

# Diagnostic Assessment for What Makes Me Who I Am?



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## Diagnostic Assessment Selected Response

**Duration:** One 55-minute session

**Standard(s) Assessed:**

SC.F.1.2.1.5.1, SC.F.1.2.4.5.2, SC.H.3.2.2.5.1, SC.F.2.2.1.5.1, SC.F.2.2.1.5.2,  
SC.H.1.2.2.5.1, LA.B.1.2.2.5.1, LA.B.1.2.2.5.4, MA.E.1.2.1.5.3

**Description of Assessment Activity:**

The assessment is designed to judge student understanding of the concepts contained in the unit. As students will probably not know much about the standards selected, the pre-test will also give them a “sneak-peek” at what they will be learning in the course of the unit.

**Teacher Directions:**

1. Copy enough for each student.
2. Before distributing the pre-test, inform students that they will be beginning a new unit. In this new unit, they will be discovering who they are. In order to get an idea of what they know and for them to get a preview of what they will be learning, students will take a pre-test.
3. Pass out the pre-test, making sure to stress to students that this is a “No Stakes” assessment. Its purpose is to find out what students know and give them a preview.
4. If they don't know an answer, they should leave it blank.
5. Optional: Depending on the reading level of the students, you may wish to read aloud each question.
6. Allow students time to take the assessment.

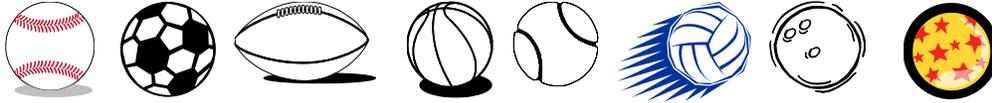
**Student Directions:**

1. Listen as I read the instructions.
2. Know that this is a “No Stakes” assessment!
3. If you don't know an answer, leave it blank!
4. Optional: As I am reading the questions, listen and follow along.
5. Answer as many questions as you know!

**Scoring Method & Criteria:**

Once students have finished the pre-test, collect their work and formatively assess. Compare their work against the given diagnostic key. If students appear to already have important information, then reevaluate the unit plan strategy and teach only those items they do not know. If students have obvious misconceptions, make sure to keep them in mind as you are instructing students.

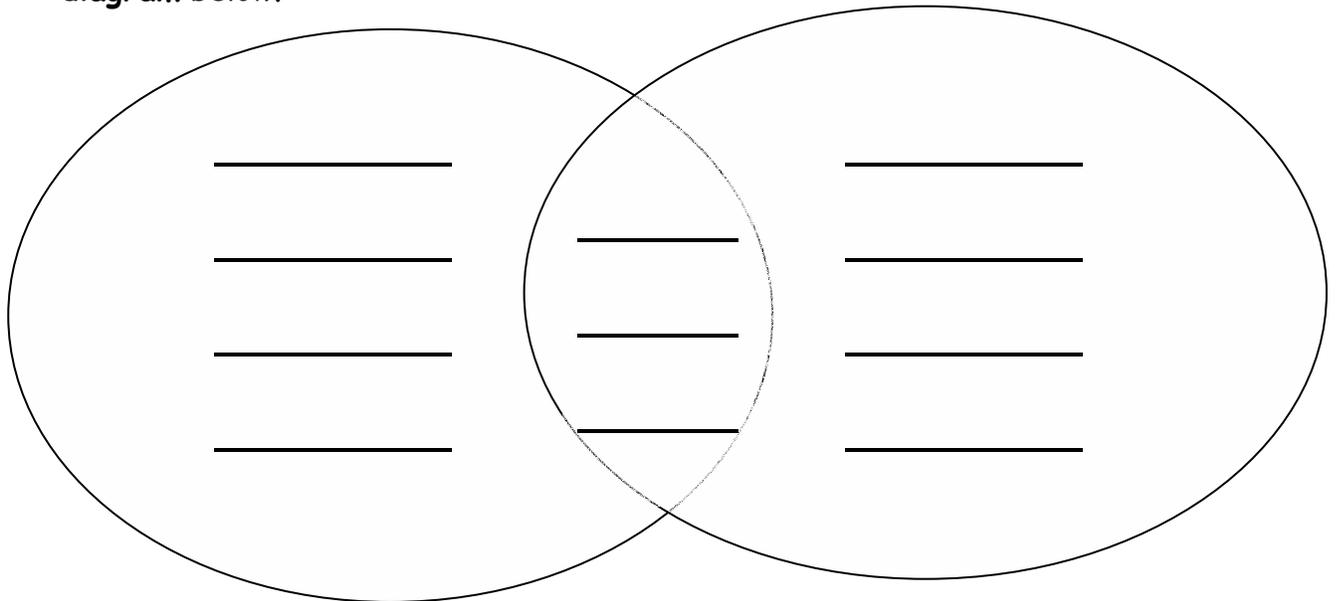
What Makes Me Who I Am?  
Pre-Test  
Student Version



1. Look at the pictures above. Organize the information using a **dichotomous key**. You create the key on the back of this paper.



