

Summative Assessment #4 for **The Inside Story** Cells, Organs, and Systems of the Human Body

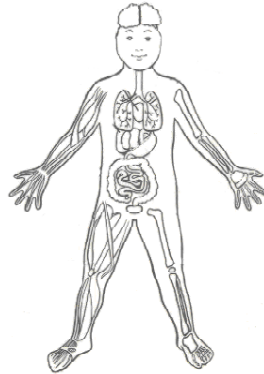


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Summative Assessment #4 Cells, Organs, and Systems Instructions

Type of Assessment: Constructed Response, Selected 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

Description of Assessment Activity: The science section, page one, of this assessment contains eight short answer questions, an opportunity for students to select the body systems, and one opportunity for written explanations of the selected systems. The language arts section, page two, contains a paragraph and four related questions.

Teacher Directions: Distribute the assessments. Instruct students to write their names and the date on the papers. Orally, read the instructions to the students. Be sure to read the instructions before question one, for questions nine and ten, and before the paragraph on page two. Ask for questions. Inform students that they will have 45 minutes to complete and turn in their papers.

Student Directions: Write your name and date on the paper. Listen while your teacher reads the instructions. Ask your teacher for an explanation of any instructions you do not understand. Work carefully and proofread when you are finished. Turn in your paper when completed.

Scoring Method and Criteria:

Part 1, Language Arts - The science portion of this assessment is scored on a percentage correct with 27 being the total possible points. Each blank filled in correctly is worth one point. Number nine is worth one point if it is totally correct. Number ten is worth fourteen points, one for each correct system listed and one for each correct explanations of the system. See the “Cells, Organs, and Systems, Summative Assessment #4, Teacher Key” on page four of this document for specific criteria to look for when scoring this assessment.

Part 2, Language Arts - The language arts portion of this assessment (page 2) is scored as the second part of the assessment of standard LA.A.2.2.1.4.1. The first part of this evaluation is integrated in summative assessment #1 for this unit. Between these two assessments of this standard, eight total items will be evaluated and scored on a percentage correct basis with each correct answer being worth one point of the eight possible. Part 2 of this assessment must be saved and then combined with part 2 of summative assessment #1 for an overall evaluation and score.

Name _____
Date _____

Cells, Systems, and Organs Summative Assessment #4

Fill in the blanks to make true sentences.

1. My entire body is made of millions of tiny _____.
2. My body systems work together to _____.
3. My _____ have tiny air sacs that exchange oxygen for carbon dioxide in my blood.
4. Marrow inside my _____ makes blood cells.
5. The “computer” of my body that keeps everything working is my _____.
6. My _____ uses chemicals made in my pancreas and gall bladder to break down food into a liquid. This liquid food enters my blood where it is carried to all my _____ to keep them alive.
7. My _____ pumps blood which carries food and oxygen to all our _____.
8. Cleaning my blood before it is returned to my heart is the job of my _____.
9. Tendons connect my _____ to my bones so they can move.

10. Place an X in the box beside each body system.

- | | | |
|--------------------------------------|------------------------------------|-----------------------------------|
| <input type="checkbox"/> Blood | <input type="checkbox"/> Digestive | <input type="checkbox"/> Stomach |
| <input type="checkbox"/> Circulatory | <input type="checkbox"/> Lungs | <input type="checkbox"/> Veins |
| <input type="checkbox"/> Respiratory | <input type="checkbox"/> Cytoplasm | <input type="checkbox"/> Cell |
| <input type="checkbox"/> Tissue | <input type="checkbox"/> Skeletal | <input type="checkbox"/> Muscular |
| <input type="checkbox"/> Ligaments | <input type="checkbox"/> Urinary | <input type="checkbox"/> Nervous |
| <input type="checkbox"/> Brain | <input type="checkbox"/> Organ | <input type="checkbox"/> Kidney |

11. List the body systems you chose above and write sentences telling what each system does for our bodies. Write on the back of this paper.

