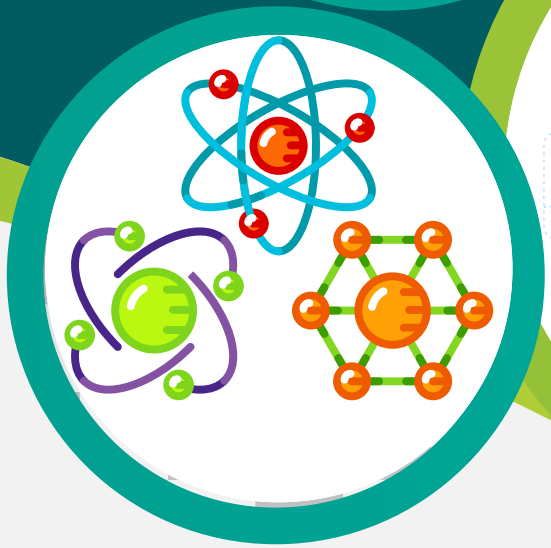


Curriculum Aligned Competency Based Test Items

Science

Class - 6

Central Board of Secondary Education

Sri Aurobindo Society
Creating the Next Future

ACER

Acknowledgements

Patrons

- Shri Dharmendra Pradhan, Minister of Education, Government of India.
- Dr. Rajkumar Ranjan Singh, Minister of State for Education, Government of India.
- Smt. Annpurna Devi, Minister of State for Education, Government of India.
- Dr. Subhas Sarkar, Minister of State for Education, Government of India.
- Ms. Anita Karwal, IAS, Secretary, Department of School Education and Literacy, Ministry of Education, Government of India.

Advisory Inputs

- Sh. Manoj Ahuja, IAS – We express our gratitude for his guidance in the development of this resource material during his tenure as Chairman, Central Board of Secondary Education.
- Dr. Vineet Joshi, IAS, Chairman, Central Board of Secondary Education.

Guidance and Support

- Dr. Joseph Emmanuel, Director (Academics), Central Board of Secondary Education.

Co-ordination

- Dr. Sweta Singh, Joint Secretary (Academics), Central Board of Secondary Education.

Content Development

- Sri Aurobindo Society, New Delhi
- Australian Council for Educational Research (ACER), New Delhi.

Content Review

- Dr. Sweta Singh, Joint Secretary (Academics), Central Board of Secondary Education.
- Ms. Anjali Chhabra, Deputy Secretary, Central Board of Secondary Education.
- Teachers of:
    - Delhi Public School, Sector 40, Chandigarh
    - St John's High School, Sector 26, Chandigarh
    - DAV Model School, Sector 15, Chandigarh

Curriculum Aligned Competency Based Test Items
Class 6
Foreword

The National Education Policy (2020), Government of India, envisions transforming school education by equipping students with 21st century skills. The endeavour is to shift focus from rote-learning to acquisition of competencies with a resolve to make education more meaningful and relevant.

The Central Board of Secondary Education (CBSE) in its continuous endeavour to improve the quality of education has already introduced some initiatives in this direction. Strengthening these efforts, the Board had signed an MoU with Sri Aurobindo Society (SAS), Pondicherry in November 2019. As a part of this initiative, SAS is supporting CBSE to develop resource materials, train teachers and take other measures that would facilitate adoption of Competency Based Education in schools. SAS has engaged with Australian Council for Educational Research (ACER) as its knowledge partner for this project.

CBSE, in collaboration with SAS and ACER, has prepared this resource material- ***Curriculum Aligned Competency Based Test Items (Class 6)*** in February, 2022 which is a compilation of assessment items in Science that are aligned to the NCERT/CBSE curriculum. These tasks based on authentic real life situations focus on developing critical understanding among learners in the discipline. Each test covers about 10 questions from a chapter. The assessments, useful for students' practice, are also exemplars for teachers who with their ingenuity can develop many similar items.

— Team CBSE

About CBSE

The Central Board of Secondary Education (CBSE) is a national Board under the Ministry of Education, Government of India. The Board has more than 27,000 schools affiliated to it in India and overseas, in 25 countries. These include the Kendriya Vidyalayas, the Jawahar Navodaya Vidyalayas, Central Tibetan Schools, schools run/aided by the State Governments and private schools. The Board's mission is to encourage quality of education focussed on holistic development of learners. It motivates schools and teachers to adopt learner centric enquiry-based pedagogies and use innovative methods to achieve academic excellence. The Board is committed to providing a stress-free learning environment to develop competent and confident students who emerge as enterprising citizens of tomorrow, promoting harmony and peace in the world.

About SAS

Sri Aurobindo Society (SAS) is an international, spiritual, and cultural, not-for-profit NGO. SAS has been recognised by the Government of India as a Charitable Organisation, a research institute and an institute of national importance. Sri Aurobindo Society has more than 300 centres and branches across the country, with its head office in Puducherry. SAS is setting up models, centers of excellence and training institutions that are sustainable, scalable and replicable in the country.

About ACER

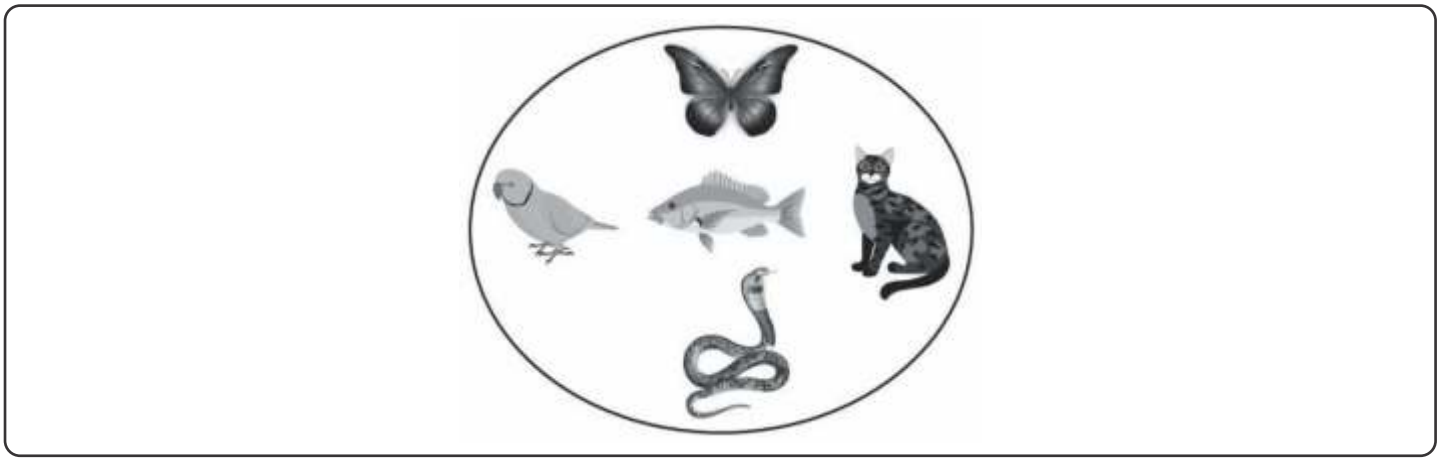
Australian Council for Educational Research (ACER) is a leading and pioneer international organization working in the field of competency based learning. ACER has been instrumental in coordinating a consortium of international organizations for the implementation of the Programme for International Students Assessment survey in 2000, 2003, 2006, 2009 and 2012.

Table of Contents

Test Item

Scoring Key

Curriculum Aligned Competency Based Test Items
Science
Class 6 – Chapter 1
Food: Where Does It Come From?



SAS21S060101

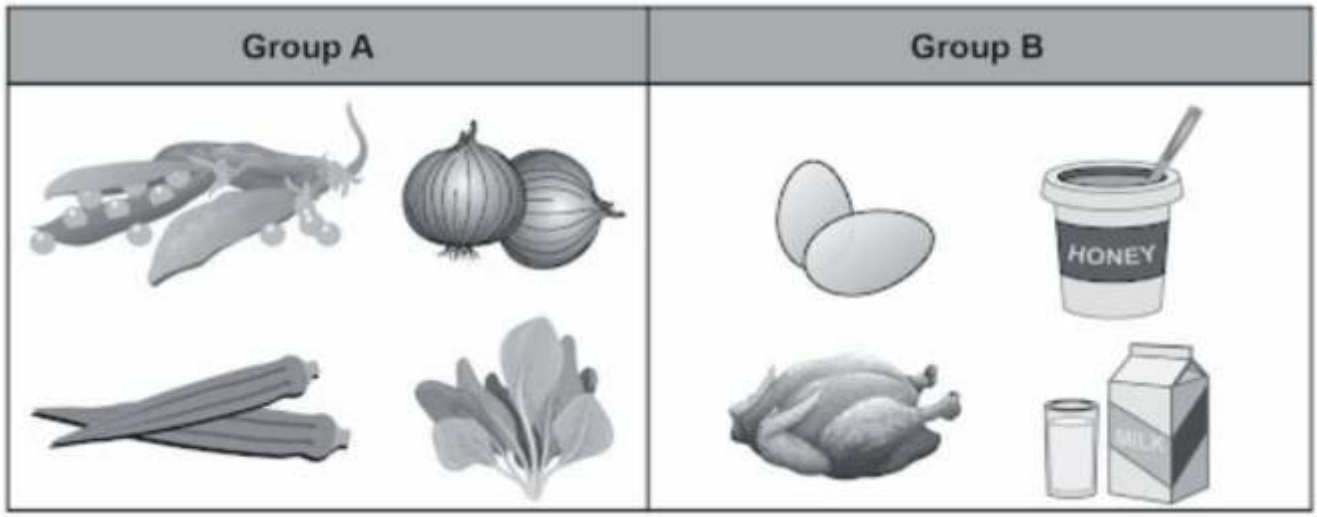
1 What is common to the animals in the picture above?

A. They eat only plants.
B. They need food for energy.
C. They use sunlight to make food.
D. They give birth to their babies.

SAS21S060102

2 Different parts of plants are used as food.
Which of these foods correctly match with its plant part?
Select the correct row.

	Root	Stem	Fruit
A.	Drumstick	Radish	Sugarcane
B.	Sugarcane	Drumstick	Radish
C.	Radish	Sugarcane	Drumstick
D.	Radish	Drumstick	Sugarcane



SAS21S060103

3 Which difference was used to put the foods into two groups?

A. Colourful / White
B. Plant source /Animal source
C. More nutritious / Less nutritious
D. Needs cooking / Does not need cooking

SAS21S060104

4 Which animal eats only the food from Group A?

A. Cat
B. Frog
C. Eagle
D. Deer

SAS21S060105

5 Which animal is an omnivore?

A. Crow
B. Eagle
C. Rabbit
D. Honey bee

The table below shows what four students ate for lunch.

Student	Food eaten for lunch
Neha	Rice, roti, vegetable curry radish
Amit	Rice, fish curry, fried vegetablesdrumstick
Anu	Roti, vegetable curry, curdsugarcane
Ritesh	Bread, jam, moong sproutsdrumstick

SAS21S060106

6 Which student ate food from both plant and animal sources?

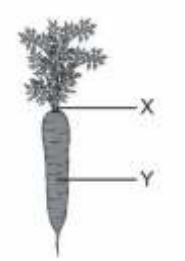
A. Only Neha
B. Only Amit
C. Amit and Anu
D. Neha and Ritesh

SAS21S060107

7 Who ate food that contains seeds?

A. Neha
B. Amit
C. Anu
D. Ritesh

Parts of a carrot plant are shown below.



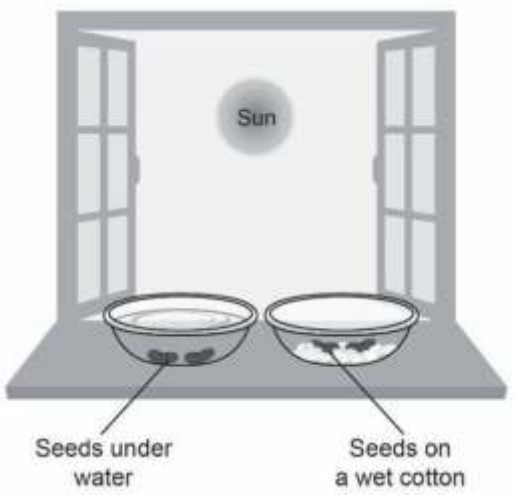
SAS21S060108

8 Label the parts 'X' and 'Y'.

X _____ Y _____

_____

Sudha places two bowls near a window.
One bowl is full of water and the other bowl contains a piece of wet cotton.
She puts two seeds in each bowl and checks how they grow.



SAS21S060109

9 What is Sudha testing?

A. Do seeds need air to grow?
B. Do seeds need water to grow?
C. Do seeds need sunlight to grow?
D. Do seeds need a warm room to grow?

Idhant wanted to find out which type of food his rabbit likes the most.
He offered different kinds of food to his rabbit for five days.
Idhant noted the food item that his rabbit chose to eat every day.

Day	Food given to the rabbit	Food item chosen by the rabbit
Day 1	Spinach and carrot	Carrot
Day 2	Grass and carrot	Grass
Day 3	Carrot and pineapple	Carrot
Day 4	Grass and carrot	Grass
Day 5	Pineapple and strawberry	Pineapple

SAS21S060110

10 Which food item did the rabbit like the most?

A. Carrot
B. Grass
C. Spinach
D. Pineapple

केंद्रीय माध्यमिक शिक्षा बोर्ड
CENTRAL BOARD OF SECONDARY EDUCATION

Curriculum Aligned Competency Based Test Items
Science
Class 6 – Chapter 2
Components of Food

The table below shows the food items in the meals of four students.

Student	Food items in lunch	Food items in dinner
Sanjay	Wheat roti and dal	Wheat roti and mixed vegetables
Anjum	Rice and fish curry	Rice and chicken
Raghu	Rice and chicken	Rice and fish curry
Jenny	Wheat bread and meat	Wheat bread and chicken

SAS21S060201

1 Which student ate meals that contain plant proteins only?

A. Sanjay
B. Anjum
C. Raghu
D. Jenny

SAS21S060202

2 Which two students ate the most similar food items?

A. Sanjay and Anjum
B. Anjum and Raghu
C. Raghu and Jenny
D. Jenny and Sanjay

SAS21S060203

3 Why is it necessary to have a variety of food items in meals?

A. More food items make the meal tasty.
B. More food items make the meal look good.
C. A single food item cannot make our stomach full.
D. A single food item does not contain all the nutrients.

Aditi squeezed a piece of lemon.
She noted a few drops of liquid fall down.

SAS21S060204

4 What does the result of Aditi's activity show?

A. Lemon contains water
B. Lemon contains vitamin
C. Lemon contains minerals
D. Lemon contains protein

SAS21S060205

5 Which type of vitamin is found in plenty in lemon?

_____

_____

The table below shows some common symptoms of nutrient deficiency.

Type of nutrient	Symptoms due to its deficiency
Vitamin A	Poor vision, loss of vision at night
Calcium	Weak bones, tooth decay
Vitamin C	Bleeding gums, wounds take longer to heal
Iodine	Glands in the neck appear swollen

SAS21S060206

6 Pankaj is suffering from tooth decay and bleeding gums.
Which of the following nutrients in food would help him recover?

A. Vitamin A and calcium
B. Calcium and vitamin C
C. Vitamin C and iodine
D. Iodine and vitamin A

SAS21S060207

7 Doctors advise not to boil fruits before eating.
What could be the likely reason for this? Circle 'Yes' or 'No' for each statement.

Why should fruits not be boiled before eating?	Yes or No?
Heating changes the colour of the fruit.	Yes/No
Heating makes the fruit become soft.	Yes/No
Heating destroys the vitamins present in the fruit.	Yes/No

Fat-rich foods leave an oily patch on paper when smashed or rubbed on it.
Raju wanted to check this through an activity.
He performed the following steps.

Step 1: Placed a fat-rich food item on a piece of white paper
Step 2: Smashed the food gently with a hammer
Step 3: Removed the smashed food from the paper
Step 4: Dried the paper and then checked for any patch on it

SAS21S060208

8 In Step 4, Raju dried the paper before checking for patches.
What could be the most likely reason for this?

_____

_____

SAS21S060209

9 Raju performed the same activity with four types of food.
Which of the following will decide the amount of fat in each food item?

A. The shape of the paper
B. Time taken for the paper to dry
C. The size of the oily patch on the paper
D. Ease of smashing the food with hammer

Vitamin D helps our body to use calcium for bones and teeth.
Human body produces vitamin D when exposed to both sunlight and high temperatures.

SAS21S060210

10 Which type of climate is most likely to cause vitamin D deficiency in humans?

A. Cold and Cloudy
B. Warm and Cloudy
C. Cold and Sunny
D. Warm and Sunny

Curriculum Aligned Competency Based Test Items
Science
Class 6 – Chapter 3
Fibre to Fabric

SAS21S060301

1 Which fibre comes from an animal?

A. Silk
B. Nylon
C. Cotton
D. Polyester

Tina buys a wool ball to make a sweater.

SAS21S060302

2 How was the wool ball made?

A. By weaving wool fibres
B. By spinning wool fibres
C. By knitting wool fibres
D. By ginning wool fibres

The table shows two groups of objects made of different fabrics.

Group A		Group B	
 Jute bag	 Cotton Shirt	 Nylon Socks	 Acrylic Jacket

SAS21S060303

3 Which feature was used to group the fabrics?

A. Shiny/Dull
B. Rough/Smooth
C. Natural/Synthetic
D. Animal fibre/Plant fibre

SAS21S060304

4 What is the correct sequence for making cotton shirt from cotton balls?

A. Fabric spun into fibres → Fibres woven into yarn
B. Fibres spun into yarn → Yarn woven into fabric
C. Yarn woven into fabric → Fabric spun into fibres
D. Yarn knitted into fibres → Fibres woven into fabric

SAS21S060305

5 Which part of a cotton plant is used to obtain cotton balls?

A. Fruit
B. Stem
C. Flowers
D. Leaves

Rohan wants to find out which type of fabric best absorbs water.
He soaks four different types of fabrics in water for 15 minutes.
He places each fabric on a sieve and allows the water to drain.
He then measured the mass of the wet fabrics.

Fabric type	Mass of the wet fabric
Cotton	120 g
Silk	100 g
Polyester	85 g
Wool	110 g

SAS21S060306

6 What extra information does Rohan need to find out which fabric best absorbs water?

A. The time each fabric took to dry completely
B. The mass of each fabric before soaking in water
C. The amount of water in which the fabrics were soaked
D. The temperature of the water in which the fabrics were soaked

SAS21S060307

7 What does Rohan need to keep the same for all the four fabrics?
Circle 'Yes' or 'No' for each row.

Should this be kept same for all the four fabrics?	Yes or No
The colour of the fabrics	Yes/No
The size of the fabrics	Yes/No
The thickness of the fabrics	Yes/No

The picture shows a piece of fabric.

