

## Goals and Assessment

Clarify that the goals indicate what students should understand and be able to do as a result of the activity. Make sure students understand that Chapter Assessments are based upon these goals.

Goal	Location in Activity	Assessment Opportunity
Determine the direction and speed of movement of positions within the plate on which your community is located, using data from the Global Positioning System and a computer model.	<b>Investigate</b> Part A: Steps 1, 3 – 5, 8 Part B: Step 3 <b>Understanding and Applying</b> Questions 1, 7	Direction and speed of movement of plates accurate, consistent with responses given in the Teacher’s Edition.
Predict the position of your community in the near future and “retrodict” its position in the recent past by extrapolating from data already collected.	<b>Investigate</b> Part B: Step 3(c) <b>Understanding and Applying</b> Question 2	Relative Plate Motion calculations are correct. Reasonable prediction is made based on these calculations.
Recognize that the rate and direction of plate motion is not necessarily constant.	<b>Investigate</b> Part A: Steps 1(d), 1(e), 7 <b>Understanding and Applying</b> Question 6	Correctly interpret GPS data to see that plates are moving at different rates in different directions. Correctly explain evidence to support this.
Describe several lines of evidence for plate motion.	<b>Digging Deeper</b> <b>Check Your Understanding</b> Questions 4 – 6 <b>Understanding and Applying</b> Questions 3 – 5	Identify GPS data, magnetic striping of ocean floor, and fractures along ocean floor as evidence for plate motion.