



*Paths of Exploration*  
Assessments CD-ROM  
by Debbie Strayer & Linda Fowler

Copyright 2009 Geography Matters

All rights reserved. Permission is granted to print the contents of this disk for use by students and teacher in one family only. No part of this Student Notebook Resources CD-ROM may be shared with others or reproduced in any form without written permission from the publisher except as stated herein. Use of this CD-ROM is not permitted for any group, classroom, school, or school district. Such use without a license is strictly prohibited. For licensing contact the publisher.

Published by Geography Matters, Inc.®  
800-426-4650

[www.geomatters.com](http://www.geomatters.com)

## **Instructions**

The contents of this disk are designed to be used in tandem with *Paths of Exploration*, a complete elementary curriculum for grades 3-5. 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. Answer keys provide suggestions for administration, and designate point values for each section.

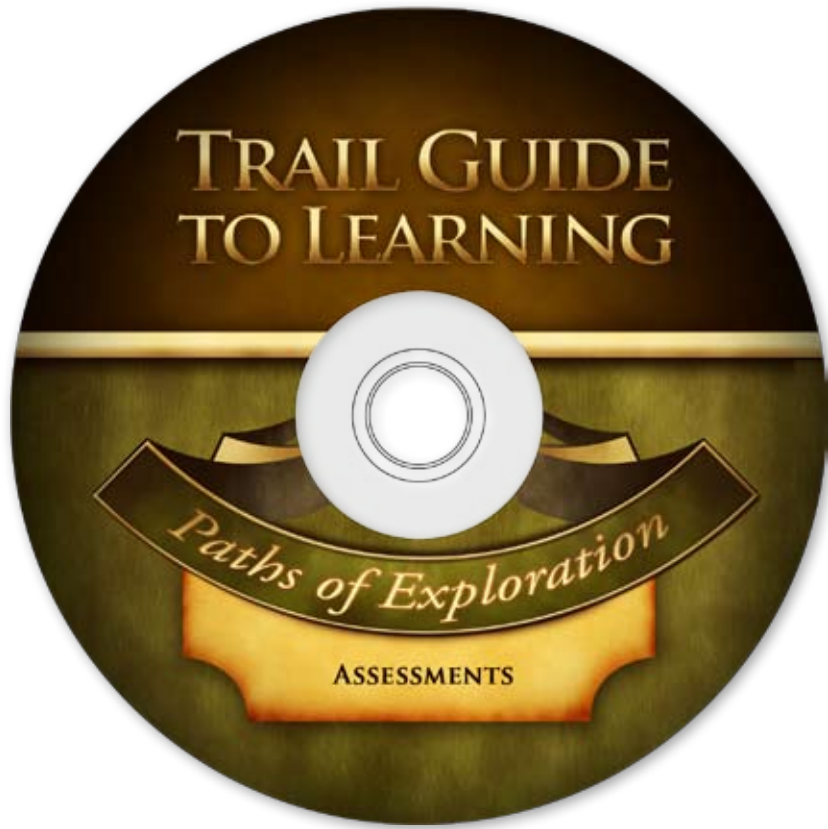
Please note that there is no assessment for Unit 6, Trails West, since this unit is largely devoted to review of things covered throughout the year. The review activities included in Trails West lessons are informal evaluations, and can be assigned point values if you choose.

### **Levels**

Use level one for those who completed the 3rd grade assignments marked with the bird print in the curriculum (generally 2nd-3rd grade students). Use level two for those who completed the assignments marked with the racoon print (generally 4th grade students). Level three is appropriate for those who followed the bear print trail in the curriculum (generally 5-6th 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 grade 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.



# TEACHER KEYS

## Steps for Thinking

Read the following passage and point out to your student that important words have been left out. Then read the words in the Word Bank on your student's assessment and ask him to help you put the correct one in each blank.

Journeys are made for a reason. Knowing the reason for a journey helps you understand the decisions people make along the way.