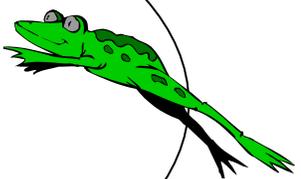
2. Look at the two pictures above. **Compare and contrast** them using the **Venn diagram** below.



3. Why do scientists use observations and experiments to investigate?
4. What color are your eyes? \_\_\_\_\_  
Why are they this color?

5. Your mom, dad, grandma and grandpa are all examples of your \_\_\_\_\_ ancestors.

Characteristics	
<b>Dominant</b>	<b>Recessive</b>
A= attached ear lobe	a= not attached ear lobe
B= big nose	b= not a big nose
C= cleft chin	c= not a cleft chin
D= droopy eyes	d= not droopy eyes
E= ear wiggler	e= not an ear wiggler
F= freckles	f= not freckles
T= tongue roller	t= not a tongue roller
W= widow's peak	w= not a widow's peak



Genetic Donor	
Female	Male
A b c D e F t w	A B C d

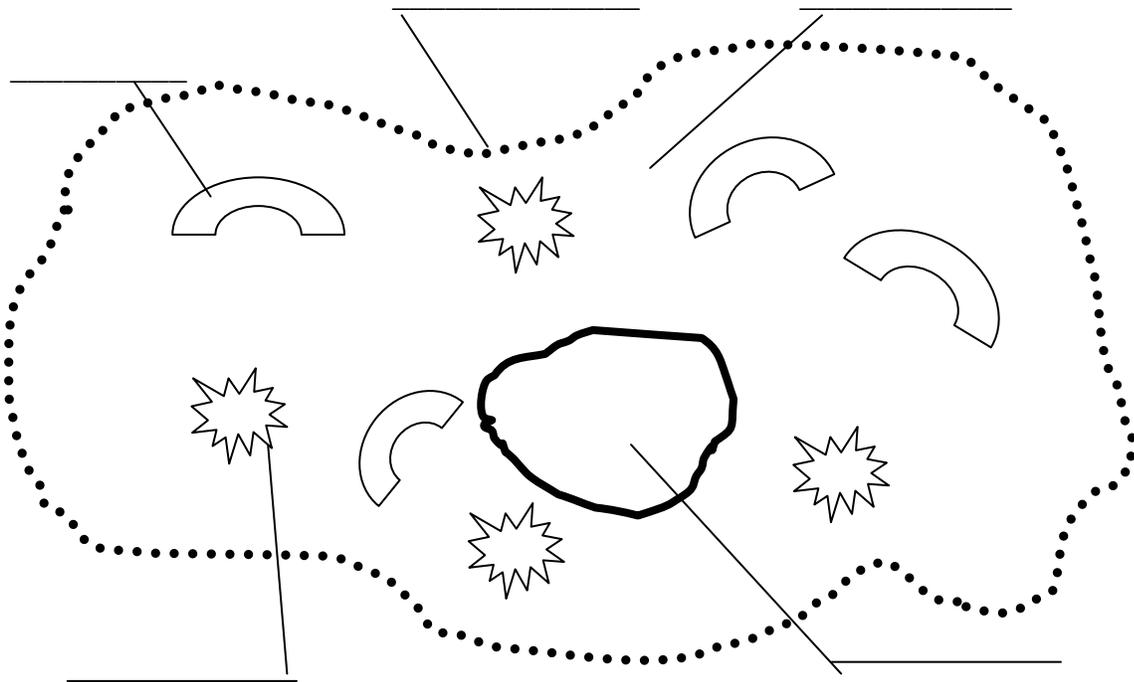
6. **Create a person** using the donors and characteristic code above. Write your answer in this box.

