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EDI 337-02

Professor Schultz

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Extended Written Response Assessment

Purpose

This assessment is intended for fifth grade students and ensures that they understand the scientific concepts in relation to the grade level content expectations. Specifically, this is a summative assessment that allows students to use their critical thinking skills about topics such as heredity, selected animal systems, inherited traits, and acquired traits. Before this assessment is given, students will learn through group discussion, multiple activities, and the textbook. Following this assessment, students will find out how much content they understand and what they still need to work on. Teachers will also benefit from this summative assessment because they will be able to see what each student knows and formulate activities based on students' particular needs in regards to the learning goals. This ensures that students are taking the time to go back and solidify their understanding.

Michigan Department of Education Grade Level Content Expectations

L.OL.05.41 Identify the general purpose of selected animal systems (digestive, circulatory, respiratory, skeletal, muscular, nervous, excretory, and reproductive).

L.HE.05.11 Explain that the traits of an individual are influenced by both the environment and the genetics of the individual.

L.HE.05.12 Distinguish between inherited and acquired traits.

Learning Targets

Learning Targets	Knowledge	Reasoning
	Question #	Question #
I can identify animal systems such as digestive, respiratory, skeletal, muscular, excretory, and reproductive.	2	2
I can describe how the environment and the genetics of the individual influence their traits.	1	1
I can differentiate between inherited and acquired traits.	1	1

Name: _____

Date: _____

Chapter Two Summative Assessment

Directions: This assessment will help you determine what learning goals you do and do not understand. The following questions are based off of what you've learned in chapter two (heredity, selected animal systems, inherited traits, and acquired traits). There are **two essay questions (Scenario and Stand Alone)** that each requires thorough explanations. Write your answers on the lines provided under each question. Rubrics will be given for each essay question so you are aware of the expected requirements. For each essay question, there is a maximum of 12 points for a total of 24 possible points. Please write your name and the date on the lines provided at the top of the page. You will be given as much time as you need for this assessment so please take your time. If you have any questions, please raise your hand and I will come over to assist you. When you're finished, flip your test over and put it on the top left corner of your desk, I will come around and pick them up. When you're finished with the assessment, please begin silently reading chapter three. Good luck, I know everyone will do great! Take a deep breath before you start and remember to take your time!

Question 1 (Scenario):

As you are walking outdoors, you happen to see a cardinal in a tree. Based on what we've discussed in class about traits, **name two inherited traits** and **two acquired traits** that cardinals have. In addition to naming four traits, I want you to **describe each trait** and **explain why it's important** to the cardinal species. Lastly, **list which traits are influenced by either the cardinal's genetics or its environment** and **tell me how you know**.

Rubric for Question 1:

CATEGORY	3	2	1
Inherited Traits	Lists two inherited traits, describes each trait, and explains their importance.	Lists two inherited traits and either describes each trait or explains their importance, but does not do both.	Only lists one inherited trait.
Acquired Traits	Lists two acquired traits, describes each trait, and explains their importance.	Lists two acquired traits and either describes each trait or explains their importance, but does not do both.	Only lists one acquired trait.
Influences of Traits	Labels which traits are influenced by genetics or environment for all four traits and explains their reasoning.	Labels which traits are influenced by genetics or environment for all four traits, but does not explain their reasoning.	Labels three or less traits that are influenced by genetics or the environment and does not explain their reasoning.
Mechanics	No errors in grammar, spelling, or punctuation.	Few errors in grammar, spelling, or punctuation.	Frequent errors in grammar, spelling, or punctuation.

Question 2 (Stand Alone):

You've recently been learning about selected animal systems and the general purpose of all eight. Using your knowledge about the subject, **name and describe three out of the eight systems** within animals. In addition, **compare and contrast the three systems** you have chosen. Lastly, **explain how all three systems work together** to carry out life functions.

Rubric for Question 2:

CATEGORY	3	2	1
Identifying Animal Systems	Names and describes all three systems.	Names and describes two systems.	Names systems, but does not describe.
Compare and Contrast Systems	Compares and contrasts all three systems.	Compares or contrasts all three systems.	Does not compare all three systems or does not contrast all three systems.
Explaining How Systems Work Together	Fully explains how all three systems work together.	Explains how two of the three systems work together.	Does not explain how all three systems work together.
Mechanics	No errors in grammar, spelling, or punctuation.	Few errors in grammar, spelling, or punctuation.	Frequent errors in grammar, spelling, or punctuation.

Name: _____

Date: _____

Student Self-Assessment

A self-assessment gives the opportunity for you to review the assessment you took. It shows you what categories you got wrong and what categories you got correct from the rubric. It also allows you to see what categories you need to work on. Please put an "X" mark inside the box that corresponds to the point(s) you received for each category.

Question 1:

CATEGORY	3	2	1
Inherited Traits			
Acquired Traits			
Influences of Traits			
Mechanics			

Question 2:

CATEGORY	3	2	1
Identifying Animal Systems			
Compare and Contrast Systems			
Explaining How Systems Work Together			
Mechanics			

Name: _____

Date: _____

Looking Ahead

After filling out the chart on the previous page and comparing it to the rubric with the points you've earned, you now realize what you know and what you need to work on. Based on your results and the learning targets, answer the following questions.

Learning Targets

Learning Targets	Knowledge	Reasoning
	Question #	Question #
I can identify animal systems such as digestive, respiratory, skeletal, muscular, excretory, and reproductive.	2	2
I can describe how the environment and the genetics of the individual influence their traits.	1	1
I can differentiate between inherited and acquired traits.	1	1

1. Circle the target(s) you need to spend more time on.

I can identify animal systems such as digestive, respiratory, skeletal, muscular, excretory, and reproductive.

I can describe how the environment and the genetics of the individual influence their traits.

I can differentiate between inherited and acquired traits.

2. Put a star next to the targets you seem to have mastered.

I can identify animal systems such as digestive, respiratory, skeletal, muscular, excretory, and reproductive.

I can describe how the environment and the genetics of the individual influence their traits.

I can differentiate between inherited and acquired traits.

3. Please go to the learning station that relates to the learning targets you need to spend more time on. Besides the activities provided, explain what else are you going to do in order to master the learning targets you're struggling with?

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