

STUDENT NAME _____
(please print)

Grade
5

New Jersey Student Learning Assessment—Science (NJSLA—S) Practice Test

FORM
A

Grade 5



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Sample Items

This test booklet contains several different types of test questions. See the samples below, which will help you understand how to respond to each question type.

Record/mark your answers by circling the answer in the test booklet. If you need to change an answer, be sure to erase your first answer completely. **Only the answers you write in your test booklet will be scored.**

One of the questions will ask you to write a response. Write your response in the box provided in the test booklet. Be sure to keep your response within the provided space. Only responses written within the provided space will be scored.

Sample Item 1. Multiple-Choice (Select one answer.)

Which claim about the Sun is accurate?

- A. The Sun appears smaller and brighter than other stars because it is the closest star to Earth.
- B. The Sun appears larger and brighter than any other star because it is the closest star to Earth.
- C. The Sun appears larger and less bright than other stars because it is the farthest star from Earth.
- D. The Sun appears smaller and less bright than any other star because it is the farthest star from Earth.

Sample Item 2. Multi-Select (Select multiple answers.)

Select **two (2)** answers for this item. The risk of an earthquake happening is **higher**

- A. in the South than in Alaska.
- B. on the West Coast than in the Northeast.
- C. on the East Coast than on the West Coast.
- D. in Alaska than in the center of the country.
- E. in the center of the country than on the West Coast.

Sample Item 3. Multi-Select Box Item (Select one answer for each box.)

A student claims that a soccer ball has less energy after it hits a wall. Select the correct word from each box to complete the statement that explains why this claim is true.

When a soccer ball hits the wall, **Y** of the soccer ball's energy is transferred to the air in the form of **Z**.

Y

- A.** all
- B.** some
- C.** none

Z

- A.** light
- B.** sound

Sample Item 4. Constructed Response (Write out your answer.)

Many New Jersey towns have started programs to reduce the amount of traffic on roads as a means to help improve air quality. Give **two (2)** examples of programs that would help reduce traffic and improve air quality.

Answers to Sample Questions

1. A **(B)** C D
2. A **(B)** C **(D)** E
3. **Y**
A **(B)** C
Z
A **(B)**

4. Carpooling is one means to reduce the number of cars on the roads. Using public transit when available would also decrease the number of individual cars. Both of these measures would help improve air quality.



Unit 1 Practice Test

Directions:

Today you will take Unit 1 of the Grade 5 New Jersey Student Learning Assessment-Science (NJSLA-S) Practice Test.

Read each question. Then, follow the directions to answer each question. Circle the answer or answers you have chosen in your test booklet. If you need to change an answer, be sure to erase your first answer completely.

If a question asks you to show or explain your work, you must do so to receive full credit. Only responses written within the provided space will be scored.

If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this unit **ONLY**. Do not go past the stop sign.



Use the information below to answer questions 1 and 2.

An electric current can produce motion.

A simple electric motor in two steps of development is shown in Figure 1.

