Transportation

Summative Assessment #3 for Going to Grandma’s

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Assessment Activity Title:
Transportation

Assessment Form:
Summative

Type of Assessment:
Selected Response, Constructed Response

Duration:
10 minutes for the paper/pencil portion and one minute per student for the conferences.

Standards Assessed:
SS.A.2.1.2.K.1, SS.B.2.1.5.K.1, SS.D.2.1.1.K.1, SC.C.1.1.1.K.1, SC.C.1.1.2.K.1,

Description of Assessment Activity:
Students select modes of transportation from a group of pictures. Students match a job with a form of transportation, and then describe the job to the teacher. Finally, students listen to and view a story and then mark the various forms of transportation, advantages and disadvantages in using the transportation, and tell the importance of the mode of transportation.

Teacher Directions:
Gain students' attention by telling them that since they have learned so much about transportation, it is time to show what they know about kinds of transportation, how they move, what they carry, and who works with them.

1. Duplicate the assessment tools on pages four through six for each student. Read the instructions to the class. Have students complete the first two parts of the assessment (Part 1 = SS.A.2.1.2.K.1, Part 2 = SS.D.2.1.1.K.1). This can be done whole group, or small group.
2. Circulate and conference with individual students asking them to select one of the workers on page five and tell what that worker’s job is and what he/she does at work (SS.D.2.1.1.K.1).
3. Read the story to students. Have students complete part three of the assessment (SS.B.2.1.5.K.1). This can be done whole group, or small group.
4. Conference with each student individually to discuss the various types of transportation (SS.A.2.1.2.K.1), to compare the speeds of various types of transportation (SC.C.1.1.1.K.1), to discuss how the various types of transportation move (SC.C.1.1.2.K.1), to describe one of the jobs identified in part two (SS.D.2.1.1.K.1), and to discuss importance, advantages, and disadvantages of the various modes of transportation (SS.B.2.1.5.K.1). Conferencing questions are available on page 7.
5. After completion of the assessment, review the assessment with students to aid in retention.

Student Directions:
Part 1 – Draw an X on the pictures that show kinds of transportation.
Part 2 – Draw a line to match the worker with where he/she works.
Part 3 – Listen to the story. I will tell you which pictures to put an X on. When you are finished, I will call you to come talk to me about what you marked.
Scoring Method and Criteria:
Use the Assessment Records form from the unit's attached files to record results of this summative assessment. Reasonable answers are acceptable. Since you are teaching for mastery, students should be retaught and reassessed until mastery is achieved. Mastery is 80% correct.
Name ____________________________

Transportation

Part 1
Put an X on all the pictures of transportation. (SS.A.2.1.2.K.1)

[Images of transportation including a train, school bus, canoe, airplane, helicopter, and a person with luggage.]
Part 2
Draw a line to match the worker and transportation. (SS.D.2.1.1.K.1)

<table>
<thead>
<tr>
<th>Airplane</th>
<th>Pilot</th>
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<tbody>
<tr>
<td>Tractor</td>
<td>Astronaut</td>
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<tr>
<td>Shuttle</td>
<td>Farmer</td>
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## Part 3
Listen as your teacher reads the story. Put an X where your teacher tells you.
(SS.B.2.1.5.K.1)

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<td>5.</td>
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Carson is listening to the radio while his dad is at work. Something Carson hears gives him an idea. The man on the radio is saying that there is a big sale at the lumber store. “With lumber, my dad can build a tree house for us,” thinks Carson. **Carson needs to talk to his dad about the lumber sale. Look at row one. Put an X on the picture that shows how Carson will share his idea with his dad. (phone)**

When dad gets off work, he drives to the lumber store and buys the lumber and nails that he needs for the tree house. “I won’t be able to get the lumber home,” thinks dad. “It sure won’t fit in here.” **What transportation do you think dad is using? Look at row two. Put an X on the picture that shows what dad is driving. (car)**

“Would you like the lumber delivered?” asks the man at the desk. “We can bring the lumber to your house.” **What will carry the lumber to Carson’s house? Look at row three. Put an X on the picture that shows what will bring the lumber to Carson’s house. (flat bed truck)**

As dad is driving home, he hears another idea. “We have ladders on sale at the lumber store,” dad hears. **What is the man at the lumber store using to tell about the big sale? Look at row four. Put an X on the picture that shows what the man is using to share ideas. (car radio)**

Soon dad was pulling into his driveway. Carson was waiting to help carry the lumber and nails into the back yard. “I’ll carry the lumber,” says dad. “You carry the nails.”

Carson tries to pick up the boxes of nails, but they are too heavy. “I know how to get these heavy nails to the back yard,” thinks Carson. **What will Carson use to carry the heavy nails? Look at row five. Put an X on the picture that shows how Carson will carry the nails. (wheel barrow)**

Carson and dad work on the tree house all evening. Dad stands on the ladder nailing the lumber in place high in the tree. Soon the tree house is finished. “Can we sleep in the tree house tonight?” asks Carson.

“Maybe tomorrow night,” answers dad. “I’m really tired after this busy day.” Later, Carson crawls into his own bed and is soon dreaming of his new tree house and all the fun he will have there.
Conferencing Questions

These questions should be asked of students in individual conferences. Record the results on the students’ assessment records.

**Part 1** (SS.A.2.1.2.K.1, SC.C.1.1.1.K.1, SC.C.1.1.2.K.1)

For each type of transportation pictured in part 1 ask:

A. What is the name of this transportation? What might it carry? (SS.A.2.1.2.K.1) *Any logical answer is acceptable.*

B. Is it faster or slower than you can walk? (SC.C.1.1.1.K.1) *Any logical answer is acceptable.*

C. How does it move; slide, roll, or fly? (SC.C.1.1.2.K.1) *See teacher key for answers.*

**Part 2** (SS.D.2.1.1.K.1)

Allow the student to select one occupation pictured in part 2, ask what the person does at work. *Any logical answer is acceptable.*

**Part 3** (SS.B.2.1.5.K.1)

For each type of transportation marked by the student in part 3, ask:

A. Does the transportation carry people, products (cargo), or ideas?
B. Why is the transportation important?
C. What is the advantage (What is good about it?)
D. What is the disadvantage (What is not good about it?)

*Any logical answers are acceptable.*
Part 1
Put an X on all the pictures of transportation. (SS.A.2.1.2.K.1)

_Train rolls, carries people and products, and moves faster than walking._
_Bus rolls, carries people, and moves faster than walking._
_Canoe slides, carries people, and moves faster than walking._
_Shuttle flies, carries people and products, and moves faster than walking._
_Helicopter flies, carries people and products, and moves faster than walking._
_Walking does not roll, slide, or fly, carries people and products, and is the same speed as walking._
Part 2
Draw a line to match the worker and transportation. (SS.D.2.1.1.K.1)
### Part 3
Listen as your teacher reads the story. Put an X where your teacher tells you.

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