

# ELEMENTARY SCHOOL PRACTICAL LIVING/VOCATIONAL STUDIES

## Jenny's Camping Trip

4. Jenny is going camping for the weekend. She is packing and does not have space to bring a lot of things with her.
- Name TWO things that Jenny NEEDS to pack.
  - Explain why she needs EACH of these things.
  - Name TWO things that Jenny might WANT to pack.
  - Explain why EACH of these things is not a need.

### Scoring Guide

SCORE	DESCRIPTION
4	Student names two things that Jenny needs to pack and two things that Jenny wants to pack and clearly explains why each is or is not a need.
3	Student names two things that Jenny needs to pack and two things that Jenny wants to pack and generally explains why each of at least three is or is not a need. <b>OR</b> Student names one or two things that Jenny needs to pack and one or two things that Jenny wants to pack (for a total of three things that Jenny needs or wants to pack) and clearly explains why each is or is not a need.
2	Student names a total of two or three things that Jenny needs or wants to pack and generally explains why each of at least two is or is not a need.
1	Student demonstrates minimal understanding (e.g., student names four things that Jenny needs or wants to pack with limited or no explanation).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

### Example of needs:

- Sleeping bag
- Flashlight
- Clothing
- Tent
- Nutritious food
- Water
- First aid kit

### Examples of wants:

- CD player
- Games
- Teddy bear
- Candy
- Soft drinks
- Hair Dryer

### Examples of clear explanations:

- She needs extra clothes to stay warm (or to survive).
- She needs food because she may not be able to find food in the forest (or when she is hungry).
- She needs fresh water because there may not be a creek nearby (or to survive).

### Examples of clear explanations:

- She needs water to drink
- She needs food to eat
- She needs a sleeping bag to sleep in.

## ELEMENTARY SCHOOL READING

### Recycled Paper

5. The article, "Recycled Paper," tells you how to make recycled paper by using certain ingredients and following certain directions. In your own words, describe step-by-step how you would teach a younger child to make recycled paper. Use information from the article to support your answer.

#### Scoring Guide

SCORE	DESCRIPTION
4	Student clearly describes how to make recycled paper. Description includes all ingredients and clear paraphrasing of all steps in correct sequence. Response is supported with detailed information from the article.
3	Student generally describes how to make recycled paper. Description includes the basic ingredients and a paraphrasing of a sequential, step-by-step process. Response is supported with adequate information from the article.
2	Student provides a limited description of how to make recycled paper. Description includes some ingredients and some of the process. Response may be partially copied and/or out of sequence.
1	Student demonstrates minimal understanding (e.g., student lists some or all of the ingredients or some parts of the process or student copies steps from the article).
0	Student's response is totally incorrect or irrelevant.
Blank	No Student Response

## ELEMENTARY SCHOOL ARTS AND HUMANITIES

### Instrument Families

5. Instruments make different sounds and are grouped together into families based on how these sounds are produced. The four instrument families are strings, woodwinds, brass, and percussion.
- Name TWO of the families of instruments and identify ONE instrument from EACH family.
  - Explain how sound is produced by EACH of the two instruments.

### Scoring Guide

SCORE	DESCRIPTION
4	Student names two instrument families and identifies one instrument from each family. Student clearly explains how sound is produced by each instrument.
3	Student names two instrument families and identifies one instrument from each family. Student generally explains how sound is produced by each instrument.
2	Student names two instrument families and identifies one instrument from each family. Student provides a limited explanation of how sound is produced by each instrument. <b>OR</b> Student names one instrument and generally explains how sound is produced by that instrument. <b>OR</b> Student names one instrument family and clearly explains how sound is produced by instruments in that family, without identifying a specific instrument.
1	Student demonstrates minimal understand (e.g., student selects an already existing instrument that produces high-pitched sounds without explanation).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

**Families:** strings, brass, woodwinds, percussion

## ELEMENTARY SCHOOL SOCIAL STUDIES

### Shopping Center or Park?

8. Your town is planning to build either a shopping center or a park next to your school. Which one do you think would be better? Why do you think so?

