodations are built into the test design in order to accommodate each student's personal mode of communication (e.g., sign language, eye gaze, augmentative communication devices, etc.). The test administrator reads each test item to the student and records the student's answer choice. The student is provided with Answer Choice Cards and can respond in a variety of ways.

Development of the TCAP-Alt Assessment is intended to capture a range of student performance through two primary item design features: 1) levels of content complexity, and 2) degrees and types of scaffolds and supports. Through these aspects, the assessment design provides opportunities for students to show what they know at varying levels of understanding. An item family is developed to address each AAT that give students an opportunity to show what they know and can do, whether they are just beginning instruction on the content or have already made a lot of progress. An item family includes a range of items across three tiers as described in the **Item Family Chart** on page 4.

Students typically exhibit a range of conceptual understandings within and across the key ideas of science. This "pathway" of understanding, achieved during instruction, describes development from a foundational level of knowledge to a more complex conceptual understanding and finally, an ability to transfer academic learning into new situations and new contexts.

Item Family Chart



Each item provides access for all students by including a:

- statement reminding student what the item is about
- description of graphics such as charts, graphs, models, diagrams, and maps

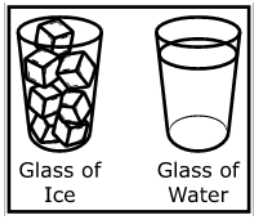
Sample Grade 3 Science Assessment Items

Category:	Earth's Systems
Standard Text:	Explain the cycle of water on Earth.
AAT/UC:	Match phases of water as a solid, liquid, or gas to different forms such as ice, rain, snow, and water vapor.
Correct Answer:	B **Tier:** 1

Student Copy*

This is about water.

Water is found in three states of matter: liquid, solid, and gas. Ice can turn to water on a hot summer day.



Which state of matter is the water after the ice melts?

○ A. gas

○ B. liquid

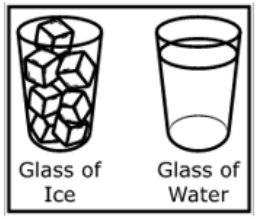
Directions for Test Administrator Copy*

This is about water.

Water is found in three states of matter: liquid, solid, and gas. Ice can turn to water on a hot summer day.

Point to the picture.

[For all students, read "This is a picture of a glass filled with ice cubes (point to the glass of ice) labeled Glass of Ice. Next to it is another glass filled with water (point to the glass of water) labeled Glass of Water."



Which state of matter is the water after the ice melts?

Point to and read each option to the student.

A. gas

B. liquid

*Samples are not to scale.

Category:	Matter and Its Interactions
Standard Text:	Describe and compare the physical properties of matter including color, texture, shape, length, mass, temperature, volume, state, hardness, and flexibility.
AAT/UC:	Ability to describe materials by their observable properties.
Correct Answer:	B **Tier:** 2

Student Copy*

This is about properties of matter.

Texture is a property of matter. The texture of an object can be hard or soft.

Which picture shows another object that has a hard texture?

A. 

B. 

C. 

*Samples are not to scale

Directions for Test Administrator Copy*

This is about properties of matter.

Texture is a property of matter. The texture of an object can be hard or soft.

Point to the picture.

[For all students, read "This is a picture of rocks."]

Which picture shows another object that has a hard texture?

Point to and read each option to the student.

[For all students, read "This is a picture of a pillow."]

A. 

[For all students, read "This is a picture of a table."]

B. 

[For all students, read "This is a picture of stuffed teddy bear."]

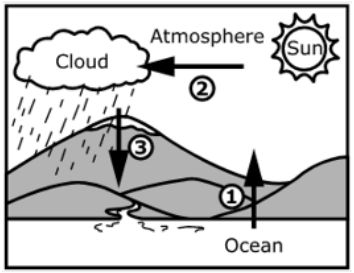
C. 

Category:	Earth's Systems
Standard Text:	Explain the cycle of water on Earth.
AAT/UC:	Ability to identify relevant components (i.e., water [liquid, solid, and in the atmosphere], atmosphere, landforms, plants, and other living things) in a model of the water cycling between oceans, the atmosphere, and land.
Correct Answer:	A **Tier:** 3

Student Copy*

This is about how water moves in the water cycle.

Most of Earth's water is in the oceans.



Which arrow shows evaporation?

- A. arrow 1
- B. arrow 2
- C. arrow 3

Which step of the water cycle happens right before precipitation?

- A. runoff
- B. evaporation
- C. condensation

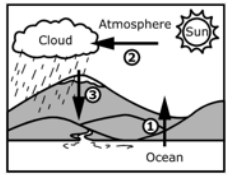
Directions for Test Administrator Copy*

This is about how water moves in the water cycle.

Most of Earth's water is in the oceans.

Point to the diagram.

[For all students, read "This is a diagram of the water cycle. The diagram shows the ocean (point to the ocean). An arrow points from the ocean to the atmosphere (point to the atmosphere). An arrow points from the atmosphere to a cloud (point to the cloud). An arrow points from the cloud down to the ground as rain falls from the cloud (point to the rain."]



Which arrow shows evaporation?

Point to and read each option to the student.

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C. arrow 3

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