Observation is a key skill for learning about things in our world. Look for relationships between the things you are studying. This will help you understand how new things fit into what you already know. Learning to look for information is as important as finding an answer because it helps you learn how to think.

**(Score 2 points each for a possible 24 points)**

## Word Study

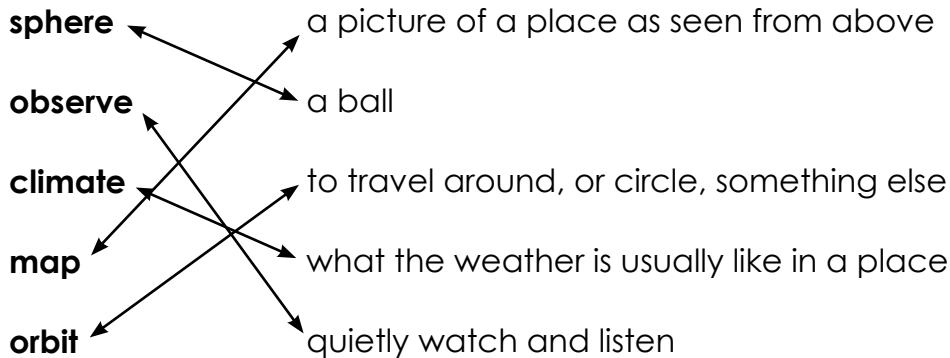
Read the Word Bank on your student's assessment aloud. Then read the sentences that follow, and help him decide which word answers each "Who or What Am I" question.

1. I am a word that has the long *i* sound spelled with the letters *igh*. What am I? high
2. I am the antonym, or opposite, of the word east. What am I? west
3. I am a three-syllable word that means a game you can play. What am I? basketball
4. I am a word that has the letter *g* that sounds like *j*. What am I? large
5. I am the antonym, or opposite, of the word sad. What am I? happy
6. I am the three-syllable name of a famous explorer. Who am I? Columbus
7. I am a word that has the letter *g* that sounds like *goat*. What am I? gold
8. I am a two-syllable word that is the time of year when it is cold. What am I? winter

**(Score 2 points each for a possible 16 points)**

## Vocabulary

Read the following words and definitions to your student and then have him draw a line from each word to its definition.



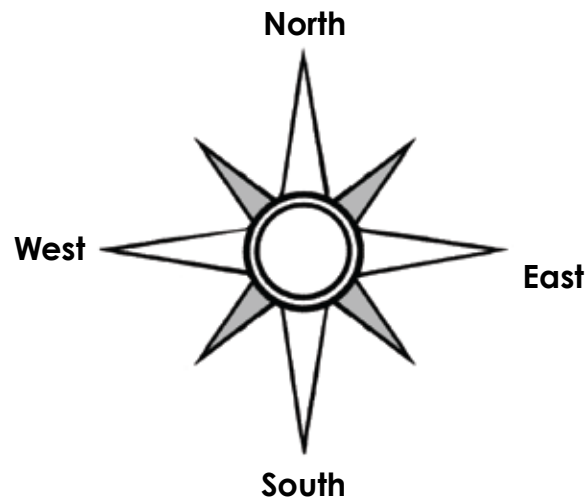
**(Score 2 points each for a possible 10 points)**

Have your student make up a sentence using each of the above words correctly, and tell it to you.

**(Score 2 points each for a possible 10 points)**

## Geography, History, Science

Review the following directions with your student and then have him write them in the proper places on the Compass Rose.



**(Score 1½ points each for a possible 6 points)**

Review the following topics with your student and then have him point them out to you on a map or globe. Check each one off after he finds it.