Four friends discuss ways to find out if the fabric is made of natural or synthetic fibres.
The table lists their suggestions.

Friend	Suggestion
Tina	Colour the fabric and check how well it retains colour
Amit	Burn the fabric and check if it melts or burns
Sania	Soak the fabric in water and check if it absorbs water
Mahesh	Tear the fabric and check how strong the fabric is

SAS21S060308

8 Who made the correct suggestion?

A. Tina
B. Amit
C. Sania
D. Mahesh

SAS21S060309

9 What is the woman in the picture doing?

_____

_____

Atul has four different fabrics.
He pours one spoon of dye on each fabric.
He then washes the fabrics with the same detergent.
The table shows what he finds after the wash.

Silk	Acrylic	Nylon	Cotton
Light stain	No stain	No stain	Light stain

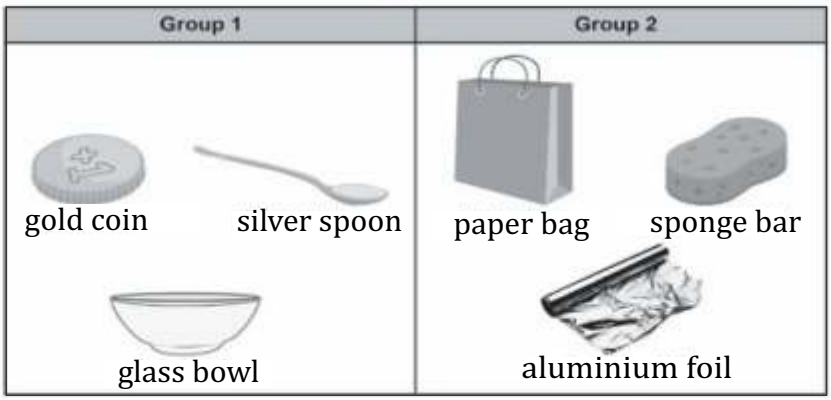
SAS21S060310

10 Which question can be answered through Atul's activity?

A. Which detergent best removes stains?
B. Which type of fabric best retains dye?
C. Which is the best dye to colour fabrics?
D. Which fabric is most comfortable to wear in summers?

Curriculum Aligned Competency Based Test Items
Science
Class 6 – Chapter 4
Sorting Materials into Groups

The table shows objects sorted into two groups.

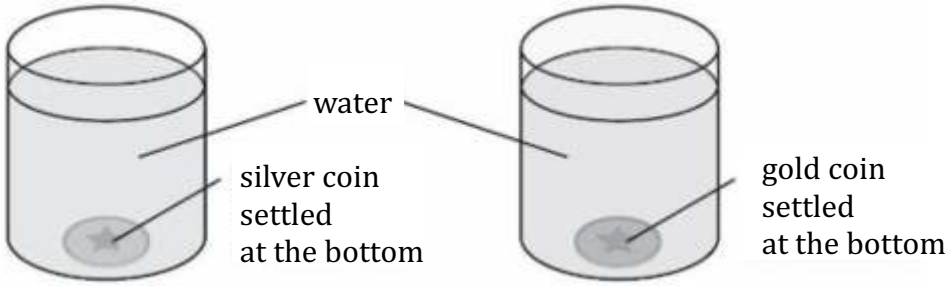


SAS21S060401

1 Which property was used to sort the objects in two groups?

A. Hard/Soft
B. Shiny/Dull
C. Transparent/Opaque
D. Water soluble/Water insoluble

Rajiv dropped a silver and a gold coin each in a jar of water.
The picture below shows what happened.

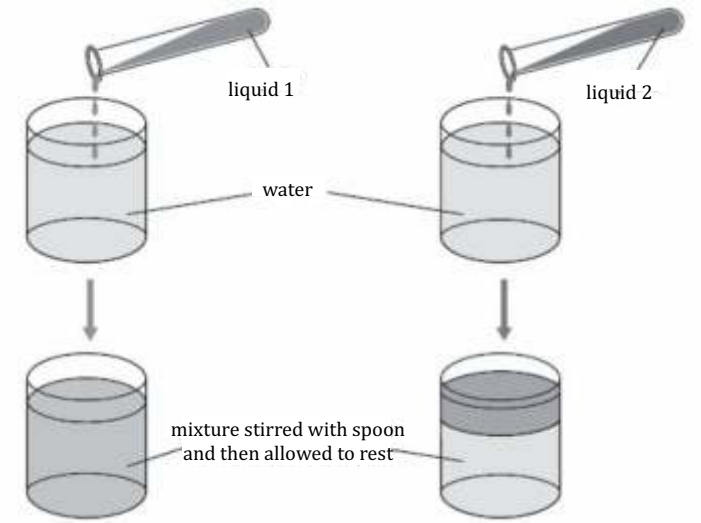


SAS21S060402

2 Which question can be answered from the activity?

A. Do gold and silver coins float in water?
B. Is the gold coin harder than the silver coin?
C. Is the gold coin heavier than the silver coin?
D. Do gold and silver coins change size in water?

Aqeel poured liquid 1 and liquid 2, each to a jar of water.
He stirred the mixture in each jar with a spoon.
He allowed the mixtures to rest for 10 mins.



SAS21S060403

3 Are liquid 1 and liquid 2 soluble in water?
Write Yes or No in the space given in the table below.

Type of liquid added to water	Is it soluble in water?
Liquid 1	
Liquid 2	

SAS21S060404

4 Which of the following must Aqeel keep the same in his activity?
Circle 'Yes' or 'No' for the correct response.

Should this be kept the same in the activity?	Yes or No?
Amount of the two liquids added to water	Yes/No
Amount of water in both the jars	Yes/No
Amount of time the two mixtures were stirred	Yes/No

The picture shows two hollow pipes.
One pipe is made of copper and the other is made of plastic.

Pipe 1 Pipe 2

SAS21S060405

5 Which of the following will help to identify the pipe made of copper?

A. Place the pipes in water and check if they absorb water.
B. Rub the pipes with sandpaper and check if they appear shiny.
C. Hold the pipes under a glowing bulb and check if they produce shadows.
D. Bring the pipes near a magnet and check if they are attracted by the magnet.

SAS21S060406

6 Which of these is a translucent object?

A. An iron plate
B. A glass sheet
C. A concrete slab
D. A sheet of tissue paper

Namita has three boxes with the same thickness.
She places a burning candle inside each box.
The images show how Namita was able to view the candle through each box.

Box 1 Box 2 Box 3

SAS21S060407

7 Which box is made of an opaque material?

_____

_____

SAS21S060408

8 Namita replaces box 1 with a thicker box made of the same material and repeats the activity. Will there be any change in the results of the activity? Explain your answer.

_____

_____

SAS21S060409

9 Which object is commonly made of plastic?

A. House gate
B. Sleeping cot
C. Cooking vessel
D. Water bottle

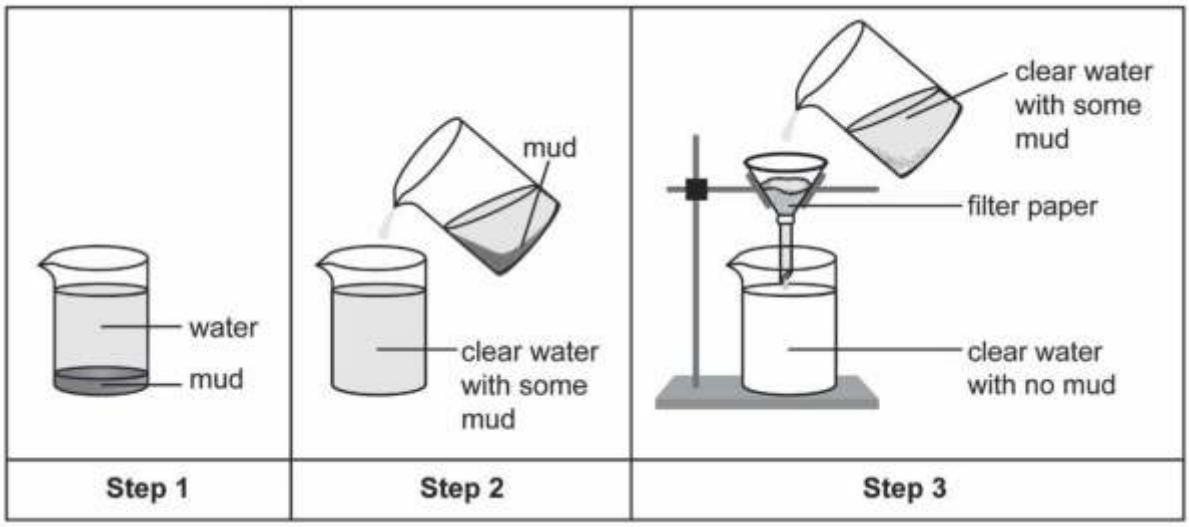
SAS21S060410

10 Neeraj spilled some water on the floor. He cleaned the floor using a mop. Which material is best suited for making the mop?

A. Iron scrubber
B. Cotton cloth
C. Plastic sheet
D. Copper sheet

Curriculum Aligned Competency Based Test Items
Science
Class 6 – Chapter 5
Separation of Substances

Saroj collected muddy water from a pond.
He separated the water from the mud in three steps as shown in the pictures below.



SAS21S060501

1 Which separation method did Saroj use at each step?
Select the correct row.

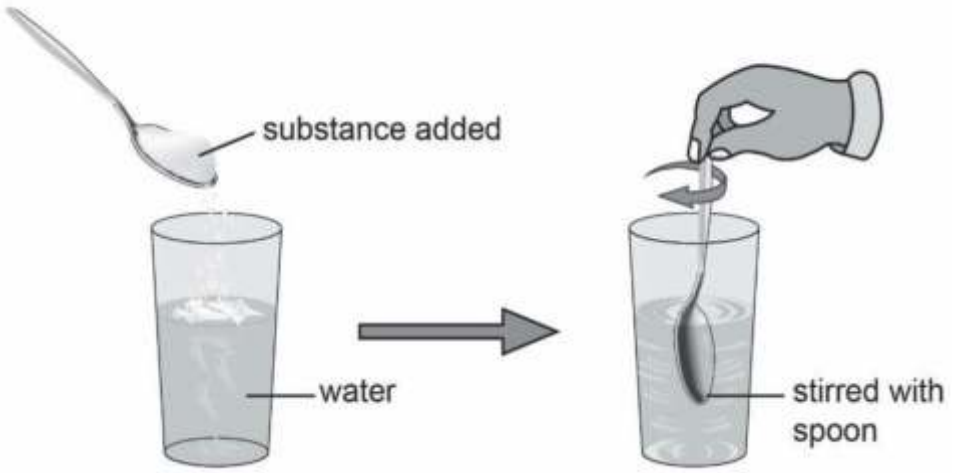
	Step 1	Step 2	Step 3
A.	Evaporation	Sedimentation	Decantation
B.	Sedimentation	Decantation	Filtration
C.	Decantation	Sedimentation	Condensation
D.	Sedimentation	Filtration	Decantation

SAS21S060502

2 Did Which of these properties did Saroj use to separate mud from water?

A. Mud floats on water.
B. Mud dissolves in water.
C. Mud turns water cloudy.
D. Mud is heavier than water.

Anu adds sugar and salt to two separate glasses of water.
She stirs the mixture in each glass every time she adds salt or sugar to it.



She notes her findings in a table.

	Number of spoons added	Did the substance dissolve in water?
Sugar	1	yes
	2	yes
	3	yes
Salt	1	yes
	2	yes
	3	no

SAS21S060503

3 What can Anu conclude from her activity?

A. Sugar and salt dissolve equally in water.
B. Sugar is more soluble than salt in water.
C. Stirring helps in dissolving all substances in a liquid.
D. Sugar forms a saturated solution in water but salt does not.

SAS21S060504

4 Anu used two spoons of the same size to add sugar and salt to water.
What else did Anu need to keep the same for her activity?

_____

_____

SAS21S060505

5 Anu repeats the activity using hot water.
Will the results in the table remain the same? Explain your answer.

_____

_____

SAS21S060506

6 Which of these processes could be used to separate the salt dissolved in the glass of water?

A. Filtration
B. Evaporation
C. Condensation
D. Sedimentation

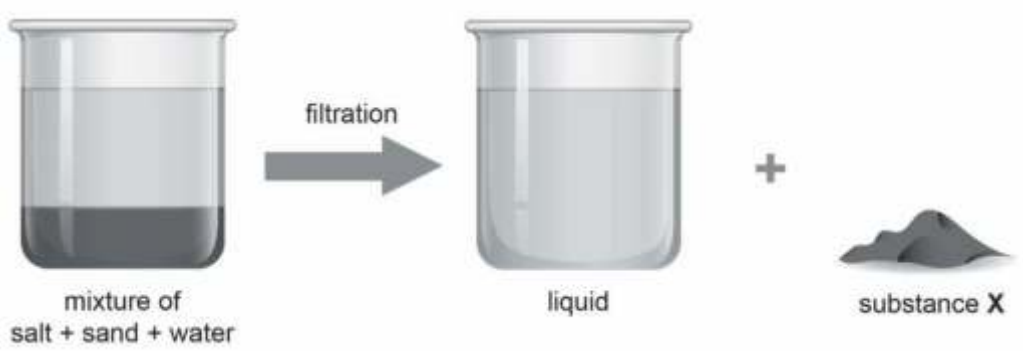
Tea leaves are separated with a strainer while pouring tea.

SAS21S060507

7 What property of tea leaves is used to separate them from the tea?

A. Size
B. Mass
C. Shape
D. Thickness

A beaker contains a mixture of salt, sand and water.
The mixture is filtered using filter paper.



SAS21S060508

8 What is substance X?

_____

_____

SAS21S060509

9 Write a single separation method by which water can be separated from a mixture of salt, sand and water.

_____

_____

1 kg wheat grains are mixed with 1 kg mustard seeds.

SAS21S060510

10 Write a suitable method to separate the mustard seeds from wheat grains.

_____

_____

Curriculum Aligned Competency Based Test Items
Science
Class 6 – Chapter 6
Changes Around Us

The pictures show two types of change in objects.

Change 1	Change 2
 melting of ice cream	 frying an egg

SAS21S060601

1 Which statement about the two changes is true?
Circle 'Yes' or 'No' for the correct response.

Is the statement true?	Yes or No
Change 1 can be reversed.	Yes/No
A new substance is formed in change 2.	Yes/No
Change 1 requires cooling but change 2 requires heating.	Yes/No

A chick hatches out from an egg by breaking the eggshell.

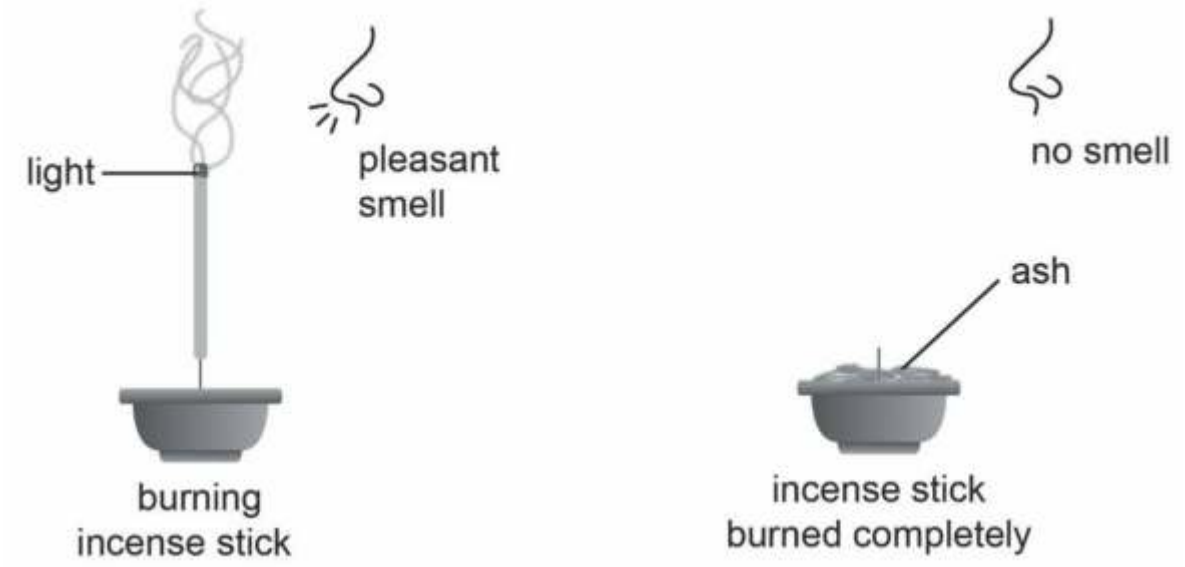
SAS21S060602

2 Is the breaking of the eggshell a permanent change or a temporary change?
Explain your answer.

_____

_____

Mary lit an incense stick.
She sensed a pleasant smell for as long as the stick was burning.
The incense stick burned up completely, leaving some ash behind.



SAS21S060603

3 What can be concluded from Mary's activity?
Circle 'Yes' or 'No' to mark your response.

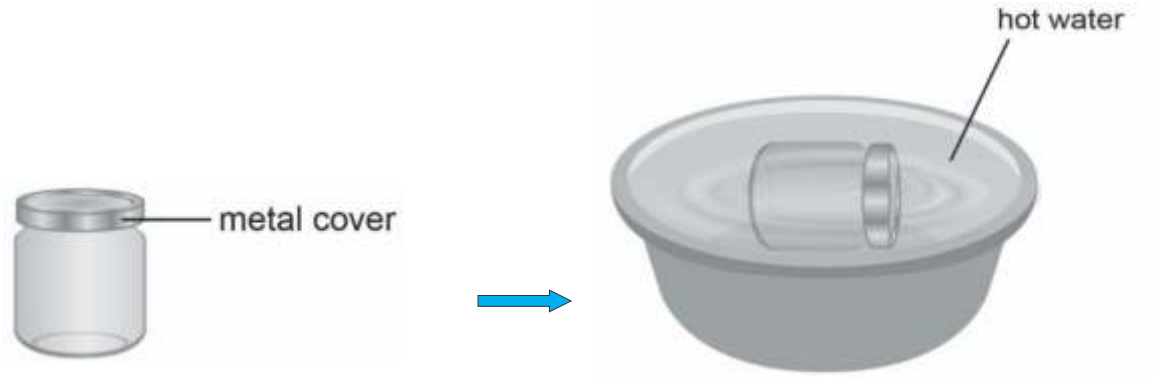
Can this be concluded from the activity?	Yes or No
Incense sticks contain chemicals that produce smell when burnt.	Yes/No
Burning of incense sticks produces light.	Yes/No
A new substance is formed by the burning of incense sticks.	Yes/No

SAS21S060604

4 Which of these changes can be reversed?

A. Boiling of egg
B. Burning of wood
C. Melting of ice cream
D. Making curd from milk

Leena had a glass container with butter cubes in it.
She could not open the metal cover as it was too tight.
Leena placed the container in a tumbler of hot water.