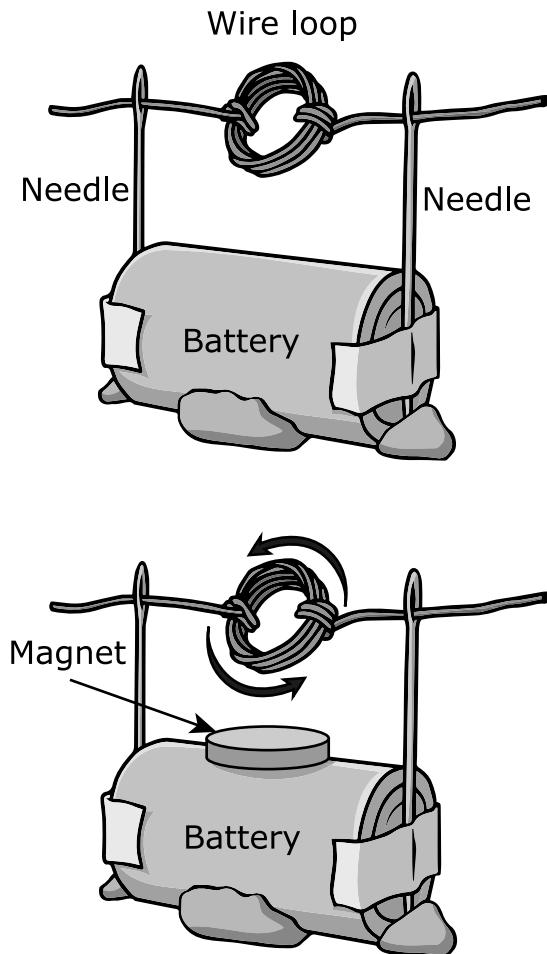


Figure 1. Electric Motor

1. In the image showing the wire spinning, energy is being converted from one form to another. In your answer folder, choose the option that correctly matches each part of the electric motor with the role it plays in the conversion of energy.

A.

	Battery	Wire Coil	Magnet
Supplies electric current	X		
Carries electric current		X	
Causes the coil to spin	X		

B.

	Battery	Wire Coil	Magnet
Supplies electric current	X		
Carries electric current			X
Causes the coil to spin	X		

C.

	Battery	Wire Coil	Magnet
Supplies electric current		X	
Carries electric current			X
Causes the coil to spin			X

D.

	Battery	Wire Coil	Magnet
Supplies electric current	X		
Carries electric current		X	
Causes the coil to spin			X

2. Which device could be operated with a similar conversion of electrical energy to motion energy?

A. a radio

B. a remote-controlled car

C. a light bulb

D. a television set

Use the information below to answer questions 3 and 4.

Figure 1 shows two identical soccer balls thrown at a wall, but one soccer ball bounces back farther away from the wall than the other.

Two students threw a soccer ball against a wall that was 15 feet away, as shown. The dot on each wall shows where the soccer ball hit it. The distance each soccer ball bounced back from the wall is shown.

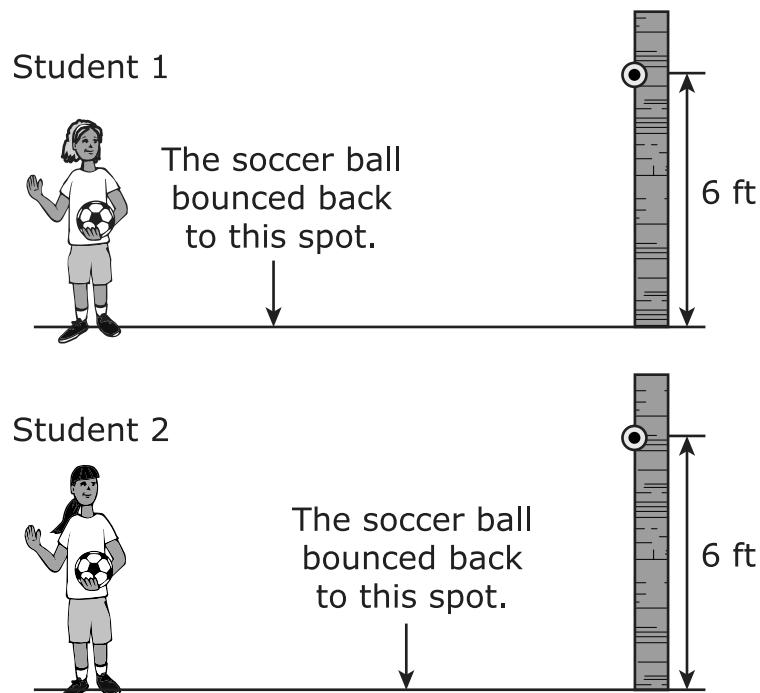


Figure 1. Students Throwing Soccer Balls

3. Which observation provides evidence that student 1 threw the ball with more energy than student 2?

- A. The ball bounced back closer to student 1 than student 2.
- B. The ball bounced back closer to student 2 than student 1.
- C. The ball hit the wall at a higher point for student 1 than student 2.
- D. The ball hit the wall at a higher point for student 2 than student 1.

