

**Sample page from the Matter Assessment**

1. Lava pouring from a volcano is an example of:
  - a. Heat turning a solid into a liquid and a gas
  - b. Changing physical properties
  - c. All of the above
  
2. When scientists are making a new ice cream, which of these physical properties would be most important?
  - a. Ability to freeze
  - b. Ability to turn into a gas
  - c. Strength

**III. Classifying** (6 points each)

Classify the objects into 2 groups by using their physical properties. What rule did you use?

1. Balloon, crayon, tennis ball, ruler, pencil, bubble

Rule:

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2. CD, coin, graham cracker, cookie, cereal box, index card

Rule:

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**IV. Discussion** (6 points each)

1. How can scientists use the physical properties of a material to create a new product? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
2. Using your 5 senses, describe the physical properties of a waffle.  
\_\_\_\_\_  
\_\_\_\_\_

**Sample page from the Earth: Land & Forces Assessment**

**IV. Multiple Choice (3 points each)** Circle the letter of the best answer choice.

1. Mrs. Nichols, a 3<sup>rd</sup> grade teacher, was telling her class that they were getting ready to study the main parts of the Earth System. Which of the following answers below best describes what they would study?
  - a. Fire, water and land
  - b. Land, water and atmosphere
  - c. Atmosphere, hurricanes and tornadoes
  - d. None of the above
  
2. Suzie's mom put the wet towels into the clothes dryer. About 45 minutes later, when Suzie took them from the dryer the towels were dry. This was because of:
  - a. Precipitation
  - b. Condensation
  - c. Collection
  - d. Evaporation
  
3. Mountains are formed or changed when:
  - a. Volcanoes erupt
  - b. Earth plates are pushed together slowly over time
  - c. A rock slide occurs
  - d. All of the above
  
4. Mr. Brown plowed his farmland and did not have time to plant his crop. A big wind and rain storm happened one night. When he returned to his field, most of his soil was missing. What happened?
  - a. Erosion occurred when the wind and water carried the soil away.
  - b. Deposition occurred in the field because there were no plants.
  - c. Weathering occurred because the soil was missing.
  - d. Evaporation occurred because the soil was moved.
  
5. Jerry's family went on a summer vacation camping. As they drove across Oklahoma and Kansas the land was very flat. His mom explained that this flat land was one of the major landforms in the U.S. This type of landform is best described as a:
  - a. Canyon
  - b. Valley
  - c. Plain
  - d. Plateau

**Sample page from the Earth: Land & Forces Assessment**

**III. Chart Completion**

Fill in the missing information. (4 points each)

**HOW NATURAL DISASTERS CHANGE THE EARTH**

<b>NATURAL DISASTER</b>	<b>CAUSE</b>	<b>EFFECT</b>
Earthquakes	Moving and colliding of the Earth plates	1.
Volcanoes	2.	Builds new mountains, land & islands, spews ash, gases & lava, causes air pollution & destruction
Tsunamis	3.	Great wall of water that changes the shoreline and floods the land, great destruction
4.	Weather systems with circular wind & water storms formed over warm ocean waters	Major wind, rain and floods along coastal areas, changes the shoreline and causes major destruction
Tornadoes	Weather systems with violent thunderstorms that form circular wind funnels	5.
6.	Weather systems with a lot of water and electrical activity	Extreme rain storm with lightning, thunder and wind causing flooding, fires & land erosion and damage
Winter Storms	Weather systems with freezing temperatures	7.

**IV. Discussion** (6 points)

What do scientists do to help the public prepare for natural disasters?

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**Sample page from the Earth: Materials & Resources Assessment**

**EARTH MATERIALS AND RESOURCES ASSESSMENT I**

**I. Drawings**

1. Draw and label the Rock Cycle. Use arrows to show the direction of change. (10 points)

**II. Making Choices** (3 points each)

The changes that occur during the rock cycle are listed below. Use the key to decide if the statement refers to an **igneous rock**, a **sedimentary rock** or a **metamorphic rock** and write the matching letter in the blank provided.