7. List the **possible outcomes** for your created person. Write your answer in this box.

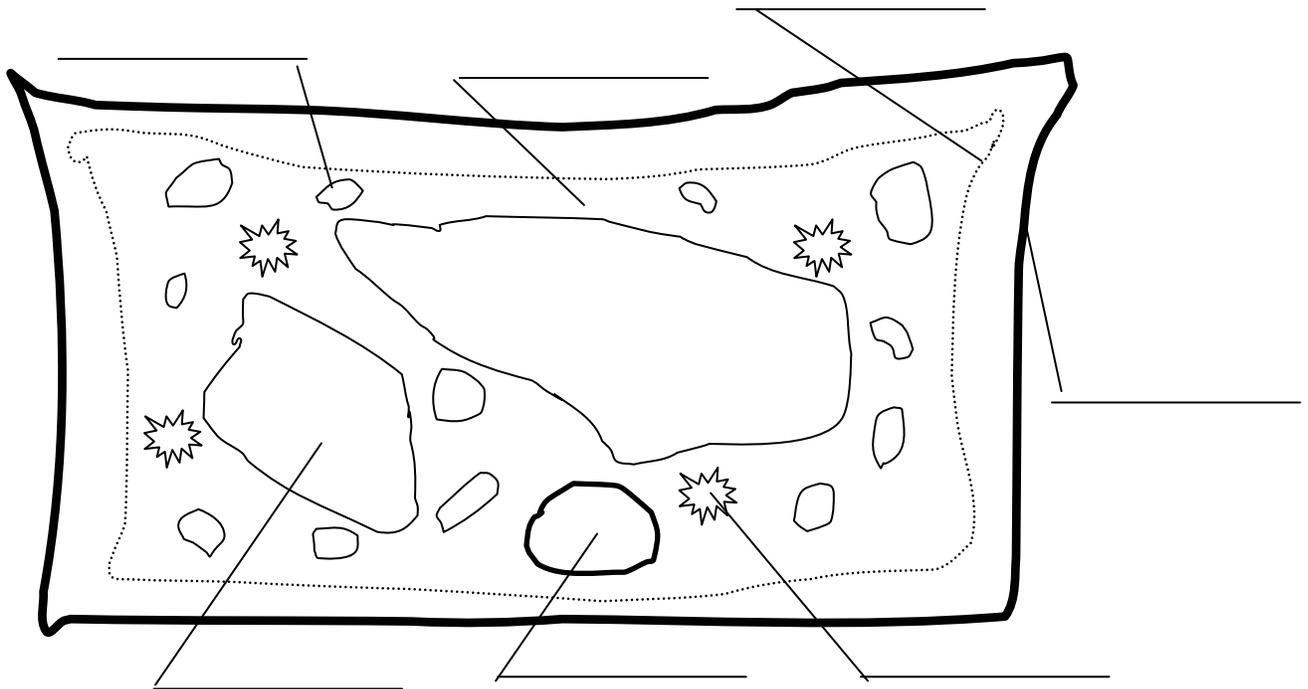
8. People not only inherit characteristics from their parents, but they can also get them from their **environment**. List **FOUR** characteristics people gain from their environment.

9. Some scientists believe that your **genetics** are more important than your environment when deciding who you are. What do you think? Explain your answer.

10 A. Label this body cell.



10 B. Label this plant cell.



11. Explain how this person's **BODY SYSTEMS** are interacting.

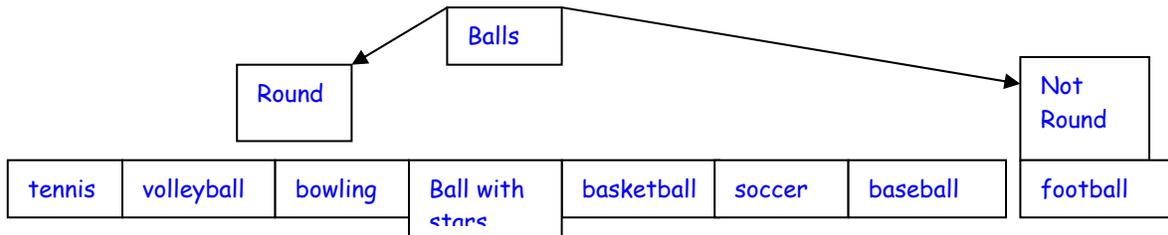


**"What Makes Me Who I Am?"  
Pre-Test Key**

Teacher note: As this is a pre-test designed to help drive the instruction, try to notice where students already have knowledge. As this information is being taught for the first time, students will likely not do well. They may be able to puzzle some items out, but they will not understand the reasons why.

