

Diagnostic Assessment for **The Inside Story**

Cells, Organs, and Systems of the Human Body

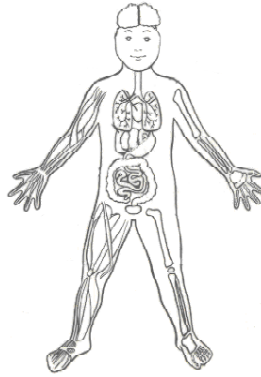


Table of Contents

Item	Page Number
Diagnostic Assessment, The Inside Story, Instructions	page 2
Diagnostic Assessment, The Inside Story	pages 3 - 7
Diagnostic Assessment, The Inside Story, Teacher Key	pages 8 - 12

Diagnostic Assessment

The Inside Story

Instructions

Type of Assessment: Constructed Response

Duration: 45 minutes

Standards Assessed: SC.F.1.2.1.4.1, SC.F.1.2.1.4.2, SC.F.1.2.1.4.3, SC.F.1.2.4.4.1, SC.F.1.2.4.4.2, LA.A.2.2.1.4.1, LA.A.2.2.5.4.1, LA.B.2.2.1.4.1

Description of Assessment Activity: This assessment contains a table for sharing information about the body systems and organs, as well as a variety of short answer questions. Students also read a paragraph, then share the information from the paragraph in a variety of ways including an outline, written sentences, and short answers to specific questions.

Teacher Directions:

1. Distribute the assessments.
2. Instruct students to write their names and date on the paper.
3. Orally, read the instructions for each part to the students. Additionally, read questions five and six on page five. Be sure to read both the instructions before question one and after question eight.
4. Ask for questions. Inform students that they will have 45 minutes to complete and turn in their papers.
5. As you read the beginning instructions, remind students that the purpose of a diagnostic assessment is to find out what they already know and what needs to be taught. Do not allow students to agonize over answers.

Student Directions:

1. Write your name and date on the paper.
2. Listen while the instructions are read to you.
3. Ask for an explanation of any instructions you do not understand.
4. Work carefully and proofread when you are finished. Skip any questions that you do not know.
5. Turn in your paper when completed.

Scoring Method and Criteria: This assessment is not scored, but rather the information gathered should be used as a planning tool when completing the unit. Lesson plans should be adjusted to meet the needs of the students. Sample answers and specific criteria are available from the teacher answer key on pages 8 – 12 of this document.

Name _____

Date _____

The Inside Story

Diagnostic Assessment

Remember that the purpose of this assessment is to let your teacher know what you already know about your body and its systems. This is not a graded activity, but is important that you do your best.

Part A. Complete the chart.

List the body systems. (SC.F.1.2.1.4.2)	List at least 2 ways each system helps our bodies stay healthy. (SC.F.1.2.1.4.3)	Tell 2 organs or parts of the system listed in the first column. (SC.F.1.2.1.4.1)	Tell how each organ or part listed at the left helps our bodies stay healthy. (SC.F.1.2.1.4.1)
1.	1. 2.	1. 2.	1. 2.
2.	1. 2.	1. 2.	1. 2.
3.	1. 2.	1. 2.	1. 2.
4.	1. 2.	1. 2.	1. 2.

5.	1. 2.	1. 2.	1. 2.
6.	1. 2.	1. 2.	1. 2.
7.	1. 2.	1. 2.	1. 2.
8.	1. 2.	1. 2.	1. 2.
9.	1. 2.	1. 2.	1. 2.

