



Paths of Progress
Assessments CD-ROM
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Instructions

The contents of this disk are designed to be used in tandem with *Paths of Progress*, a complete curriculum for grades 5-7. This CD is provided for those who wish to supplement their child's portfolio with easily administered and scored assessments of progress. These evaluation tools are designed to correspond with each learning level, and are all based on a possible score of 100 points.

We recommend an interactive approach in order to lessen any anxiety your student may experience in a testing situation. It is acceptable for your child to refer to his or her text or Student Notebook pages if help is needed and you agree. Answer keys provide suggestions for administration, and designate point values for each section.

Please note that there is no assessment for Unit 6, Reach for the Stars, since this unit is largely devoted to review of things covered throughout the year. The review activities included in Reach for the Stars lessons are informal evaluations, and can be assigned point values if you choose.

Levels

Use level one for those who completed the 5th grade assignments marked with the bird print in the curriculum (generally 4th–5th grade students). Use level two for those who completed the assignments marked with the raccoon print (generally 6th grade students). Level three is appropriate for those who followed the bear print trail in the curriculum (generally 7th–8th grade students).

Printing

Use the bookmarks to navigate this document. Teacher keys and student pages can be printed and viewed separately. To print, select the level and then unit. You can print one page, all pages for one unit, or all five units of one level. To print one page, click on the appropriate print button on that page. To print the complete unit, locate the first page of the unit and click on the appropriate print button. To print all pages for one level, click on the appropriate bookmark under that level.

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TEACHER KEYS

Steps for Thinking

Ask your student to read the following passage and notice that important words have been left out. Then have him or her read the words in the Word Bank aloud, and write the correct one in each blank. Tell your student to reread the passage when it is completed to make sure the answers make sense.

A first step in thinking like a **scientist** is to find out about something through **research** or **observation**. A second step is to ask **questions** and try to come up with **answers** based on what you know. Then, a third step is to **think** about the questions you **asked** and tell what you think the answers will be. Next is to find out if your **ideas** are correct by **testing** them out. And finally, a fifth step in thinking like a scientist is to share the **results** of your tests **honestly** and tell if they showed what you **thought** they would.

(Score ½ point for each word filled in correctly, for a possible 6 points.)

Word Study

Ask your student to circle the word that best completes each sentence.

1. The machine worked, but it was a very odd looking **contraption**.
2. We still weren't used to the **inclement** weather, even though it had been cold and rainy for days.
3. A Greek word that means *water* is **hydro-**.
4. With everyone gone, our main **predicament** was finding a way home.
5. She behaved so foolishly, some people worried that she might be a **lunatic**.
6. The **morale** of the workers was very good—their attitudes were happy and enthusiastic.
7. **Geo-** is a Greek word that means *earth*.
8. Jane could not help feeling **coerced** as her friends kept pressuring her to go to the party she really did not want to attend.
9. Joe was **disheveled** by the time he got home, because he ran all the way.
10. I was very offended by his **scurrilous** insults!
11. The Greek word **thermo-** means *heat*.
12. In spite of everything I'd done, my parents were **lenient** and only grounded me for a week.
13. I hope their disagreement doesn't create a **rift** in their relationship.
14. If your mom picks you up too soon it will **thwart** the coach's plan, and he'll be disappointed.
15. **Aqua-** is a Latin word that means *water*.
16. Some children behave as though they are **bereft** of common sense.

(Score 1 point for each sentence completed correctly, for a possible 16 points.)

Economics

Ask your student to match each term with its definition.

1. consume - to use a service or product
2. goods - items made for others to use or consume
3. services - the skills of a person needed by others
4. barter - to trade something you have for something you need
5. profit - money left over after paying expenses to create and deliver a good or service
6. demand - the amount of people who want a particular product
7. industry - organized economic activity
8. original - completely thought of or created by someone
9. invest - to buy part of an invention or business's profits
10. taxes - money that a government collects from citizens to pay for services it provides
11. quality - the standard or level of a product or service
12. income - money received for goods, services or work provided

(Score 1 point for each item correctly matched, for a possible 12 points.)

History

Ask your student to number the events on each inventor's list in the correct order, from 1 (the first thing that happened) to 5 (the last thing). There is also an extra item in every list that is untrue, so have your child cross it off when he or she finds it.

Award credit for items that follow one another correctly in the sequence, even if the numbers are off because of an earlier mistake.

Benjamin Franklin

1. Ben becomes interested in electricity.
2. Based on his observations, Ben thinks *lightning* and *electricity* are the same.
3. Ben designs and conducts dangerous key/kite experiments.
4. He shows how lightning rods direct lightning into the ground and protect property.
5. His lightning rod invention is a great success.

Cross Off: Ben is seldom seen in public and devotes his life to working on his experiments.

Robert Fulton

1. He becomes an engineer and inventor.
2. Fulton begins experimenting to learn about steam engines.
3. Fulton forms a partnership with Robert Livingston.
4. Tests on the *Clermont* are promising.
5. "Fulton's Folly" is a huge success, and use of steamboats increases.

Cross Off: Fulton studies art in Frankfurt, Germany.