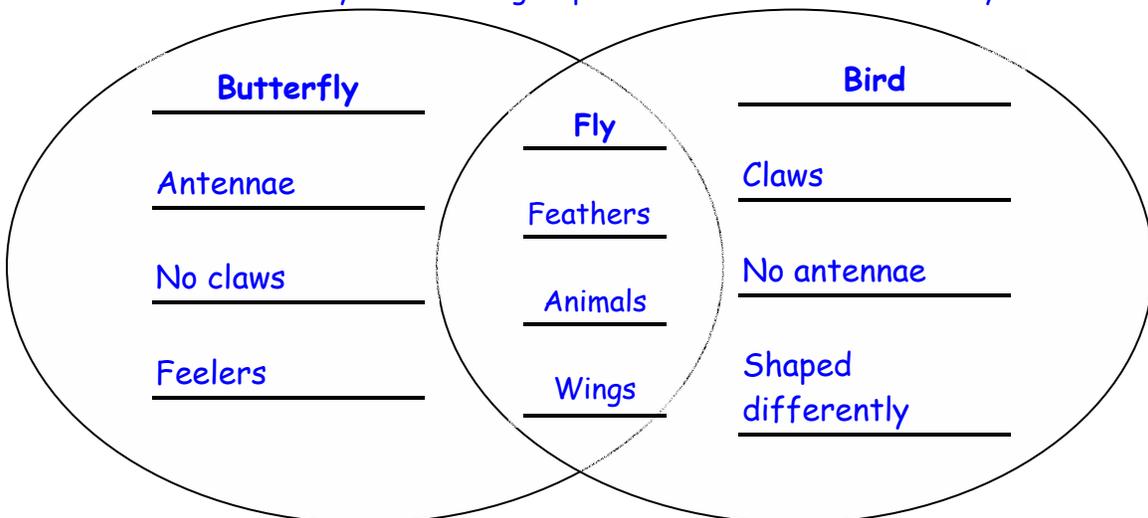
1. Look at the pictures above. Organize the information using a **dichotomous key**. You create the key in the space below.

Note: Look to see if students understand the "grouping of items." Any answer is acceptable as long as it conforms to the rules of a dichotomous key.



2. Look at the two pictures above. **Compare and contrast** them using the **Venn diagram** below.

Note: Students may understand the concept of a Venn Diagram, but they may not understand it within the context of the grouping for scientists' needs. As such, if students understand HOW to create a Venn, that portion of the lesson may be eliminated. However, it is important to include some discussion on the Venn as it leads students to understand why a scientist groups information in different ways.



3. Scientists do **different kinds of investigating**, such as observations and experiments because different questions require different answers so scientists must investigate in different ways.
4. What color are your eyes? **Brown** Why are they this color? **Because my dad's eyes were brown.**
5. Your mom, dad, grandma and grandpa are all examples of your **genetic** ancestors.

6. **Create a person** using the donors and characteristic code above. Write your answer in this box.

**AA Bb Cc Dd ee Ff Tt Ww**

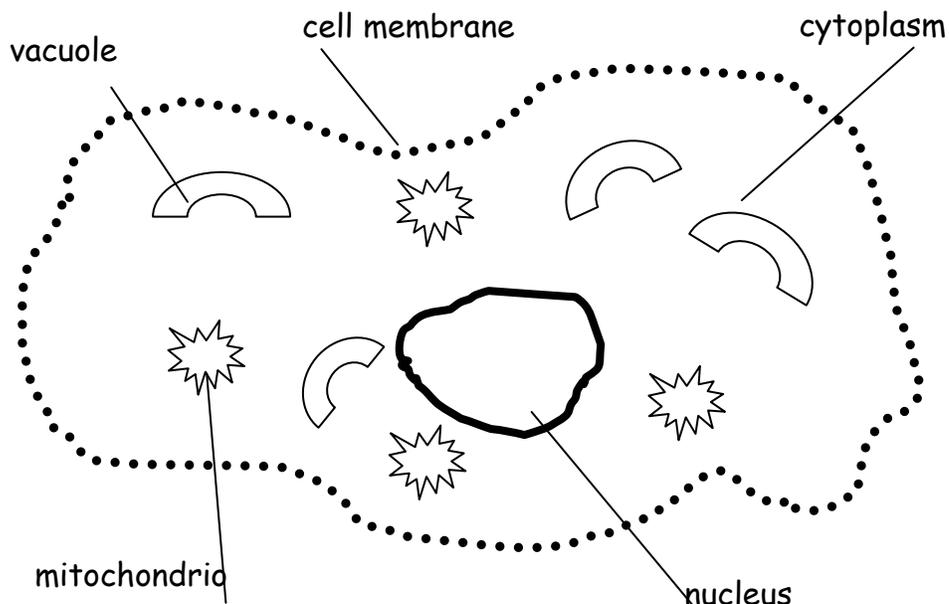
7. List the **possible outcomes** for your created person.

