

# Summative Assessment #1 for What Makes Me Who I Am?



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## **Summative #1**

### **Selected Response**

**Duration:** One 55-minute class period

**Standard(s) Assessed:**

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.E1.2.1.5.3

**Description of Assessment Activity:**

Summative Assessment #1, which is a structured response assessment, is designed to measure student achievement based on student answers to questions that were explored in the previous six days.

**Teacher Directions:**

1. Make enough copies of the assessment for each student.
2. Tell students that this assessment is a "High Stakes" test based on the information they have been studying.
3. Students will need to work on their own to answer each of the questions.
4. Collect student work for assessment once they have all completed their work.

**Student Directions:**

1. Understand that the test is now "High Stakes".
2. Take the test, being as careful with your answers as possible.
3. Turn in your work once you are finished.

**Scoring Method and Criteria:**

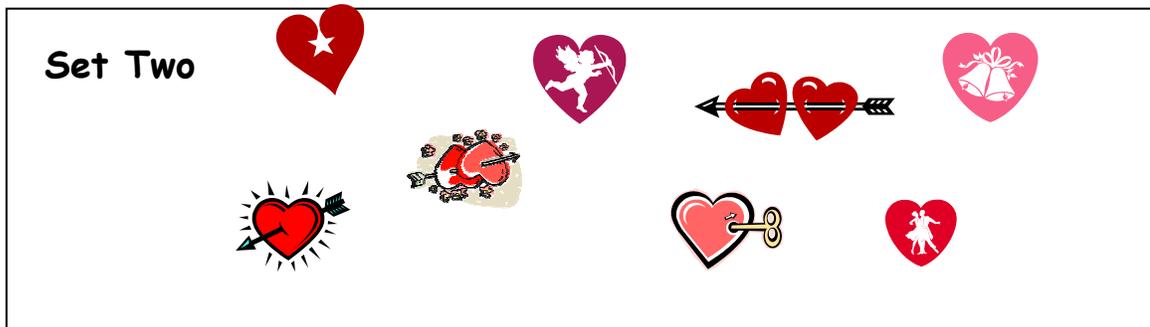
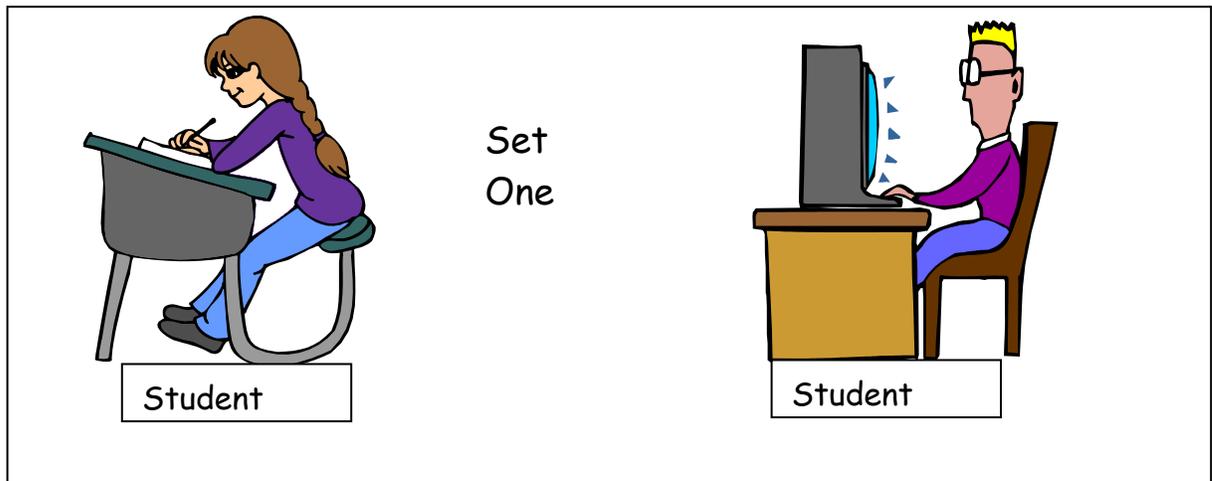
Assess student work using the provided Summative Assessment #1 Key. If all formative assessments have been done, most students should be able to show mastery of these standards.

