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Formative and Summative Assessment Design  
Professor Erin Kichinko-Willis  
4/26/24

**Overview:** The assessment design includes five multiple-choice items, one matching item, three short answer items, and one essay. It was created for 2nd grade History and Social Science SOL Standard 2.6.

**Main SOL:**

**History and Social Science**

2.6 The student will develop map skills by using globes and maps of the world and the United States to locate

- a) the seven continents and the five oceans;
- b) the equator, the Prime Meridian, and the four hemispheres; and
- c) major rivers, mountain ranges, lakes, and other physical features in the United States.

**Learning Objectives:**

- The students will apply their knowledge of the cardinal rose to identify the seven continents and five oceans on a map.
- The students will identify and describe the equator, the Prime Meridian, and the four hemispheres.
- The students will identify the major physical features in the United States including rivers, mountain ranges, and lakes.
- The students will explain why maps and globes are important and how they are used.
- The students will show their knowledge of the vocabulary words discussed within the unit (continent, equator, Prime Meridian, and hemisphere).

## Globes and Maps

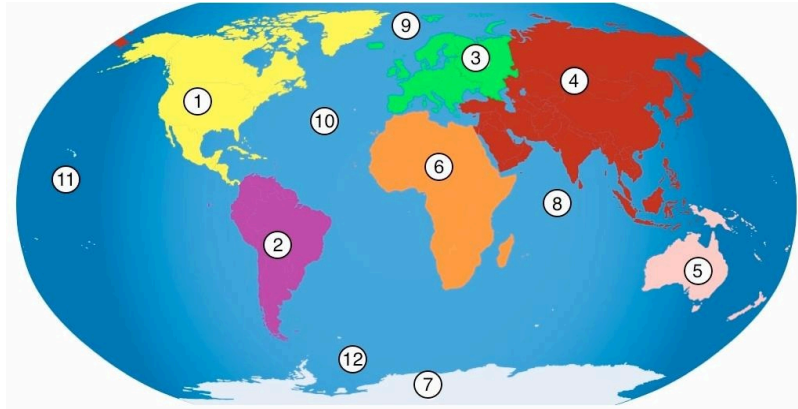
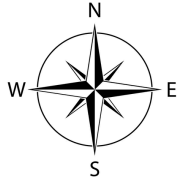
Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Section 1: Multiple Choice Items

Directions:

Read each question and answer choices. Circle the letter next to the best answer.



1. Which continent is **north** of Africa?
  - a. Africa
  - b. Europe
  - c. North America
  - d. Antarctica
  
2. Which ocean is **east** of North America?
  - a. Arctic Ocean
  - b. Pacific Ocean
  - c. Indian Ocean
  - d. Southern Ocean
  
3. Which continent is **north** of the Indian Ocean?
  - a. Asia
  - b. Africa
  - c. Antarctica
  - d. South America

4. Which continent is **south** of Europe?
- a. Africa
  - b. Australia
  - c. South America
  - d. Asia
5. Which ocean is **west** of North America?
- a. Arctic Ocean
  - b. Atlantic Ocean
  - c. Pacific Ocean
  - d. Southern Ocean

## Section 2: Matching

Directions:

Draw a line to connect each vocabulary word with its definition.

### Vocabulary

### Definition

**Land**

Half of a sphere.

**Continent**

An imaginary line around the middle of Earth that divides it into the Northern and Southern Hemispheres.

**Equator**

The solid surface of Earth.

**Prime Meridian**

A large body of land on Earth

**Hemisphere**

An imaginary line that divides Earth into the Eastern and Western Hemispheres.

## Section 3: Completion Items

Directions

Read each sentence and fill in the blanks with the best answer.

1. We have \_\_\_\_\_ continents on Earth that once were \_\_\_\_\_.
2. The smallest continent is \_\_\_\_\_ and the biggest is \_\_\_\_\_.
3. There are 5 \_\_\_\_\_ on Earth and are separated by \_\_\_\_\_.

Section 4: Essay question

Directions:

Write 3-4 sentences that best answer the question prompt.

Discuss how we use maps and globes. Explain why maps and globes are important.

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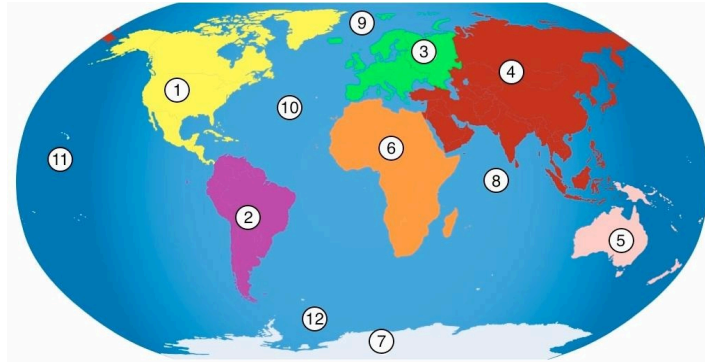
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## Answer Key: Globes and Maps

### Section 1: Multiple Choice Items

Directions:

Read each question and answer choices. Circle the letter next to the best answer.