Part B. Fill in the blanks with the correct answers.
(SC.F.1.2.4.4.1, SC.F.1.2.4.4.2)

1. All living things are made up of _____ .

2. Cells are often called the building blocks of life because _____

_____.

3. What is made from cells?

_____.

4. What do cells need to stay alive? _____
_____.

5. What do cells do to keep our bodies healthy? _____

_____.

Part C. Read this paragraph. Then, complete the questions and charts below.
(LA.A.2.2.1.4.1, LA.A.2.2.5.4.1, LA.B.2.2.1.4.1)

The Human Brain

Our bodies work like wonderful machines. Our brains are the control center of these machines. Our brains tell our lungs to breathe, our hearts to beat, and our eyes to blink without us even thinking about it. Our brains also tell us about our surroundings as we use our five senses. When we touch things, nerves from our skin send messages to our brains and our brains tell us if we are touching things that are hot, cold, soft, hard, sticky, wet, bumpy, and so on. When we smell things, the nerves in our noses send messages to our brains. Our brains tell us what we smell. Our brains send messages to all parts of our bodies. Our fingers move because our brains sent a message to the nerves in our fingers and told our fingers to move. Our mouths open when we talk because our brains send messages to the muscles of our faces that tell our jaws to open. We burp because our stomachs send a message to our brains saying that there is too much air coming in. The brain is the master control of this wonderful machine we call the body.

1. What is the main idea of this paragraph? _____

2. One sentence from the paragraph states, "Our mouths open when we talk because our brains send messages to the muscles of our faces that tell our jaws to open." What important idea is this detail supporting? _____

3. The paragraph states "Our brains tell us about our surroundings as we use our five senses."

Copy one detail from the paragraph that supports that idea.

4. How do you know when you have a nose itch? _____

5. Complete this outline using information from the paragraph.

The Human Brain

I. Controls our body without us thinking about it

A.

B.

C.

II. Tells about surroundings

A.

B.

III. Controls movement

A.

B.

6. After reading the paragraph, The Human Brain, write at least 3 sentences sharing your thoughts about the paragraph. Tell about details from the paragraphs that support your thoughts. Be sure your thoughts show that you read and understood the paragraph.

The Inside Story

Diagnostic Assessment

Teacher Key

*Answers given in part one are sample answers. Systems may be listed in any order. Any appropriate organ may be listed. Note: This unit will **NOT** include a study of the reproductive or endocrine systems. They may be deleted from this diagnostic if desired.*

Part A. Complete the chart.

List the body systems. (SC.F.1.2.1.4.2)	List at least 2 ways each system helps our body stay healthy. (SC.F.1.2.1.4.3)	Tell 2 organs or parts of the system listed at the left. (SC.F.1.2.1.4.1)	Tell how each organ or part listed at the left helps our body stay healthy. (SC.F.1.2.1.4.1)
1. digestive	1. breaks down food for our cells 2. gets rid of waste	1. stomach 2. large intestines	1. breaks down food 2. removes water from food and returns it to the body
2. circulatory	1. moves food to the cells in our body 2. moves oxygen to the cells in our body	1. heart 2. blood vessels	1. pushes blood throughout our body 2. carries blood throughout the body
3. skeletal	1. protects our brain 2. holds our body up (gives us support)	1. bones 2. joints	1. makes red blood cells 2. allows our body parts to move where bones meet
4. muscular	1. pumps our blood 2. moves our lungs to allow us to breathe	1. muscle 2. tendons	1. moves food through the digestive system 2. holds our muscles to the bones so we can move our bones

5. respiratory	<ol style="list-style-type: none"> 1. supplies oxygen to our cells 2. cleans the air we breathe 	<ol style="list-style-type: none"> 1. nose 2. lungs 	<ol style="list-style-type: none"> 1. cleans the air we breathe 2. brings oxygen into our bodies and expels carbon dioxide from the body
6. urinary	<ol style="list-style-type: none"> 1. cleans our blood cells 2. removes liquid waste from our body 	<ol style="list-style-type: none"> 1. bladder 2. kidney 	<ol style="list-style-type: none"> 1. holds liquid waste from our cells 2. removes waste from our blood cells
7. nervous	<ol style="list-style-type: none"> 1. controls our body functions 2. helps us learn 	<ol style="list-style-type: none"> 1. brain 2. nerves 	<ol style="list-style-type: none"> 1. controls everything in our bodies 2. send messages to and from the brain
8. reproductive	<ol style="list-style-type: none"> 1. makes more humans in the likeness of the parents 2. makes males and females 	<ol style="list-style-type: none"> 1. egg 2. ovary 	<ol style="list-style-type: none"> 1. creates the beginning of life 2. protects the egg
9. endocrine	<ol style="list-style-type: none"> 1. makes chemicals needed for our bodies to work correctly 2. controls our growth 	<ol style="list-style-type: none"> 1. pancreas 2. glands 	<ol style="list-style-type: none"> 1. controls the amount of sugar in our blood 2. gives off various chemicals our body needs