Name \_\_\_\_\_ Date \_\_\_\_\_

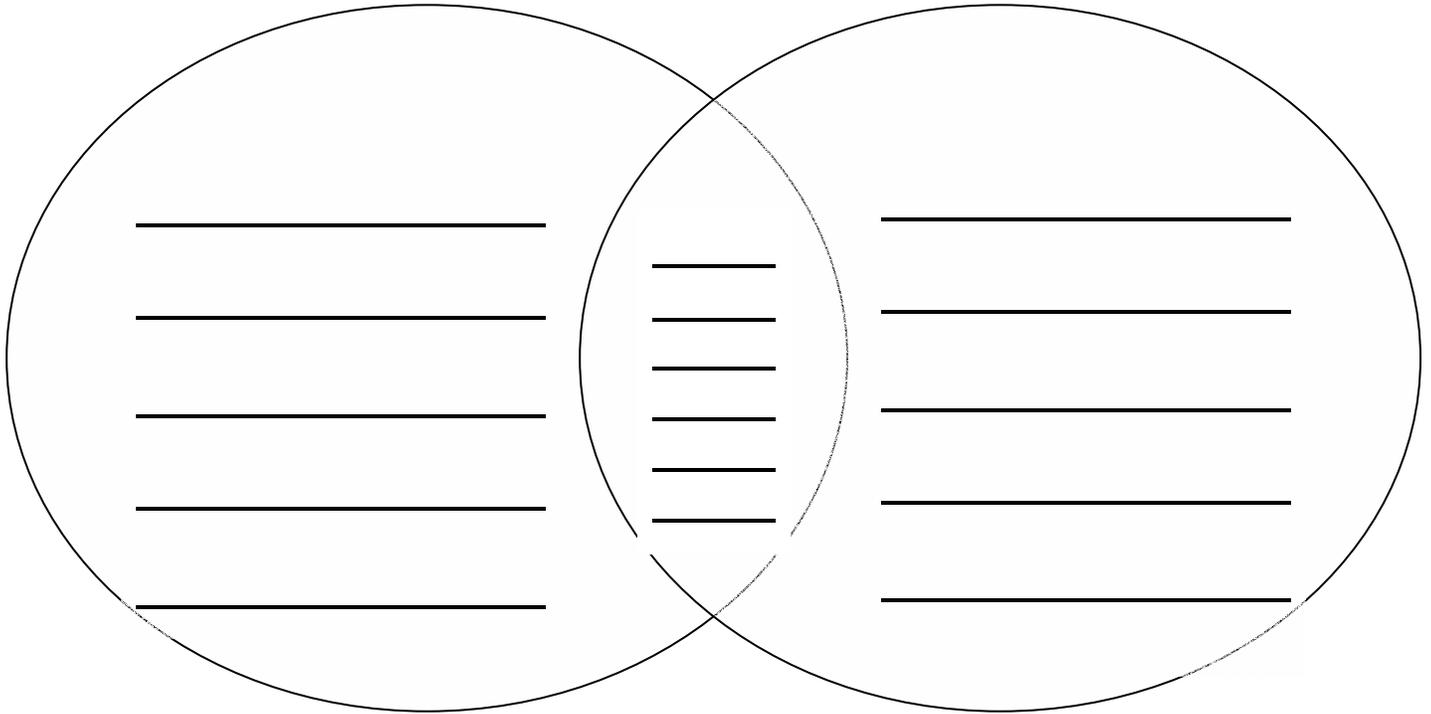
**"Discovering Who I Am"**  
Summative #1

1. Why do scientists use different kinds of investigating?

Below you will find two sets of pictures. Study these two sets. Organize them using one of the two tools we have studied. Remember we have studied a Venn diagram and a Dichotomous key. YOU decide how to organize the information.



**2. Venn diagram**  
Remember to label!



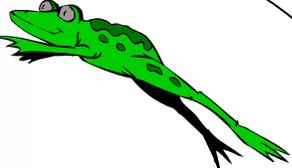
**3. Dichotomous Grouping**  
(You create the key)

4. Your characteristics, such as your REAL eye color and hair color are \_\_\_\_\_ (inherited, bought at the store, picked up on the street).
5. Who are some of your genetic ancestors?

**Show what you know!**

Create three different people using the genetic code below.

**Characteristics**

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	

<b>Genetic Donors</b>		
<b>FEMALE</b>		<b>MALE</b>
1. a B C d e f t W		1. A b c D E f t w
2. A B C d e f T W		2. a b C D e F T w
3. a b c D E F t w		3. A B c d E f t

(#6-8) Use the chart below to create THREE different people.

People	A	B	C	D	E	F	T	W
#1 (female ___ + male ___)								
#2 (female ___ + male ___)								
#3 (female ___ + male ___)								

(#9) List the possible outcomes for one of your "people." Remember to include EACH category from A through W.