Leena took the container out of the hot water after 15 minutes.
She was then able to remove the metal cover.

SAS21S060605

5 How did hot water help in removing the metal cover?

_____

_____

SAS21S060606

6 What is Leena likely to find after taking the container out of hot water?

A. Butter cubes have melted.
B. Butter cubes have got larger.
C. Butter cubes have got harder.
D. Butter cubes have changed to a new substance.

SAS21S060607

7 Which of the following changes can be reversed?
Circle 'Yes' or 'No' to mark your response.

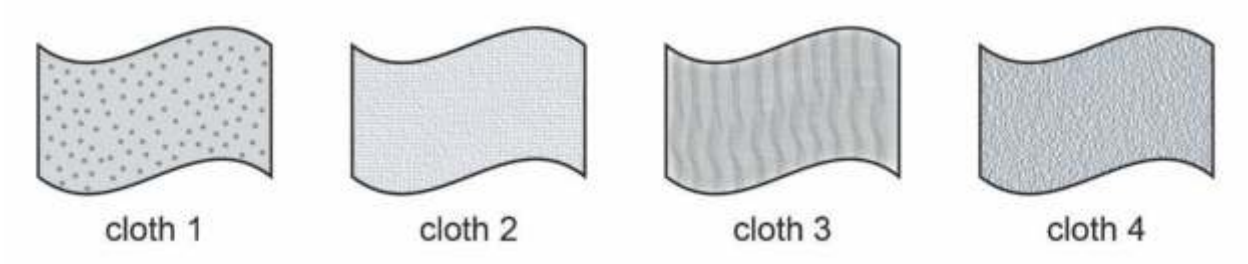
Can this change be reversed?	Yes or No
Melting of wax	Yes/No
Shredding of paper	Yes/No
Bending of rubber pipe	Yes/No

SAS21S060608

8 Which condition must be true for a permanent change?

A. Change in shape
B. Change in volume
C. Loss or gain of heat
D. New substance is formed

Shilpa wanted to find out which dye creates a permanent stain on clothes.



She poured one drop each of four different dyes on separate pieces of cloth.
Shilpa then washes each piece of cloth with a detergent.
The table below shows what happened after the clothes were washed.

Dye	Was the stain removed after washing?
Dye 1	yes
Dye 2	no
Dye 3	yes
Dye 4	yes

SAS21S060609

9 Which dye produced a permanent stain on the cloth?

A. Dye 1
B. Dye 2
C. Dye 3
D. Dye 4

SAS21S060610

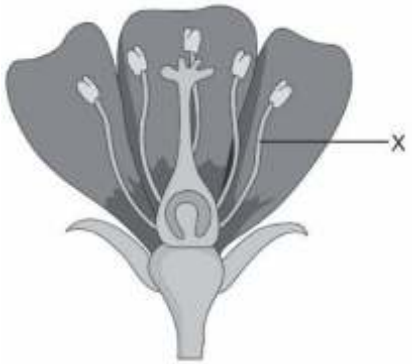
10 What must Shilpa keep the same for all the four clothes in her activity?

_____

_____

Curriculum Aligned Competency Based Test Items
Science
Class 6 – Chapter 7
Getting to Know Plants

The picture shows different parts of a flower.



SAS21S060701

1 How many petals can be seen in the picture?

_____

_____

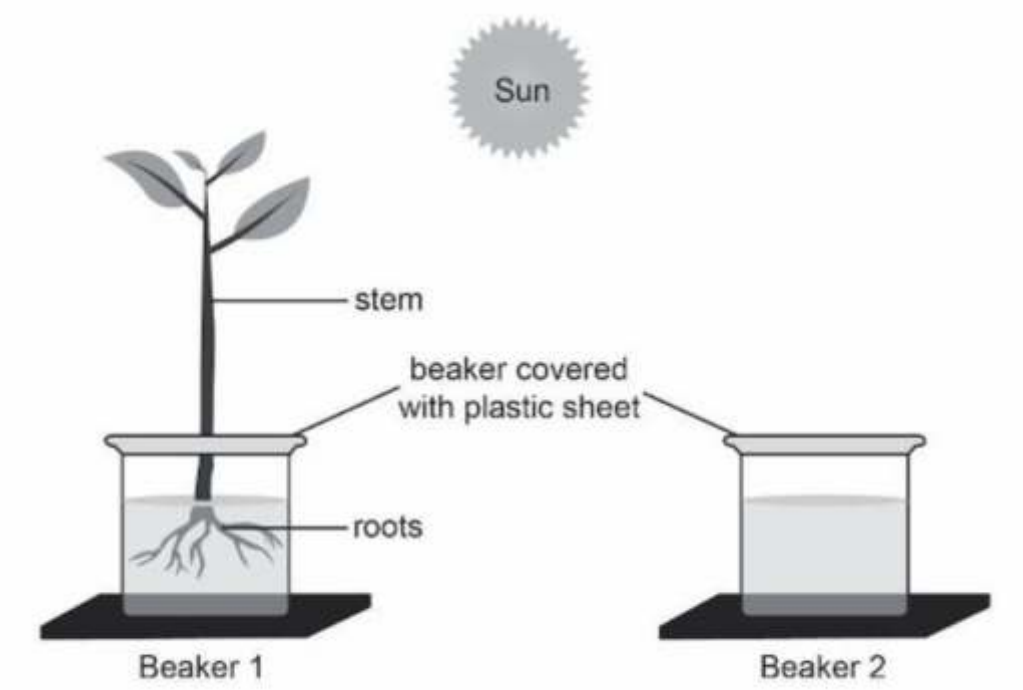
SAS21S060702

2 What is label X?

_____

_____

Sudha fills two beakers with equal amounts of water.
She places a plant in beaker 1 with the roots of the plant dipped in water.
She tightly covers the mouths of both the beakers with plastic sheets.
She leaves the beakers in sunlight and notes the amount of water in each beaker after 3 days.



	Amount of water in the beaker at the start of the activity.	Amount of water in the beaker after 3 days
Beaker 1	20 ml	17 ml
Beaker 2	20 ml	20 ml

SAS21S060703

3 What is Sudha trying to find out?

A. Do plants need water to live?
B. Do plant roots absorb water?
C. Does water help plants to stand straight?
D. Does water evaporate faster in sunlight?

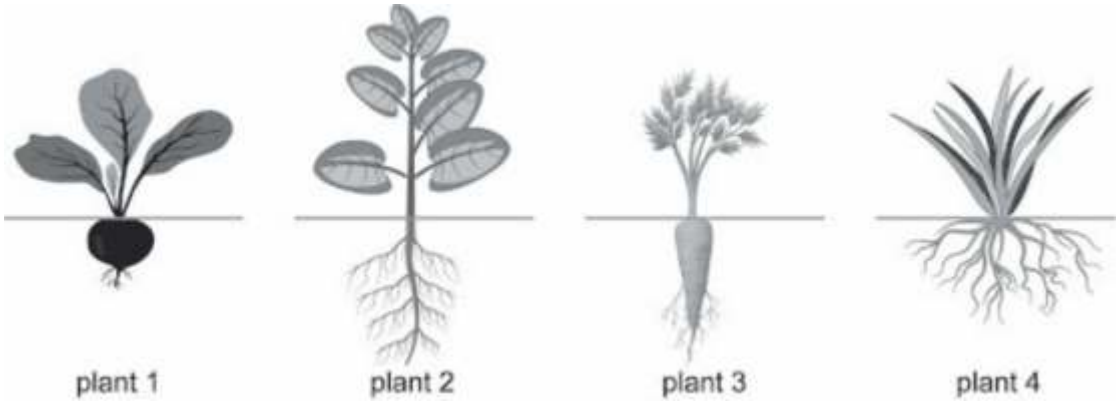
SAS21S060704

4 Suppose the beakers are not covered with the plastic sheets.
Will the amount of water in the beakers remain the same as shown in the table?
Explain your answer.

_____

_____

The pictures show four different plants.



SAS21S060705

5 Which plants have the same type of roots?

A. Only plant 1 and plant 2
B. Only plant 2 and plant 3
C. Plant 1, plant 2 and plant 3
D. Plant 2, plant 3 and plant 4

SAS21S060706

6 Why is the root of plant 1 thick and round?

_____

_____

The table lists four different groups of plants and their features.

Plant group	Height	Stem
Group 1	Short	Green and very weak
Group 2	Short	Green and soft
Group 3	Medium	Brown and hard
Group 4	Tall	Brown and very hard

The picture shows a garden plant.

A garden plant

SAS21S060707

7 Which group does the garden plant belong to?

A. Group 1
B. Group 2
C. Group 3
D. Group 4

SAS21S060708

8 Which group of plants most likely needs support to grow?

A. Group 1
B. Group 2
C. Group 3
D. Group 4

Ajit wants to test if plants need sunlight to make food.
He keeps a potted plant in sunlight.
After five days, he tests for the presence of starch in the leaves.

SAS21S060709

9 How can Ajit improve his test?

A. He should choose a plant with larger green leaves.
B. He should test another plant without leaves under the sun.
C. He should test a similar plant kept in the dark for five days.
D. He should cover the plant with a transparent glass box to keep it warm.

SAS21S060710

10 Which of the following statements is true?
Circle 'Yes' or 'No' to mark your responses.

Is this statement true?	Yes or No
Leaves supply food and water in plants.	Yes/No
Leaves lose water through tiny pores on them.	Yes/No
Leaves give out oxygen while making food.	Yes/No

Curriculum Aligned Competency Based Test Items
Science
Class 6 – Chapter 8
Body Movements

The table shows how different animals move.

Animal	How does the animal move?
Frog	Hop
Mouse	Falk
Dragonfly	Fly
Earthworm	Crawl

SAS21S060801

1 Which animal uses all of its body parts to move?

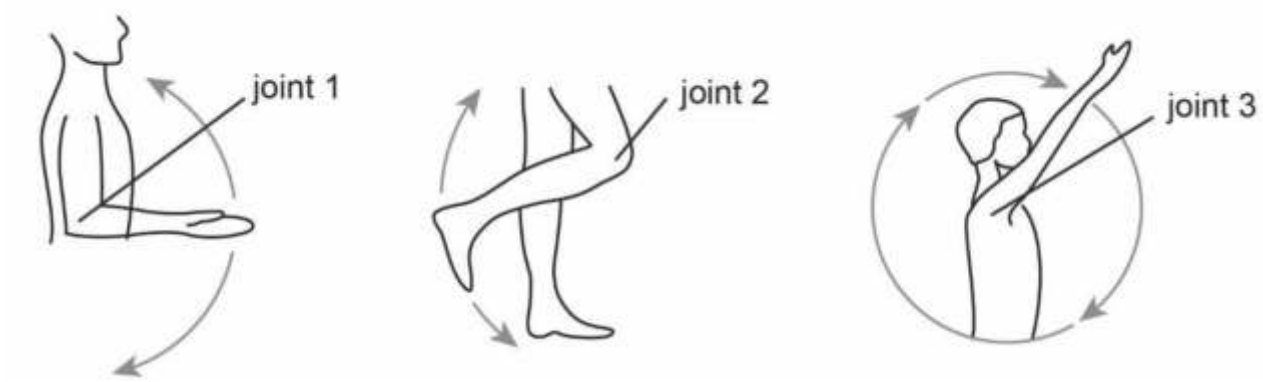
A. Frog
B. Mouse
C. Dragonfly
D. Earthworm

SAS21S060702

2 What helps a frog hop?

A. Strong leg muscles
B. Short body length
C. Two pairs of legs
D. Absence of a tail

Joints are the locations in the human body where two bones are connected.
The picture shows three types of joints.
The arrows show the movement of the bones in each joint.



SAS21S060803

3 In which joint can the pair of bones move in all directions?

_____

_____

SAS21S060804

4 Which two joints shown in the picture are of the same type?
Mention the name for that type of joint.

_____

_____

SAS21S060805

5 Some bone joints are fixed and the bones at those joints cannot move.
Which of these are fixed joints?

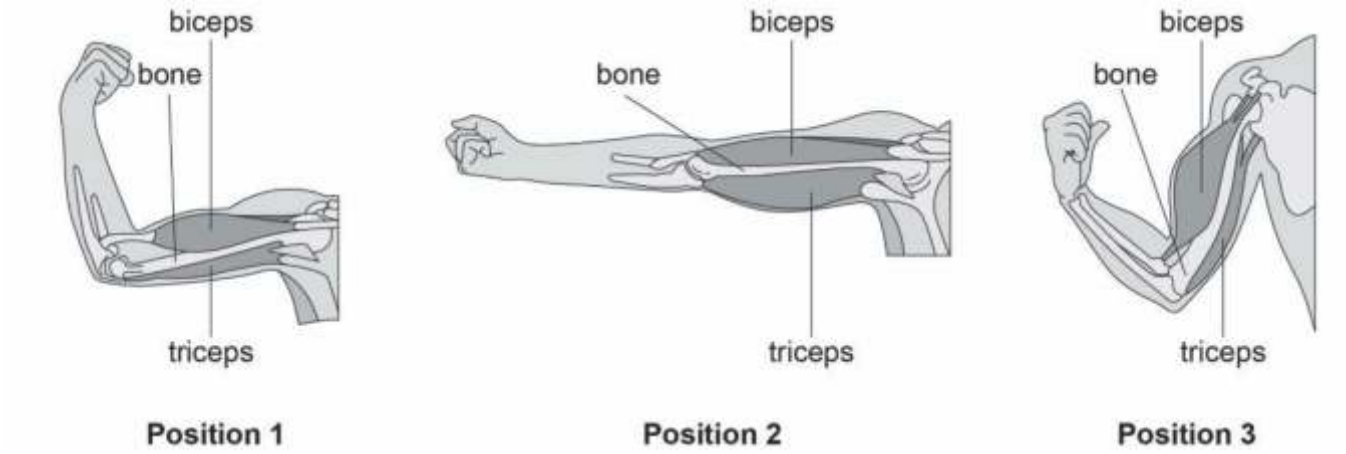
A. Joints in the toe
B. Joints in the neck
C. Joints in the wrist
D. Joints in the skull

Cartilages are human body parts that are attached to the skeleton.
They are not as hard as bones but have a definite shape.
Cartilages can bend easily but they break when hit badly.

SAS21S060806

6 Which of these human body parts is made of cartilages?

A. Nail
B. Hair
C. Nose
D. Eyelid



SAS21S060807

7 In which position are the biceps most contracted?

_____

_____

SAS21S060808

8 Which of these statements is true?

A. The largest muscles of the human body are located in the arms.
B. Bending of arms is controlled by muscles only.
C. The muscles located in the arm have a fixed shape.
D. Bending of arms involves the contraction and relaxation of a pair of muscles.

The table describes the body shape of four animals.

Animal	Shape of the body
Animal P	Large body with pillar-shaped legs
Animal Q	Slim body tapered at both ends
Animal R	Round body with large claws
Animal S	Star-shaped body with tiny legs

SAS21S060809

9 Which animal is likely to swim the fastest in water?

A. Animal P
B. Animal Q
C. Animal R
D. Animal S

SAS21S060810

10 Which of these statements is true about yoga?
Circle 'Yes' or 'No' to mark your responses.

Is the statement true about yoga?	Yes or No
Yoga helps to make the backbone flexible.	Yes/No
Yoga helps adults grow taller.	Yes/No
Yoga helps in treating breathing problems.	Yes/No

Curriculum Aligned Competency Based Test Items
Science
Class 6 – Chapter 9
The Living Organisms – Characteristics and Habitats

SAS21S060901

1 Which of these adaptations helps to keep animals cool?

A. Big thin ears
B. Thick eye-lashes
C. Scales on the body
D. Thick fur on the body

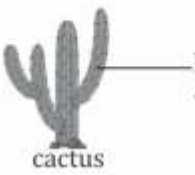
SAS21S060902

2 Which of the following labels shows the correct function of a plant part?

A. 

B. 

C. 

D. 

Moong seeds were placed on four different plates to germinate.

- Plate 1 and Plate 2 were kept in sunlight.
- Plate 3 and Plate 4 were kept in a dark room.

The seeds were observed after a week. The table shows the average root length of the germinated seeds after a week.

	What did the seeds have?	Average root length of the germinated seed
Plate 1	Soil, water, air and sunlight	3.5 cm
Plate 2	Water, air and sunlight	3.0 cm
Plate 3	Soil, water and air	2.5 cm
Plate 4	Water and air	2.0 cm

SAS21S060903

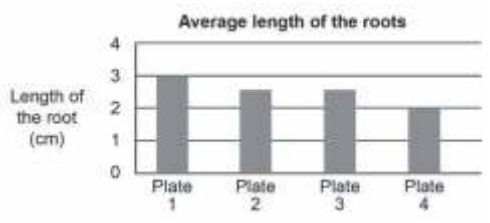
3 What does the activity show?

A. Seeds germinate only on soil.
B. Seeds need only sunlight to germinate.
C. Seeds grow better in soil and sunlight.
D. Seeds need air, water and sunlight to germinate.

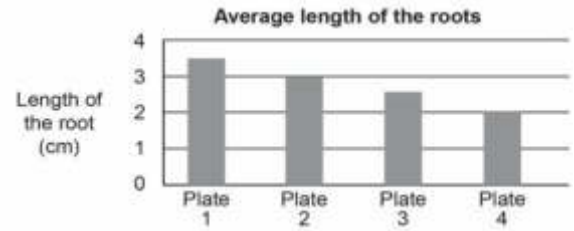
SAS21S060904

4 Which graph correctly shows the average root length of the seeds in each plate after a week?

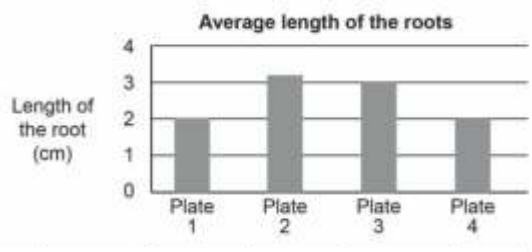
A.