#### Scoring Guide

SCORE	DESCRIPTION
4	Student states whether it would be better to build a shopping center or a park next to the school and clearly explains why. Explanation includes why the choice made would be better than the alternative.
3	Student states whether it would be better to build a shopping center or a park next to the school and generally explains why.
2	Student states whether it would be better to build a shopping center or a park next to the school and gives a limited explanation of why. <b>OR</b> Student states whether it would be better to build a shopping center or a park and generally explains why without linking the choice to the fact that the school will be next door.
1	Student demonstrates minimal understanding (e.g., student states whether a shopping center or a park would be better with no explanation of why).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

## ELEMENTARY SCHOOL SCIENCE

### Newton's Laws of Motion

4. As the moon revolves around the Earth, it appears to change shape. It changes from a full moon to a quarter moon to a new moon to a quarter moon again.



- a. What is the source of light of the moon?
- b. Make a picture of the sun, Earth, and the moon that SHOWS why a quarter moon looks the way it does.

#### Scoring Guide

SCORE	DESCRIPTION
4	Student Names the sun as the source of light of the moon. Student's picture of the position of Earth, the moon, and the sun clearly shows why a quarter moon looks the way it does.
3	Student names the sun as the source of light of the moon. Student's picture of the positions of Earth, the moon, and the sun generally shows why a quarter moon looks the way it does. The response/picture may contain minor errors or reflect minor misconceptions.
2	Student names the sun as the source of light on the moon and describes that sunlight reflecting off the moon's surface is what is seen from Earth. Student's picture is incorrect or missing.
1	Student demonstrates minimal understanding (e.g., student names the sun as the source of light on the moon without discussing reflection; student's picture is incorrect or missing).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

#### Science Behind the Question:

The phases of the moon occur because the moon is seen by reflected sunlight and the moon is in orbit around Earth. When the moon is positioned between Earth and the sun, sunlight, is reflecting off the side facing the sun; thus, we see a new moon (no reflection). When the moon is on the opposite side of the earth from the sun the entire surface reflects light and we see a full moon. During the time the moon is halfway between these two positions, the half of the moon facing the sun is reflecting light. One half of the half facing us reflects light and we see a quarter moon.

# ELEMENTARY SCHOOL MATHEMATICS

## Lunch Choices

5. Once a week, the students at Park City School get to choose the main dish and side item they will have for lunch. The choices they have this week are shown below.

Choice of 1 Main Dish	Choices of 2 Side Items
tacos hamburgers	corn piece of fruit french fries

- a. Based on the choices above, what are ALL of the different combinations of one main dish and two side items that are possible? Show your work in an organized list, chart, or table.
- b. Next week, in addition to the choices of one main dish and two side items, the students will have the choice of one dessert—either cake OR ice cream. How many different combinations of one main dish, two sides items, and one dessert will there be? Explain or show how you got your answer.

### Scoring Guide

SCORE	DESCRIPTION
4	Student scores 4 points.
3	Student scores 3 points.
2	Student scores 2 points.
1	Student scores 1 point. <b>OR</b> Student demonstrates minimal understanding. (e.g., student gives at least one combination in part a and/or at least one combination in part b).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

### Correct Answers

#### Part a:

taco, corn, piece of fruit

taco, corn, French fries

taco, piece of fruit, French fries

hamburger, corn, piece of fruit

hamburger, corn, French fries

hamburger, piece of fruit, French fries

#### Part b:

Correct answer: 12

Sample explanation: For each combination in part a, there are two choices of dessert, which gives 12 combinations.

taco, corn, piece of fruit, cake

taco, corn, French fries, cake

taco, piece of fruit, French fries, cake

taco, corn, piece of fruit, ice cream

taco, corn, French fries, ice cream

taco, piece of fruit, French fries, ice cream

hamburger, corn, piece of fruit, cake

hamburger, corn, French fries, cake

hamburger, piece of fruit, French fries, cake

hamburger, corn, piece of fruit, ice cream

hamburger, corn, French fries, ice cream

hamburger, piece of fruit, French fries, ice cream