

Summative Assessment #2 for What Makes Me Who I Am?



Table of Contents

Item	Page Number
Assessment Instructions	2
Summative Assessment #2	3-6
Summative Assessment #2 Key	7-9

Summative #2

Constructed Response

Duration: One 55-minute class period

Standard(s) Assessed:

SC.F.1.2.4.5.2, SC.H.1.2.5.5.2, SC.F.1.2.4.5.3, SC.F.1.2.1.5.1, LA.B.1.2.2.5.1
LA.B.1.2.2.5.4

Description of Assessment Activity:

In Summative Assessment #2, students take a constructed response assessment that is designed to measure their achievement based on answers to questions that were explored in the previous seven days. Students should be given one class period to finish the assessment.

Teacher Directions:

1. First, explain to students that the assessment they are about to take is similar to the work they did as a class and in their science journals.
2. Next, pass out the assessment.
3. Read the directions and the sample.
4. As students are taking the assessment, make sure to walk around the room and encourage them to answer all the questions.
5. Once students are done, collect their work and score according to the assessment criteria.
6. Return assessed work and have students keep it in their science journal.

Student Directions:

1. Listen as I explain the assessment and read the directions.
2. Make sure that if you have questions, you ask them.
3. Take the assessment.
4. Turn it in to be scored.
5. Once you receive it back, put it into your science journal.

Scoring Method and Criteria:

Score this assessment using the provided rubric and scoring guide.

Summative #2

NAME _____ DATE _____

Read the example. Then look at each picture and the actions that are suggested. Think about the systems we studied. How are they working with each other? Then, look over the six choices you have. Choose 3 to write about. In the 3 you choose, write four statements to explain how the systems are interacting. Use at least four facts or definitions in your answer. Complete the assessment by answering the final questions. You may need another sheet of paper.

NERVOUS / MUSCULAR

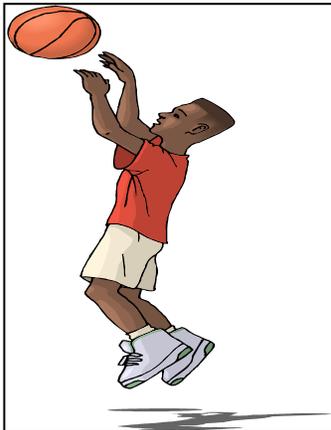


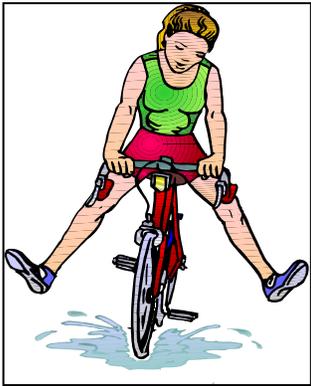
The nervous system controlling the legs must not work properly, so she uses a wheelchair. The brain sends messages through the nervous system to her hands and eyes so she can work on the computer. The brain sends signals to her respiratory system so she can breathe. It also sends signals to her circulatory system that pumps blood to all parts of the body.