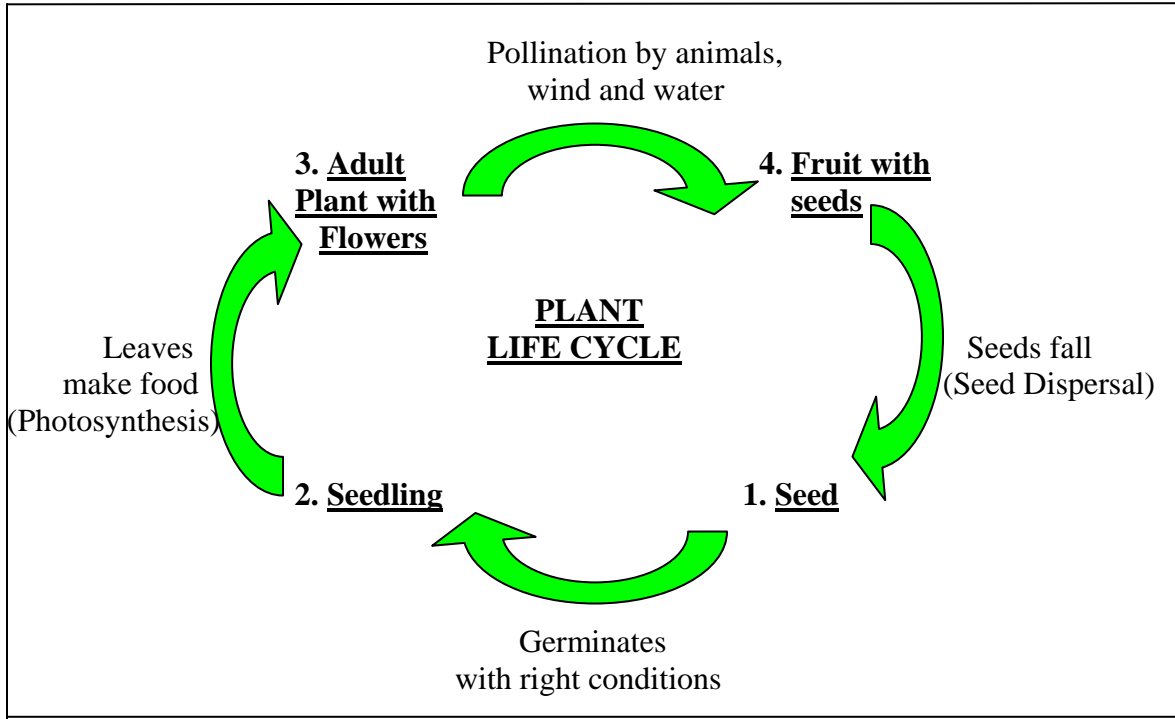
**Igneous rock = “I”    Sedimentary rock = “S”    Metamorphic rock = “M”**

1. \_\_\_\_\_ Rock formed from layers deposited in the ocean
2. \_\_\_\_\_ Lava cooling quickly forms this kind of rock
3. \_\_\_\_\_ Rock formed as a result of erosion
4. \_\_\_\_\_ Marble – example of this kind of rock
5. \_\_\_\_\_ Rock formed when molten rock rises and cools
6. \_\_\_\_\_ Rock that has been squeezed, folded and bent
7. \_\_\_\_\_ Molten rock cooling slowly inside the Earth
8. \_\_\_\_\_ Rock formed from other kinds of rock by heat and pressure
9. \_\_\_\_\_ Most fossils formed in this kind of rock
10. \_\_\_\_\_ Pumice – a floating rock used for cleaning

**Sample Teacher Key page from the Life: Plants & Animals Assessment**

**II. Drawings** (10 points each)

11. Draw and label a diagram showing the stages in the life cycle of a flowering plant. (Be sure to include at which point germination, photosynthesis, pollination and seed dispersal take place.)