10. For the three people you created in numbers 9-11, count up and record how many will have each characteristic.

- |                           |                               |
|---------------------------|-------------------------------|
| _____ = attached ear lobe | _____ = not attached ear lobe |
| _____ = big nose          | _____ = not a big nose        |
| _____ = cleft chin        | _____ = not a cleft chin      |
| _____ = droopy eyes       | _____ = not droopy eyes       |
| _____ = ear wiggler       | _____ = not an ear wiggler    |
| _____ = freckles          | _____ = not freckles          |
| _____ = tongue roller     | _____ = not a tongue roller   |
| _____ = widow's peak      | _____ = not a widow's peak    |

11. Now graph these similarities. Remember to title, label and scale correctly so your graph can be read properly.


12. List FOUR characteristics people gain from their ENVIRONMENT.

13. Explain. Which is more important: the characteristics we inherit OR the characteristics we get from our environment? Explain why you think one is more important than the other.

## "Discovering Who I Am"

### Summative #1

#### Teacher Key

Consider this criteria when scoring student answers:

#### Content for most questions-

Full credit answers have total content correctness. Partial credit answers may have some content correctness. No credit answers will be blank or totally incorrect. Teachers will want to assign their own points due to the variety of grading scales used by teachers.

#### Written Answers-

Full credit answers are focused on the topic, provide at least two details to back up any opinions or answers and communicate the answer clearly, and the content is totally correct. Partial credit answers will have some areas that may not be focused; they may only provide one detail and the content may have incorrectness. No credit answers will be blank or not focused, no details to support whatever answer is included, and the content will not be correct.

#### 1. Why do scientists use different kinds of investigating?

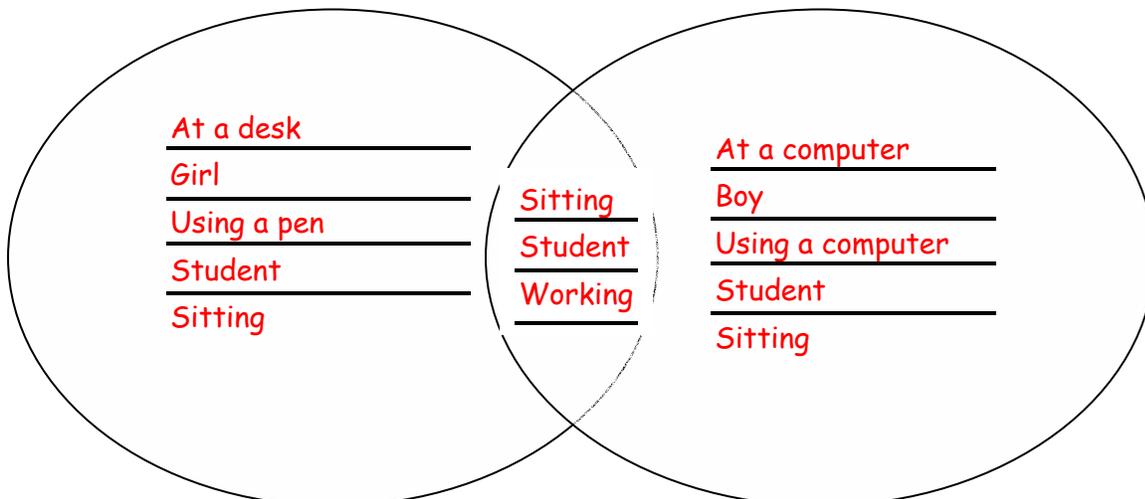
(SC.H.1.2.2.5.1 and LA.B.1.2.2.5.1 and LA.B.1.2.2.5.4)

-Use Written Answers criteria plus judge content correctness. Students should include statements that reflect the following: Because different questions require different answers, so they must investigate in different ways.

#### 2. Venn diagram

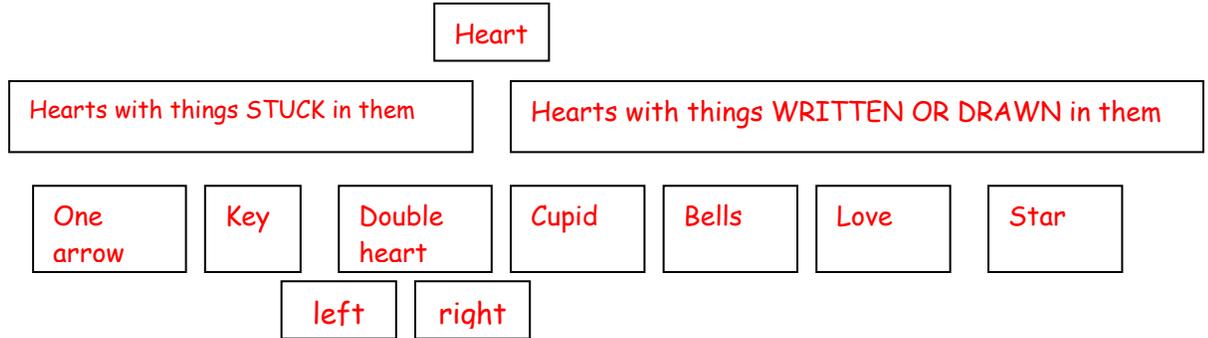
(SCH.3.2.2.5.1)

Use Content criteria plus examine any reasonable answer so long as students have successfully grouped the information from the pictures into three categories. *An example is provided.*



### 3. Dichotomous Grouping

Use the content criteria plus any reasonable labels, but pictures were chosen for the way they could be grouped.