NERVOUS / CIRCULATORY / EXCRETORY



SKELETAL / MUSCULAR / NERVOUS

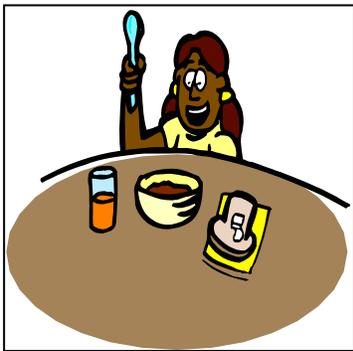




CIRCULATORY/MUSCULAR/RESPIRATORY



SKELETAL / MUSCULAR / EXCRETORY

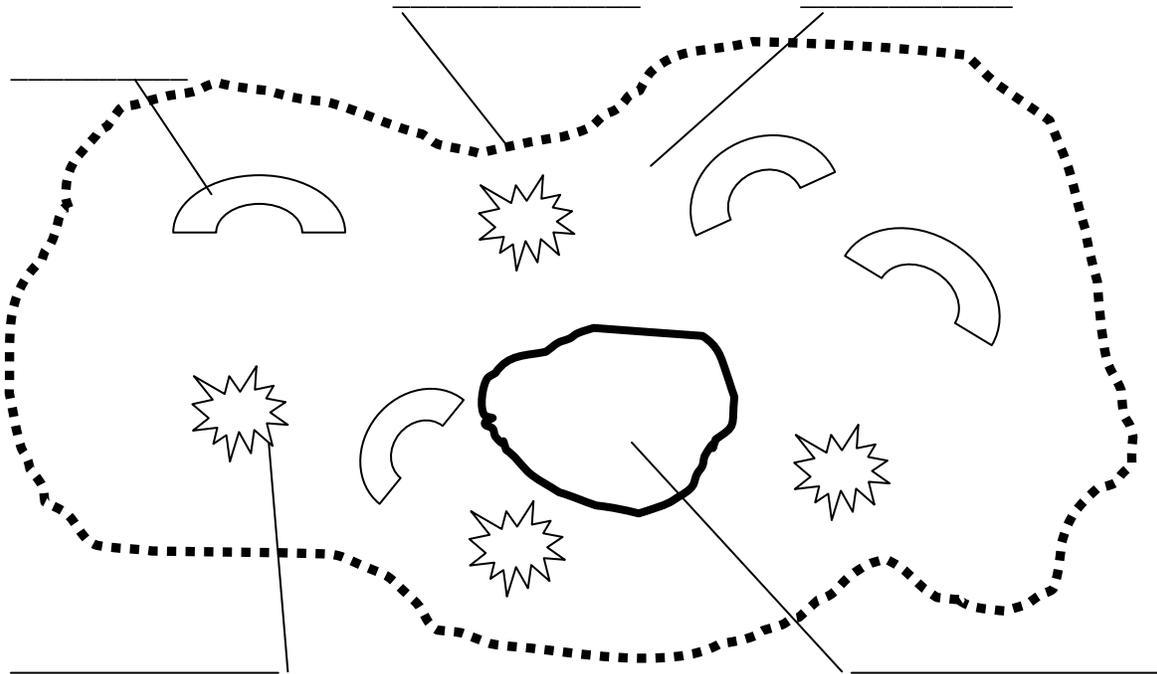


DIGESTIVE/ MUSCULAR

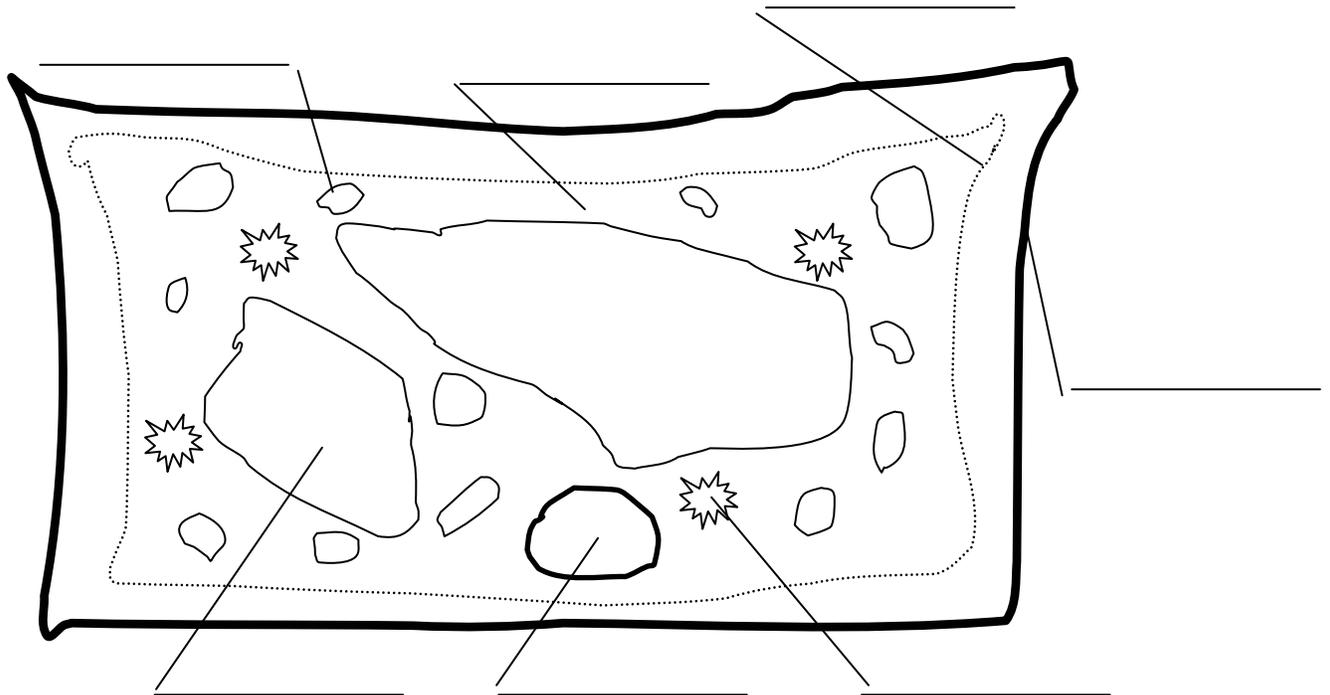


NERVOUS / MUSCULAR / SKELETAL

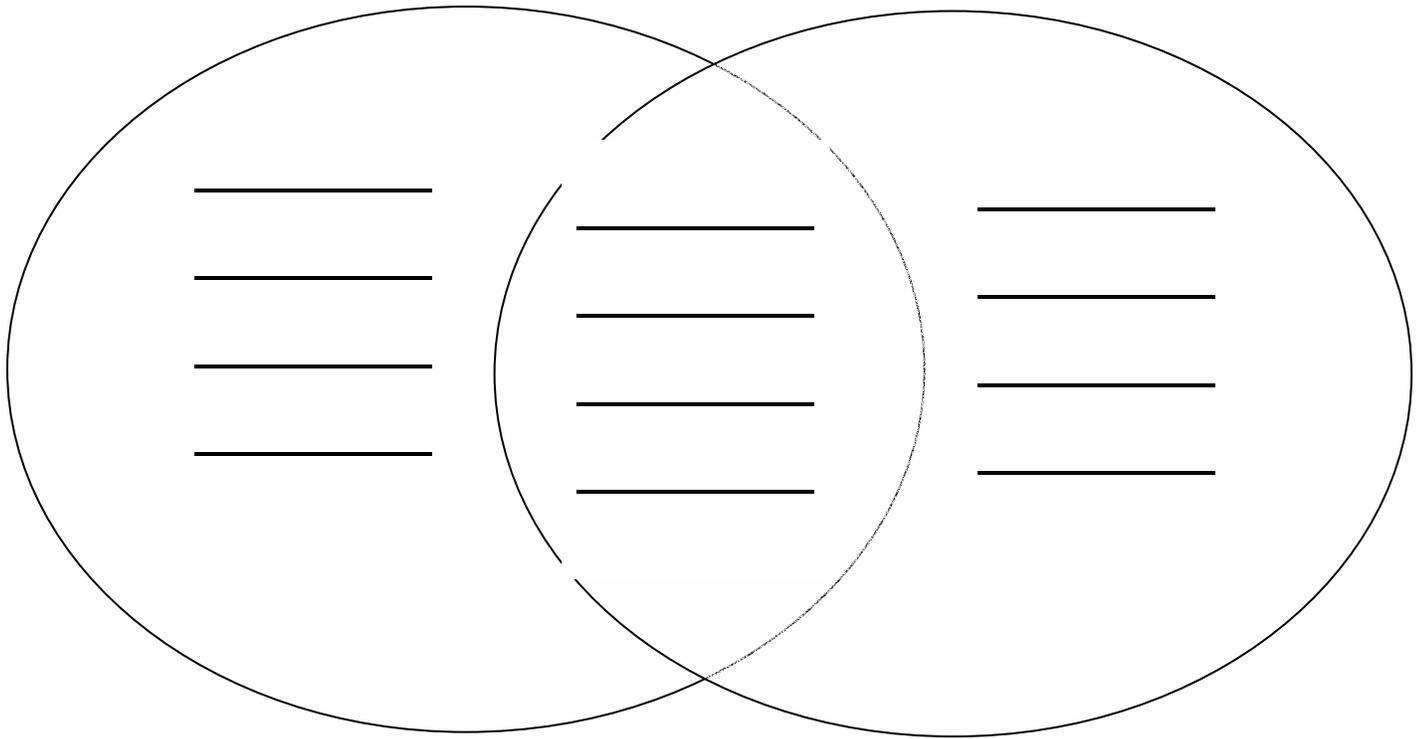