12. Label the levels of the Energy Pyramid. (2 points each)

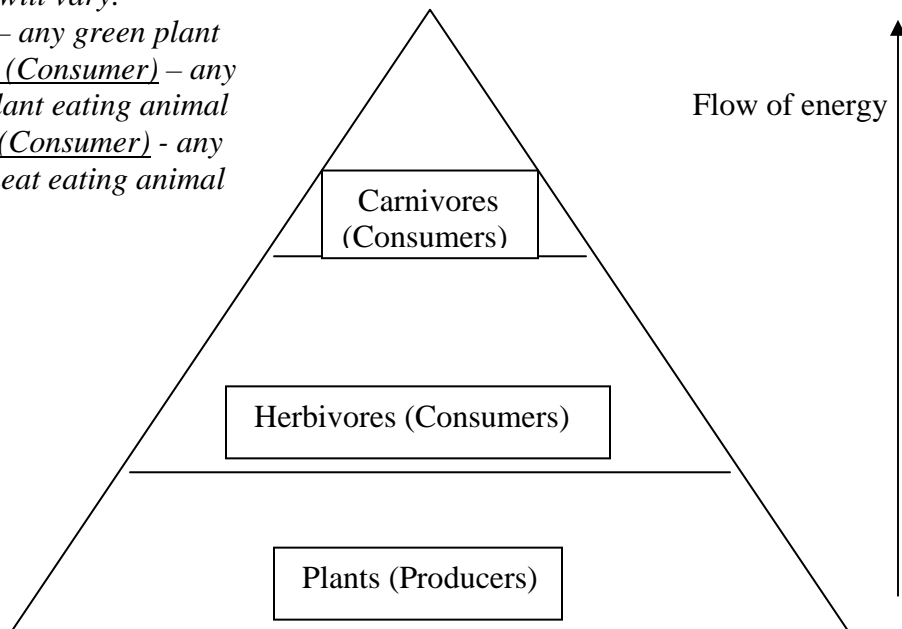
- Give an example of one organism at each level. (1 point each)
- Use an arrow to show the direction of flow. (1 point)

*Examples will vary:*

Producer – any green plant

Herbivore (Consumer) – any plant eating animal

Carnivore (Consumer) - any meat eating animal



**Grading Rubric for Alternate Assessment in Energy, Force and Motion Module**

NAME \_\_\_\_\_ DATE \_\_\_\_\_

**SIMPLE MACHINE FUN**  
**Scoring Rubric**

<b>CATEGORY</b>	<b>REQUIREMENTS</b>	<b>INDIVIDUAL POINTS</b>	<b>GROUP POINTS</b>
		<b>30 pts.</b>	<b>30 pts.</b>
Planning the Game	<ul style="list-style-type: none"> <li>• Brainstorm ideas</li> <li>• Choose simple machines</li> <li>• Draw a diagram of game</li> <li>• Write rules for game</li> </ul>		
		<b>40 pts.</b>	<b>40 pts.</b>
Building the Game	<ul style="list-style-type: none"> <li>• Bring all game materials</li> <li>• Construct the game</li> <li>• Meet size requirements</li> <li>• Has 2 simple machines</li> <li>• Works well</li> <li>• Shows creativity</li> </ul>		
		<b>20 pts.</b>	<b>20 pts.</b>
Presentation	<ul style="list-style-type: none"> <li>• All members participate</li> <li>• Well prepared</li> <li>• Clear explanation of game</li> <li>• Meets time requirements</li> </ul>		
		<b>10 pts.</b>	<b>10 pts.</b>
Cooperative Group Behaviors	<ul style="list-style-type: none"> <li>• Followed cooperative group procedures</li> <li>• Managed time well</li> <li>• Members of group involved in all steps of planning, building and presenting the game</li> </ul>		
Totals			