Range Finder Lesson 3 Summative Assessment

1. Which of these units would create a larger Security Zone?
    a. 5 cm
    b. 5 inches
    c. .5 cm
    d. .5 inches

2. Which of these units would make the sensor go off close to your Piper Computer in the Security Zone project?
    a. 5 cm
    b. 5 inches
    c. .5 cm
    d. .5 inches

3. How did speed affect your Security Zone?
    a. Going at a faster speed made the zone smaller.
    b. Going at a slower speed made the zone larger.
    c. Going at a faster speed made the zone larger.
    d. The speed doesn't affect the size of the zone.

4. How can you convert from cm to in?
    a. Multiply by 2.54
    b. Divide by 2.54
    c. Add 2.54
    d. Subtract 2.54

5. How do you convert from in to cm?
    a. Multiply by 2.54
    b. Divide by 2.54
    c. Add 2.54
    d. Subtract 2.54

6. How does your Security Zone work?
    a. The speed of an object sets off a sensor.
    b. The distance of an object sets off a sensor.
    c. The sensor detects speed.
    d. The sensor detects an object at a certain distance and sets off an alarm.

7. What logic blocks did you use when programming your Range Finder?
    a. If, do, else
    b. If, do
    c. When, do
    d. Else if

8. Why do you set a parameter when programming your sensor?
    a. To tell the alarm when to go off.
    b. To determine the size of the Security Zone.
    c. To set a distance for which an object cannot cross.

    d. All of the above.

9. What do the pins control?
    a. The pins control the sound of the alarm.
    b. The pins control the strength of the sensor.
    c. The pins control when the alarm goes off.
    d. The pins control the sensors ability to talk to the computer.

10. How do we use data to test our code?
    a. The data tells us the measured distance an object is located from the sensor.
    b. The data helps us test the distance provided by the code.
    c. The data tells us how the sensor works.
    d. The data allows tells us what needs to be included in our code.