4. Label this Body Cell



5. Label this Plant Cell

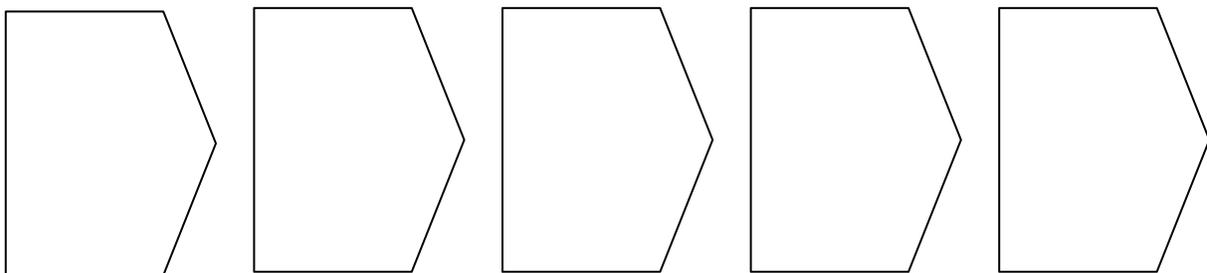


6. Compare and contrast the plant and animal cells on the previous page. Don't forget to label!



7. Use the flow chart to demonstrate how BODY cells are organized to form a structure.

Try to be as specific as possible.



Summative #2- Teacher Key

