

**Passage II**

In 1908, an object from outer space devastated 2,000 km² of forest in Siberia. The object was between 10 m and 100 m in diameter and traveled at a maximum speed of 15 km/sec. It exploded at an altitude of 8 km and released energy equivalent to 20 million tons of TNT. Two scientists discuss whether this object was a comet or an asteroid.

Scientist 1

The object was a comet, a body made of ices (such as frozen water or methane) and dust. Most of this cometary material is volatile (easily vaporized) and low in density. Friction in Earth's atmosphere heated the comet to a temperature at which it exploded, high above the ground. The majority of the ices and dust were vaporized in the explosion, which explains why no crater was formed at the site and why no large, identifiable fragments of the object were found. An asteroid would not have been completely destroyed. Intact asteroid fragments that reached the ground would have created one or more craters upon impact and left behind recoverable pieces. Evidence shows that the object decelerated rapidly before it exploded. Because of their low density, comets are capable of such rapid deceleration, whereas high-density objects, such as asteroids, are not.

Scientist 2

The object was a stony asteroid. As it entered Earth's atmosphere, its high speed created a large air pressure difference between the area just in front of the asteroid and the area just behind the asteroid. The large pressure difference eventually exceeded the structural strength of the asteroid. The asteroid flattened, decelerated rapidly due to the dramatic increase in its surface area, and fragmented before reaching the ground. This fragmentation would have appeared like an explosion. Calculations show that a comet between 10 m and 100 m in diameter would explode at an altitude much higher than 8 km, but a stony asteroid of that size would fragment at or near an altitude of 8 km. Recovery of large asteroid fragments is difficult due to the area's boggy soil; however, small, glassy fragments were recovered and are believed to be melted and resolidified pieces of the asteroid.

6. Which of the following phrases best describes the major point of difference between the 2 scientists' hypotheses?

F. The location of the event
G. The speed the object was traveling
H. The density of Earth's atmosphere
J. The type of object that entered Earth's atmosphere

7. According to Scientist 2's viewpoint, compared to the altitude at which a stony asteroid would have exploded in Earth's atmosphere, a comet of similar size would most likely have exploded at:

A. the same altitude.
B. a higher altitude.
C. a slightly lower altitude.
D. a much lower altitude.

8. Scientist 1's viewpoint indicates that when the materials that compose most of a comet are sufficiently heated, they change to:

F. solids.
G. gases.
H. liquids.
J. a vacuum.

9. Which of the following statements best describes how Scientist 2 would explain why no large, identifiable fragments of the object have been recovered?

A. Any large, identifiable fragments that reached the ground have been removed from the area by erosion.
B. Any large, identifiable fragments were thrown hundreds of kilometers from the site.
C. No large, identifiable fragments of the object reached the ground.
D. No large, identifiable fragments of the object have been recovered due to the soil conditions in the area.

Act Applied Technology Practice Test

Lois Rochester, Judy Mandell



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Tech Tally National Research Council, National Academy of Engineering, Committee on Assessing Technological Literacy, 2006-07-27 In a broad sense technology is any modification of the natural world made to fulfill human needs or desires Although people tend to focus on the most recent technological inventions technology includes a myriad of devices and systems that profoundly affect everyone in modern society Technology is pervasive an informed citizenship needs to know what technology is how it works how it is created how it shapes our society and how society influences technological development This understanding depends in large part on an individual level of technological literacy Tech Tally Approaches to Assessing Technological Literacy determines the most viable approaches to assessing technological literacy for students teachers and out of school adults The book examines opportunities and obstacles to developing scientifically valid and broadly applicable assessment instruments for technological literacy in the three target populations The book offers findings and 12 related recommendations that address five critical areas instrument development research on learning computer based assessment methods framework development and public perceptions of technology This book will be of special interest to individuals and groups promoting technological literacy in the United States education and government policy makers in federal and state agencies as well as the education research community **Resources in Education**, 2001 **Integrating**

Advanced Technology into Technology Education Michael Hacker, Anthony Gordon, Marc de Vries, 2012-12-06

Technology is a dynamic field in which new developments take place continuously Education traditionally lacks behind the latest developments in this subject area Therefore it is necessary to consider updating education regularly The NATO Advanced Research Workshop Integrating Advanced Technology into Technology Education discussed necessary changes in technology education caused by new developments in technology It was held in Eindhoven The Netherlands October 9 12 1990 Our impression is that there was a fruitful interaction between educationalists policy makers and industrialists These groups all have their own way of approaching technology education and the conference gave them an opportunity for sharing ideas that come from these various approaches The participants felt that the issue of integrating advanced technology into technology education was quite relevant There was a high degree of commitment in presentations and discussions This led to the formulation of a number of recommendations to people in NATO countries who are involved in technology education We as organizers appreciate the contributions of many people to this conference NATO for financing it Dr Thomas Liao in particular for stimulating both NATO and us to realize it the presenters for setting the scene for discussions all participants for sharing ideas and perspectives and finally Springer Verlag for publishing the proceedings April 1991 Michael Hacker Anthony Gordon Marc de Vries Introduction From the main theme of the conference Integrating Advanced Technology into Technology Education we distilled six questions 1 *Problem Solving and Comprehension* Arthur Whimbey, Jack Lochhead, 1999 Like previous editions this volume shows how to increase analytical thinking and problem solving skills

leading to improved performance on tests academic courses and in jobs requiring analytic and problem solving skills **The One Hour College Applicant** Lois Rochester, Judy Mandell, 1990 Tells how to obtain financial aid visit campuses and submit an effective application Workforce Readiness Harold F. O'Neil, Jr., Harold F. O'Neil, 2014-03-05 Current economic difficulties and the challenge of competing in the world market have necessitated a rethinking of American approaches to the utilization of people in organizations Management now recognizes a need to have workers take on more responsibility at the points of production of sale and of service rendered if the United States is to compete in rapidly changing world markets This development means that much more is expected of even entry level members of the American workforce Thus even more is expected of our high schools and colleges to provide this type of workforce The need of American management for workers with greater skills and who can take on greater responsibility has spawned many commissions task forces and studies All of them have contributed to the vast evidence documenting the need for a more highly skilled workforce These studies are summarized and synthesized in this book However what remains largely undone is the development of methods to assess the necessary skills that have been identified A major portion of this book deals with assessment issues Workforce Readiness Competencies and Assessment explores the state of the art in the specification of competencies skills and their assessment for students entering the world of work from both high school and college Both individual and team competencies are examined via data that has been reported and collected in various settings schools laboratories and industrial facilities

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Technology and Testing Fritz Drasgow,2015-08-20 From early answer sheets filled in with number 2 pencils to tests administered by mainframe computers to assessments wholly constructed by computers it is clear that technology is changing the field of educational and psychological measurement The numerous and rapid advances have immediate impact on test creators assessment professionals and those who implement and analyze assessments This comprehensive new volume brings together leading experts on the issues posed by technological applications in testing with chapters on game based assessment testing with simulations video assessment computerized test development large scale test delivery model choice validity and error issues Including an overview of existing literature and ground breaking research each chapter considers the technological practical and ethical considerations of this rapidly changing area Ideal for researchers and professionals in testing and assessment *Technology and Testing* provides a critical and in depth look at one of the most pressing topics in educational testing today The Open Access version of this book available at <http://www.taylorfrancis.com> has been made available under a Creative Commons Attribution Non Commercial No Derivatives 4.0 license

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