

# Summative Assessment #2 for In Days of Old, Before Columbus



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# Passages of Man and Word

## Summative Assessment #2

Part 1: Selected Response, Part 2: Performance and Constructed Response,  
Part 3: Constructed Response

**Duration:** 30 minutes

**Standard(s) Assessed:** SS.A.1.2.3.3.1, SS.A.1.2.2.3.1, SS.A.2.2.2.3.1, SS.A.2.2.2.3.2, SS.A.2.2.2.3.3

### Description of Assessment Activity:

This will be a three-part assessment with a total of 100 possible points. It will include selected response, performance response, and constructed response.

Part # 1 -Students will read and interpret a single timeline identifying the order of events concerning selected developments of written communication and transportation by choosing multiple-choice responses. Students will also demonstrate understanding of appropriate sources of information concerning the history of transportation and written communication by selecting multiple-choice responses. (Selected response) 5 questions, 50 points. (SS.A.1.2.3.3.1, SS.A.1.2.2.3.1)

Part #2 - Students will complete a flowchart depicting the origin and selected developments in written communication prior to the Renaissance by matching picture and/or word clues to appropriate places on the flowchart. (30 points). (Performance response) (SS.A.2.2.2.3.2)

Part #3–Students will provide a constructed response to demonstrate understanding of how the development of the alphabet affected the lives of people prior to the Renaissance. (10 points) (SS.A.2.2.2.3.3)

Students will name a development in transportation prior to the Renaissance and write a constructed response to demonstrate understanding of two ways in which the development affected the lives of people. (10 points). (Constructed response) (SS.A.2.2.2.3.1, SS.A.2.2.2.3.3)

\*Constructed responses in part 3 will be scored using a rubric.

**Teacher Directions:** Distribute assessment papers, making sure students put their names on them. Read directions for each part. Explain the rubric for constructed responses. Ask students if they have any questions. Establish with the students what they are to do upon completion. Allow 30 minutes to complete the assessment.

**Student Directions:** Put your name on your paper. Listen as I read the directions to you. (Teacher reads the directions, goes over the rubric for constructed responses, and explains if necessary. Also establish what the students are to do upon completion.) Are there any questions? You will have 30 minutes to complete the assessment. You may begin.

### Scoring Method & Criteria:

This assessment will consist of 100 total possible points. It is a three-part assessment using selected responses, performance responses, and constructed responses. Selected responses and performance responses each count 10 points. A rubric is used to assess constructed responses using a scale of 0-10 points for each. The rubric is in the attached files.

Part 1: Each selected response will count 10 points. A key is provided in the attached files. Total points=50.

Part 2: Flowchart completion – each correct response will count 10 points. A key is provided in the attached files. Total points=30.

Parts 2 & 3: A rubric for the constructed responses is in the attached files. Each constructed response will be worth 10 points and a key is provided in attached files. Student responses will demonstrate understanding of developments in transportation and written communication and how these developments affected lives of people prior to the Renaissance. The student will name the selected development and tell at least two ways it affected the lives of people prior to the Renaissance. Total points=20.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Passages of Man and Word

### Assessment #2

#### Transportation, Communication, Timelines, and Sources of Information

SS.A.1.2.3.3.1, SS.A.1.2.2.3.1, SS.A.2.2.2.3.1, SS.A.2.2.2.3.2, SS.A.2.2.2.3.3,  
Goal 3 Standards 1 and 2