4. A student claims that the soccer ball has less energy after it hits the wall. Explain if this claim is true.

Complete the sentence by choosing the correct answers from the boxes.

When the soccer ball hits the wall, **Y** of the soccer ball's energy is transferred to the air in the form of **Z**.

Box Y

- A. all
- B. some
- C. none

Box Z

- A. light
- B. sound

Use the information below to answer questions 5 and 6.

A student on the way to school in January observes that some icy roads have been treated with sand and others with salt.

Snow and ice make roads dangerous and difficult to drive. Spreading sand or salt on roads helps make roads safer. Table 1 shows a comparison between salt and sand treatments.

Table 1. Using Salt or Sand on Roads

Characteristic	Sand	Salt
Tires skid less in the ice or snow	Yes	No
Melts ice or snow	No	Yes
Cost	Less expensive	More expensive
Temperature for use	Any	Above 10°F
Environmental issues	<ul style="list-style-type: none">• Collects in drainage ditches• Mixes with groundwater	<ul style="list-style-type: none">• Mixes with groundwater• Kills vegetation• Damages roads

5. A student claims that sand is better than salt to treat snow-covered winter roads. Which statement **best** supports this claim?

- A. Sand has no negative environmental effects.
- B. Sand melts ice and is less expensive than salt.
- C. Sand provides grip for tires and melts ice on roads.
- D. Sand provides grip for tires and is less expensive than salt.

6. For each road condition given, indicate whether sand or salt is the better treatment.

Snow-covered roads with an air temperature of 0°F

- A. Salt
- B. Sand

Icy roads with air temperature of 20°F

- A. Salt
- B. Sand

Icy roads with air temperature of 5°C

- A. Salt
- B. Sand

Use the information below to answer questions 7–9.

At night, a street light appears bigger and brighter than other street lights on the same street, just like some stars in the sky.

A student lives on a street that is long and straight. While walking home at night, the student observes three street lights at different distances. Data about each light are shown in Table 1.

Table 1. Brightness and Distances of Street Lights

Street Light	Brightness	Distance from the Student (km)
X	Medium	1
Y	Low	2
Z	Very low	3

In Table 2, data about three stars are shown.

Table 2. Brightness and Distances of Three Stars

Star	Brightness	Distance from Earth
The Sun	Very high	Far
Arcturus	Very low	Farther
Polaris	Very, very low	Farthest

7. Which statement describes how the brightness of light relates to distance?

- A. The less bright the street light appears, the closer the student is to it.
- B. The brighter the street light appears, the closer the student is to it.
- C. The less bright the star appears, the closer it is to Earth.
- D. The brighter the star appears, the farther it is from Earth.

8. Describe how the brightness of a star appears to change because of distance.

Complete the sentences by choosing the correct answers from the boxes.

Based on Tables 1 and 2, street light **Y** has the same brightness as Arcturus. If the student moves away from Arcturus, the brightness of this star would appear to **Z**.

Box Y

- A. X
- B. Y
- C. Z

Box Z

- A. increase
- B. decrease
- C. stay the same

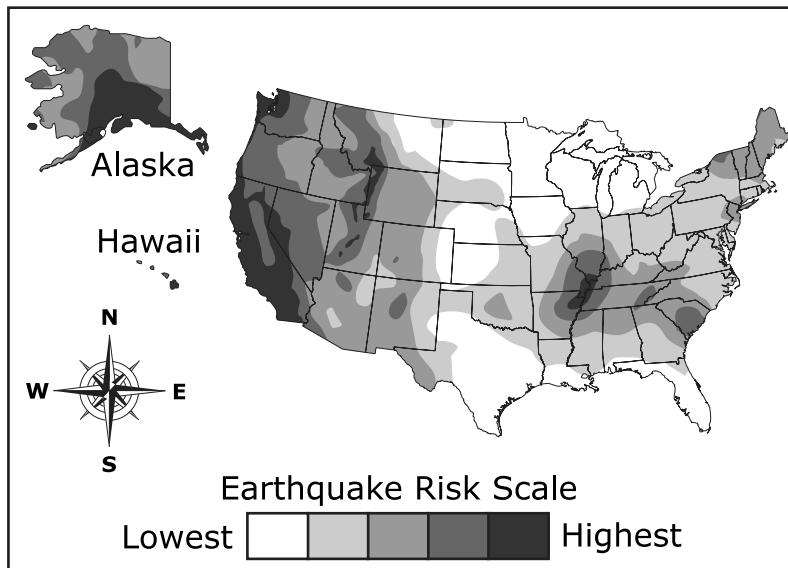
9. Which claim is accurate?