Due to the variety of possible student answers in this first section of THREE, use the following criteria for the student answers:

Content for most questions-

Full credit answers have total content correctness.

Partial credit answers may have some content correctness.

No credit answers will be blank or totally incorrect.

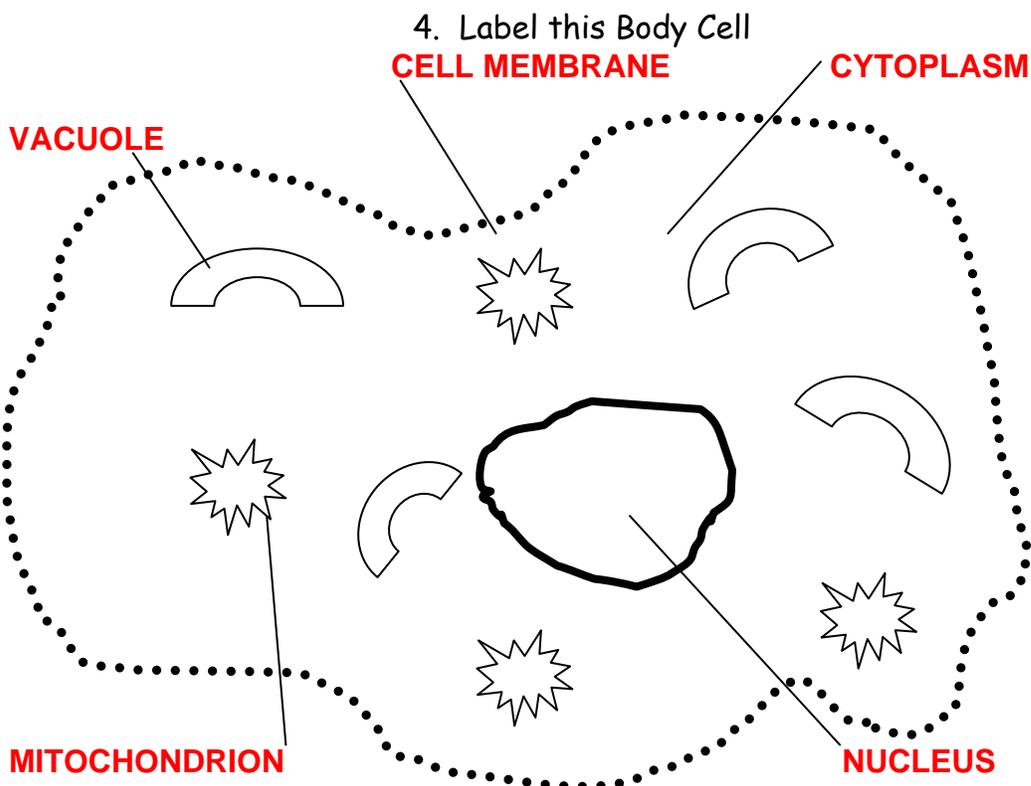
Written content:

Full credit answers are focused on the topic, provide at least two details to back up any opinions or answers and communicate the answer clearly and the content is totally correct.

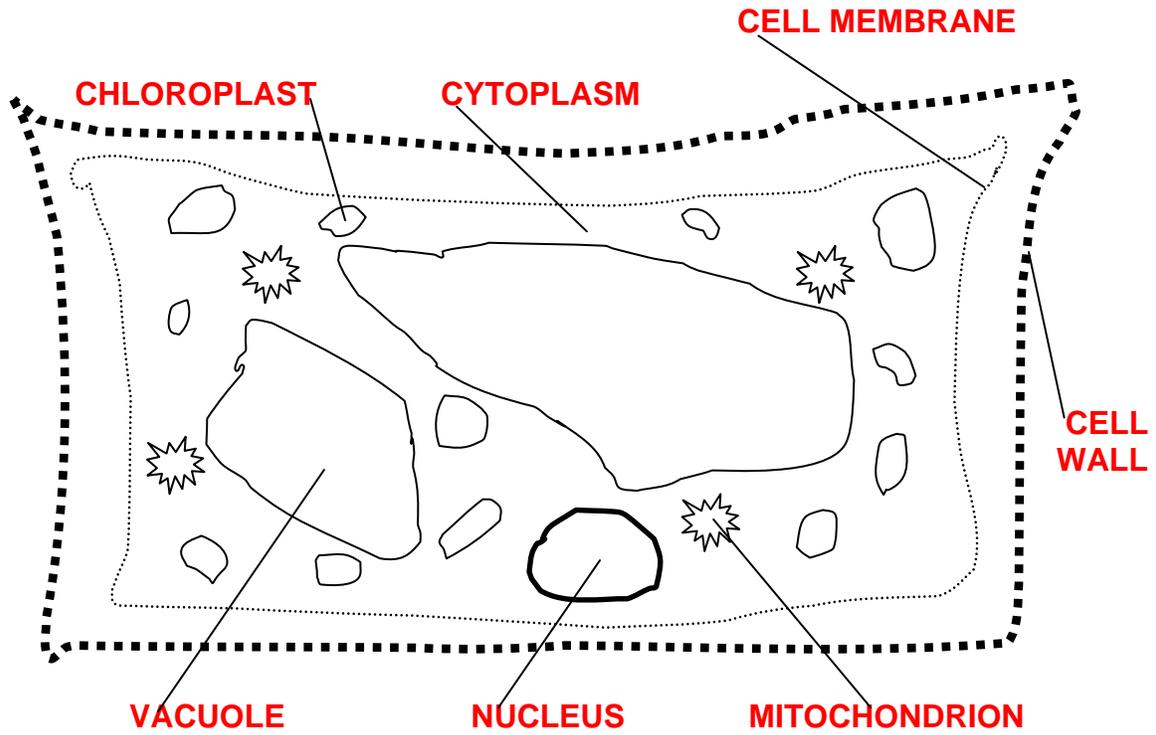
Partial credit answers will have some areas that may not be focused, they may only provide one detail and the content may have incorrectness.

No credit answers will be blank or not focused, no details to support whatever answer is included and the content will not be correct.