### Part 1

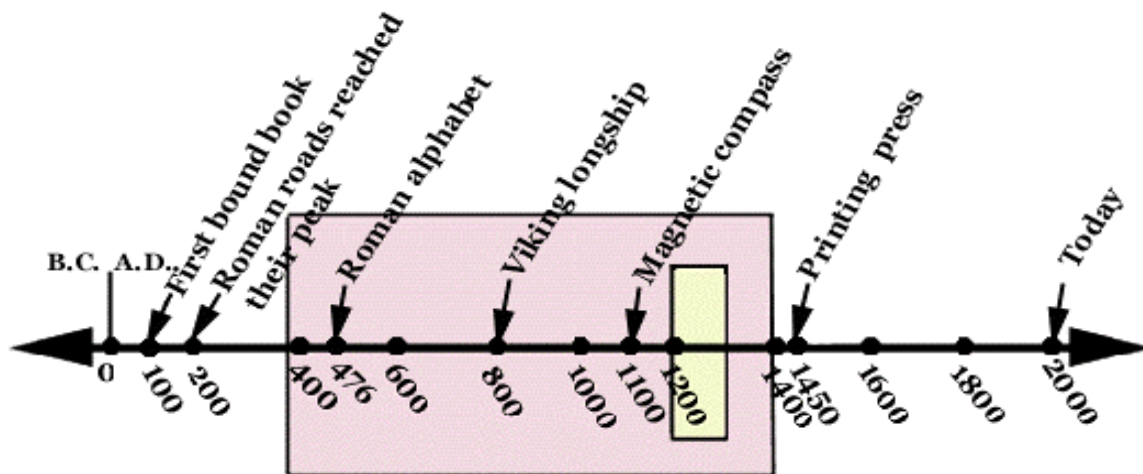
**Directions:** Follow as your teacher reads each question and answer choices. Mark your answer by filling in the circle before your answer choice.

1. Patrick needs facts about the history of the wheel to write a report.  
Which source would be **most** helpful to him?

- A. The True Book of Transportation
- B. All Kinds of Planes
- C. Planes, Trains, and Automobiles
- D. Encarta CD – an encyclopedia on your computer

2. Andrea is writing a report about the history of written communication.  
Which source below would be **most** helpful to her?

- A. Her English textbook
- B. The History of Written Communication
- C. Webster's Dictionary
- D. Early Inventions



Use the timeline above to answer questions 3 – 5.

3. What development happened before the magnetic compass and after the Roman alphabet?

- A. 1<sup>st</sup> bound book
- B. Printing press
- C. Roman roads
- D. Viking longship

4. Which of these events happened first according to the timeline?

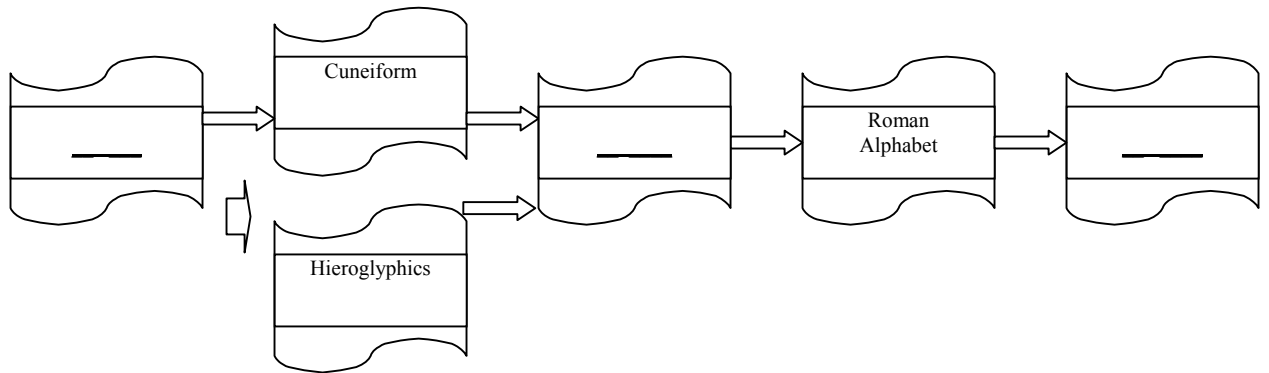
- A. Roman alphabet
- B. 1<sup>st</sup> bound book
- C. Viking longship
- D. Magnetic compass

5. Which of these events happened last according to the timeline?

- A. 1<sup>st</sup> bound book
- B. Magnetic compass
- C. Roman alphabet
- D. Printing press

## Part 2

Directions: **Below is a flowchart of selected developments in written communication. Complete the flowchart by writing the letters of the developments that fit in the blank spaces.**



A. Printing press

B. Pictographs

C. First bound book

## Part 3

In the space below, tell **two** ways the development of the Roman alphabet affected the lives of the people living at that time. Remember to give details that support your answer.

Name **one development** in transportation that we have studied about in this unit.

Tell **two** ways this development affected the lives of people.