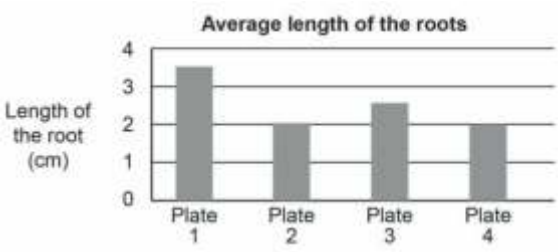
B.



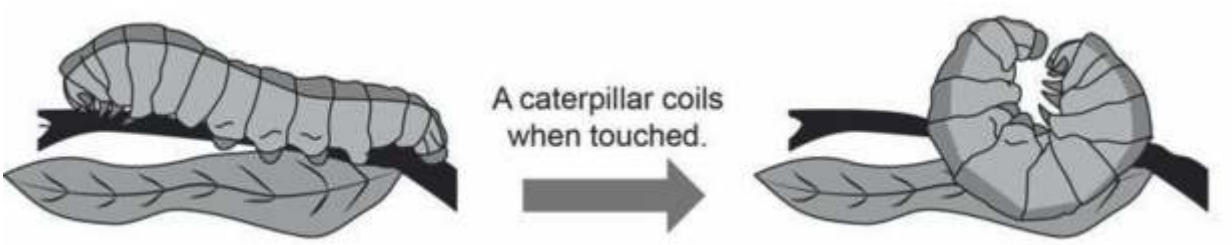
C.



D.



A caterpillar coils when touched.



SAS21S060905

5 Which feature of the caterpillar is shown in the picture?

A. It grows.
B. It reproduces.
C. It breathes through tiny pores on its bodies.
D. It responds to changes in the environment.

SAS21S060906

6 The green colour of a caterpillar helps it to blend with the green leaves. Explain how this helps the caterpillar.

_____

_____

Sea lions are mammals that live in the seas.

Some common features of sea lions are:
- A streamlined body
- Whiskers on the face
- Short fur on the body
- Limbs shaped like flippers
- A layer of fat under the belly

SAS21S060907

7 What does the picture show about sea lions?

A. They feed mainly on fish.
B. They enjoy resting on rocks.
C. They can clearly see underwater.
D. They produce babies that look similar to adults.

SAS21S060908

8 Which two features of sea lions listed above help them swim in water?

_____

_____

The picture shows different animals.

SAS21S060909

9 Which animals in the picture live in the same habitat?

A. Starfish and snail
B. Earthworm and snail
C. Earthworm, ant and snail
D. Snail, starfish and earthworm

SAS21S060910

10 What is common to all the animals in the picture
Circle 'Yes' or 'No' for the correct response.

Is this Statement True?	Yes or No
They all are insects.	Yes/No
They all lay eggs.	Yes/No
They all respond to stimuli.	Yes/No

Curriculum Aligned Competency Based Test Items
Science
Class 6 – Chapter 10
Motion and Measurement of Distance

A student measures the length of his classroom four times using a stick.

Measurement	Length of the assroom
1st time	9 sticks
2nd time	9 sticks
3th time	11 sticks
4th time	9 sticks

SAS21S061001

1 Which measurement is likely to be wrong?

A. 1st time
B. 2nd time
C. 3rd time
D. 4th time

SAS21S061002

2 Anil and his friend measured the length of the same classroom using their feet. Will their measurements be the same? Explain your answer.

_____

_____

SAS21S061003

3 Which of these is a standard unit of length?

A. Leg
B. Stick
C. Hand
D. Meter

SAS21S061004

4 Jenny wants to measure the height of her son.She asks her son to stand against a wall. Which picture shows the correct way of marking his height?

A. 

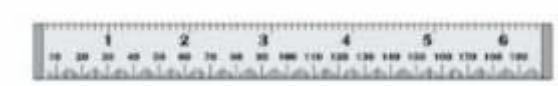
B. 

C. 

D. 

SAS21S061005

5 Which of these could Jenny use to measure her son's height?
Circle 'Yes' or 'No' for the correct response.

Can this be used?	Yes or No
	Yes/No
	Yes/No
	Yes/No

SAS21S061006

6 Can the length of the pipe be measured correctly with a ruler?
Explain your answer.

_____

_____

SAS21S061007

7 Which of these is an example of periodic motion?

A. The Earth revolving around the Sun.
B. The movement of a flag due to wind.
C. A bus moving forward on a curved road.
D. A ball bouncing after being dropped on the floor.

SAS21S061008

8 Which of these conditions is necessary for rectilinear motion?

A. Moving on a curved line.
B. Moving on a straight line.
C. Moving with a uniform speed.
D. Moving with a non-uniform speed.

The picture shows the minute arm of a clock rotating.

SAS21S061009

9 Which type of motion does the rotation of the minute arm involve?
Circle 'Yes' or 'No' for the correct response.

Type of motion	Yes or No
Con-uniform motio	Yes/No
Circular motion	Yes/No
Periodic motion	Yes/No

SAS21S061010

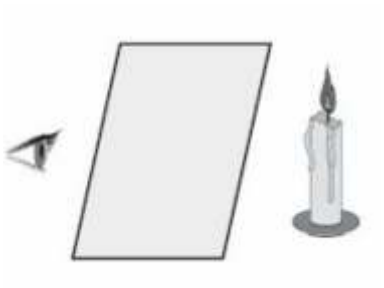
10 What type of motion does a spinning top show?

A. Periodic
B. Circular
C. Rectilinear
D. Rotational

Curriculum Aligned Competency Based Test Items
Science
Class 6 – Chapter 11
Light, Shadows and Reflections

Kabir has four sheets made of different materials.
He tries to see a burning candle through each of the four sheets.
The table shows Kabir's findings.

Sheet	What dose kabir fine?
Sheet 1	Can see the candle clearly
Sheet 2	Can see the candle hazy
Sheet 3	Can see the nothing
Sheet 4	Can see the candle clearly



SAS21S061101

1 What can be concluded from Kabir's activity?

A. Sheet 2 is made of a transparent material.
B. Sheet 4 is made of a translucent material.
C. Sheet 2 and Sheet 3 are made of opaque materials.
D. Sheet 1 and Sheet 4 are made of transparent materials.

SAS21S061102

2 Which of these should Kabir keep the same for the activity?

A. Size of the sheets
B. Size of the candle
C. Thickness of the sheets
D. Distance of the eye from the sheet

SAS21S061103

3 A burning candle emits light.
Which of these objects can also emit light?

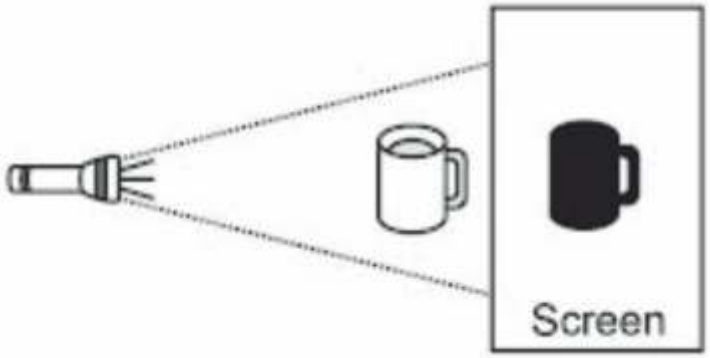
A. Led
B. Gold
C. Water
D. Mirror

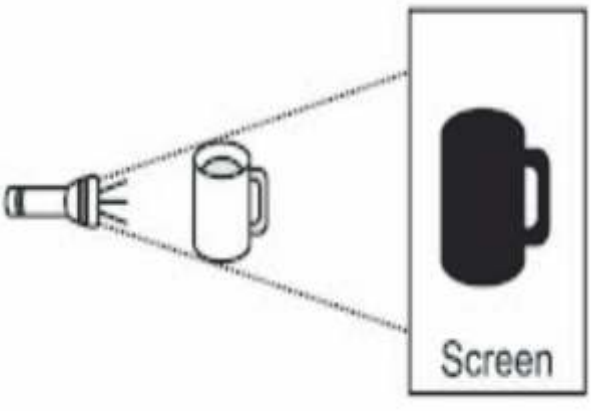
SAS21S061104

4 Which of these work on the principle of reflection of light?

A. Television
B. Periscope
C. Traffic signal
D. Electric torch

A mug was placed between a torch and a screen.
The picture shows the shadows of the cup at different positions of the cup.



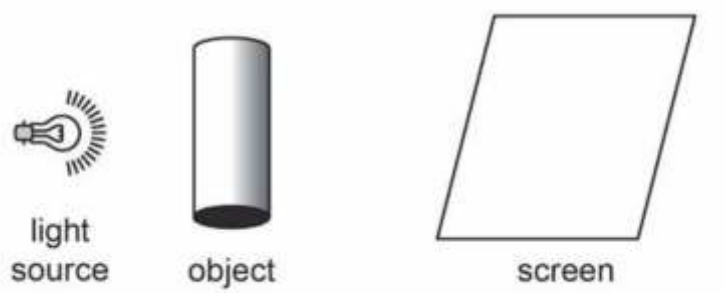


SAS21S061105

5 What does the picture show?
Circle 'Yes' or 'No' for the correct response.

What does the picture show?	Yes or No
The size of a shadow depends on the distance of the object from the light source.	Yes/No
The shape of a shadow depends on the distance of the object from the screen.	Yes/No
The size of a shadow depends on the screen size.	Yes/No

The diagram shows a light source, an opaque object and a screen.



SAS21S061106

6 What will be the shape of the shadow on the screen?

A. 

B. 

C. 

D. 

SAS21S061107

7 Why does a rubber ball cast a shadow but a glass ball does not? r.

_____

_____

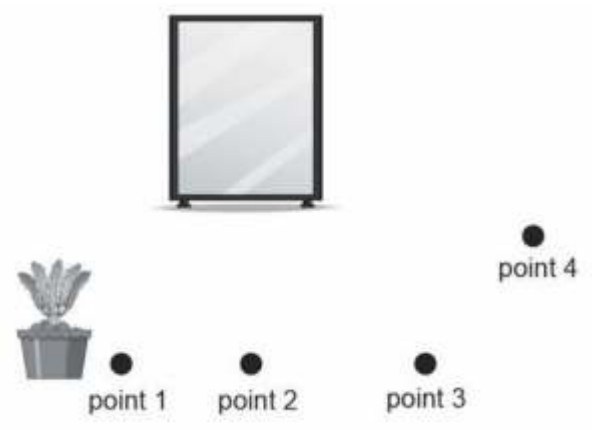
SAS21S61108

8 What makes us see ourselves when we stand in front of a mirror?

_____

_____

Abha keeps a potted plant in front of a mirror.



SAS21S061109

9 From which point can Abha see the image of the plant in the mirror?

A. Point 1
B. Point 2
C. Point 3
D. Point 4

SAS21S061110

10 Which of these questions can be answered by a scientific study?
Circle 'Yes' or 'No' for the correct response.

Can this question be answered?	Yes or No
Can water reflect light?	Yes/No
Does light travel in a straight line?	Yes/No
Is sunlight more pleasant at dusk than at dawn?	Yes/No

Curriculum Aligned Competency Based Test Items
Science
Class 6 – Chapter 12
Electricity and Circuits

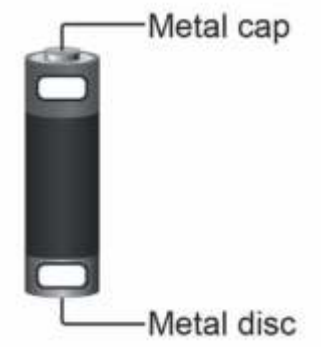
SAS21S061201

1 Which device needs an electric cell to work?

A. Water heater
B. Mobile phone
C. Mixer grinder
D. Microwave oven

SAS21S061202

2 The picture shows an electric cell.
Fill in the blank boxes with the correct symbol (+ / -) to show the terminals.



Sanjay saw a sign on an electric pole.

SAS21S061203

3 What should Sanjay never do?

A. Play in a park near the pole
B. Touch the pole with bare hands
C. Park a bicycle in front of the pole
D. Walk on the footpath near the pole

SAS21S061204

4 What makes the human body conduct electricity?

_____

_____

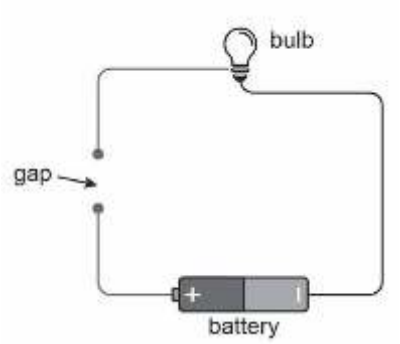
SAS21S061205

5 What is the advantage of using a switch in a circuit?

_____

_____

Neeraj designed an electric circuit as shown below.



He filled the gap in the circuit with four different objects, one at a time.
The table shows Neeraj's findings.

	Object used to fill in the gap			
	Steel pin	**Iron nail**	**Plastic clip**	**Wooden stick**
Did the bulb glow?	yes	yes	no	no

SAS21S061206

6 Which question can be answered through Neeraj's activity?
Circle 'Yes' or 'No' for the correct response

Can this question be answered?	Yes or No
Are metals good conductors of electricity?	Yes/No
Are non-metals bad conductors of electricity?	Yes/No
Do all electric circuits contain an electric bulb?	Yes/No

SAS21S061207

7 Which safety measure must Neeraj follow during the activity?

A. Wear an apron
B. Wear a face mask
C. Wear a pair of goggles
D. Wear a pair of rubber gloves

SAS21S061208

8 CNeeraj repeated the activity using the same four objects.
This time the bulb did not glow for any of the four objects.
What could be the most likely reason for this?

_____

_____

The diagram shows an electric circuit.

SAS21S061209

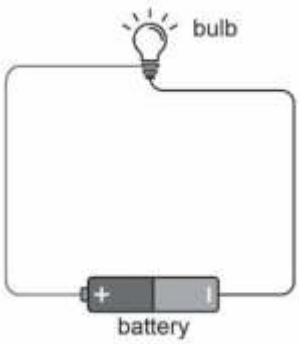
9 What will happen if another battery is added to the circuit?

_____

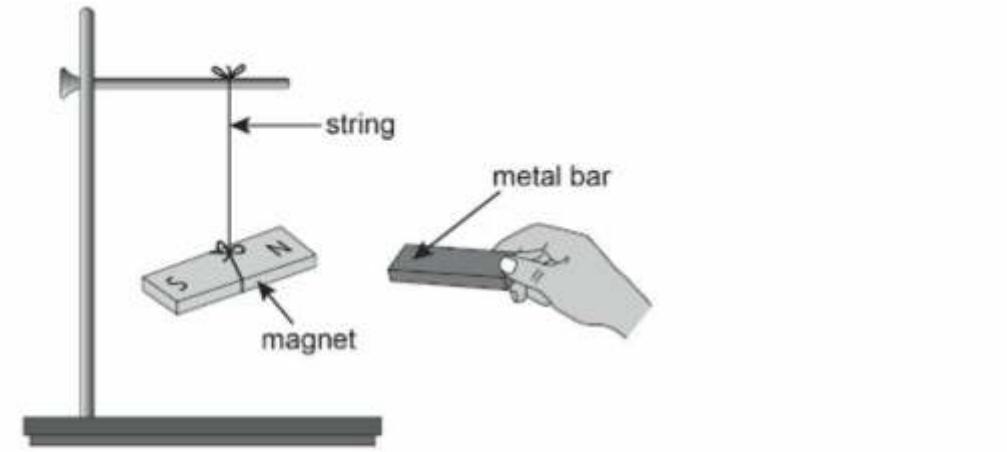
_____

SAS21S061210

10 What is the direction of the flow of electric current in the circuit?
Use small arrows to show the direction in the picture.



Curriculum Aligned Competency Based Test Items
Science
Class 6 – Chapter 13
Fun with Magnets



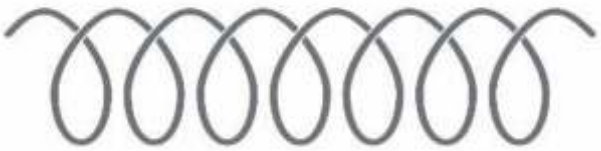
	bar 1	bar 2	bar 3	bar 4
Does the magnet move towards the bar?	no	yes	yes	no

SAS21S061301

1 What does Sudhir's activity show?

A. Bar 1 is made of iron
B. Bar 2 is made of nickel
C. Bar 3 is made of silver
D. Bar 4 is made of cobalt

Sudhir repeats the activity using metal wires in the place of metal bars.



SAS21S061302

2 Will the results remain the same as before? Explain your answer.

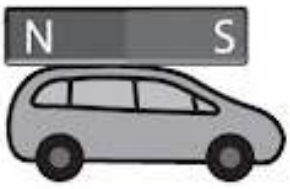
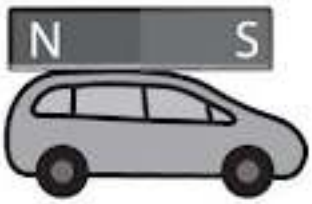
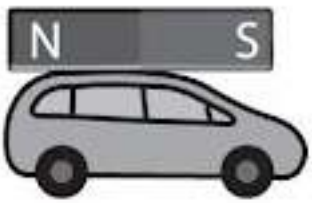
_____

_____

SAS21S061303

3 A mixture contains sand and iron dust.
How can the iron dust be separated from sand?

A. Blow air over the mixture.
B. Sieve the mixture using a strainer.
C. Pour water in the mixture and then filter it.
D. Spread the mixture and run a magnet all over it.

Pair 1		
Pair 2		
Pair 3		
Pair 4		

SAS21S061304

4 Which pair of cars will repel each other?

A. Pair 3 only
B. Pair 4 only
C. Both pair 1 and pair 3
D. Both pair 2 and pair 4

SAS21S061305

5 Which of these will convert an iron rod into a magnet?

A. Bury the iron rod in soil for a week.
B. Hit the iron rod with a hammer ten times.
C. Place the iron rod in a stack of iron bars for a month.
D. Rub the iron rod against a permanent magnet fifty times.

SAS21S061306

6 Which of these arrangements is best for storing a pair of bar magnets?

A.

B

C.

D.

