

A Television in My Room Diagnostic Assessment



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A Television in My Room Diagnostic Assessment

Type of Assessment:

Performance, Constructed Response, Selected Response

Duration:

45 minutes

Standard (s) Assessed:

LA.A.1.2.3.4.3, LA.A.2.2.6.4.1, LA.A.2.2.7.4.1, MA.B.4.2.1.4.1, MA.B.4.2.2.4.1, MA.D.2.2.1.4.1, MA.D.2.2.1.4.3, SC.C.1.2.1.4.1, SC.C.1.2.2.4.1, SC.C.2.2.1.4.1, SC.C.2.2.2.4.1

Description of Assessment Activity:

This is a three-part assessment.

Part 1 includes text to be read. Students determine vocabulary meaning from the text. Students categorize fact, fiction, or opinion using statements from the text. Students identify cause and effect statements from the text.

Part 2 directs students to perform experiments involving rolling a coin, selecting and using measuring tools, and figuring velocity.

Part 3 contains three questions for which students construct short answer responses.

Teacher Directions:

Preparation:

1. Gather a variety of measuring tools, some of which measure distance or time such as rulers, meter sticks, tape measurers, stopwatches, wristwatches, or any clock that has a second hand. Also gather some measuring tools that measure other things like measuring cups, balances, and scales. Have enough distance and time measuring tools available that all students will have access to them at the same time. Place the tools in a central location for student use.
2. Gather enough coins so each student has access to one. Place the container of coins in a central location for student use.

Instructions:

Tell students that you need some information from them because you are planning a fun new unit and you need to know what they already know so you can adjust your plans. Pass out the assessment. Read and discuss all directions. Answer any student questions about directions. Emphasize that the purpose of this diagnostic assessment is for you to find out what the students already know and that no grade will be given. Finally, read aloud the text for part 1 of the assessment. Students then finish the assessment on their own and turn them in.

Student Directions:

Listen while I read the directions to you. Ask any questions about the directions. Listen as I read the story in part 1. Complete the assessment and turn it in to me when completed. Remember that the purpose of the assessment is to find out what you already know, not to give a grade, so if you do not know an answer, skip down to the next question.

Scoring Method and Criteria:

Answers and criteria are included on the teacher key. Since this is a diagnostic assessment, no scoring will be done; however, use the knowledge gained from the assessment to drive future instruction.

Name _____

Date _____

A Television in My Room Diagnostic Assessment

Directions: The reason for this assessment is to find out what you already know, and what needs to be taught. This will not be graded, but will be used when planning your lessons. Read each set of directions and do your best. If you do not know an answer, leave it blank and go on to the next question.

Part 1: Responsibility

Directions:

Listen and follow as the story is read to you. Then, you read the story.

Does your mom ever tell you to act your age, or to be more responsible? My mom says that to me all the time. I just wonder what she means.

“Act your age,” she calls when I’m jumping in the rain puddles. I thought I was acting my age. Don’t all ten-year-olds jump in rain puddles? I thought that is what the puddles are for. Mom says to stay out of the puddles because bacteria are in them. **Bacteria** will make me sick. I think I can jump in and jump out before any bacteria get on me. Besides, I learned at school that not all bacteria cause disease.

Mom’s other favorite line is, “Will you be more responsible?” Well, I am **responsible**. I brush my teeth without being told. My showers are only thirty minutes long, now. I let my dog out when he barks. I also take out the garbage on trash pick-up day. How could a ten year old be more responsible than that?

Maybe moms are just supposed to be teaching us how to act when we get to be **adults**. In that case, I’m going to act like a ten-year-old until my next birthday. Then, I’ll be responsible and act like an eleven-year-old.

Vocabulary

Read each sentence from the story. Put an X by the best meaning of the underlined word. (L.A.A.1.2.3.4.3)

1. **Bacteria** will make me sick.

- _____ Bacteria are small animals.
- _____ Bacteria are small plants.
- _____ Bacteria are one celled.
- _____ I’m not sure what bacteria are.

2. Well, I am **responsible**.

- _____ Responsible means following directions.
- _____ Responsible means thinking before you act.
- _____ Responsible means doing what is right.
- _____ I’m not sure what responsible means.

3. Maybe moms are just supposed to be teaching us how to act when we get to be **adults**.

- Adults are people who are at least 21 years old.
- Adults are people who are finished with school.
- Adults are people who do what is right.
- I'm not sure what an adult is.

Comprehension

Put an X to show if the sentence from the story is fact, fiction, or opinion. Write a short explanation of why you choose the answer.

(LA.A.2.2.6.4.1)

4. Bacteria will make me sick.	<input type="checkbox"/> fact <input type="checkbox"/> fiction <input type="checkbox"/> opinion
Explanation:	

5. I thought I was acting my age.	<input type="checkbox"/> fact <input type="checkbox"/> fiction <input type="checkbox"/> opinion
Explanation:	

6. Besides, not all bacteria cause disease.	<input type="checkbox"/> fact <input type="checkbox"/> fiction <input type="checkbox"/> opinion
Explanation:	

Write **C** by the cause and **E** by the effect. (LA.A.2.2.7.4.1)

- 7. "Act your age," she calls
 when I'm jumping in the rain puddles.
- 8. Mom says to stay out of the puddles
 because bacteria are in them.
- 9. I let my dog out
 when he barks.