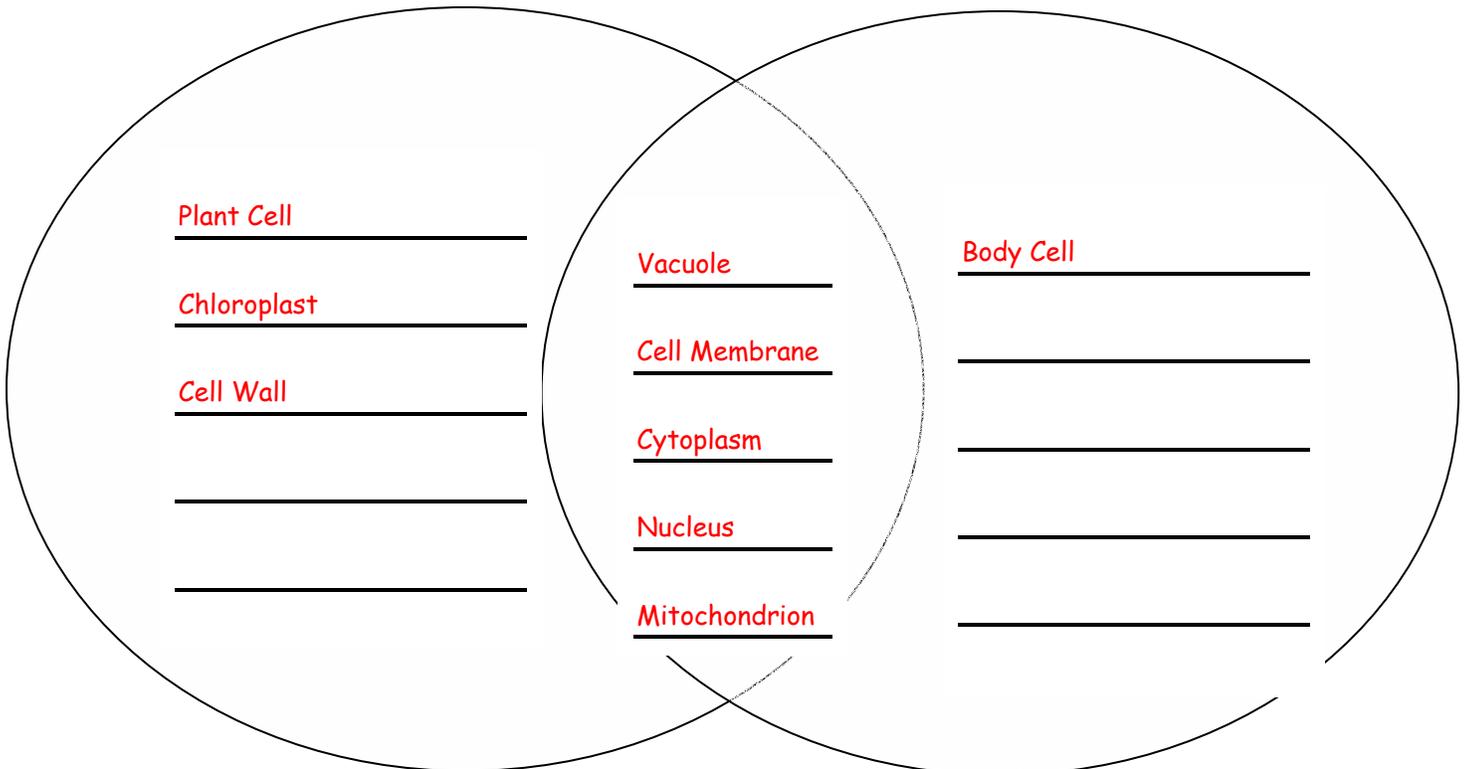
NOTE: Prior to scoring the first written portion, review possible answers. This will make scoring a bit easier.



5. Label this Plant Cell



6. Use this Venn diagram to compare and contrast the plant and animal cells on the previous page.



7. Use the flow chart to demonstrate how BODY cells are organized to form a structure.

Try to be as specific as possible.