1. Which continent is **north** of Africa?
  - a. Africa
  - b. Europe
  - c. North America
  - d. Antarctica
2. Which ocean is **east** of North America?
  - a. Arctic Ocean
  - b. Pacific Ocean
  - c. Indian Ocean
  - d. Atlantic Ocean
3. Which continent is **north** of the Indian Ocean?
  - a. Asia
  - b. Africa
  - c. Antarctica
  - d. South America
4. Which continent is **south** of Europe?
  - a. Africa
  - b. Australia
  - c. South America
  - d. Asia

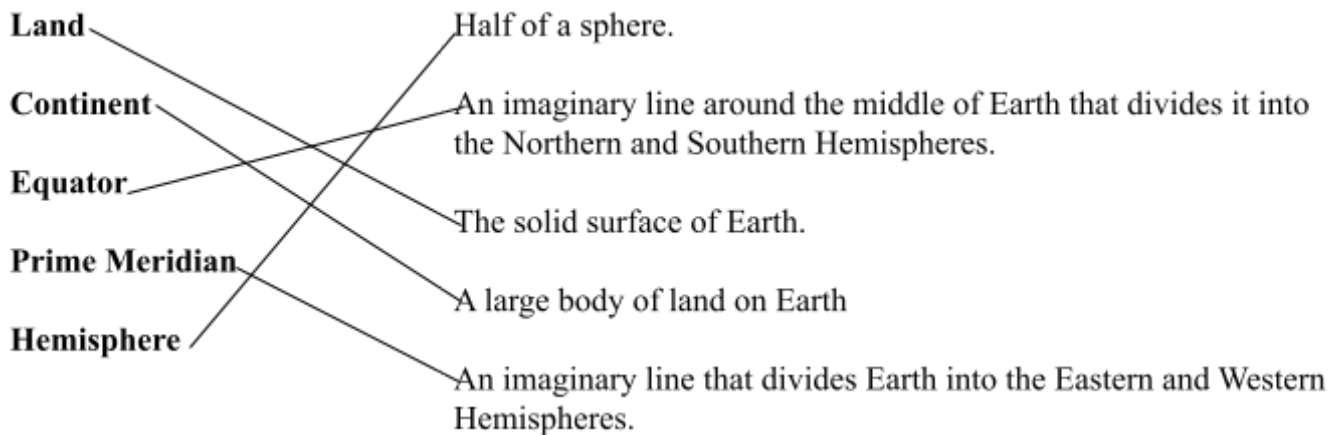
5. Which ocean is **west** of North America?

- a. Arctic Ocean
- b. Atlantic Ocean
- c. Pacific Ocean
- d. Southern Ocean

## Section 2: Matching

Directions:

Draw a line to connect each vocabulary word with its definition.



## Section 3: Completion Items

Directions:

Read each sentence and fill in the blanks with the best answer.

1. We have Seven/7 continents on Earth that once were one.
2. The smallest continent is Australia and the biggest is Asia.
3. There are 5 Oceans on Earth and are separated by Continents.

## Section 4: Essay question

Directions:

Write sentences that best answer the question prompt.

Discuss how we use maps and globes. Explain why maps and globes are important.

We can use maps to locate oceans and continents. People use maps for directions. People use maps when looking for mountains or water. Maps and globes are important because they help people study the Earth.

## **Reflection**

In this reflection, I will apply my knowledge of incorporating formative and summative assessment into a unit of study. The unit of study teaches content on the History and Social Science SOL Standard 2.6. Indicating students will use their map and globe skills to locate the various features of the World and the United States (History and Social Science).

Formative assessments are integrated into instruction to assess the student's knowledge and guide future lessons (McMillan, 2018). The first formative assessment I would incorporate into this unit of study would be the think-pair-share approach. Such assessment would be embedded within the instruction. I will be able to provide immediate feedback to the students through the think-pair-share (McMillan, 2018). I would prepare questions similar to those on the test to ask the students. For instance, a question can include “When wanting to locate something on a map or globe we need to use \_\_\_\_\_”. The answer I am looking for is a compass. After each question, the students will pair up and share their thoughts. As the students share, I will take note of any uncertainties. Further instruction will be provided to those found to have uncertainties.

Another formative assessment I would incorporate into the unit of study is an exit ticket. Exit tickets are a summative-based formative assessment, meaning it is a more formal way of measuring achievement (McMillan, 2018). The exit ticket would assess the student's knowledge of the seven continents and five oceans. After, instruction on the specific content area is presented. The students will be given an exit ticket. I will use the exit ticket to see which students are grasping the content and who may need more support.

Through the incorporation of accommodations and modifications within the classroom, the students can demonstrate their true abilities and understandings (McMillan, 2018). An

accommodation I would use when giving the summative assessment is reading aloud. All directions, questions, and answer options would be read with clarity and proper diction to any student who would benefit. I would provide ample time for the students to think and answer each question before moving on. In addition, I will reread any section if asked by a student. This accommodation will benefit those with literacy, reading comprehension difficulties, and visual disabilities. Bilingual students would also benefit from tests read aloud (Viesca et al., 2012).

Students with disabilities may have difficulties completing essay questions due to the organization, reasoning, and writing skills required to answer them. Changes I would make to the essay question include the following. I would avoid using any unfamiliar word within the assessment. However, if an unfamiliar word must be used. Be sure to provide students with explicit vocabulary instruction. I would also provide examples of what is expected of them clearly and explicitly. For instance, an improvement of “Discuss how we use maps and globes?” could be: When are maps and globes used? Give two examples. Further, I can provide an audio recorder for students to record their answers rather than writing them (McMillan, 2018). Students with fine motor delays, literacy challenges, and bilingual students would benefit from this accommodation.



### **Citations**

*History and social science* | Virginia department of education. History and Social Science. (n.d.).

<https://www.doe.virginia.gov/teaching-learning-assessment/instruction/history-and-social-science>

McMillan, J. H. (2018). *Classroom assessment: Principles and practice that enhance student learning and motivation* (7th ed.). Pearson.

Viesca, Kara; Homza, Anna; and Ngo, Sarah, "Reading Aloud with Bilingual Learners: A Fieldwork Project and Its Impact on Mainstream Teacher Candidates" (2012). Faculty Publications: Department of Teaching, Learning and Teacher Education. 220.  
<http://digitalcommons.unl.edu/teachlearnfacpub/220>