- A. The Sun appears smaller and brighter than other stars because it is the closest star to Earth.
- B. The Sun appears larger and brighter than any other star because it is the closest star to Earth.
- C. The Sun appears larger and less bright than other stars because it is the farthest star from Earth.
- D. The Sun appears smaller and less bright than any other star because it is the farthest star from Earth.

Use the information below to answer questions 10–12.

Earthquakes can strike anywhere on Earth, but they occur more frequently in certain areas.

Figure 1 highlights areas in the United States from lowest to highest risk of experiencing an earthquake.

**Figure 1. Earthquake Risk**

10. Which is a valid statement, based on the map?

The **highest** risk of an earthquake happening is

- A.** on the West Coast.
- B.** on the East Coast.
- C.** in the Northeast.
- D.** in the South.

11. Based on the map, choose the option that shows the locations in correct order from **highest** (top) to **lowest** (bottom) risk of an earthquake happening.

- A.** Northern Alaska
Northern Central United States
Northern New Jersey
Southern New Jersey
Southern portion of the West Coast
- B.** Southern portion of the West Coast
Northern Alaska
Northern New Jersey
Southern New Jersey
Northern Central United States
- C.** Northern New Jersey
Southern New Jersey
Northern Alaska
Southern portion of the West Coast
Northern Central United States
- D.** Northern Central United States
Southern New Jersey
Northern New Jersey
Northern Alaska
Southern portion of the West Coast

12. Locations where earthquakes occur are found around the world, but when viewed on a map, they are observed to follow a pattern.

The map shows five locations numbered 1 to 5. Identify the two locations where major earthquakes would **most likely** occur in the future.

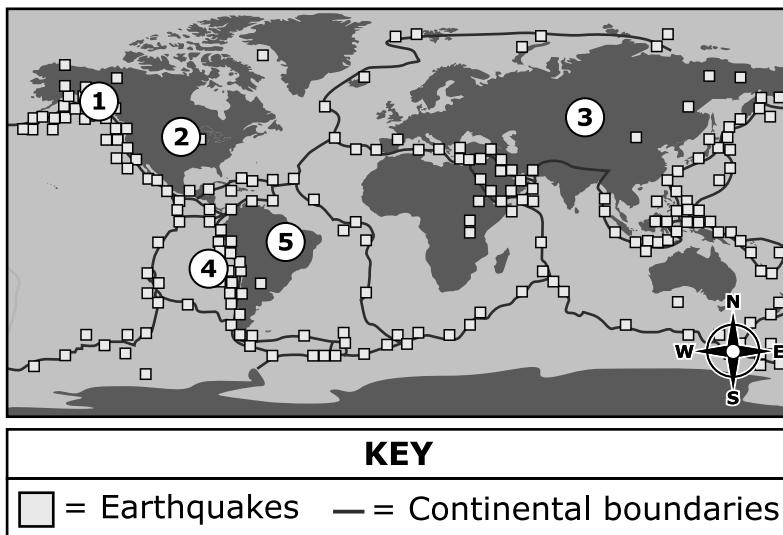


Figure 2. Map of Major Earthquakes since 1900

Select the **two** correct locations from the five options.