SAS21S061307

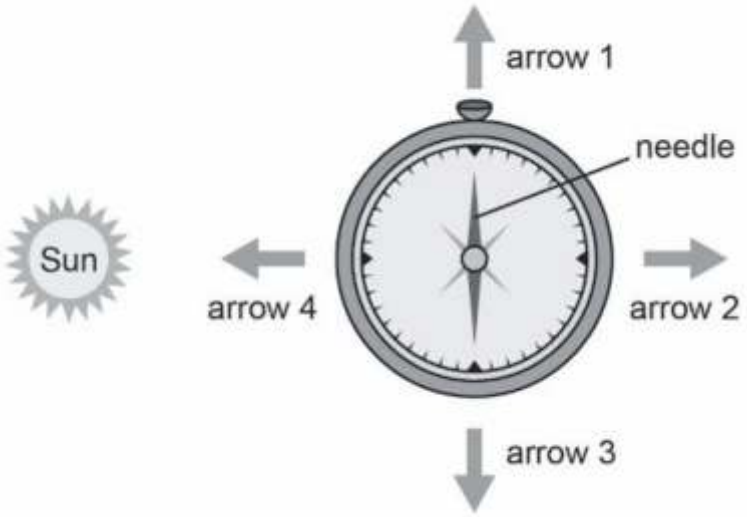
7 Label the north pole (N) and the south pole (S) on the horse-shoe magnet.

SAS21S061308

8 Which of these will make a magnet weak?
Circle 'Yes' or 'No' for the correct response.

Will this make a magnet weak?	Yes or No
Heating the magnet on fire	Yes/No
Placing the magnet underwater	Yes/No
Dropping the magnet from a tall building	Yes/No

The picture shows a magnetic compass and the Sun to its east.
The four arrows point towards different directions.



SAS21S061309

9 Which arrow is pointing towards the south?

A. Arrow 1
B. Arrow 2
C. Arrow 3
D. Arrow 4

SAS21S061310

10 A magnetic compass is placed just beside a bar magnet.
Will the compass now show directions correctly? Explain your answer.

_____

_____

Curriculum Aligned Competency Based Test Items
Science
Class 6 – Chapter 14
Water

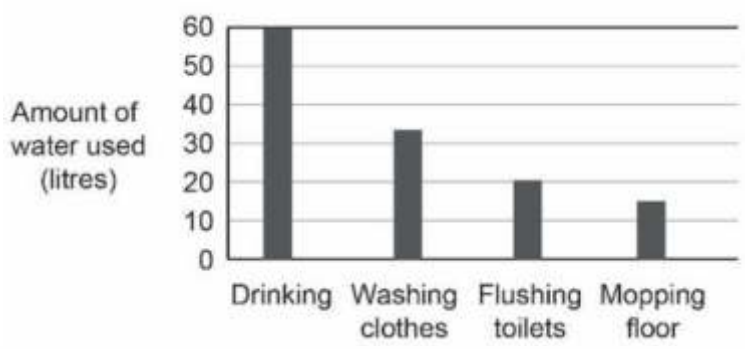
The table shows the amount of water required for different activities in a house.

Activity	Amount of water used daily
Drinking	15 litres
Washing clothes	35 litres
Flushing toilets	60 litres
Mopping floor	20 litres

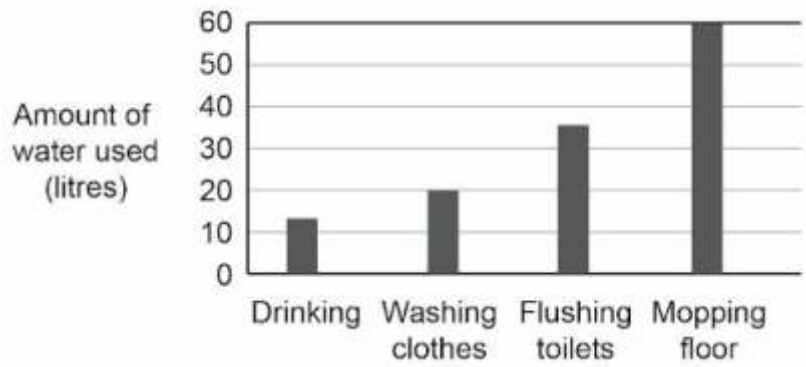
SAS21S061401

1 Which graph correctly shows the data in the table?

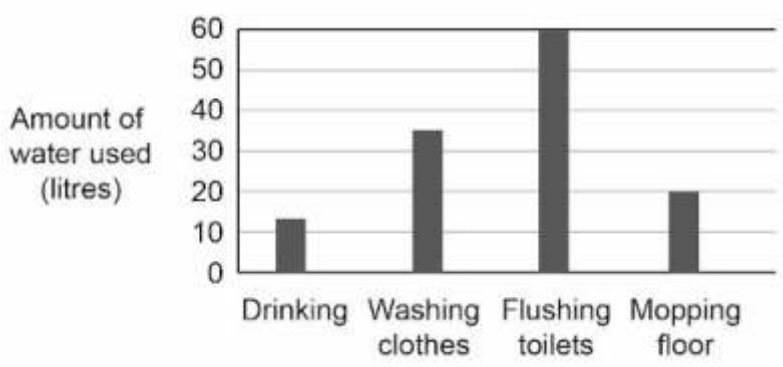
A.



B.



C.



D.

SAS21S061402

2 Which activity in the house requires the most water?

A. Drinking
B. Washing clothes
C. Flushing toilets
D. Mopping floor

SAS21S061403

3 Which of these activities helps to prevent wastage of water?

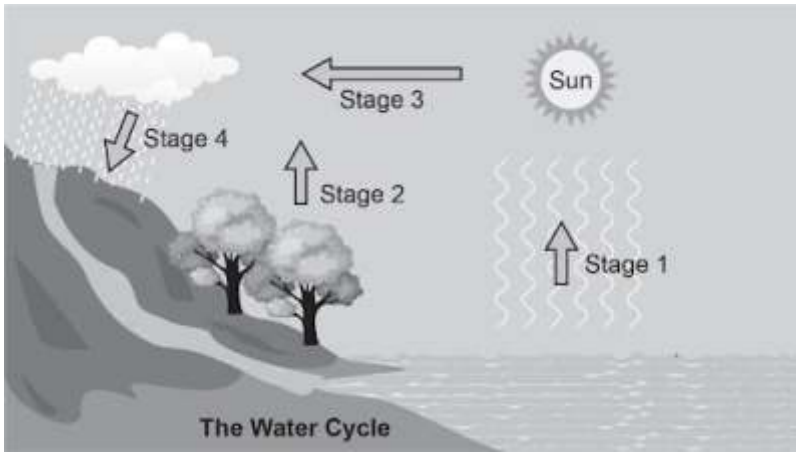
A. Water plants with drinking water
B. Wash vegetables in running tap water
C. Pour water with buckets to clean a cycle
D. Close shower when applying shampoo on hair

SAS21S061404

4 Which of these are the effects of floods?
Circle 'Yes' or 'No' for the correct response.

Is this an effect of flood?	Yes or No
Heavy damage to crops	Yes/No
Loss of domestic animals	Yes/No
Decrease in groundwater level	Yes/No

The picture shows the four different stages of the water cycle.



SAS21S061405

5 Which stage shows the process of transpiration?

A. Stage 1
B. Stage 2
C. Stage 3
D. Stage 4

SAS21S061406

6 In which stage does water vapour condense to form water droplets?

A. Stage 1
B. Stage 2
C. Stage 3
D. Stage 4

SAS21S061407

7 On which day will stage 1 of the water cycle progress the slowest?

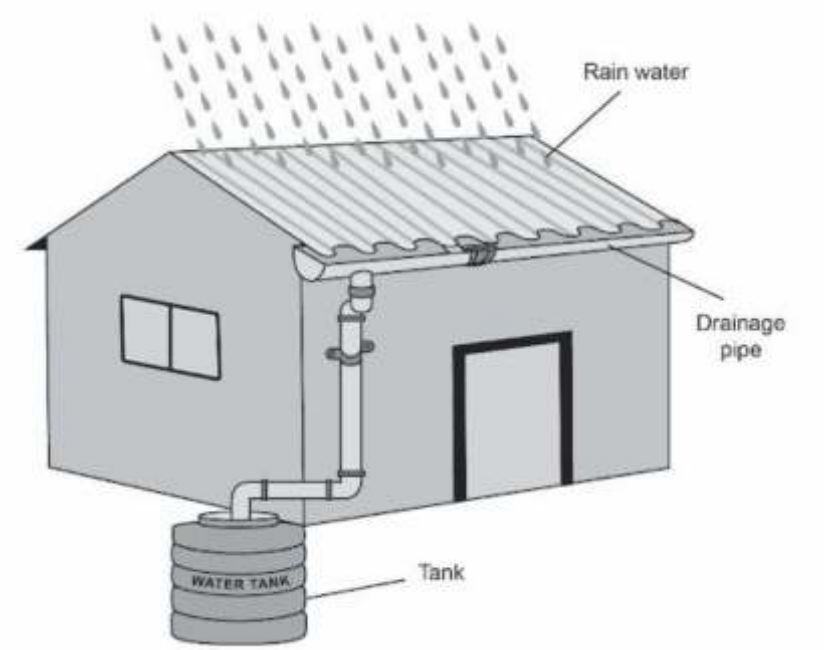
A. A hot and sunny day
B. A cold and sunny day
C. A hot and cloudy day
D. A cold and cloudy day

SAS21S061408

8 Which of the following statements about the water cycle is true?
Circle 'Yes' or 'No' for the correct response.

Is the statement about the water cycle true?	Yes or No
Some water is lost to the space during the water cycle.	Yes/No
Water from the ocean and land goes into air as vapour.	Yes/No
Water cycle is a continuous process.	Yes/No

The picture shows how rainwater is stored in tanks for home use.



SAS21S061409

9 Is the water collected in the water tank safe for drinking? Explain your answer.

_____

_____

SAS21S061410

10 Why is rainwater harvesting important?

A. To help plants grow better
B. To reduce water pollution
C. To collect water that is rich in minerals
D. To reduce the demand for water supply

Curriculum Aligned Competency Based Test Items
Science
Class 6 – Chapter 15
Air around us

Sumit wants to find out if burning takes place only in the presence of air.
He places a burning candle inside each of the four inverted glasses.

SAS21S061501

1 Inside which glass will the candle stop burning last?

A. Glass 1
B. Glass 2
C. Glass 3
D. Glass 4

SAS21S061502

2 What should Sumit keep the same for the activity?
Circle 'Yes' or 'No' for the correct response.

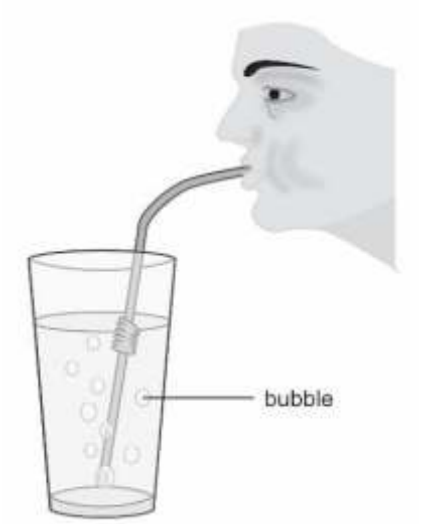
Should this be kept the same?	Yes or No
Size of the candles	Yes / No
Thickness of the glass walls	Yes / No
Thickness of the glass walls	Yes / No

SAS21S061503

3 Which of these shows that air contains water vapour?

A. Steam is produced when water is heated.
B. Road surfaces shine on hot summer days.
C. Dew appears on plant leaves on winter nights.
D. Tiny particles shine in a narrow beam of sunlight.

Roja blows air through a straw into a glass of water.
She sees bubbles coming out from the straw in the water.

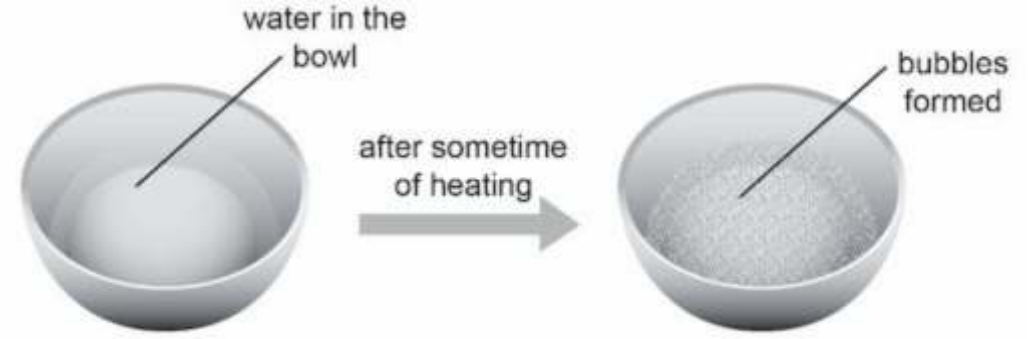


SAS21S061504

4 What does this show?

A. Air has mass.
B. Air takes up space.
C. Air can exert pressure.
D. Air contains water vapour.

Ravi fills a steel vessel with water and starts heating it on an oven.
He notices small bubbles at the bottom of the vessel after some time.



SAS21S061505

5 Where do the bubbles come from?

_____

_____

The picture shows trekkers at four different locations on a mountain.
P, Q, R and S are the four different locations.

SAS21S061506

6 At which location will a trekker need maximum oxygen from the cylinder?

A. P
B. Q
C. R
D. S

SAS21S061507

7 Why is it safer to breathe through the nose than through the mouth?

_____

_____

SAS21S061508

8 Wearing a face mask prevents germs present in the air from entering our body.
What is another benefit of wearing a face mask?

A. It prevents the drying of lips.
B. It helps to reduce bad breath.
C. It helps to keep the face warm.
D. It prevents dust from entering the body.

SAS21S061509

9 Which of these actions can cause air pollution?
Circle 'Yes' or 'No' for the correct response.

Can this cause air pollution?	Yes or No
Using solar water heaters	Yes/No
Burning plastic wastes	Yes/No
Driving electric vehicles	Yes/No

SAS21S061510

10 Which is the largest component of air?

A. Oxygen
B. Nitrogen
C. Water vapour
D. Carbon dioxide

Curriculum Aligned Competency Based Test Items
Science
Class 6 – Chapter 16
Garbage In, Garbage Out

The table shows different bins used to collect different types of wastes.

Group 1	Group 2	Group 3	Group 4
broken glass	metal scraps	vegetable peels	plastic bottles
			
orange bin	red bin	green bin	blue bin

SAS21S061601

1 The waste from which bin is suitable for composting?

A. Orange
B. Red
C. Green
D. Blue

SAS21S061602

2 A children's park has only green and blue bins.
In which bin should empty juice cans be dumped? Explain your answer.

_____

_____

SAS21S061603

3 Why should we recycle materials?
Circle 'Yes' or 'No' for the correct response.

Why do we recycle materials?	Yes or No
To save natural resources	Yes/No
To make products stronger	Yes/No
To create beautiful products	Yes/No

SAS21S061604

4 Why is burning of crop residue harmful?

_____

_____

SAS21S061605

5 WWhich of these is an example of reducing waste at home?
Circle 'Yes' or 'No' for the correct response.

Will this reduce waste?	Yes or No
Buying use-and-throw pens	Yes/No
Using old cloth to make grocery bags	Yes/No
Reusing cookie jars to store sugar	Yes/No

SAS21S061606

6 Why should plastic waste not be dumped in landfills?

A. It has a low melting point.
B. It does not degrade over time.
C. It reacts with some vegetable wastes.
D. It produces harmful gases on burning.

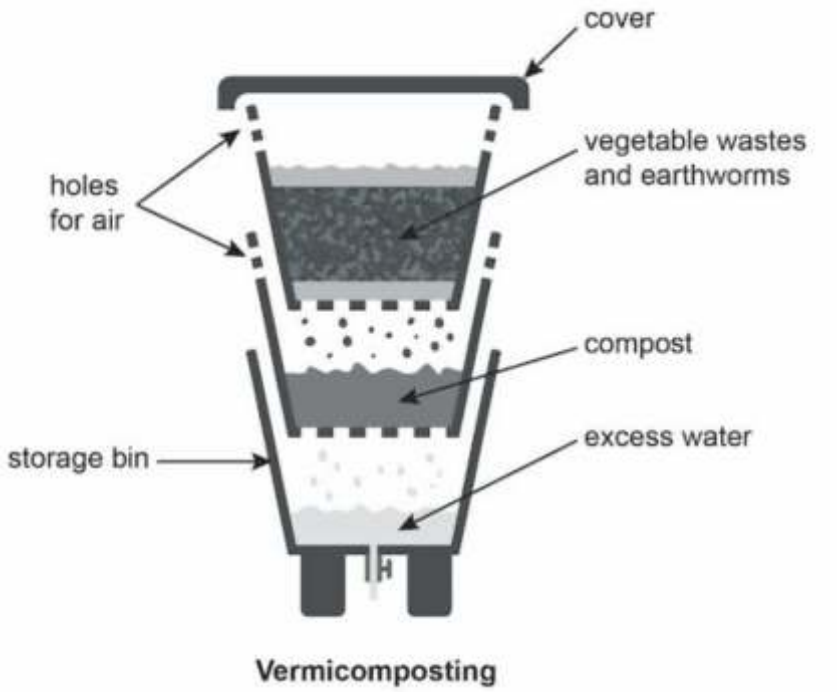
SAS21S061607

7 Should plastic waste be dumped in water bodies? Explain your answer.

_____

_____

Vermicomposting is a process of recycling degradable waste.
Earthworms breakdown the waste into compost that can be use as manure.
The diagram shows the details of the process.



Vermicomposting

SAS21S061608

8 Which of these statements is true about vermicomposting?

A. It breaks down waste naturally.
B. It produces harmful substances.
C. It requires the presence of light.
D. It takes place in the absence of oxygen.

SAS21S061609

9 Why does vermicomposting require moist condition and moderate temperatures?

_____

_____

SAS21S061610

10 Which of these is true for the excess water obtained from vermicomposting?

A. It contains earthworms.
B. It is rich in mineral nutrients.
C. It contains vegetable waste.
D. It does not contain microorganisms.

