

Final Summative Assessment for Bedlam in Bedrock

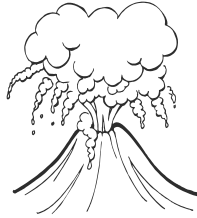


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Assessment Instructions

Assessment Activity Title: Final Summative Assessment

Assessment Form: Summative

Type of Assessment: Constructed Response and Selective Response

Duration: 30 minutes

Standard (s) Assessed:

SC.D.1.2.1.3.1, SC.D.1.2.2.3.1, SC.D.1.2.3.3.1, SC.D.1.2.4.3.1,
SC.D.1.2.5.3.1, SC.H.1.2.5.3.1, and SC.H.3.2.1.3.2

Description of Assessment Activity: The Final Summative Assessment is a constructed response and selected response assessment.

Teacher Directions:

1. Download and make copies of Final Summative Assessment.
2. Locate a model to be used for Question 10.
3. Distribute assessment papers to students.
4. Read and discuss directions for the assessment.
5. For Question 10, display a model of the Earth's layers (this can be either a hard boiled egg or an apple, cut down the middle). Tell students this is a model of the Earth's layers. Ask them to use the model to tell how its layers are like the Earth's layers.
6. Allow time for students to complete the assessment.
7. Collect assessment papers.

Student Directions:

1. Listen as I read the directions to you. The teacher reads the directions to students, making sure they understand what they are to do.
2. Note – If the teacher wants the students to follow a procedure about what to do when they are finished with the assessment, it needs to be discussed here.
3. You may begin.

Scoring Method and Criteria:

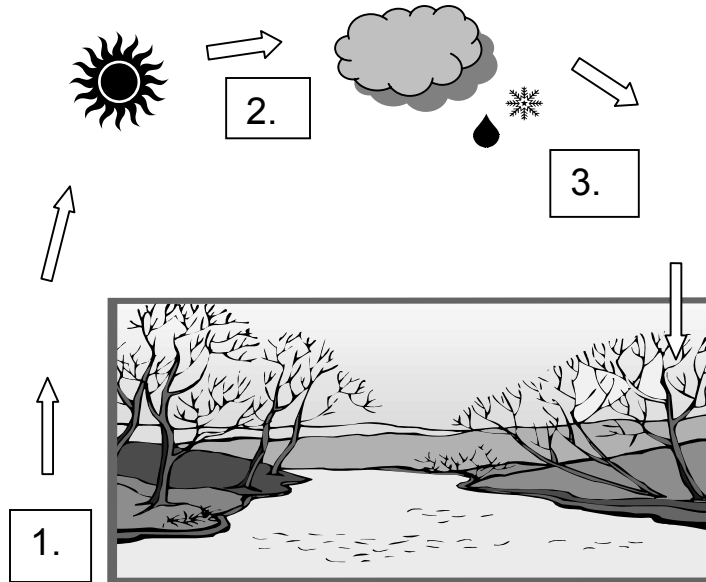
The Final Summative Answer Key is used to score the assessment.

Total points=100. Each item counts ten points except for Items 8 and 9. Each correct response in Items 8 - 9 counts 5 points.

Final Summative Assessment
Bedlam in Bedrock

Name _____ Date _____

Look at the diagram below.



Match each stage of the water cycle on the left with the action that occurs during that stage of the cycle on the right. (SC.H.1.2.5.3.1, SC.D.1.2.3.3.1)

1. Evaporation _____

2. Condensation _____

3. Precipitation _____

- A. As the water droplets get bigger and bigger they begin to fall from the cloud back to earth as rain, snow, sleet, or hail.
- B. The sun's heat turns some of the water on the Earth's surface into water vapor. The water vapor rises.
- C. The water vapor rises into the air, cools, and turns back into a liquid. Clouds form.

Use the words in the Word Box to complete the chart.
Write the words under the correct heading. (SC.D.1.2.5.3.1)

Word Box			
Weathering	Volcanoes	Earthquakes	Erosion

4. Slow Processes that Change the Earth's Surface	5. Fast Processes that Change the Earth's Surface

Answer each question.

6. About how much of the Earth's surface is covered by water?
(SC.D.1.2.2.3.1)

7. How is soil formed? (SC.D.1.2.1.3.1)

8. Read the examples below. Fill in the blanks with the correct word.
Use the words **weathering** and **erosion**. (SC.D.1.2.4.3.1)

A hurricane moves over the seashore and hits land. The force of the wind and water move much of the sand away from the shore.
This is an example of _____.

Rocks are in the bottom of a stream. The water in the stream flows over the rocks. After many years, some of the rocks begin to crack and break.
This is an example of _____.

9. Use a reference material in our classroom.
Write one interesting fact about the Earth's surface.
Write the name of the reference you used. (SC.H.3.2.1.3.2)

Fact:

Reference: _____

10. Look at the model your teacher is displaying.
Tell how this model is like the layers of the Earth. (SC.H.1.2.5.3.1)

Final Summative Answer Key

1. B
2. C
3. A
4. Slow Processes – Weathering, Erosion
5. Fast Processes – Earthquakes, Volcanoes
6. Accept either $\frac{3}{4}$ or 75%.
7. Accept reasonable answers. Possible answer might include: Soil is formed by rocks being broken down into smaller rocks, which in turn can be broken down to combine with dead plants and animals to form soil.
8. Erosion, weathering
9. Accept all facts that make sense and come from a reference material available in the classroom.
10. Accept reasonable answers. Students should indicate that the layers of the object are similar to the layers of the Earth. The outer layer is thin like the crust. The next layer is largest, like the mantle. The deepest layer (yolk or seed core) is in the center like the Earth's core.