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EDI 337-02

Professor Schultz

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Selected 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 testing students on heredity, selected animal systems, inherited traits, acquired traits, anatomical features of contemporary organisms, and analyzing data tables to answer scientific questions. 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.

L.EV.05.21 Relate degree of similarity in anatomical features to the classification of contemporary organisms.

S.IA.05.11 Analyze information from data tables and graphs to answer scientific questions.

Learning Targets

Learning Targets	Knowledge	Reasoning	Point Values
I can identify animal systems such as digestive, respiratory, skeletal, muscular, excretory, and reproductive.	16,17,18,19,20		5
I can describe how the environment and the genetics of the individual influence their traits.	1,2,3,4,5,6	7	7
I can differentiate between inherited and acquired traits.	9	8,11,14	4
I can classify the anatomical features of contemporary organisms.	12,13,15		3
I can analyze information from data tables to answer scientific questions.		10	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. There are three sections in this assessment: **fill-in-the blank**, **multiple choice**, and **true/false**. The assessment contains 20 questions; each question is worth one point. Make sure to write your answers in the blanks provided next to the question number. Please write your name and the date on the lines provided at the top of the page. After answering each question, please circle "Sure" or "Unsure" so we can tell what questions you understood and which questions you struggled with. 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!

Fill-in-the blank: This portion consists of five fill-in-the blank questions, each worth one point. Please write your answer on the line provided next to the question number on the right hand side of the page. The box below gives you the terms needed for the particular questions. NOTE: There are more terms than blanks so not all terms will be used. The terms that are used will only be used once!

embryo	pollination	metamorphosis
nymph	germination	trait
heredity	genes	fertilization

1. Any characteristic of a living thing is a(n) _____.

   SURE   UNSURE   1. _____

2. The passing down of traits from one generation to the next is called _____.

   SURE   UNSURE   2. _____

3. A person's _____ carry the chemical instructions that determine what

   characteristics the person inherits.

   SURE   UNSURE   3. _____

4. When a sperm cell from a male and an egg cell from a female join to create a

   single unit it is called _____.

   SURE   UNSURE   4. _____

5. When pollen is transferred from the stamen of a flower to the pistil,

   _____ has occurred.

   SURE   UNSURE   5. _____

Multiple Choice: This portion consists of ten multiple choice questions, each worth one point. Please write your letter answer on the line provided next to the question number on the left hand side of the page AND circle your letter answer for each question.

6. _____ What type of chart is used to show the history of physical traits in a family?

    A. carrier

    B. heredity

    C. genetic

    D. pedigree

                    SURE   UNSURE

7. _____ What is one advantage of sexual reproduction?

    A. The offspring look exactly like their mother.

    B. The offspring share traits of both parents.

    C. The offspring can run very fast.

    D. All offspring are females.

                    SURE   UNSURE

8. _____ Which of the following is an example of a learned behavior?

    A. A dog comes when it is called.

    B. An oriole builds a hanging nest.

    C. A baby takes its first breath.

    D. A rabbit hides from danger.
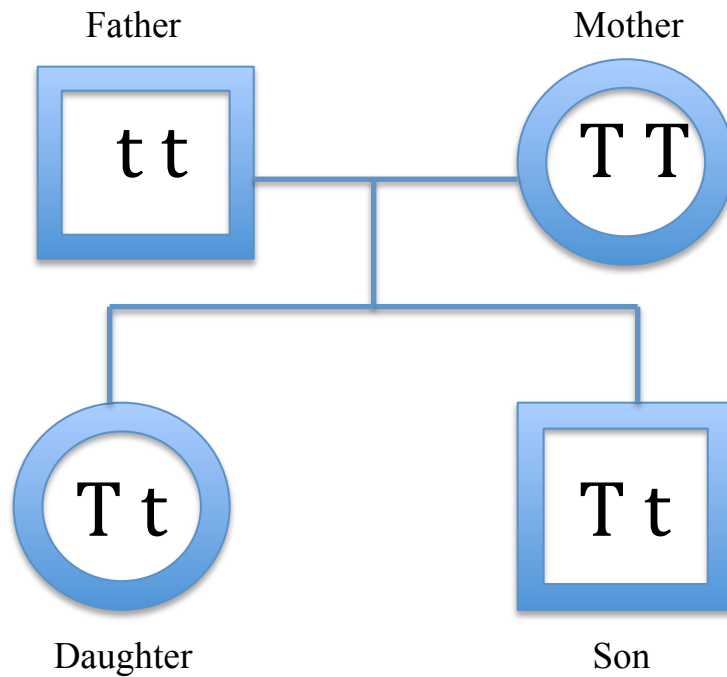
                    SURE   UNSURE

9. _____ Imprinting is an example of a(n)

    A. recessive trait.

    B. dominant trait.

    C. learned behavior.

    D. instinct.

                SURE   UNSURE

10. _____ In the pedigree show below, T is a dominant trait and represents curly hair, and t is a recessive trait and represents straight hair.