- A.** Location 1
- B.** Location 2
- C.** Location 3
- D.** Location 4
- E.** Location 5

GO ON TO NEXT PAGE

Use the information below to answer questions 13–17.

Once a welcome part of the ecosystem in many New Jersey woodlands, the white-tailed deer are now unwelcome residents.

Overpopulation of deer has been an issue in New Jersey for many years.

Table 1 shows the population of white-tailed deer in New Jersey from 1850–2015.

Table 1. White-tailed Deer Population

Year	Deer Population
1850	75,000
1900	50,000
1950	85,000
1960	90,000
1970	95,000
1980	110,000
1990	190,000
2000	155,000
2010	115,000
2015	100,000

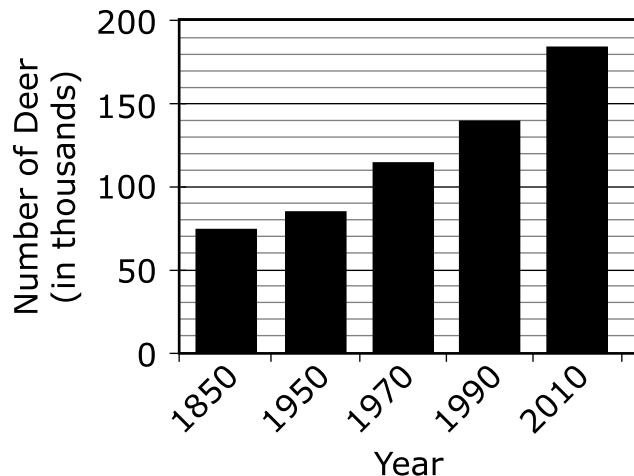
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13. This item has two parts. First, answer Part A. Then answer Part B.

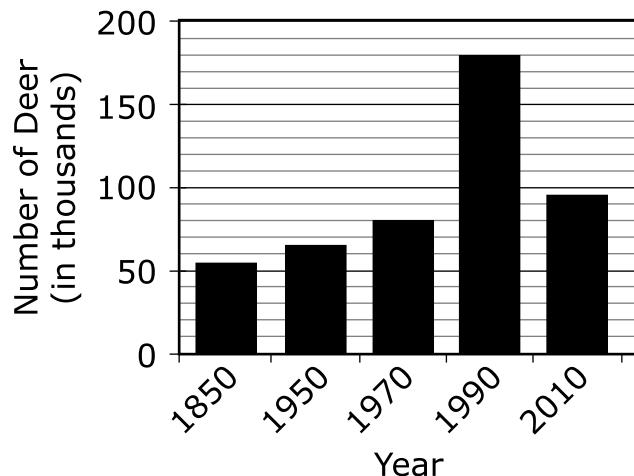
Part A

Researchers count deer at the same time and same locations each year. Using the data in Table 1, choose the bar graph showing the number of deer recorded for each given year.