John Gutenberg

1. Books are copied by hand and very expensive.
2. John learns two trades and becomes a skilled craftsman.
3. He has an idea for a printing press with moveable type and special ink.
4. John's press is a success, but others take it when he runs out of money.
5. Bibles and other books can be printed inexpensively, and printing is changed forever.

Cross Off: John is successful in making moveable type from wood.

James Watt

1. Watt begins learning about steam power.
2. He experiments, and builds a trial engine called *Beelzebub*.
3. Watt's engine proves its worth by by pumping water from flooded coal mines.
4. Businesses order steam engines to increase their productivity.
5. Units of electric power called "watts" in his honor.

Cross Off: Watt loses all his money and moves in with his son.

Samuel Morse

1. Morse is a poor artist.
2. He thinks up the idea for the telegraph while traveling from Europe.
3. Morse works on his invention for many years.
4. Congress grants money to develop and improve the invention.
5. Telegraph lines are built in the U.S., and eventually worldwide.

Cross Off: Samuel's close friend makes up a code to use with the telegraph.

(Score 1 point for each event put in the correct order, and each false item crossed off, for a possible 30 points.)

Science

Your student should write a *T* for *True* or an *F* for *False* in front of each of the following statements. Then ask him or her to tell you how to change each *false* statement into one that is *true*.

Award credit if your student changes a *False* statement in any way that makes it *True*, even if it is different from this Answer Key.

1. **T** An axe is a good example of a wedge.
2. **F** Brakes use a type of lubrication to stop or slow movement.
"Brakes use friction to stop or slow movement."
3. **F** Applying lubrication to a surface increases friction.
"Applying lubrication to a surface reduces friction"
4. **T** A heavy object produces more friction when it is moved than a light object does.
5. **T** Tools make work easier by changing the direction or amount of force needed to do a job.
6. **T** Whenever a force moves an object or load, work is being done.
7. **F** It takes more force but less distance to raise an object when an inclined plane is used.
"It takes less force but more distance to raise an object when an inclined plane is used."
8. **T** When you push or pull an object, you are applying force.
9. **F** Work does not take place unless there is some sort of tool being used.
"Work does not take place unless there is some sort of movement."

10. **T** Effort is the amount of force used to move an object.
11. **T** One good example of an inclined plane is a staircase.
12. **T** A zipper uses wedges to open and close.
13. **T** One machine that uses several wedges is a plow.
14. **F** A wedge is a moveable lever.

“A wedge is a moveable inclined plane.”

15. **F** Friction is a force created when surfaces slide smoothly across one another.

“Friction is a force created when rough surfaces are rubbed together.”

(Score 1 point for correctly marking each statement, and 1 point for making each false statement true, for a possible 21 points.)

Music A

Look at the questions your student made up for this unit's Orchestra Story topics (listed below). You can find them in your child's Student Notebook (in Lessons 1-5, Part 3G), or on the index cards made for Question Quest. Choose three questions for six of the topics and two for the seventh (your choice!), and use them for this section of the assessment.

Either read the answers and ask your child to write the questions (in the same style as the Question Quest game), or you can ask the questions and have him or her write the answers.

Baroque musical period ("B")

Antonio Vivaldi ("AV")

Johann Sebastian Bach ("JSB")

Classical musical period ("C")

Franz Joseph Haydn ("FJH")

Wolfgang Amadeus Mozart ("WAM")

Ludwig von Beethoven ("LvB")

Answers can be found on your child's Question Quest cards.

(Score ½ point for each correct response, for a possible 10 points.)

Music B

Ask your student to draw a circle on each music staff to show where the note is located. Then have him or her darken the circles on the recorder to show the correct finger placement needed to play that note.

The image shows three separate diagrams of a recorder, each enclosed in a dashed rectangular box. Each diagram consists of a vertical recorder with a treble clef staff to its right. The staff has a single note on the second line. Above each staff is a large, bold letter: 'B' for the first recorder, 'A' for the second, and 'G' for the third. The recorder is labeled with 'Right Hand' on the left side and 'Left Hand' on the right side. The notes are positioned on the second line of the staff, which corresponds to the second hole from the top on the left hand and the second hole from the bottom on the right hand.

Now ask your student to write the two sayings (memory tricks) that make identifying notes easier to remember.

Don't **F**orget, **A**ll **C**ows **E**at **G**rass

Every **G**ood **B**oy **D**oes **F**ine

(Score 1 point for correctly marking each note { $\frac{1}{2}$ for the staff, and $\frac{1}{2}$ for finger placement}, and 1 point for each saying, for a possible 5 points.)

Steps for Thinking

Ask your student to read the following passage and notice that important words have been left out. Then have him or her read the words in the Word Bank aloud, and write the correct one in each blank. Tell your student to reread the passage when it is completed to make sure the answers make sense.

Bravery is **personal**, and what is brave for one person may be easy for another person. Don't compare your **bravery** to someone else's. Just because you are not **good** at something to begin with doesn't mean you shouldn't **practice** and become better at it. **Inventors** often had to endure unpleasant or trying **circumstances** to have the opportunity to accomplish their **goals**. Choosing to **stand by** someone going through a hard time and have **faith** in them is a way of being brave yourself. Those who risk public **failure** have a special feeling of **gratefulness** to those who stay true **friends** no matter what.

(Score ½ point for each word filled in correctly, for a possible 6 points.)