Write your answer in this box.

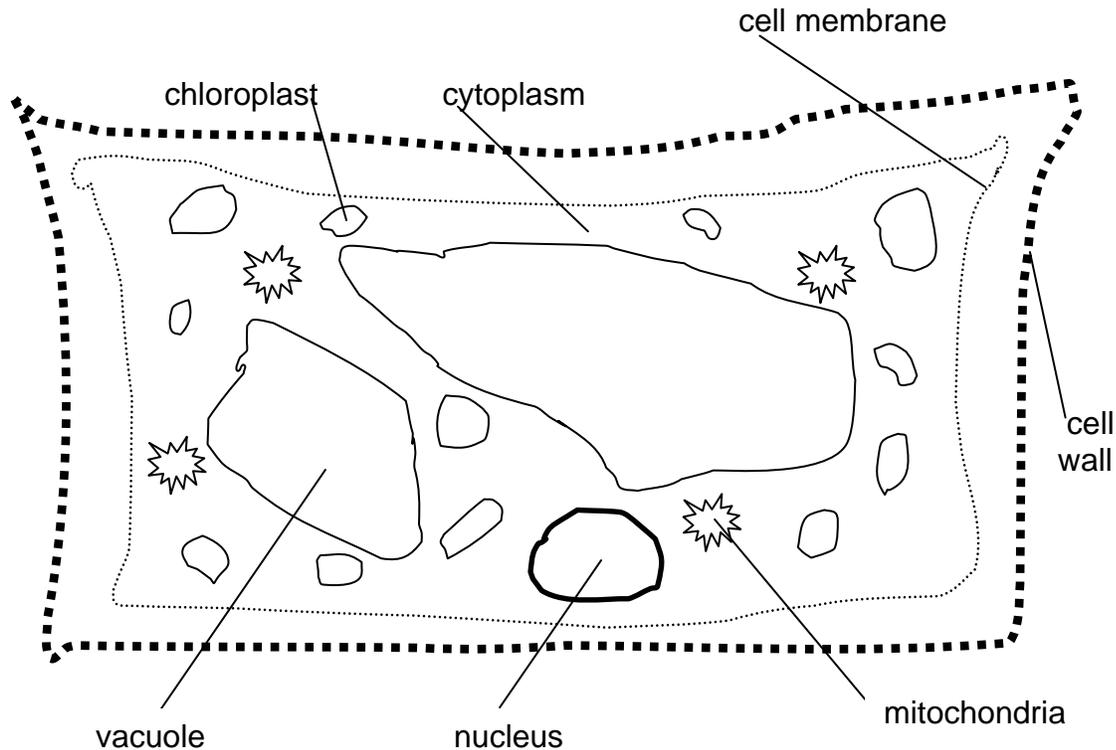
**Will have an attached ear lobe, a big nose, a cleft chin, droopy eyes, will not be an ear wiggler, will have freckles, will be a tongue roller and will have a widow's peak.**

8. People not only inherit characteristics from their parents, but they can also get them from their **environment**. List **FOUR** characteristics people gain from their environment. **Prejudice, kindness, talking, language etc.**
9. Some scientists believe that your **genetics** are more important than your environment when deciding who you are. What do you think? Explain your answer. **As this is an opinion question, read to understand student misconceptions about genetics or the environment.**

10 A. Label this body cell.



10.B. Label this plant cell.



11.



The nervous system controlling the legs must not work properly, so she uses a wheelchair. The brain, which controls the nervous system, is thinking what needs to be done on the computer. It sends messages along the nerve fibers to and from the hands telling them what to do. The muscles in the fingers, hands, and arms move the hands. The brain sends messages along other nerve fibers to and from the eyes so that they can see what is happening on the computer screen. Different parts of the brain continuously send and receive messages to all parts of the body day and night. It tells the heart, lung, and other muscular organs what work to do automatically.