Item Number	Question 1
Question Code	SAS21S060101
Grade & Chapter Name	Grade 6 | Food: Where Does it Come From?
Concept | Sub-concept	Life Science | Nutrition in Animals
Competency	Explaining Phenomena Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. They need food for energy.
No Credit (No Score)	Any other response or missing response

Item Number	Question 2
Question Code	SAS21S060102
Grade & Chapter Name	Grade 6 | Food: Where Does it Come From?
Concept | Sub-concept	Life Science | Plants as Food
Competency	Explaining Phenomena Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. Radish/Sugarcane/Drumstick
No Credit (No Score)	Any other response or missing response

Item Number	Question 3
Question Code	SAS21S060103
Grade & Chapter Name	Grade 6 | Food: Where Does it Come From?
Concept | Sub-concept	Life Science | Plants and Animals as Food
Competency	Explaining Phenomena Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. Plant source/Animal source
No Credit (No Score)	Any other response or missing response

Item Number	Question 4
Question Code	SAS21S060104
Grade & Chapter Name	Grade 6 | Food: Where Does it Come From?
Concept | Sub-concept	Life Science | What do animals eat?
Competency	Explaining Phenomena Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. Deer
No Credit (No Score)	Any other response or missing response

Item Number	Question 5
Question Code	SAS21S060105
Grade & Chapter Name	Grade 6 | Food: Where Does it Come From?
Concept | Sub-concept	Life Science | What do Animals Eat?
Competency	Explaining Phenomena Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. Crow
No Credit (No Score)	Any other response or missing response

Item Number	Question 6
Question Code	SAS21S060106
Grade & Chapter Name	Grade 6 | Food: Where Does it Come From?
Concept | Sub-concept	Life Science | Plants and Animals as Food
Competency	Interpreting Data & Evidence Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. Amit and Anu
No Credit (No Score)	Any other response or missing response

Item Number	Question 7
Question Code	SAS21S060107
Grade & Chapter Name	Grade 6 | Food: Where Does it Come From?
Concept | Sub-concept	Life Science | Plants as Food
Competency	Interpreting Data & Evidence Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. Ritesh
No Credit (No Score)	Any other response or missing response

Item Number	Question 8
Question Code	SAS21S060108
Grade & Chapter Name	Grade 6 | Food: Where Does it Come From?
Concept | Sub-concept	Life Science | Plants as Food
Competency	Explaining Phenomena Scientifically
Item Type	Constructed Response
Full Credit (Full Score)	Mentions 'X' as stem and 'Y' as root. • X – Stem • Y – Root
No Credit (No Score)	Any other response or missing response

Item Number	Question 9
Question Code	SAS21S060109
Grade & Chapter Name	Grade 6 | Food: Where Does it Come From?
Concept | Sub-concept	Life Science | Plant as Food
Competency	Evaluating & Designing Scientific Enquiry
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. Do seeds need air to grow?
No Credit (No Score)	Any other response or missing response

Item Number	Question 10
Question Code	SAS21S060110
Grade & Chapter Name	Grade 6 | Food: Where Does it Come From?
Concept | Sub-concept	Life Science | Plants as Food
Competency	Interpreting Data & Evidence Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. Grass
No Credit (No Score)	Any other response or missing response

Item Number	Question 1
Question Code	SAS21S060201
Grade & Chapter Name	Grade 6 | Components of Food
Concept | Sub-concept	Life Science | Nutrition in Plants and Animals
Competency	Interpreting Data & Evidence Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. Sanjay
No Credit (No Score)	Any other response or missing response

Item Number	Question 2
Question Code	SAS21S060202
Grade & Chapter Name	Grade 6 | Components of Food
Concept | Sub-concept	Life Science | Nutrition in Plants and Animals
Competency	Interpreting Data & Evidence Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. Anjum and Raghu
No Credit (No Score)	Any other response or missing response

Item Number	Question 3
Question Code	SAS21S060203
Grade & Chapter Name	Grade 6 | Components of Food
Concept | Sub-concept	Life Science | Nutrition in Plants and Animals
Competency	Explaining Phenomena Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. A single food item does not contain all the nutrients.
No Credit (No Score)	Any other response or missing response

Item Number	Question 4
Question Code	SAS21S060204
Grade & Chapter Name	Grade 6 | Components of Food
Concept | Sub-concept	Life Science | Nutrition in Plants and Animals
Competency	Explaining Phenomena Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. Lemon contains water
No Credit (No Score)	Any other response or missing response

Item Number	Question 5
Question Code	SAS21S060205
Grade & Chapter Name	Grade 6 | Components of Food
Concept | Sub-concept	Life Science | Nutrients in Plants
Competency	Explaining Phenomena Scientifically
Item Type	Constructed Response
Full Credit (Full Score)	Mentions that lemons contain Vitamin C. For example: • Vitamin C
No Credit (No Score)	Any other response or missing response

Item Number	Question 6
Question Code	SAS21S060206
Grade & Chapter Name	Grade 6 | Components of Food
Concept | Sub-concept	Life Science | Deficiency Diseases
Competency	Interpreting Data & Evidence Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. Calcium and Vitamin C
No Credit (No Score)	Any other response or missing response

Item Number	Question 7
Question Code	SAS21S060207
Grade & Chapter Name	Grade 6 | Components of Food
Concept | Sub-concept	Life Science | Nutrients in Plants
Competency	Explaining Phenomena Scientifically
Item Type	Complex Multiple Choice Question
Full Credit (Full Score)	No No Yes
No Credit (No Score)	Any other response or missing response

Item Number	Question 8
Question Code	SAS21S060208
Grade & Chapter Name	Grade 6 | Components of Food
Concept | Sub-concept	Life Science | Nutrients in Plants and Animals
Competency	Explaining Phenomena Scientifically
Item Type	Constructed Response
Full Credit (Full Score)	Mentions that foods may also contain water that can leave a wet patch on the paper. For example • Some food items contain moisture. Moisture can make a wet patch on a piece of paper. Or • Not to confuse water marks with fat marks
No Credit (No Score)	Any other response or missing response

Item Number	Question 9
Question Code	SAS21S060209
Grade & Chapter Name	Grade 6 | Components of Food
Concept | Sub-concept	Life Science | Nutrients in Plants and Animals
Competency	Explaining Phenomena Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. The size of the oily patch on the paper
No Credit (No Score)	Any other response or missing response

Item Number	Question 10
Question Code	SAS21S060210
Grade & Chapter Name	Grade 6 | Components of Food
Concept | Sub-concept	Life Science | Deficiency Diseases
Competency	Explaining Phenomena Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. Cold and cloudy
No Credit (No Score)	Any other response or missing response

Item Number	Question 1
Question Code	SAS21S060301
Grade & Chapter Name	Grade 6 | Fibre to Fabric
Concept | Sub-concept	Physical Science | Fibre
Competency	Explaining Phenomena Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. Silk
No Credit (No Score)	Any other response or missing response

Item Number	Question 2
Question Code	SAS21S060302
Grade & Chapter Name	Grade 6 | Fibre to Fabric
Concept | Sub-concept	Physical Science | Yarn to Fabric
Competency	Explaining Phenomena Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. By spinning the wool fibres
No Credit (No Score)	Any other response or missing response

Item Number	Question 3
Question Code	SAS21S060303
Grade & Chapter Name	Grade 6 | Fibre to Fabric
Concept | Sub-concept	Physical Science | Fibre
Competency	Explaining Phenomena Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. Natural/Synthetic
No Credit (No Score)	Any other response or missing response

Item Number	Question 4
Question Code	SAS21S060304
Grade & Chapter Name	Grade 6 | Fibre to Fabric
Concept | Sub-concept	Physical Science | Spinning of yarn/Yarn to Fabric
Competency	Explaining Phenomena Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. Fibre spun into yarn $\longrightarrow$ yarn woven into fabric
No Credit (No Score)	Any other response or missing response

Item Number	Question 5
Question Code	SAS21S060305
Grade & Chapter Name	Grade 6 | Fibre to Fabric
Concept | Sub-concept	Physical Science | Some Plant Fibre (Cotton)
Competency	Explaining Phenomena Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. Fruit
No Credit (No Score)	Any other response or missing response

Item Number	Question 6
Question Code	SAS21S060306
Grade & Chapter Name	Grade 6 | Fibre to Fabric
Concept | Sub-concept	Physical Science | Characteristics of Fibre
Competency	Interpreting Data & Evidence Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. The mass of each fabric before soaking in water.
No Credit (No Score)	Any other response or missing response

Item Number	Question 7
Question Code	SAS21S060307
Grade & Chapter Name	Grade 6 | Fibre to Fabric
Concept | Sub-concept	Physical Science | Characteristics of Fibre
Competency	Evaluating & Designing Scientific Enquiry
Item Type	Complex Multiple Choice Question
Full Credit (Full Score)	No Yes Yes
No Credit (No Score)	Any other response or missing response

Item Number	Question 8
Question Code	SAS21S060308
Grade & Chapter Name	Grade 6 | Fibre to Fabric
Concept | Sub-concept	Physical Science | Characteristics of Fibre
Competency	Explaining Phenomena Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. Amit
No Credit (No Score)	Any other response or missing response

Item Number	Question 9
Question Code	SAS21S060309
Grade & Chapter Name	Grade 6 | Fibre to Fabric
Concept | Sub-concept	Physical Science | Spinning Cotton Yarn
Competency	Explaining Phenomena Scientifically
Item Type	Constructed Response
Full Credit (Full Score)	Mentions that the woman is spinning fibres to make yarn. For example: • The woman is spinning fibres. Or • The woman is making a yarn.
No Credit (No Score)	Any other response or missing response

Item Number	Question 10
Question Code	SAS21S060310
Grade & Chapter Name	Grade 6 | Fibre to Fabric
Concept | Sub-concept	Physical Science | Characteristics of Fibre
Competency	Evaluating & Designing Scientific Enquiry
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. Which type of fabric best retains dye?
No Credit (No Score)	Any other response or missing response

Item Number	Question 1
Question Code	SAS21S060401
Grade & Chapter Name	Grade 6 | Sorting Materials into Groups
Concept | Sub-concept	Physical Science | Properties of Materials (Hardness)
Competency	Explaining Phenomena Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. Hard/Soft
No Credit (No Score)	Any other response or missing response

Item Number	Question 2
Question Code	SAS21S060402
Grade & Chapter Name	Grade 6 | Sorting Materials into Groups
Concept | Sub-concept	Physical Science | Objects May Float or Sink in Water
Competency	Evaluating & Designing Scientific Enquiry
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. Do gold and silver coins float in water?
No Credit (No Score)	Any other response or missing response

Item Number	Question 3
Question Code	SAS21S060403
Grade & Chapter Name	Grade 6 | Sorting Materials into Groups
Concept | Sub-concept	Physical Science | Properties of Materials (Soluble or Insoluble?)
Competency	Explaining Phenomena Scientifically
Item Type	Constructed Response
Full Credit (Full Score)	Mentions that Liquid 1 mixes well in water and Liquid 2 does not mix well in water. For example • Liquid 1: Yes • Liquid 2: No
No Credit (No Score)	Any other response or missing response

Item Number	Question 4
Question Code	SAS21S060404
Grade & Chapter Name	Grade 6 | Sorting Materials into Groups
Concept | Sub-concept	Physical Science | Properties of Materials (Soluble or Insoluble?)
Competency	Evaluating & Designing Scientific Enquiry
Item Type	Complex Multiple Choice Question
Full Credit (Full Score)	Yes Yes Yes
No Credit (No Score)	Any other response or missing response

Item Number	Question 5
Question Code	SAS21S060405
Grade & Chapter Name	Grade 6 | Sorting Materials into Groups
Concept | Sub-concept	Physical Science | Properties of Materials (Appearance)
Competency	Explaining Phenomena Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. Rub the pipes with sandpaper and check if they appear shiny.
No Credit (No Score)	Any other response or missing response

Item Number	Question 6
Question Code	SAS21S060406
Grade & Chapter Name	Grade 6 | Sorting Materials into Groups
Concept | Sub-concept	Physical Science | Properties of Materials (Transparency)
Competency	Explaining Phenomena Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. A sheet of tissue paper
No Credit (No Score)	Any other response or missing response

Item Number	Question 7
Question Code	SAS21S060407
Grade & Chapter Name	Grade 6 | Sorting Materials into Groups
Concept | Sub-concept	Physical Science | Properties of Materials (Transparency)
Competency	Interpreting Data & Evidence Scientifically
Item Type	Constructed Response
Full Credit (Full Score)	Mentions that Box 3 is made of an opaque material. • Box 3
No Credit (No Score)	Any other response or missing response

Item Number	Question 8
Question Code	SAS21S060408
Grade & Chapter Name	Grade 6 | Sorting Materials into Groups
Concept | Sub-concept	Physical Science | Properties of Materials (Transparency)
Competency	Evaluating & Designing Scientific Enquiry
Item Type	Constructed Response
Full Credit (Full Score)	Mentions that there will be no change in the results of the activity because the material of both the boxes is the same. • There will be no change in the results because the thicker box is also made of a transparent material like Box 1.
No Credit (No Score)	Any other response or missing response

Item Number	Question 9
Question Code	SAS21S060409
Grade & Chapter Name	Grade 6 | Sorting Materials into Groups
Concept | Sub-concept	Physical Science | Objects Around us
Competency	Explaining Phenomena Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. Water bottle
No Credit (No Score)	Any other response or missing response

Item Number	Question 10
Question Code	SAS21S060410
Grade & Chapter Name	Grade 6 | Sorting Materials into Groups
Concept | Sub-concept	Physical Science | Objects Around us
Competency	Explaining Phenomena Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. Cotton cloth
No Credit (No Score)	Any other response or missing response

Item Number	Question 1
Question Code	SAS21S060501
Grade & Chapter Name	Grade 6 | Separation of Substances
Concept | Sub-concept	Physical Science | Method of Separation (Sedimentation, Decantation and Filtration)
Competency	Evaluating and Designing Scientific Enquiry
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. Sedimentation Decantation Filtration
No Credit (No Score)	Any other response or missing response

Item Number	Question 2
Question Code	SAS21S060502
Grade & Chapter Name	Grade 6 | Separation of Substances
Concept | Sub-concept	Physical Science | Method of Separation (Properties of substances to be separated)
Competency	Explaining Phenomena Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. Mud is heavier than water.
No Credit (No Score)	Any other response or missing response

Item Number	Question 3
Question Code	SAS21S060503
Grade & Chapter Name	Grade 6 | Separation of Substances
Concept | Sub-concept	Physical Science | Can Water Dissolve any Amount of a Substance?
Competency	Interpreting Data and Evidence Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. Sugar is more soluble than salt in water.
No Credit (No Score)	Any other response or missing response

Item Number	Question 4
Question Code	SAS21S060504
Grade & Chapter Name	Grade 6 | Separation of Substances
Concept | Sub-concept	Physical Science | Can Water Dissolve any Amount of a Substance?
Competency	Evaluating and Designing Scientific Enquiry
Item Type	Constructed Response
Full Credit (Full Score)	Mentions that the amount of water in the glasses must be same For example • The two glasses must have the same amount of water.
No Credit (No Score)	Any other response or missing response

Item Number	Question 5
Question Code	SAS21S060505
Grade & Chapter Name	Grade 6 | Separation of Substances
Concept | Sub-concept	Physical Science | Can Water Dissolve any Amount of a Substance?
Competency	Evaluating and Designing Scientific Enquiry
Item Type	Constructed Response
Full Credit (Full Score)	Mentions that all three spoons of salt would dissolve in water because larger quantities of salt can be dissolved in water on heating it
No Credit (No Score)	Any other response or missing response

Item Number	Question 6
Question Code	SAS21S060506
Grade & Chapter Name	Grade 6 | Separation of Substances
Concept | Sub-concept	Physical Science | Evaporation
Competency	Explaining Phenomena Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. Evaporation
No Credit (No Score)	Any other response or missing response

Item Number	Question 7
Question Code	SAS21S060507
Grade & Chapter Name	Grade 6 | Separation of Substances
Concept | Sub-concept	Physical Science | Method of Separation(Filtration)
Competency	Explaining Phenomena Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. size
No Credit (No Score)	Any other response or missing response

Item Number	Question 8
Question Code	SAS21S060508
Grade & Chapter Name	Grade 6 | Separation of Substances
Concept | Sub-concept	Physical Science | Method of Separation(Filtration)
Competency	Evaluating and Designing Scientific Enquiry
Item Type	Constructed Response
Full Credit (Full Score)	Mentions that substance X is sand
No Credit (No Score)	Any other response or missing response

Item Number	Question 9
Question Code	SAS21S060509
Grade & Chapter Name	Grade 6 | Separation of Substances
Concept | Sub-concept	Physical Science | Evaporation
Competency	Explaining Phenomena Scientifically
Item Type	Constructed Response
Full Credit (Full Score)	Mentions the process of evaporation
No Credit (No Score)	Any other response or missing response

Item Number	Question 10
Question Code	SAS21S060510
Grade & Chapter Name	Grade 6 | Separation of Substances
Concept | Sub-concept	Physical Science | Method of Separation (Sieving)
Competency	Explaining Phenomena Scientifically
Item Type	Constructed Response
Full Credit (Full Score)	Mentions sieving as a suitable method
No Credit (No Score)	Any other response or missing response

Item Number	Question 1
Question Code	SAS21S060601
Grade & Chapter Name	Grade 6 | Changes Around Us
Concept | Sub-concept	Physical Science | Can All Changes be Reversed?
Competency	Explaining Phenomena Scientifically
Item Type	Complex Multiple Choice Question
Full Credit (Full Score)	Yes Yes No
No Credit (No Score)	Any other response or missing response

Item Number	Question 2
Question Code	SAS21S060602
Grade & Chapter Name	Grade 6 | Changes Around Us
Concept | Sub-concept	Physical Science | Can All Changes be Reversed?
Competency	Explaining Phenomena Scientifically
Item Type	Constructed Response
Full Credit (Full Score)	Mentions that breaking of an eggshell is a permanent change as the process cannot be reversed For example: • The breaking of the eggshell is a permanent change because it cannot be reverse.
No Credit (No Score)	Any other response or missing response

Item Number	Question 3
Question Code	SAS21S060603
Grade & Chapter Name	Grade 6 | Changes Around Us
Concept | Sub-concept	Physical Science | Could There be Other Ways to Bring Changes?
Competency	Explaining Phenomena Scientifically
Item Type	Complex Multiple Choice Question
Full Credit (Full Score)	Yes Yes Yes
No Credit (No Score)	Any other response or missing response

Item Number	Question 4
Question Code	SAS21S060604
Grade & Chapter Name	Grade 6 | Changes Around Us
Concept | Sub-concept	Physical Science | Can All Changes be Reversed?
Competency	Explaining Phenomena Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. Melting of ice cream
No Credit (No Score)	Any other response or missing response

Item Number	Question 5
Question Code	SAS21S060605
Grade & Chapter Name	Grade 6 | Changes Around Us
Concept | Sub-concept	Physical Science | Expansion
Competency	Explaining Phenomena Scientifically
Item Type	Constructed Response
Full Credit (Full Score)	Mentions that the metal cover expanded as it absorbed heat and this is why it could be easily removed For example • The metal cover expands as it absorbs heat.
No Credit (No Score)	Any other response or missing response

Item Number	Question 6
Question Code	SAS21S060606
Grade & Chapter Name	Grade 6 | Changes Around Us
Concept | Sub-concept	Physical Science | Melting
Competency	Explaining Phenomena Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. Butter cubes have melted.
No Credit (No Score)	Any other response or missing response

Item Number	Question 7
Question Code	SAS21S060607
Grade & Chapter Name	Grade 6 | Changes Around Us
Concept | Sub-concept	Physical Science | Reversible Changes/Irreversible Changes
Competency	Explaining Phenomena Scientifically
Item Type	Complex Multiple Choice Question
Full Credit (Full Score)	Yes No Yes
No Credit (No Score)	Any other response or missing response