# Passages of Man and Word

## Teacher's Key for Assessment #2

Transportation, Communication, Timelines, and Sources of Information  
SS.A.1.2.3.3.1, SS.A.1.2.2.3.1, SS.A.2.2.2.3.1, SS.A.2.2.2.3.2, SS.A.2.2.2.3.3,  
Goal 3 Standards 1 and 2

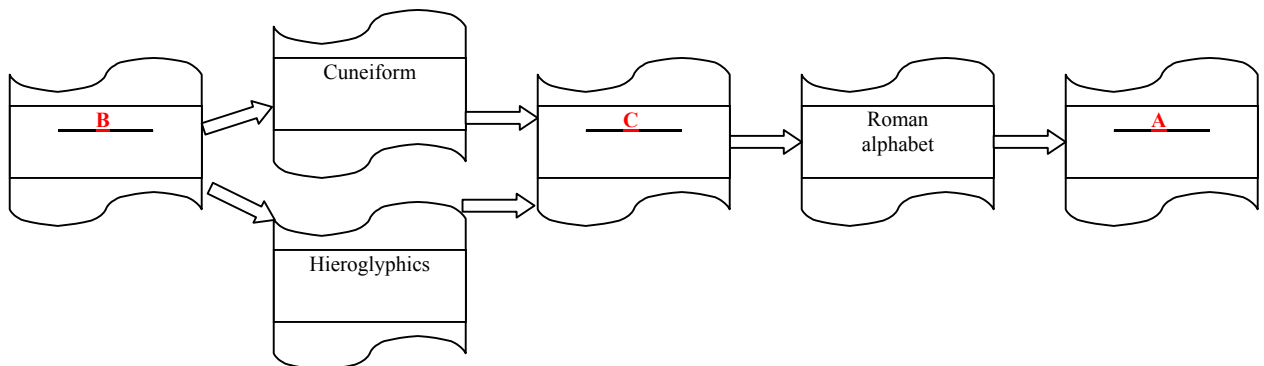
### Part 1

**Directions:** Follow as your teacher reads each question and answer choices. Mark your answer by filling in the circle before your answer choice.

1. (SS.A.1.2.2.3.1)  
 D. Encarta CD – an encyclopedia on your computer
2. (SS.A.1.2.2.2.3.1)  
 B. The History of Written Communication
3. (SS.A.1.2.3.3.1, Goal 3 Standard 1)  
 D. Viking longship
4. (SS.A.1.2.3.3.1, Goal 3 Standard 1)  
 B. 1<sup>st</sup> bound book
5. (SS.A.1.2.3.3.1, Goal 3 Standard 1)  
 D. Printing press

### Part 2

Directions: **Below is a flowchart of selected developments in written communication. Complete the flowchart by writing the letters of the developments that fit in the blank spaces. (SS.A.2.2.2.3.2, Goal 3 Standard 1)**



A. Printing press

B. Pictographs

C. First bound book

### **Part 3**

Tell **two** ways the development of the Roman alphabet affected the lives of the people living at that time. (SS.A.2.2.2.3.3, Goal 3 Standard 2)

*Possible answers include:*

*It made writing easier.*

*It made writing faster.*

*It helped people keep records.*

*It helped people communicate over distances.*

*It created a need for people to learn how to read.*

Name **one** development in transportation that we have studied about in this unit.

*Possible answers include: Roman roads, Viking longship, and magnetic compass.*

Tell **two** ways this development affected the lives of people. (SS.A.2.2.2.3.1, SS.A.2.2.2.3.3, Goal 3 Standard 2)

*Possible answers include:*

#### ***Roman Roads***

- 1. The Roman roads helped Roman soldiers carry messages and supplies.*
- 2. The Roman roads helped people move around faster.*
- 3. The Roman roads helped people move around easier.*
- 4. The Roman roads helped people share ideas.*

#### ***Viking Longships***

- 1. Longships helped them explore new lands.*
- 2. Longships helped them exchange (or trade) goods and ideas.*
- 3. Longships helped them transport (or move) goods easier and faster.*

#### ***Magnetic Compass***

- 1. It made it easier for explorers to travel longer distances.*
- 2. It made it safer for explorers to sail in unfamiliar waters.*