(SC.F.2.2.1.5.1) (Answers for 4 and 5 are either Full credit answers or No credit answers)

4. Your characteristics, such as your REAL eye color and hair color, are \_\_\_\_\_ (inherited, bought at the store, picked up on the street).
5. Who are some of your genetic ancestors? Mom, dad, grandma, granddad

#### Show what you know!

Create three different people using the genetic code below.

Genetic Donors	
FEMALE	MALE
1. a B C d e f t W	1. A b c D E f t w
2. A B C d e f T W	2. a b C D e F T w
3. a b c D E F t w	3. A B c d E f t

(#6-8) Use the chart below to create THREE different people.

Note: Accept any reasonable answer for the following three "people." Again, answers can be scored using the Content criteria.

People (EXAMPLES ONLY)	A	B	C	D	E	F	T	W
#1 (female 1 + male 2)	aa	Bb	CC	Dd	ee	Ff	tT	WW
#2 (female 3 + male 3)	Aa	Bb	cc	Dd	EE	Ff	tt	Ww
#3 (female 2 + male 1)	AA	Bb	Cc	Dd	Ee	ff	Tt	Ww

(#9) List the possible outcomes for all of your "people." Remember to include EACH category from A through W.

(Provided is an example only. Accept any correct answer using the students' given characteristics. The Content Criteria can be used to gauge this answer.)

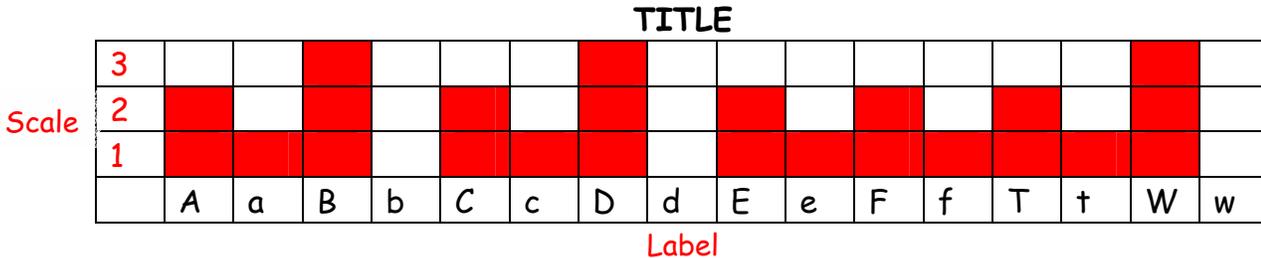
Person One will have not attached earlobes, a big nose, cleft chin, droopy eyes, not an ear wiggler, freckles, a tongue roller and a widow's peak.

10. Accept any reasonable answer so long as students have correctness.

- \_\_\_\_\_ = attached ear lobe      \_\_\_\_\_ = not attached ear lobe
- \_\_\_\_\_ = big nose                      \_\_\_\_\_ = not a big nose
- \_\_\_\_\_ = cleft chin                      \_\_\_\_\_ = not a cleft chin
- \_\_\_\_\_ = droopy eyes                      \_\_\_\_\_ = not droopy eyes
- \_\_\_\_\_ = ear wiggler                      \_\_\_\_\_ = not an ear wiggler
- \_\_\_\_\_ = freckles                      \_\_\_\_\_ = not freckles
- \_\_\_\_\_ = tongue roller                      \_\_\_\_\_ = not a tongue roller
- \_\_\_\_\_ = widow's peak                      \_\_\_\_\_ = not a widow's peak

11. Look at the similarities these three created people have. Now graph these similarities. Remember to label each side correctly so that your graph can be read properly. (MA.E.1.2.1.5.3) (Model only using provided example.

Students must include correct information according to their selected characteristics, PLUS correctly title, label, and scale the graph.)



12. List FOUR characteristics people gain from their ENVIRONMENT.

(SC.F.2.2.1.5.2)

Talking, kindness, abusiveness, helpfulness. These are only examples. Accept any reasonable answer.

Use the content criteria to assess the answer.

13. Explain. Which is more important: the characteristics we inherit OR the characteristics we get from our environment? Explain why you think one is more important than the other. (LA.B.1.2.2.5.1 and LA.B.1.2.2.5.4)

Students should be able to communicate their OPINIONS to you concerning the prompt. Remember that scientists are debating this issue even now. Use the written criteria to assess this answer.