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Atlantic Ocean | <input type="checkbox"/> South America | <input type="checkbox"/> Europe                        |
| <input type="checkbox"/> Pacific Ocean  | <input type="checkbox"/> North Pole    | <input type="checkbox"/> Africa                        |
| <input type="checkbox"/> Indian Ocean   | <input type="checkbox"/> South Pole    | <input type="checkbox"/> Equator                       |
| <input type="checkbox"/> Arctic Ocean   | <input type="checkbox"/> North America | <input type="checkbox"/> Southern (Antarctic)<br>Ocean |

**(Score 1½ points each for a possible 18 points)**

Discuss each of the following statements with your student, and then have him mark it with a T for true or an F for false.

1.   F   The earth is the center of our solar system.
2.   T   The sun provides light and heat to the earth.
3.   T   Planets shine by reflecting the light of the sun.
4.   F   The Inner Planets are the ones that are farthest from the sun.
5.   T   A star is a mass of gases.

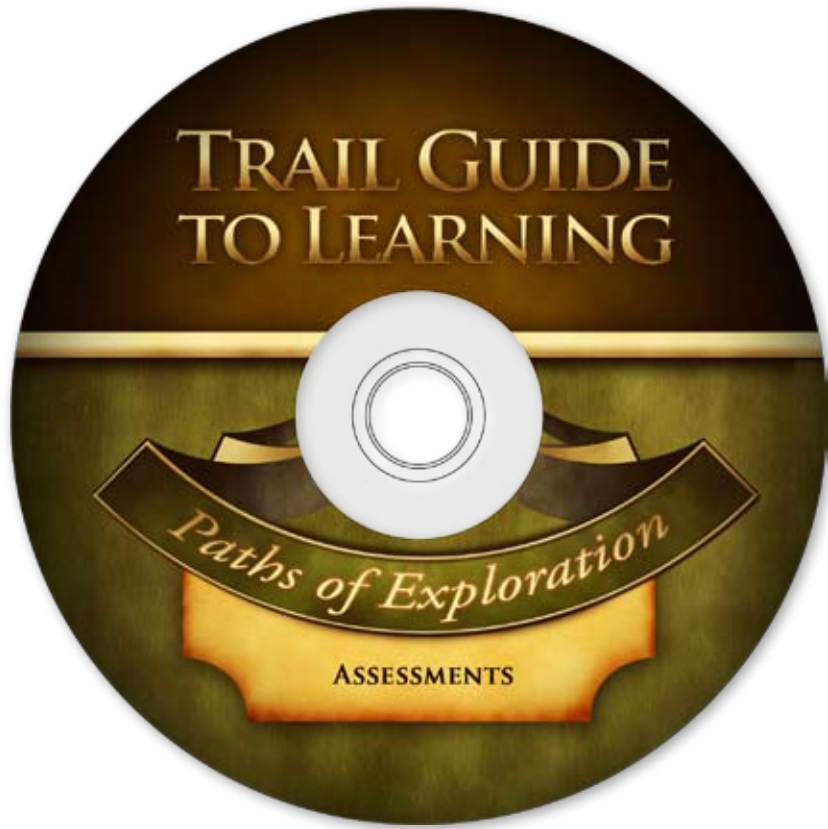
**(Score 2 points each for a possible 10 points)**

## Comprehension

Ask your student to tell you the three most important things he learned about Christopher Columbus and his explorations. Jot down what he tells you on the lines provided.

*\* Answers will vary. Give credit for any answer that touches on the importance of Columbus' voyage in opening the New World for exploration, making new colonies, learning more about the weather, learning more about the oceans and the currents, making more correct maps, etc.*

**(Score 2 points each for a possible 6 points)**



# STUDENT ASSESSMENTS

## Steps for Thinking

\_\_\_\_\_ are made for a reason. Knowing the \_\_\_\_\_ for a journey helps you understand the \_\_\_\_\_ people make along the way. \_\_\_\_\_ is a key skill for \_\_\_\_\_ about things in our world. Look for \_\_\_\_\_ between the things you are \_\_\_\_\_. This will help you understand how \_\_\_\_\_ things fit into what you already \_\_\_\_\_. Learning to look for \_\_\_\_\_ is as important as finding an \_\_\_\_\_ because it helps you learn how to \_\_\_\_\_.