Item Number	Question 8
Question Code	SAS21S060608
Grade & Chapter Name	Grade 6 | Changes Around Us
Concept | Sub-concept	Physical Science | Permanent Change
Competency	Explaining Phenomena Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. New substance is formed
No Credit (No Score)	Any other response or missing response

Item Number	Question 9
Question Code	SAS21S060609
Grade & Chapter Name	Grade 6 | Changes Around Us
Concept | Sub-concept	Physical Science | Permanent Change
Competency	Interpreting Data and Evidence Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. Dye 2
No Credit (No Score)	Any other response or missing response

Item Number	Question 10
Question Code	SAS21S060610
Grade & Chapter Name	Grade 6 | Changes Around Us
Concept | Sub-concept	Physical Science | Permanent Change
Competency	Evaluating and Designing Scientific Enquiry
Item Type	Constructed Response
Full Credit (Full Score)	Mentions that Shilpa must keep the material of the clothes same for the activity. • Shilpa must keep the material of the pieces of cloth same for the activity.
No Credit (No Score)	Any other response or missing response

Item Number	Question 1
Question Code	SAS21S060701
Grade & Chapter Name	Grade 6 | Getting to Know Plants
Concept | Sub-concept	Life Science | Flower
Competency	Interpreting Data & Evidence Scientifically
Item Type	Constructed Response
Full Credit (Full Score)	Mentions that 3 petals can be seen in the picture
No Credit (No Score)	Any other response or missing response

Item Number	Question 2
Question Code	SAS21S060702
Grade & Chapter Name	Grade 6 | Getting to Know Plants
Concept | Sub-concept	Life Science | Flower
Competency	Explaining Phenomena Scientifically
Item Type	Constructed Response
Full Credit (Full Score)	Mentions that label X is the filament. For example • Filament
No Credit (No Score)	Any other response or missing response

Item Number	Question 3
Question Code	SAS21S060703
Grade & Chapter Name	Grade 6 | Getting to Know Plants
Concept | Sub-concept	Life Science | Function of Roots
Competency	Evaluating & Designing Scientific Enquiry
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. Do plant roots absorb water?
No Credit (No Score)	Any other response or missing response

Item Number	Question 4
Question Code	SAS21S060704
Grade & Chapter Name	Grade 6 | Getting to Know Plants
Concept | Sub-concept	Life Science | Roots
Competency	Evaluating & Designing Scientific Enquiry
Item Type	Constructed Response
Full Credit (Full Score)	Mentions that the amount of water in the beakers will not remain the same and will reduce AND further explains why the amount of water reduces For example • The amount/level of water in both beakers will not remain the same and will reduce because of the sun's heat or evaporation.
No Credit (No Score)	Any other response or missing response

Item Number	Question 5
Question Code	SAS21S060705
Grade & Chapter Name	Grade 6 | Getting to Know Plants
Concept | Sub-concept	Life Science | Types of Roots
Competency	Interpreting Data & Evidence Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. Plant 1, plant 2 and plant 3
No Credit (No Score)	Any other response or missing response

Item Number	Question 6
Question Code	SAS21S060706
Grade & Chapter Name	Grade 6 | Getting to Know Plants
Concept | Sub-concept	Life Science | Types of Roots
Competency	Explaining Phenomena Scientifically
Item Type	Constructed Response
Full Credit (Full Score)	Mentions that the roots store food for the plant.
No Credit (No Score)	Any other response or missing response

Item Number	Question 7
Question Code	SAS21S060704
Grade & Chapter Name	Grade 6 | Getting to Know Plants
Concept | Sub-concept	Life Science | Herbs, Shrubs and Trees
Competency	Interpreting Data & Evidence Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. Group 2
No Credit (No Score)	Any other response or missing response

Item Number	Question 8
Question Code	SAS21S060708
Grade & Chapter Name	Grade 6 | Getting to Know Plants
Concept | Sub-concept	Life Science | Herbs, Shrubs and Trees
Competency	Interpreting Data & Evidence Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. Group 1
No Credit (No Score)	Any other response or missing response

Item Number	Question 9
Question Code	SAS21S060709
Grade & Chapter Name	Grade 6 | Getting to Know Plants
Concept | Sub-concept	Life Science | Leaf
Competency	Evaluating & Designing Scientific Enquiry
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. He should test a similar plant kept in the dark for five days.
No Credit (No Score)	Any other response or missing response

Item Number	Question 10
Question Code	SAS21S060710
Grade & Chapter Name	Grade 6 | Getting to Know Plants
Concept | Sub-concept	Life Science | Leaf
Competency	Explaining Phenomena Scientifically
Item Type	Complex Multiple Choice Question
Full Credit (Full Score)	No Yes Yes
No Credit (No Score)	Any other response or missing response

Item Number	Question 1
Question Code	SAS21S060801
Grade & Chapter Name	Grade 6 | Body Movements
Concept | Sub-concept	Life Science | Gait of Animals
Competency	Explaining Phenomena Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. Earthworm
No Credit (No Score)	Any other response or missing response

Item Number	Question 2
Question Code	SAS21S060802
Grade & Chapter Name	Grade 6 | Body Movements
Concept | Sub-concept	Life Science | Gait of Animals
Competency	Explaining Phenomena Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. Strong leg muscles
No Credit (No Score)	Any other response or missing response

Item Number	Question 3
Question Code	SAS21S060803
Grade & Chapter Name	Grade 6 | Body Movements
Concept | Sub-concept	Life Science | Joints
Competency	Interpreting Data & Evidence Scientifically
Item Type	Constructed Response
Full Credit (Full Score)	Mentions that the pair of bones can move in all directions in joint 3
No Credit (No Score)	Any other response or missing response

Item Number	Question 4
Question Code	SAS21S060804
Grade & Chapter Name	Grade 6 | Body Movements
Concept | Sub-concept	Life Science | Joints
Competency	Interpreting Data & Evidence Scientifically
Item Type	Constructed Response
Full Credit (Full Score)	Mentions that joint 1 and joint 2 are of the same type AND that they are called hinge joints. For example: • Joint 1 and Joint 2 are of the same type. They are called hinge Joints.
No Credit (No Score)	Any other response or missing response

Item Number	Question 5
Question Code	SAS21S060805
Grade & Chapter Name	Grade 6 | Body Movements
Concept | Sub-concept	Life Science | Joints
Competency	Explaining Phenomena Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. Joints in the skull
No Credit (No Score)	Any other response or missing response

Item Number	Question 6
Question Code	SAS21S060806
Grade & Chapter Name	Grade 6 | Body Movements
Concept | Sub-concept	Life Science | Cartilage
Competency	Explaining Phenomena Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. Nose
No Credit (No Score)	Any other response or missing response

Item Number	Question 7
Question Code	SAS21S060807
Grade & Chapter Name	Grade 6 | Body Movements
Concept | Sub-concept	Life Science | Muscles
Competency	Interpreting Data & Evidence Scientifically
Item Type	Constructed Response
Full Credit (Full Score)	Mentions that the biceps are most contracted at Position 3
No Credit (No Score)	Any other response or missing response

Item Number	Question 8
Question Code	SAS21S060808
Grade & Chapter Name	Grade 6 | Body Movements
Concept | Sub-concept	Life Science | Muscles
Competency	Explaining Phenomena Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. Bending of arms involves the contraction and relaxation of a pair of muscles.
No Credit (No Score)	Any other response or missing response

Item Number	Question 9
Question Code	SAS21S060809
Grade & Chapter Name	Grade 6 | Body Movements
Concept | Sub-concept	Life Science | Gait of Animals
Competency	Interpreting Data & Evidence Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. Animal Q
No Credit (No Score)	Any other response or missing response

Item Number	Question 10
Question Code	SAS21S060810
Grade & Chapter Name	Grade 6 | Body Movements
Concept | Sub-concept	Life Science | Yoga — For Better Health
Competency	Explaining Phenomena Scientifically
Item Type	Complex Multiple Choice Question
Full Credit (Full Score)	Yes No Yes
No Credit (No Score)	Any other response or missing response

Item Number	Question 1
Question Code	SAS21S060901
Grade & Chapter Name	Grade 6 | The Living Organisms – Characteristics and Habitats
Concept | Sub-concept	Life Science | Habitat and Adaptations
Competency	Explaining Phenomena Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. Big thin ears
No Credit (No Score)	Any other response or missing response

Item Number	Question 2
Question Code	SAS21S060902
Grade & Chapter Name	Grade 6 | The Living Organisms – Characteristics and Habitats
Concept | Sub-concept	Life Science | Habitat and Adaptations
Competency	Explaining Phenomena Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. Needle-like leaves – help in shedding snow and rainwater
No Credit (No Score)	Any other response or missing response

Item Number	Question 3
Question Code	SAS21S060903
Grade & Chapter Name	Grade 6 | The Living Organisms – Characteristics and Habitats
Concept | Sub-concept	Life Science | Germination
Competency	Interpreting Data & Evidence Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. Seeds grow better in soil and sunlight.
No Credit (No Score)	Any other response or missing response

Item Number	Question 4
Question Code	SAS21S060904
Grade & Chapter Name	Grade 6 | The Living Organisms – Characteristics and Habitats
Concept | Sub-concept	Life Science | Germination
Competency	Interpreting Data & Evidence Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. Image
No Credit (No Score)	Any other response or missing response

Item Number	Question 5
Question Code	SAS21S060905
Grade & Chapter Name	Grade 6 | The Living Organisms – Characteristics and Habitats
Concept | Sub-concept	Life Science | Do All Living Things Respond to Stimuli?
Competency	Explaining Phenomena Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. It responds to changes in the environment.
No Credit (No Score)	Any other response or missing response

Item Number	Question 6
Question Code	SAS21S060906
Grade & Chapter Name	Grade 6 | The Living Organisms – Characteristics and Habitats
Concept | Sub-concept	Life Science | Do All Living Things Respond to Stimuli?
Competency	Explaining Phenomena Scientifically
Item Type	Constructed Response
Full Credit (Full Score)	Mentions that the blending of colour helps a caterpillar to avoid its predators/helps to camouflage.
No Credit (No Score)	Any other response or missing response

Item Number	Question 7
Question Code	SAS21S060907
Grade & Chapter Name	Grade 6 | The Living Organisms – Characteristics and Habitats
Concept | Sub-concept	Life Science | Some Aquatic Habitats (Oceans)
Competency	Interpreting Data & Evidence Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. They produce babies that look similar to adults.
No Credit (No Score)	Any other response or missing response

Item Number	Question 8
Question Code	SAS21S060908
Grade & Chapter Name	Grade 6 | The Living Organisms – Characteristics and Habitats
Concept | Sub-concept	Life Science | Some Aquatic Habitats (Oceans)
Competency	Explaining Phenomena Scientifically
Item Type	Constructed Response
Full Credit (Full Score)	Identifies the following two features: • Limbs shaped like flippers • A streamlined body
No Credit (No Score)	Any other response or missing response

Item Number	Question 9
Question Code	SAS21S060909
Grade & Chapter Name	Grade 6 | The Living Organisms – Characteristics and Habitats
Concept | Sub-concept	Life Science | Living Things Around us
Competency	Explaining Phenomena Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. Earthworm, ant and snail
No Credit (No Score)	Any other response or missing response

Item Number	Question 10
Question Code	SAS21S060910
Grade & Chapter Name	Grade 6 | The Living Organisms – Characteristics and Habitats
Concept | Sub-concept	Life Science | Living Things Around us
Competency	Explaining Phenomena Scientifically
Item Type	Complex Multiple Choice Question
Full Credit (Full Score)	No Yes Yes
No Credit (No Score)	Any other response or missing response

Item Number	Question 1
Question Code	SAS21S061001
Grade & Chapter Name	Grade 6 | Motion and Measurement of Distance
Concept | Sub-concept	Physical Science | Measurement
Competency	Evaluating and Designing Scientific Enquiry
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. 3rd time
No Credit (No Score)	Any other response or missing response

Item Number	Question 2
Question Code	SAS21S061002
Grade & Chapter Name	Grade 6 | Motion and Measurement of Distance
Concept | Sub-concept	Physical Science | Measurement
Competency	Interpreting Data and Evidence Scientifically
Item Type	Constructed Response
Full Credit (Full Score)	Mentions that their measurements will not be the same as their feet size will vary. For example • The measurements will not be the same as their feet size are different.
No Credit (No Score)	Any other response or missing response

Item Number	Question 3
Question Code	SAS21S061003
Grade & Chapter Name	Grade 6 | Motion and Measurement of Distance
Concept | Sub-concept	Physical Science | Standard Unit of Measurement
Competency	Explaining phenomena scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. Meter
No Credit (No Score)	Any other response or missing response

Item Number	Question 4
Question Code	SAS21S061004
Grade & Chapter Name	Grade 6 | Motion and Measurement of Distance
Concept | Sub-concept	Physical Science | Measurement
Competency	Evaluating and Designing Scientific Enquiry
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. Image
No Credit (No Score)	Any other response or missing response

Item Number	Question 5
Question Code	SAS21S061005
Grade & Chapter Name	Grade 6 | Motion and Measurement of Distance
Concept | Sub-concept	Physical Science | Measurement
Competency	Explaining Phenomena Scientifically
Item Type	Complex Multiple Choice Question
Full Credit (Full Score)	Yes No Yes
No Credit (No Score)	Any other response or missing response

Item Number	Question 6
Question Code	SAS21S061006
Grade & Chapter Name	Grade 6 | Motion and Measurement of Distance
Concept | Sub-concept	Physical Science | Measurement
Competency	Explaining phenomena scientifically
Item Type	Constructed Response
Full Credit (Full Score)	Mentions that the length of the pipe cannot be measured correctly with a ruler because the pipe is not straight. For example • No. The pipe is not straight.
No Credit (No Score)	Any other response or missing response

Item Number	Question 7
Question Code	SAS21S061007
Grade & Chapter Name	Grade 6 | Motion and Measurement of Distance
Concept | Sub-concept	Physical Science | Types of Motion
Competency	Explaining Phenomena Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. The Earth revolving around the Sun.
No Credit (No Score)	Any other response or missing response

Item Number	Question 8
Question Code	SAS21S061008
Grade & Chapter Name	Grade 6 | Motion and Measurement of Distance
Concept | Sub-concept	Physical Science | Types of Motion
Competency	Explaining Phenomena Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. Moving on a straight line
No Credit (No Score)	Any other response or missing response

Item Number	Question 9
Question Code	SAS21S061009
Grade & Chapter Name	Grade 6 | Motion and Measurement of Distance
Concept | Sub-concept	Physical Science | Types of Motion
Competency	Interpreting Data and Evidence Scientifically
Item Type	Complex Multiple Choice Question
Full Credit (Full Score)	No Yes Yes
No Credit (No Score)	Any other response or missing response

Item Number	Question 10
Question Code	SAS21S061010
Grade & Chapter Name	Grade 6 | Motion and Measurement of Distance
Concept | Sub-concept	Physical Science | Types of Motion
Competency	Explaining Phenomena Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. Rotational
No Credit (No Score)	Any other response or missing response

Item Number	Question 1
Question Code	SAS21S061101
Grade & Chapter Name	Grade 6 | Light, Shadows and Reflections
Concept | Sub-concept	Physical Science | Transparent, Translucent and Opaque Objects
Competency	Interpreting Data and Evidence Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. Sheet 1 and Sheet 4 are made of transparent materials.
No Credit (No Score)	Any other response or missing response

Item Number	Question 2
Question Code	SAS21S061102
Grade & Chapter Name	Grade 6 | Light, Shadows and Reflections
Concept | Sub-concept	Physical Science | Transparent, Translucent and Opaque Objects
Competency	Evaluating and Designing Scientific Enquiry
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. Thickness of the sheets
No Credit (No Score)	Any other response or missing response

Item Number	Question 3
Question Code	SAS21S061103
Grade & Chapter Name	Grade 6 | Light, Shadows and Reflections
Concept | Sub-concept	Physical Science | Luminous and Non Luminous Objects
Competency	Explaining Phenomena Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. LED
No Credit (No Score)	Any other response or missing response

Item Number	Question 4
Question Code	SAS21S061104
Grade & Chapter Name	Grade 6 | Light, Shadows and Reflections
Concept | Sub-concept	Physical Science | Mirrors and Reflections
Competency	Explaining Phenomena Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. Periscope
No Credit (No Score)	Any other response or missing response

Item Number	Question 5
Question Code	SAS21S061105
Grade & Chapter Name	Grade 6 | Light, Shadows and Reflections
Concept | Sub-concept	Physical Science | What Exactly are Shadows?
Competency	Interpreting Data and Evidence Scientifically
Item Type	Complex Multiple Choice Question
Full Credit (Full Score)	Yes No No
No Credit (No Score)	Any other response or missing response

Item Number	Question 6
Question Code	SAS21S061106
Grade & Chapter Name	Grade 6 | Light, Shadows and Reflections
Concept | Sub-concept	Physical Science | What Exactly are Shadows?
Competency	Interpreting Data and Evidence Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. Image
No Credit (No Score)	Any other response or missing response

Item Number	Question 7
Question Code	SAS21S061107
Grade & Chapter Name	Grade 6 | Light, Shadows and Reflections
Concept | Sub-concept	Physical Science | What Exactly are Shadows?
Competency	Explaining Phenomena Scientifically
Item Type	Constructed Response
Full Credit (Full Score)	Mentions that a rubber ball is opaque but a glass ball is transparent.
No Credit (No Score)	Any other response or missing response

Item Number	Question 8
Question Code	SAS21S061108
Grade & Chapter Name	Grade 6 | Light, Shadows and Reflections
Concept | Sub-concept	Physical Science | Mirrors and Reflections
Competency	Explaining Phenomena Scientifically
Item Type	Constructed Response
Full Credit (Full Score)	Mentions that light coming from our body is reflected by the mirror.
No Credit (No Score)	Any other response or missing response

Item Number	Question 9
Question Code	SAS21S061109
Grade & Chapter Name	Grade 6 | Light, Shadows and Reflections
Concept | Sub-concept	Physical Science | Mirrors and Reflections
Competency	Interpreting Data and Evidence Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. Point 3
No Credit (No Score)	Any other response or missing response

Item Number	Question 10
Question Code	SAS21S061110
Grade & Chapter Name	Grade 6 | Light, Shadows and Reflections
Concept | Sub-concept	Physical Science | Mirrors and Reflections
Competency	Evaluating and Designing Scientific Enquiry
Item Type	Complex Multiple Choice Question
Full Credit (Full Score)	Yes Yes No
No Credit (No Score)	Any other response or missing response