Part B. Fill in the blanks with the correct answers. *Answers for questions 4 – 7 may vary, but should contain the general idea expressed here.*

(SC.F.1.2.4.4.1, SC.F.1.2.4.4.2)

3. All living things are made up of cells. (SC.F.1.2.4.4.1)

4. Cells are often called the building blocks of life because they are the smallest unit that all living thing are made from. (SC.F.1.2.4.4.1)

5. What is made from cells? All living things, no matter how big or small, are made from cells. (SC.F.1.2.4.4.1)

6. What do cells need to stay alive? All cells must have food and oxygen. (SC.F.1.2.4.4.2)

7. What do cells do to keep our bodies healthy? Cells give food and oxygen to all the other cells of our body. They also take the waste away from our other cells. Our cells stay alive so we can stay alive. (SC.F.1.2.4.4.2)

Part C. Read this paragraph. Then, complete the questions and charts below.

(LA.A.2.2.1.4.1, LA.A.2.2.5.4.1, LA.B.2.2.1.4.1)

Student answers will not be in the exact words expressed here, but must convey the same idea.

The Human Brain

Our bodies work like wonderful machines. Our brains are the control center of these machines. Our brains tell our lungs to breathe, our hearts to beat, and our eyes to blink without us even thinking about it. Our brains also tell us about our surroundings as we use our five senses. When we touch things, nerves from our skin send messages to our brains and our brains tell us if we are touching things that are hot, cold, soft, hard, sticky, wet, bumpy, and so on. When we smell things, the nerves in our noses send messages to our brains. Our brains tell us what we smell. Our brains send messages to all parts of our bodies. Our fingers move because our brains sent a message to the nerves in our fingers and told our fingers to move. Our mouths open when we talk because our brains send messages to the muscles of our faces that tell our jaws to open. We burp because our stomachs send a message to our brains saying that there is too much air coming in. The brain is the master control of this wonderful machine we call the body.

1. What is the main idea of this paragraph? _____ Our brains controls our bodies. (LA.A.2.2.1.4.1)

2. One sentence from the paragraph states, “Our mouth opens when we talk because our brain sends messages to the muscles of our face that tell our jaw to open.” What important idea is this detail supporting? _____ Our brains send messages to all parts of our bodies. (LA.A.2.2.1.4.1)

3. The paragraph states “Our brain tells us about our surroundings as we use our five senses.”

Copy one detail from the paragraph that supports that idea.

When we smell things, the nerves in our noses send messages to our brains. Our brains tell us what we smell. (LA.A.2.2.1.4.1)

4. How do you know when you have a nose itch? _____ Nerves in the skin of my nose send a message to my brain. My brain tells me my nose itches. (LA.A.2.2.1.4.1)

5. Complete this outline using information from the paragraph. (LA.A.2.2.5.4.1)

The Human Brain

I. Controls our body without us thinking about it

A. lungs breathe

B. heart beats

C. eyes blink

II. Tells about surroundings

A. our sense of smell

B. our sense of touch

III. Controls movement

A. fingers move

B. mouth opens

6. After reading the paragraph above, write at least 3 sentences sharing your thoughts about the paragraph. Tell about details from the paragraph that support your thoughts. Be sure your thoughts show that you read and understood the paragraph. (LA.B.2.2.1.4.1)

Student paragraphs will vary. You are looking for inclusion of details and understanding of the paragraph read.