A. White-tailed Deer Population in New Jersey (in thousands)

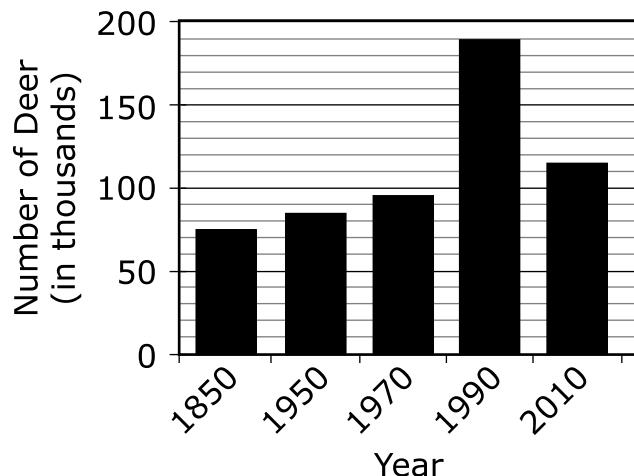


B. White-tailed Deer Population in New Jersey (in thousands)

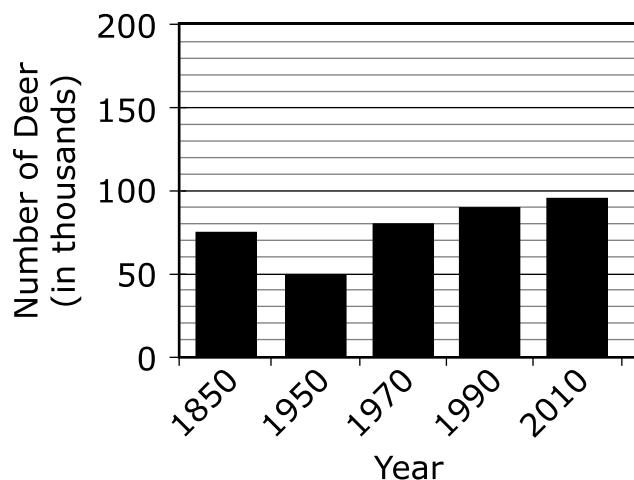


(Item 13 continued)

C. White-tailed Deer Population in New Jersey (in thousands)



D. White-tailed Deer Population in New Jersey (in thousands)



(Item 13 continued)

Part B

Select from the boxes to describe the pattern shown in the deer population data.

The deer population **Y** until 1990 and then the population started **Z**.

Box Y

- A.** decreased
- B.** increased
- C.** stayed the same

Box Z

- A.** decreasing
- B.** increasing

14. Which questions should scientists study in order to best understand the changing deer populations throughout the last 25 years?

Select the **two** of the five questions.

- A.** When are deer more active?
- B.** Has the average size of a deer changed?
- C.** How much deer habitat has been lost to housing development?
- D.** Has the number of the deer's natural predators changed?
- E.** Why does the color of the deer's coat change from summer to winter?

15. Town planners in New Jersey have created possible solutions to reduce the deer population. Based on the data in Table 1, in what year did these programs first start showing results?

- A.** 1980
- B.** 1990
- C.** 2000
- D.** 2010
- E.** 2015

16. The development of land has caused the deer populations in some parts of New Jersey to more than triple over the past years. Deer density is how many deer are counted in a specific area. Table 2 shows the deer density and land development levels for a location in Mercer County, NJ.

Table 2. Deer Density and Land Development

Year	Land Development (change from open land to houses and businesses)	Deer Density (number of deer per acre)
1940	Low	31
1970	Medium	56
1980	Medium	72
1990	Very High	101
2000	High	112
2010	High	114

Based on Table 2, predict how deer populations and land development affect people and their environment.

Complete the sentences by choosing the correct answers from the boxes.

Deer density **X** as land development increases. This is a result of **Y** deer in the specific area, which causes a(n) **Z** in problems for people and their environment.

Box X

- A.** increases
- B.** decreases
- C.** stays the same

(Item 16 continued)

Box Y

- A.** more
- B.** less
- C.** the same amount of

Box Z

- A.** increase
- B.** decrease

17. Many New Jersey towns have started programs to decrease the deer population and reduce the negative effects that deer are having on people and the environment.

Some of the solutions to decrease deer populations are shown in Table 3.

Table 3. Solutions to Deer Overpopulation

Solution	Description
Increased hunting	<ul style="list-style-type: none">Change hunting laws to allow more deer to be hunted in a season
Move deer out of area	<ul style="list-style-type: none">Trap and move deer to places that can support a large population
Block and barricade	<ul style="list-style-type: none">Build barriers and fences to keep deer away from roads, farms, and backyards
Sprays	<ul style="list-style-type: none">Use chemicals to keep deer away from roads, farms, and backyards

Choose **two** solutions for reducing deer populations and explain why each of these solutions would be more effective than the solutions not chosen.

Enter your response in your answer document. Support your answer with evidence from the data in Table 3.

Explain why each of the other two solutions would be less effective.

Enter your response in your answer document. Support your answer with evidence from the data in Table 3.





You have reached the end of Unit 1 of the test.

- **Review your answers from Unit 1.**