**decisions****answer****journeys****relationships****observation****reason****know****learning****think****new****information****studying**

Score: \_\_\_\_\_

## Word Study

**west****high****happy****gold****Columbus****large****basketball****winter**

1. I am a word that has the long *i* sound spelled with the letters *igh*. What am I? \_\_\_\_\_
2. I am the antonym, or opposite, of the word east. What am I?  
\_\_\_\_\_
3. I am a three-syllable word that means a game you can play. What am I?  
\_\_\_\_\_

4. I am a word that has the letter *g* that sounds like *j*. What am I?

\_\_\_\_\_

5. I am the antonym, or opposite, of the word *sad*. What am I?

\_\_\_\_\_

6. I am the three-syllable name of a famous explorer. Who am I?

\_\_\_\_\_

7. I am a one-syllable word that has the letter *g* that sounds like *goat*.

What am I? \_\_\_\_\_

8. I am a two-syllable word that is the time of year when it is cold. What

am I? \_\_\_\_\_

**Score:** \_\_\_\_\_

## Vocabulary

**sphere** a picture of a place as seen from above

**observe** a ball

**climate** to travel around, or circle, something else

**map** what the weather is usually like in a place

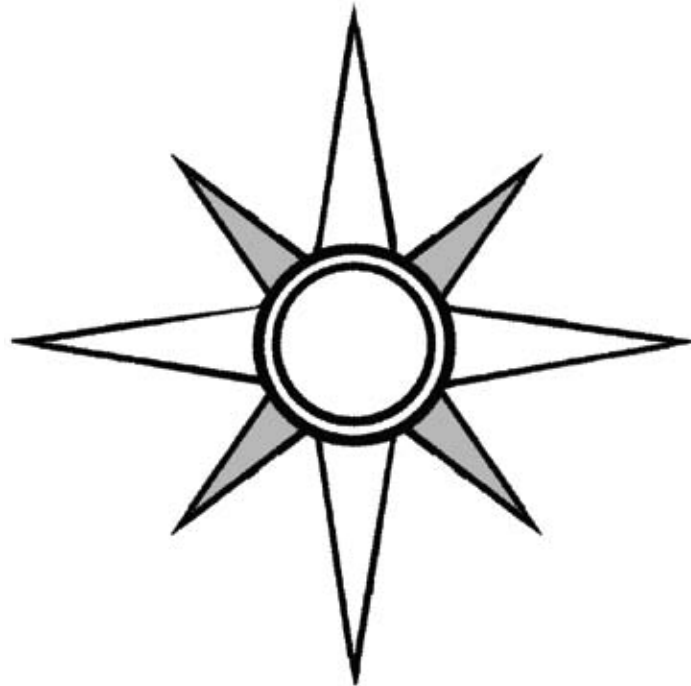
**orbit** quietly watch and listen

**Score:** \_\_\_\_\_

Make up a sentence using each of the above words correctly, and tell it to your teacher.

**Score:** \_\_\_\_\_

### Geography, History, Science



**North**

**South**

**East**

**West**

**Score:** \_\_\_\_\_

- Atlantic Ocean
- Pacific Ocean
- Indian Ocean
- Arctic Ocean

- South America
- North Pole
- South Pole
- North America

- Europe
- Africa
- Equator
- Southern (Antarctic) Ocean

**Score:** \_\_\_\_\_

1. \_\_\_\_ The earth is the center of our solar system.
2. \_\_\_\_ The sun provides light and heat to the earth.
3. \_\_\_\_ Planets shine by reflecting the light of the sun.
4. \_\_\_\_ The Inner Planets are the ones that are farthest from the sun.
5. \_\_\_\_ A star is a mass of gases.

**Score:** \_\_\_\_\_

### Comprehension

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Score:** \_\_\_\_\_

**Columbus Unit: Total Score:** \_\_\_\_\_