Father   Mother

t t   T T

T t   T t

Daughter   Son

Which person has straight hair?

    A. Mother

    B. Father

    C. Daughter

    D. Son

                 SURE   UNSURE

11. _____ Which behavior described below is an instinctive behavior (inherited trait)?

    A. a dog rolling over on command

    B. a child riding a bicycle

    C. a gorilla using sign language

    D. a spider spinning a web

                      SURE   UNSURE

12. _____ The female part of a flower is the

    A. stamen.

    B. pistil.

    C. petal.

    D. sepal.

                      SURE   UNSURE

13. _____ What is the yellow powder in plants that contains sperm cells called?

    A. embryo

    B. conifer

    C. pollen

    D. seed coat

                      SURE   UNSURE

14. _____ What kind of behavior does a bird use to build its nest?

    A. instinctive

    B. dominant

    C. recessive

    D. learned

                    SURE   UNSURE

15. _____ Which of the following will form a plant's first leaves after germination?

    A. embryo

    B. conifer

    C. seed coat

    D. cotyledon

                    SURE   UNSURE

Please continue to the next page!

True/False: This portion consists of five true/false questions, each worth one point. Please write your answer on the line provided next to the question number on the left hand side of the page. The term(s) underlined in each statement is what you're determining is true or false. If true, write it directly on the line. If false, write false directly on the line AND write the correct answer(s) underneath each statement. If you have any questions about how to answer these questions, please ask!

_____ 16. The <u>skeletal</u> system is made of bones, tendons, and ligaments.

                            SURE   UNSURE

_____ 17. The <u>muscular</u> system powers the production of movement.

                            SURE   UNSURE

_____ 18. The <u>digestive</u> system removes waste products from the body.

                            SURE   UNSURE

_____ 19. The two main parts within the lungs are the <u>atrium</u> and the bronchus.

                            SURE   UNSURE

_____ 20. The <u>respiratory</u> system is made of the lungs and the passageways
                     that lead to them.

                            SURE   UNSURE

Congratulations! You've reached the end of the assessment. Before you completely
finish, make sure that ALL of your answers are written on the lines provided.

Answer Key:

1. Trait
2. Heredity
3. Genes
4. Fertilization
5. Pollination
6. D
7. B
8. A
9. C
10. B
11. D
12. B
13. C
14. A
15. D
16. True
17. True
18. False; excretory
19. False; alveoli
20. True

Name: _____

Date: _____

Student Self-Assessment

A self-assessment gives the opportunity for you to review the assessment you took. It shows you what answers you got wrong and what answers you got correct. It also allows you to see what questions you need to work on. Please put an "X" mark either in the correct or incorrect box for each question. Then put an "X" mark either in the sure or unsure box for each question.

Question Number	Correct	Incorrect	Sure	Unsure
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

Name: _____

Date: _____

Compare Results with Learning Targets

Each question number from the assessment is directly related to a learning target for the content covered in chapter two. Based on the question numbers for each learning target, fill in how many answers you got correct and incorrect in the chart provided. Also fill in how many of the questions for each learning target you were sure and unsure about.

Learning Target	Question Numbers	Total Correct	Total Incorrect	Sure	Unsure
I can identify animal systems such as digestive, respiratory, skeletal, muscular, excretory, and reproductive.	16,17,18,19,20				
I can describe how the environment and the genetics of the individual influence their traits.	1,2,3,4,5,6,7				
I can differentiate between inherited and acquired traits.	8,9,11,14				
I can classify the anatomical features of contemporary organisms.	12,13,15				
I can analyze information from data tables to answer scientific questions.	10				

Name: _____

Date: _____

<u>Looking Ahead</u>

After filling out the chart on the previous page, you now realize what you know and what you need to work on. Based on your results, answer the following questions.

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.

I can classify the anatomical features of contemporary organisms.

I can analyze information from data tables to answer scientific questions.

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.

I can classify the anatomical features of contemporary organisms.

I can analyze information from data tables to answer scientific questions.

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?

_____

_____

_____

_____

_____