12. Read this paragraph and then answer the questions below.

Oh, I See

Our eyes are the light-sensitive organs of vision. The eyes of humans are complex organs that can observe very small changes of shape, color, brightness, and distance. The actual process of seeing is done by the brain rather than by the eye. Here is how our eyes work. The pupil gets larger and smaller as it controls the amount of light entering the eye. The light passes into the cornea and lens where the light is focused on the retina. The retina has special cells that receive the light and change it into nerve signals. These nerve signals are then passed to the brain. Our brain uses the nerve signals to tell us what we are seeing.

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

2. When we see a red rose, how do we know it is red? _____

3. What is the one thing we must have around us if we are to be able to see? _____

4. One fact of this paragraph is that our brain actually does the seeing. Copy one detail from the paragraph that supports this fact. _____

Cells, Systems, and Organs

Summative Assessment #4

Teacher Key

Students need not use these exact words, however their wording must reflect the same thought.

1. My entire body is made of millions of tiny cells (SC.F.1.2.4.4.1)
2. My body systems work together to keep me alive and healthy (SC.F.1.2.1.4.1)
3. My lungs have tiny air sacs that exchange oxygen for carbon dioxide in my blood. (SC.F.1.2.1.4.1)
4. Marrow inside my bones makes blood cells. (SC.F.1.2.1.4.1)
5. The “computer” of my body that keeps everything working is my brain (SC.F.1.2.1.4.1)
6. My small intestines uses chemicals made in my pancreas and gall bladder to break down food into a liquid. This liquid food enters my blood where it is carried to all my cells to keep them alive. (SC.F.1.2.1.4.1)
7. My heart pumps blood which carries food and oxygen to all our cells. (SC.F.1.2.1.4.1)
8. Cleaning my blood before it is returned to my heart is the job of my kidneys. (SC.F.1.2.1.4.1)
9. Tendons connect my muscles to my bones so my bones will move. (SC.F.1.2.1.4.1)
10. Place an X in the box beside each body system. (SC.F.1.2.1.4.2)

- | | | |
|---|---|--|
| <input type="checkbox"/> Blood | <input checked="" type="checkbox"/> Digestive | <input type="checkbox"/> Stomach |
| <input checked="" type="checkbox"/> Circulatory | <input type="checkbox"/> Lungs | <input type="checkbox"/> Veins |
| <input checked="" type="checkbox"/> Respiratory | <input type="checkbox"/> Cytoplasm | <input type="checkbox"/> Cell |
| <input type="checkbox"/> Tissue | <input checked="" type="checkbox"/> Skeletal | <input checked="" type="checkbox"/> Muscular |
| <input type="checkbox"/> Ligaments | <input checked="" type="checkbox"/> Urinary | <input checked="" type="checkbox"/> Nervous |
| <input type="checkbox"/> Brain | <input type="checkbox"/> Organ | <input type="checkbox"/> Kidney |

11. List the body systems you chose above and write sentences telling what each system does for our bodies. When more writing space is needed, turn your paper over. (SC.F.1.2.1.4.3)
Each of the 7 systems from above must be listed. Each system must be accompanied with a sentence that accurately relates the major function of the system. Since points are only awarded for correct answers, no points are withdrawn for listing incorrect answers, although they should be marked incorrect. One point is awarded for each system listed and another point is awarded for each accurate description of the system’s function.

12. Read this paragraph and then answer the questions below. (LA.A.2.2.1.4.1)

Oh, I See

Our eyes are the light-sensitive organs of vision. The eyes of humans are complex organs that can observe very small changes of shape, color, brightness, and distance. The actual process of seeing is done by the brain rather than by the eye. Here is how our eyes work. The pupil gets larger and smaller as it controls the amount of light entering the eye. The light passes into the cornea and lens where the light is focused on the retina. The retina has special cells that receive the light and change it into nerve signals. These nerve signals are then passed to the brain. Our brain uses the nerve signals to tell us what we are seeing.

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

Accept any response that relates that this paragraph is about the eye and how it works.

2. When we see a red rose, how do we know it is red? _____

Accept any answer that correctly relates that our eyes gather the light, then transfer the light to our nerves. Our nerves send a message to our brains, and our brains tell us the rose is red.

3. What is the one thing we must have around us if we are to be able to see? _____

Light – The key word is “around us.”

4. One fact of this paragraph is that our brain actually does the seeing. Copy one detail from the paragraph that supports this fact. _____

Any of the sentences from the paragraph that are appropriate should be accepted.