Part 2: Coin Roll

Directions:

1. Use a coin from your pocket or get one from your teacher.
2. Get the tools from your teacher that you need to measure velocity.
3. Roll the coin across your desk.
4. Measure.
5. Find the velocity of the coin.
6. Be sure to use measurement labels.
7. Write the information in the chart below.
8. Roll the coin two more times following the same procedures.
9. If you don't understand what to do, put an X after the sentence at the bottom of the table.

Coin Roll	Measurement Tools Used (MA.B.4.2.2.4.1, SC.C.2.2.2.4.1)	Measurements With Labels (MA.B.4.2.1.4.1)	Velocity (MA.D.2.2.1.4.1, MA.D.2.2.1.4.3 SC.C.1.2.1.4.1,)
Roll 1			
Roll 2			
Roll 3			
** If you don't know what to do or how to do it, put an X on this line and go on to Part 3.			

Part 3: In the Mountains

Directions: Read each question. Write and tell what you know. If you don't know anything about the question, leave it blank.

1. When on a mountain, you can yell and sometimes hear an echo. What makes the echo? (SC.C.1.2.2.4.1)

2. Why do you NOT always hear an echo? (SC.C.1.2.2.4.1)

3. A huge rock slid down the mountain and landed on the road. How can the rock be removed from the road? Be sure to tell what simple machines will be used when removing the rock. Write your answer on the back of this paper. (SC.C.2.2.1.4.1)

A Television in My Room
Diagnostic Assessment
Teacher Answer Key

Directions: The reason for this assessment is to find out what you already know, and what needs to be taught. This will not be graded, but will be used when planning your lessons. Read each set of directions and do your best. If you do not know an answer, leave it blank and go on to the next question.

Part 1: Responsibility

Directions:

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“Act your age,” she calls when I’m jumping in the rain puddles. I thought I was acting my age. Don’t all ten-year-olds jump in rain puddles? I thought that is what the puddles are for. Mom says to stay out of the puddles because bacteria are in them. **Bacteria** will make me sick. I think I can jump in and jump out before any bacteria get on me. Besides, I learned at school that not all bacteria cause disease.

Mom’s other favorite line is, “Will you be more responsible?” Well, I am **responsible**. I brush my teeth without being told. My showers are only thirty minutes long, now. I let my dog out when he barks. I also take out the garbage on trash pick-up day. How could a ten year old be more responsible than that?

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3. Maybe moms are just supposed to be teaching us how to act when we get to be **adults**.

- Adults are people who are at least 21 years old.
- Adults are people who are finished with school.
- Adults are people who do what is right.
- I'm not sure what an adult is.

Comprehension

Put an X to show if the sentence from the story is fact, fiction, or opinion. Write a short explanation of why you choose the answer.

(LA.A.2.2.6.4.1)

Note: Explanations are requested to assure that the student didn't make a lucky guess. They are to be a simple one-sentence explanation.

4. Bacteria will make me sick.	<input type="checkbox"/> fact <input checked="" type="checkbox"/> fiction <input type="checkbox"/> opinion
Explanation: Student answers must tell that fiction means the statement is not true.	

5. I thought I was acting my age.	<input type="checkbox"/> fact <input type="checkbox"/> fiction <input checked="" type="checkbox"/> opinion
Explanation: Student answers must tell that opinion means the statement tells what someone thinks or feels.	

6. Besides, not all bacteria cause disease.	<input checked="" type="checkbox"/> fact <input type="checkbox"/> fiction <input type="checkbox"/> opinion
Explanation: Student answers must tell that fact means the statement is true.	

Write **C** by the cause and **E** by the effect. (LA.A.2.2.7.4.1)

- 7. "Act your age," she calls
 when I'm jumping in the rain puddles.
- 8. Mom says to stay out of the puddles
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Roll 1	Tools for measuring both distance and time must be listed. Example: Meter stick and stopwatch	Measurements must include labels. Example: 5 cm 8 seconds	Students know that velocity is distance over time. They must use this formula to find the velocity ($v=d/t$). Example: Velocity is 4cm per second ($v=4\text{cm}/1\text{sec}$)
Roll 2			
Roll 3			
** If you don't know what to do or how to do it, put an X on this line and go on to Part 3.			

Part 3: In the Mountains

Directions: Read each question. Write and tell what you know. If you don't know anything about the question, leave it blank.

1. When on a mountain, you can yell and sometimes hear an echo. What makes the echo? (SC.C.1.2.2.4.1) **Answers must include information about sound waves and how they can bounce off some materials such as rocks on the mountain.**
2. Why do you NOT always hear an echo? (SC.C.1.2.2.4.1) **Answers must include information about sound waves and how they do not bounce off some materials such as dirt or trees on the mountain.**
3. A huge rock slid down the mountain and landed on the road. How can the rock be removed from the road? Write your answer on the back of this paper. Be sure to tell what simple machines will be used when removing the rock. (SC.C.2.2.1.4.1) **Any logical explanation that includes use of a simple machine is acceptable.**