Item Number	Question 1
Question Code	SAS21S061201
Grade & Chapter Name	Grade 6 | Electricity and Circuits
Concept | Sub-concept	Physical Science | Electric Cell
Competency	Explaining Phenomena Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. Mobile phone
No Credit (No Score)	Any other response or missing response

Item Number	Question 2
Question Code	SAS21S061202
Grade & Chapter Name	Grade 6 | Electricity and Circuits
Concept | Sub-concept	Physical Science | Electric Cell
Competency	Explaining Phenomena Scientifically
Item Type	Constructed Response
Full Credit (Full Score)	+ - 
No Credit (No Score)	Any other response or missing response

Item Number	Question 3
Question Code	SAS21S061203
Grade & Chapter Name	Grade 6 | Electricity and Circuits
Concept | Sub-concept	Physical Science | Electric Cell
Competency	Explaining Phenomena Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. Touch the pole with bare hands
No Credit (No Score)	Any other response or missing response

Item Number	Question 4
Question Code	SAS21S061204
Grade & Chapter Name	Grade 6 | Electricity and Circuits
Concept | Sub-concept	Physical Science | Electric Conductors and Insulators
Competency	Explaining Phenomena Scientifically
Item Type	Constructed Response
Full Credit (Full Score)	Mentions that the salt present in human body makes it conduct electricity. For example • Salt present in human body
No Credit (No Score)	Any other response or missing response

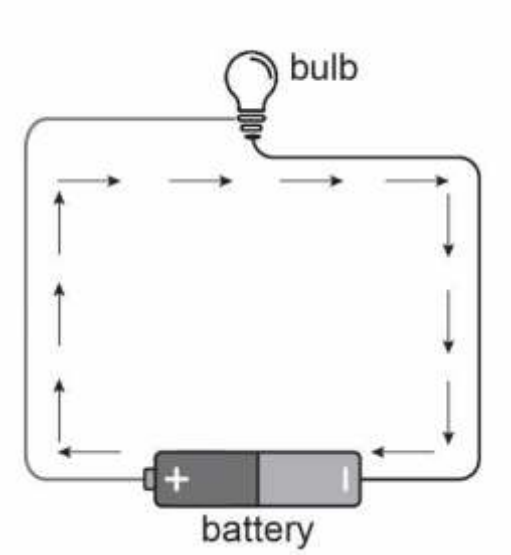
Item Number	Question 5
Question Code	SAS21S061205
Grade & Chapter Name	Grade 6 | Electricity and Circuits
Concept | Sub-concept	Physical Science | Electric Switch
Competency	Explaining Phenomena Scientifically
Item Type	Constructed Response
Full Credit (Full Score)	Mentions that a switch breaks or completes a circuit. For example • A switch turns a circuit ON or OFF.
No Credit (No Score)	Any other response or missing response

Item Number	Question 6
Question Code	SAS21S061206
Grade & Chapter Name	Grade 6 | Electricity and Circuits
Concept | Sub-concept	Physical Science | Electric Conductors and Insulators
Competency	Evaluating and Designing Scientific Enquiry
Item Type	Complex Multiple Choice Question
Full Credit (Full Score)	Yes Yes No
No Credit (No Score)	Any other response or missing response

Item Number	Question 7
Question Code	SAS21S061207
Grade & Chapter Name	Grade 6 | Electricity and Circuits
Concept | Sub-concept	Physical Science | Electric Conductors and Insulators
Competency	Evaluating and Designing Scientific Enquiry
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. wear a pair of rubber gloves
No Credit (No Score)	Any other response or missing response

Item Number	Question 8
Question Code	SAS21S061208
Grade & Chapter Name	Grade 6 | Electricity and Circuits
Concept | Sub-concept	Physical Science | Electric Conductors and Insulators
Competency	Interpreting Data and Evidence Scientifically
Item Type	Constructed Response
Full Credit (Full Score)	Mentions any one of the following responses. • The battery was exhausted. Or • The bulb was fused.
No Credit (No Score)	Any other response or missing response

Item Number	Question 9
Question Code	SAS21S061209
Grade & Chapter Name	Grade 6 | Electricity and Circuits
Concept | Sub-concept	Physical Science | An Electric Circuit
Competency	Interpreting Data and Evidence Scientifically
Item Type	Constructed Response
Full Credit (Full Score)	Mentions that the bulb will glow brighter.
No Credit (No Score)	Any other response or missing response

Item Number	Question 10
Question Code	SAS21S061210
Grade & Chapter Name	Grade 6 | Electricity and Circuits
Concept | Sub-concept	Physical Science | An Electric Circuit
Competency	Interpreting Data and Evidence Scientifically
Item Type	Constructed Response
Full Credit (Full Score)	
No Credit (No Score)	Any other response or missing response

Item Number	Question 1
Question Code	SAS21S061301
Grade & Chapter Name	Grade 6 | Fun with Magnets
Concept | Sub-concept	Physical Science | Magnetic and Non Magnetic Objects
Competency	Interpreting Data and Evidence Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. Bar 2 is made of nickel.
No Credit (No Score)	Any other response or missing response

Item Number	Question 2
Question Code	SAS21S061302
Grade & Chapter Name	Grade 6 | Fun with Magnets
Concept | Sub-concept	Physical Science | Magnetic and Non Magnetic Objects
Competency	Interpreting Data and Evidence Scientifically
Item Type	Constructed Response
Full Credit (Full Score)	Mentions that the results will remain the same because the materials are unchanged. For example • The results will remain the same. The materials used are unchanged.
No Credit (No Score)	Any other response or missing response

Item Number	Question 3
Question Code	SAS21S061303
Grade & Chapter Name	Grade 6 | Fun with Magnets
Concept | Sub-concept	Physical Science | Magnetic and Non Magnetic Objects
Competency	Evaluating and Designing Scientific Enquiry
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. Spread the mixture and run a magnet all over it.
No Credit (No Score)	Any other response or missing response

Item Number	Question 4
Question Code	SAS21S061304
Grade & Chapter Name	Grade 6 | Fun with Magnets
Concept | Sub-concept	Physical Science | Attraction and Repulsion between Magnets
Competency	Interpreting Data and Evidence Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. Both pair 1 and pair 3
No Credit (No Score)	Any other response or missing response

Item Number	Question 5
Question Code	SAS21S061305
Grade & Chapter Name	Grade 6 | Fun with Magnets
Concept | Sub-concept	Physical Science | Making of Magnets
Competency	Explaining Phenomena Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. Rub the iron rod against a permanent magnet fifty times.
No Credit (No Score)	Any other response or missing response

Item Number	Question 6
Question Code	SAS21S061306
Grade & Chapter Name	Grade 6 | Fun with Magnets
Concept | Sub-concept	Physical Science | Storing Magnets
Competency	Evaluating and Designing Scientific Enquiry
Item Type	Complex Multiple Choice Question
Full Credit (Full Score)	A. Image
No Credit (No Score)	Any other response or missing response

Item Number	Question 7
Question Code	SAS21S061304
Grade & Chapter Name	Grade 6 | Fun with Magnets
Concept | Sub-concept	Physical Science | Poles of Magnets
Competency	Explaining Phenomena Scientifically
Item Type	Constructed Response
Full Credit (Full Score)	OR N S S N 
No Credit (No Score)	Any other response or missing response

Item Number	Question 8
Question Code	SAS21S061308
Grade & Chapter Name	Grade 6 | Fun with Magnets
Concept | Sub-concept	Physical Science | Storing Magnets
Competency	Explaining Phenomena Scientifically
Item Type	Complex Multiple Choice Question
Full Credit (Full Score)	Yes No Yes
No Credit (No Score)	Any other response or missing response

Item Number	Question 9
Question Code	SAS21S061309
Grade & Chapter Name	Grade 6 | Fun with Magnets
Concept | Sub-concept	Physical Science | Finding Directions
Competency	Interpreting Data and Evidence Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. Arrow 1
No Credit (No Score)	Any other response or missing response

Item Number	Question 10
Question Code	SAS21S061310
Grade & Chapter Name	Grade 6 | Fun with Magnets
Concept | Sub-concept	Physical Science | Finding Directions
Competency	Explaining Phenomena Scientifically
Item Type	Constructed Response
Full Credit (Full Score)	Mentions that the compass will not work properly due the interference of the magnetic field of the bar magnet. For example • No. The magnetic field of the bar magnet will interfere.
No Credit (No Score)	Any other response or missing response

Item Number	Question 1
Question Code	SAS21S061401
Grade & Chapter Name	Grade 6 | Water
Concept | Sub-concept	Earth Science | How Much Water Do We Use?
Competency	Interpreting Data and Evidence Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. Graph
No Credit (No Score)	Any other response or missing response

Item Number	Question 2
Question Code	SAS21S061402
Grade & Chapter Name	Grade 6 | Water
Concept | Sub-concept	Earth Science | How Much Water Do We Use?
Competency	Interpreting Data and Evidence Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. Flushing toilets
No Credit (No Score)	Any other response or missing response

Item Number	Question 3
Question Code	SAS21S061403
Grade & Chapter Name	Grade 6 | Water
Concept | Sub-concept	Earth Science | Conservation of Water
Competency	Explaining Phenomena Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. Close shower when applying shampoo on hair
No Credit (No Score)	Any other response or missing response

Item Number	Question 4
Question Code	SAS21S061404
Grade & Chapter Name	Grade 6 | Water
Concept | Sub-concept	Earth Science | What If It Rains Heavily?
Competency	Evaluating and Designing Scientific Enquiry
Item Type	Complex Multiple Choice Question
Full Credit (Full Score)	Yes Yes No
No Credit (No Score)	Any other response or missing response

Item Number	Question 5
Question Code	SAS21S061405
Grade & Chapter Name	Grade 6 | Water
Concept | Sub-concept	Earth Science | Water Cycle
Competency	Interpreting Data and Evidence Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. Stage 2
No Credit (No Score)	Any other response or missing response

Item Number	Question 6
Question Code	SAS21S061406
Grade & Chapter Name	Grade 6 | Water
Concept | Sub-concept	Earth Science | Water Cycle
Competency	Interpreting Data and Evidence Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. Stage 3
No Credit (No Score)	Any other response or missing response

Item Number	Question 7
Question Code	SAS21S061407
Grade & Chapter Name	Grade 6 | Water
Concept | Sub-concept	Earth Science | Water Cycle
Competency	Explaining Phenomena Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. A cold and cloudy day
No Credit (No Score)	Any other response or missing response

Item Number	Question 8
Question Code	SAS21S061408
Grade & Chapter Name	Grade 6 | Water Cycle
Concept | Sub-concept	Earth Science | What If It Rains Heavily?
Competency	Explaining Phenomena Scientifically
Item Type	Complex Multiple Choice Question
Full Credit (Full Score)	Yes Yes No
No Credit (No Score)	Any other response or missing response

Item Number	Question 9
Question Code	SAS21S061409
Grade & Chapter Name	Grade 6 | Water
Concept | Sub-concept	Earth Science | Rainwater Harvesting
Competency	Explaining Phenomena Scientifically
Item Type	Constructed Response
Full Credit (Full Score)	Mentions that rainwater is not safe for drinking as it contains impurities like dusts and germs. For example • No. Rainwater contains impurities like dust, germs/microbes.
No Credit (No Score)	Any other response or missing response

Item Number	Question 10
Question Code	SAS21S061410
Grade & Chapter Name	Grade 6 | Water
Concept | Sub-concept	Earth Science | Rainwater Harvesting
Competency	Explaining Phenomena Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. To reduce the demand for water supply
No Credit (No Score)	Any other response or missing response

Item Number	Question 1
Question Code	SAS21S061501
Grade & Chapter Name	Grade 6 | Air Around us
Concept | Sub-concept	Earth Science | Composition of Air
Competency	Interpreting Data and Evidence Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. Glass 3
No Credit (No Score)	Any other response or missing response

Item Number	Question 2
Question Code	SAS21S061502
Grade & Chapter Name	Grade 6 | Air Around us
Concept | Sub-concept	Earth Science | Composition of Air
Competency	Evaluating and Designing Scientific Enquiry
Item Type	Complex Multiple Choice Question
Full Credit (Full Score)	Yes No No
No Credit (No Score)	Any other response or missing response

Item Number	Question 3
Question Code	SAS21S061503
Grade & Chapter Name	Grade 6 | Air Around us
Concept | Sub-concept	Earth Science | Composition of Air
Competency	Explaining Phenomena Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. Dew appears on plant leaves on winter nights.
No Credit (No Score)	Any other response or missing response

Item Number	Question 4
Question Code	SAS21S061504
Grade & Chapter Name	Grade 6 | Air Around us
Concept | Sub-concept	Earth Science | Is Air Present Everywhere Around us ?
Competency	Interpreting Data and Evidence Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. Air takes up space.
No Credit (No Score)	Any other response or missing response

Item Number	Question 5
Question Code	SAS21S061505
Grade & Chapter Name	Grade 6 | Air Around us
Concept | Sub-concept	Earth Science | How does Oxygen become Available to Animals and Plants Living in Water and Soil ?
Competency	Interpreting Data and Evidence Scientifically
Item Type	Constructed Response
Full Credit (Full Score)	Mentions from the air dissolved in water as the response. For example • From the air dissolved in water.
No Credit (No Score)	Any other response or missing response

Item Number	Question 6
Question Code	SAS21S061506
Grade & Chapter Name	Grade 6 | Air Around us
Concept | Sub-concept	Earth Science | Is Air Present Everywhere Around us ?
Competency	Interpreting Data and Evidence Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. S
No Credit (No Score)	Any other response or missing response

Item Number	Question 7
Question Code	SAS21S061507
Grade & Chapter Name	Grade 6 | Air Around us
Concept | Sub-concept	Earth Science | Dust and Smoke
Competency	Explaining Phenomena Scientifically
Item Type	Constructed Response
Full Credit (Full Score)	Mentions that hairs inside the nose trap dust and germs but there are no hairs inside the mouth.
No Credit (No Score)	Any other response or missing response

Item Number	Question 8
Question Code	SAS21S061508
Grade & Chapter Name	Grade 6 | Air Around us
Concept | Sub-concept	Earth Science | Dust and Smoke
Competency	Explaining Phenomena Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	D. It prevents dust from entering the body.
No Credit (No Score)	Any other response or missing response

Item Number	Question 9
Question Code	SAS21S061509
Grade & Chapter Name	Grade 6 | Air Around us
Concept | Sub-concept	Earth Science | Air Pollution
Competency	Explaining Phenomena Scientifically
Item Type	Complex Multiple Choice Question
Full Credit (Full Score)	No Yes No
No Credit (No Score)	Any other response or missing response

Item Number	Question 10
Question Code	SAS21S061510
Grade & Chapter Name	Grade 6 | Air Around us
Concept | Sub-concept	Earth Science | Composition of Air
Competency	Explaining Phenomena Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. Nitrogen
No Credit (No Score)	Any other response or missing response

Item Number	Question 1
Question Code	SAS21S061601
Grade & Chapter Name	Grade 6 | Garbage In, Garbage Out
Concept | Sub-concept	Earth Science | Dealing with Garbage
Competency	Interpreting Data and Evidence Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	C. Green
No Credit (No Score)	Any other response or missing response

Item Number	Question 2
Question Code	SAS21S061602
Grade & Chapter Name	Grade 6 | Garbage In, Garbage Out
Concept | Sub-concept	Earth Science | Dealing with Garbage
Competency	Interpreting Data and Evidence Scientifically
Item Type	Constructed Response
Full Credit (Full Score)	Mentions that the used juice cans should be dumped in the blue bin as the cans can be recycled. For example • Blue bin. Used juice cans can be recycled.
No Credit (No Score)	Any other response or missing response

Item Number	Question 3
Question Code	SAS21S061603
Grade & Chapter Name	Grade 6 | Garbage In, Garbage Out
Concept | Sub-concept	Earth Science | Recycling
Competency	Explaining Phenomena Scientifically
Item Type	Complex Multiple Choice Question
Full Credit (Full Score)	Yes No No
No Credit (No Score)	Any other response or missing response

Item Number	Question 4
Question Code	SAS21S061604
Grade & Chapter Name	Grade 6 | Garbage In, Garbage Out
Concept | Sub-concept	Earth Science | Dealing with Garbage
Competency	Interpreting Data and Evidence Scientifically
Item Type	Constructed Response
Full Credit (Full Score)	Mentions that burning of crop residues produce dust and smoke that pollute the air.
No Credit (No Score)	Any other response or missing response

Item Number	Question 5
Question Code	SAS21S061605
Grade & Chapter Name	Grade 6 | Garbage In, Garbage Out
Concept | Sub-concept	Earth Science | Reducing Waste
Competency	Explaining phenomena scientifically
Item Type	Complex Multiple Choice Question
Full Credit (Full Score)	No Yes Yes
No Credit (No Score)	Any other response or missing response

Item Number	Question 6
Question Code	SAS21S061606
Grade & Chapter Name	Grade 6 | Garbage In, Garbage Out
Concept | Sub-concept	Earth Science | Plastics- Boon or a Curse?
Competency	Explaining Phenomena Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. It does not degrade over time.
No Credit (No Score)	Any other response or missing response

Item Number	Question 7
Question Code	SAS21S061607
Grade & Chapter Name	Grade 6 | Garbage In, Garbage Out
Concept | Sub-concept	Earth Science | Plastics- Boon or a Curse?
Competency	Explaining Phenomena Scientifically
Item Type	Constructed Response
Full Credit (Full Score)	Mentions that plastic wastes should not be dumped in water bodies as aquatic animals can eat the waste and fall sick.
No Credit (No Score)	Any other response or missing response

Item Number	Question 8
Question Code	SAS21S061608
Grade & Chapter Name	Grade 6 | Garbage In, Garbage Out
Concept | Sub-concept	Earth Science | Vermicomposting
Competency	Interpreting Data and Evidence Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	A. It breaks down waste naturally.
No Credit (No Score)	Any other response or missing response

Item Number	Question 9
Question Code	SAS21S061609
Grade & Chapter Name	Grade 6 | Garbage In, Garbage Out
Concept | Sub-concept	Earth Science | Vermicomposting
Competency	Explaining Phenomena Scientifically
Item Type	Constructed Response
Full Credit (Full Score)	Mentions that earthworms are most active in moist condition and moderate temperatures.
No Credit (No Score)	Any other response or missing response

Item Number	Question 10
Question Code	SAS21S061610
Grade & Chapter Name	Grade 6 | Garbage In, Garbage Out
Concept | Sub-concept	Earth Science | Vermicomposting
Competency	Interpreting Data and Evidence Scientifically
Item Type	Multiple Choice Question
Full Credit (Full Score)	B. It is rich in mineral nutrients.
No Credit (No Score)	Any other response or missing response